

## **2. FRAME OF THEORY**

This chapter concerns with review of previous research and review of related literature which consists of definition of crossword puzzle, interaction, vocabulary, learning vocabulary, and motivation.

### **1.1. Review of Previous Research**

Teaching using media was already known as one of way to make learning process more interesting to students. There are so many media which can be used by teacher to make students exiting to study in the class. Crossword puzzle is one of media that can increase student ability in learning especially learning in vocabulary. That be supported in a research which titled *increasing students' vocabulary achievement through crossword puzzle game in group work at the seventh grade of SMPN 10 Bandar Lampung* by Meutia in 2011, showed that crossword puzzle can give significant increasing to students' vocabulary achievement. In Delia's research (2011), found that students' interaction can be pushed up by using some media of learning in the class. That result showed that media of learning has positive influence on students' achievement and interaction in learning process.

In other research from Tricia M, et al (2009) found that crossword puzzle game affected the success of students' learning. When students learn vocabulary in the

class using crossword puzzle they showed good interaction with their environment in the class, it effects positively their achievement in learning vocabulary.

On the other hand, Weisskirch (2006) found that students were more interested in completing the puzzles and when given the chance to work collaboratively with others, students found the puzzles to be more useful and enjoyable than when doing them on their own. In addition to these findings, allowing students to complete the crosswords in class can provide the opportunity for them to ask questions or review answers orally with the instructor. In this way, students are forced to research and understand the material so that they are able to write meaningful clues for the puzzle. From that kind of activities, students have created their own interaction in the class.

From some researches above they mostly said that there was a positive effect using crossword puzzle as a media of learning. With using crossword puzzle students are more interested to learn English because they learn with playing games. But the writer wants identify the use of crossword puzzle on students' interaction in learning vocabulary. The writer will focus on the students' interaction in the class when they learning using crossword puzzle.

One of the researches about interaction which proves that interaction was one of important part in second language acquisition. Nina (1997) in her research with the title *from-focused interaction and second language acquisition* states that interaction has relation in learning outcome. So when interaction in the class was building well, it can push up the achievement of the student in the class.

In Kalu's (1997) research, it has been found that there is a significant positive relationship between interaction pattern and students' achievement. The significant positive relationship between interaction patterns and students' achievement in low academic tasks implies that, the students tended to perform well in academic tasks that require only memory and comprehension in classrooms where the teacher adopts more of indirect teaching.

## **1.2. Review of Related Literature**

In review of related literature the researcher has written the complete explanation about crossword puzzle, interaction, vocabulary, teaching and learning vocabulary.

### **1.2.1. Crossword puzzle**

Crossword puzzle is one of the games that uses some empty blocks to be filled with a letter which will make a word based on the question of the clues, it will be written into numbered square that go across and down. From the statement, crossword puzzle form consists of two parts. The first part consists of some grids with certain arrangement and the second is clues. The grids are arranged based on the number of the letter of each clue answers both vertically or horizontally.

To play crossword puzzle, the students must fill the grid by the letters based on the clues. They have to find out the answer of each clue. If they could answer one clue correctly, this easier for them to fill other grids are connected each other. So, the students learned how to recognize their mistake and fix it.

The researcher chose crossword puzzle in this research because puzzle is one of interesting media that make students interested in learn English. Franklin et al (2003) states that crossword puzzles game can significant increase students' motivation and students' interest in the topic at hand. The researcher delivered the crossword puzzle games with group work among the students to build their interaction. Crossword puzzle game may give students chances to improve their vocabulary.

### **1.2.1.1.The types of crossword puzzles**

In the English language, there are three different types of crossword puzzles: freeform or criss-cross crossword puzzles, standard American-style crossword puzzles and cryptic crossword puzzles.

#### **1. Criss-Cross or Freeform Crosswords**

The Criss-Cross or Freeform crossword is the easiest to create and play, and the best way to learn how to play the word game. In this puzzle, you have connecting words that go across and down as letters join one word with another. As with all crossword puzzles clues are given, so that you can try and come up with the right words to complete the puzzle. Each clue is numbered and that corresponding number is written in the white boxes of the puzzle, showing where letters go and what direction a word is being played. You will find such puzzles being used in classrooms as students learn about different subjects in school, subjects such as spelling, science and history can be taught using the Criss-Cross or freeform crossword puzzle because it is so simple.

## **2. Standard American Style Crosswords**

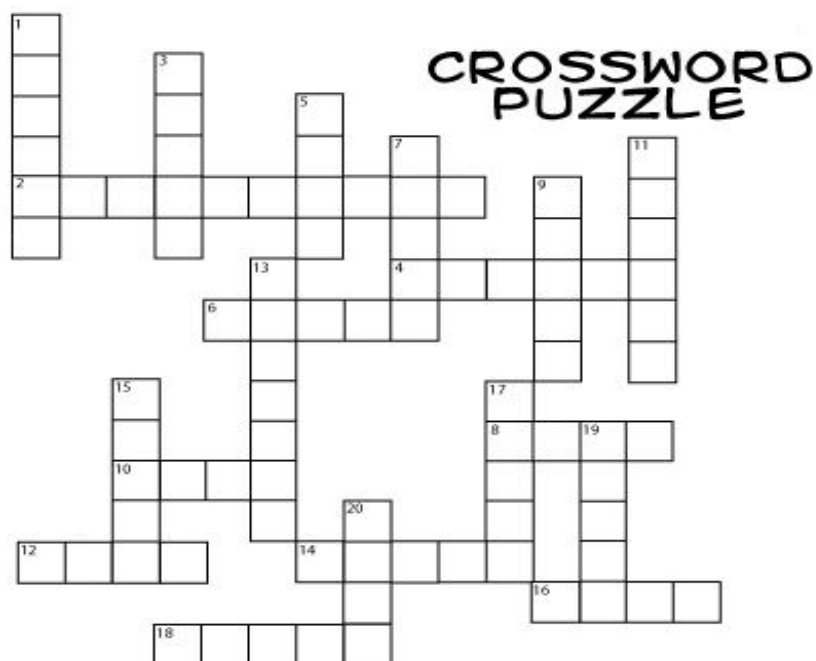
The Standard American Crossword is a word puzzle which is a little tougher than the Criss-cross and it has black and white squares. This puzzle has the same pattern, no matter how you look at it and words being played have to have at least three letters. The clues to this puzzle are given as definitions of a particular word that is to fit inside the puzzle. When playing this puzzle, you can choose between easy, hard and the mastermind, when you really want a challenge. In the Standard American Crossword, only 1/6 of the puzzle board is covered in black boxes. These crossword puzzles range in difficulty from very easy to extra-challenging.

## **3. Cryptic Crosswords**

For the Cryptic Crossword, the puzzle box is structured like a lattice frame, or an entanglement of black and white boxes. However, do keep in mind that though there are black and white boxes, only the white boxes are used for lettering. Cryptic crossword is a puzzle in which each clue is a word puzzle in and of itself. Cryptic crossword puzzles come in two main types: the basic cryptic in which each clue answer is entered into the diagram normally, and the advanced or "variety" cryptic, in which some or all of the answers must be altered before entering, usually in accordance with a hidden pattern or rule which must be discovered by the solver. In this research the researcher use the first type of crossword puzzle, the Criss-Cross or Freeform crossword.

### ***Example of crossword puzzle***

There are so many kinds of crossword puzzles; here is one of the examples.

**Across**

- 2 The \_\_\_ likes to leave a gift under your pillow when you lose a tooth.  
 4 Drinking milk will make your teeth \_\_\_  
 6 You chew food with your \_\_\_  
 8 Drinking \_\_\_ will give you strong bones and teeth.  
 10 Going to the dentist will make sure you have healthy teeth and \_\_\_  
 12 Everyone should take good \_\_\_ of their teeth.  
 14 Crest and Colgate are types of tooth \_\_\_  
 16 Teeth help you \_\_\_ your food  
 18 Eating too much \_\_\_ is not good for your teeth.

**Down**

- 1 When a tooth has decay it is called a \_\_\_  
 3 The dentist is a \_\_\_ doctor.  
 5 The \_\_\_ machine takes pictures of your teeth.  
 7 You need to \_\_\_ your teeth at least twice each day.  
 9 Use \_\_\_ to clean in between your teeth.  
 11 You lick an ice cream cone with your \_\_\_  
 13 The doctor who checks your teeth is called a \_\_\_  
 15 Candy has too much \_\_\_ which is bad for your teeth.  
 17 Taking care of your teeth will give you a beautiful \_\_\_  
 19 Kids like to \_\_\_ and play outside.  
 20 These are the first teeth in your mouth which are called \_\_\_ teeth.

**WORD BANK**

Sugar	Dentist	Baby	Tooth
Teeth	Care	Paste	Candy
x-ray	Smile	Brush	Tongue
chew	Cavity	strong	Milk
gums	tooth fairy		Floss

There are the advantages and disadvantages of using crossword puzzle game in learning vocabulary. Here are the advantages and disadvantages of crossword puzzle. The advantages are Games could make the students more interested in learning the material, and Teacher didn't need to explain too many materials to the students. The disadvantages are by attracting student's interest to games, all of them were active and made noisy. So it was difficult for the teacher to control them. And by doing games the teacher only had a little time to explain the material and gave some new vocabularies. So there was no longer time for teacher to explain more and help them to memorize all the new vocabularies.

### **1.2.2. Interaction**

Interaction is a reaction of communication that occurs in two or more objects and has an effect on each other. A closely related term is interconnectivity, which deals with the interactions of interactions within system; combinations of many simple instructions can lead to surprising emergent phenomena. Interaction has different tailored meaning in various sciences. Changes can also involve interaction. Interaction was the focus variable of this research because interaction always appears in every condition there is no even without any interaction.

There are several pattern of classroom interaction according to Edge (2001):

1. T – Ss (teacher - students)

This is the interaction where teacher gives instruction to the whole class.

2. Ss – T (students - teacher)

This is the interaction where there is an exchange between the teacher and the whole class such as question and answer.

3. T – S (teacher – student)

This is the interaction where teacher initiates the interaction with an individual of student. Teacher asks a student to answer the question, repetition, confirmation, and so on.

4. S – T (student - teacher)

This is the interaction where the communication with teacher is started by students. The student initiates himself to question the teacher, gives opinion, and complains, elicits in form of information and many others.

5. T – S – S (teacher - student – student)

This is the interaction where teacher tells one students to say something to other.

6. S – S (student – student)

This is the interaction where students communicate directly with each other.

The researcher observed the students' interaction because the writer interested in how students' interaction in learning vocabulary using some media. From a whole classroom interaction, the research focused on students' interaction. Not only the pattern but also the categories of interaction also used as a basic theory to analysis the data of this research.

Interaction categories used in this research is Categories of Flanders Interaction Analyses. Flanders originally devolved a research tool, namely Flanders



Interaction Analysis (FIA), which become a widely used coding system to analyze and improve teaching skill.

Table 2.1. The Categories of Flanders Interaction Analyses.

	<b>Categories</b>
<b>Indirect Influent</b>	<b>1. Accept feeling:</b> accepts and clarifies the feeling tone of the students in a non-treating manner. Feeling may be positive or negative. Predicting and recalling feeling are included.
	<b>2. Praises or encourages;</b> praise or encourages students action or behavior, jokes that release tension, not at the expense of another individual, nodding head or saying “uh huh?” or “go on” are included.
	<b>3. Accept or uses ideas:</b> clarifying, building, or developing ideas or suggestions by a student. As teacher brings more of his own ideas into play, shift to category five.
	<b>4. Ask question:</b> asking question about content or procedures with the intent that a student may answer.
<b>Direct Influent</b>	<b>5. Lectures:</b> giving facts or opinions about content of procedures; expressing his own ideas, asking rhetorical question.
	<b>6. Gives direction:</b> directions, commands, or orders with which a student is expected to comply.
	<b>7. Criticizes or justifies authority:</b> statements, intended to change students behavior from non-acceptable to acceptable pattern, bawling someone out, stating why the teacher is doing what he is doing, extreme self reference
<b>Students Talk</b>	<b>8. Student talk response:</b> talk by students in response to teacher. Teacher initiates the contact or solicits student statement.
	<b>9. Student talk initiation:</b> talk by students which they initiate. If “calling on” student is only to indicate who may talk next, observer must decide whether student wanted to talk. If he did, use this category.
	<b>10. Silence of confusion:</b> short periods of silence and periods of confusion in which communication cannot be understood by the observer

Based on both of theory the data of students’ interaction which researcher got have analyzed, but to make the result more completed to answer research question, the researcher used one more theory of interaction. The ideal of interactions in the class, there are some interactive principles proposed by Brown (2001:56):

### ***1. Automaticity***

True human interaction is best accomplished when vocal attention is on meanings and not on grammar and other linguistic forms. Students are thus freed from keeping language in controlled mode and can more easily proceed to automatic modes of processing. For example: the students may ask where to? Instead of where are you going to? In this case the meaning will be the main attention rather than the grammatical rules.

### ***2. Intrinsic Motivation***

As students are engaged with each other in speech act of fulfillment and self-actualization their deepest drive are satisfied. And as they more fully appreciate of their own competence to use language, they can develop a system of self-reward for instance when the students are engaged in free conversation. They are intrinsically motivated to use their English since they can build their self-reward as well.

### ***3. Strategic Investment***

Interaction require the use of strategic language competence both to make certain decisions on how to say or write interpret language and to make repairs when communication path ways were blocked. The spontaneity of interactive discourse requires judicious use of humorous strategies for production and comprehension.

### ***4. Risk Taking***

Risk taking requires of failing producing intended meaning of being laughed or rejected. The rewards are great and worth the risk. It may occur when the students try to say words in English but they have less vocabulary as well as being unable

to choose the right diction. For example: when one says, “Don’t story to other!” he uses the word story instead of tell. What he says may attract others laugh at him but still it needs to take as risk in producing English.

### ***5. Communicative Competence***

All of the elements of communicative competence (grammatical, discourse, sociolinguistic, pragmatics and strategies) are all involved in human interaction. All aspects must work together for successful communication. This may occur in a formal language circumstance where everyone engaged in the circumstances itself have greater knowledge of English language. they use English as the communication tolls.

### ***6. Inter Language***

The complexity of interaction emails a long developmental process of acquisition. Numerous errors of production and comprehension will be a part of this development. I this case errors made by interlocutors are use to produce better acquisition.

### ***7. The Language Culture Connection***

The cultural loading of interactive speech as well as writing requires the interlocutors be thoroughly versed in the cultural nuances of language.

### **1.2.3. Concept of Vocabulary**

When someone learns about language it is closely related to vocabulary, because without vocabulary someone can’t build a language. Vocabulary is an important part in language. Vocabulary is a list of words which is used to build up a

language, if the knowledge of vocabulary is miss it can be hard to learn about language its self. This is supported by Barnhart (2008: 697), who states that vocabulary is a stock of words used by person, class of people, profession, etc. which has connected with language function as media of communication.

Vocabulary work can be directed toward useful words and give learner practice in useful skills. It is obvious that without mastery vocabulary, someone can difficult to communication in oral and written ways. In line with previous statement that the writer assumes that vocabulary is the basic element of language in which it will make a language meaningful. In any activity of learning language, student are trying to use the language by using vocabulary into certain sentences in order to be able to communicate and transferring their ideas. Vocabulary is very important as basic of communication, if learners do not recognize the meaning of words they will be unable to participate in conversation. No matter how well the student learn grammar, no matter how successfully the sound of English are mastered, without expressing a wide range of meanings using vocabulary communication cannot be take place in any meaningful way.

### **2.2.3.1 Kind of vocabulary**

Fries (1974: 4) classify vocabulary into some types namely:

#### **1) Content words**

##### ***a. Noun, name of subject or things.***

Noun a word that is the name of something (such as a person, animal, place, thing, quality, idea, or action) and is typically used in a sentence as subject or object of a verb or as object of a preposition Nouns have sometimes been

defined in terms of the grammatical categories to which they are subject (classed by gender, inflected for case and number). Such definitions tend to be language-specific, since nouns do not have the same categories in all languages. Crystal (1995:206) defines seven parts of speech as follows:

### **1. Adjectival Noun**

Adjectival noun is an adjective that function as a noun. The examples adjectival noun is highlighted. Example: *The poor is asking some food from the rich.*

### **2. Animate Noun**

Animate noun refers to a person, animal, or other creature. This animate noun sometimes has different noun endings which make the gender clear.

The examples of animate noun are:

- 1) *The a singer is greeting his fans.*
- 2) *We meet the teacher in his office.*

### **3. Collective Noun**

Collective noun is a word used to define a group of objects, where the objects can be people, animals, emotions, concept or thing. It is a noun that refers to things or people as a unit. The examples of collective noun are:

- 1) *The audiences give their applause to the singer.*
- 2) *The jury is collecting the score to decide the winner.*
- 4) *Be careful! There's a hive of bees someone near here.*

#### 4. Concrete Noun

Concrete noun refers to entities which can be observed and measured.

Here are the examples of concrete noun:

- 1) *She holds many books.*
- 2) *They drive the motorcycle quickly.*
- 3) *There are three oranges on the table.*

#### 5. Abstract Noun

Abstract nouns are nouns that refer to concepts, ideas, emotions, etc.

Abstract nouns are nouns that you cannot touch, are not made of materials, but play an important role in life. Here is a list of some common abstract nouns: success, depression, love, hate, anger, power, importance, tolerance, etc. The examples of abstract noun:

- 1) *Tom has had a lot of success this past year.*
- 2) *Many people prefer to let love inspire them rather than hate.*

#### 6. Countable Noun

Countable noun refers to individual, countable entities, such as books, houses, flowers, trees etc, for example:

- 1) *There are a few trees in my backyard,*
- 2) *She bought three book of English yesterday.*

#### 7. Uncountable Noun

Uncountable noun refers to an undifferentiated mass or notion, such as butter, water, sugar, for example:

- 1) *I add some sugar in my tea.*

2) *We're having lovely weather this week.*

3) *We need to get some new furniture for our home.*

## 8. Proper Noun

Proper nouns are named of specific people, place, time, occasions, events, publications, and so on. Proper nouns are not usually used with the determiners. It is also written with an initial of capital letter. The examples of proper nouns are:

1) *I love Indonesia;*

2) *My mother will go to Jakarta on Sunday.*

3) *I'd love to visit Canada next year.*

### **b. Verb, action done by with those things.**

Verb is the word which is used to tell about the action or movement of person, thing and animal. There are several types of verb. Those are:

#### **1. Transitive Verb**

Transitive Verb is the verb that needs object and usually followed by noun. These transitive verbs include arrest, avoid, do, enjoy, find, force, get, give, grab, hit, like, pull, report, shock, take, tell, touch, want, warn.

Example:

- *She takes a book.*

#### **2. Intransitive Verb**

Intransitive Verb is the verb which does not need object, but it needs adverbial modifier. These intransitive verbs include appear, come, fall, go, happen, matter, sleep, swim, wait. Example:

- *She sings beautifully.*

### 3. Linking Verb

Linking Verb refers to verb that needs subjective complement rather than object and that subjective complement describes the subject. These Linking Verbs include: be, smell, feel, taste, prove, look, become, appear, stay, remain, get, sound, seem, grow, turn, go.

a) Subjective Complement can be “Adjective”. Example:

- *Your face grows red.*

- *Her voice sounds pretty.*

b) Subjective Complement can be “Noun or Pronoun”. Example:

- *He becomes a district governor.*

- *The robber is you.*

### 4. Auxiliary Verb

An auxiliary verb (also known as a helping verb) determines the mood or tense of another verb in a phrase: "It *will* rain tonight." The primary auxiliaries are *be*, *have*, and *do*. The modal auxiliaries include *can*, *could*, *may*, *must*, *should*, *will*, and *would*.

### 5. A lexical verb

A lexical verb (also known as a *full* or *main* verb) is any verb in English that isn't an auxiliary verb: it conveys a real meaning and doesn't depend on another verb: "It *rained* all night."



## 6. Modals

Modal Verbs are the verbs that are used to talk about ability, permission, obligation and necessity, obligation and advice, possibility, probability, request, offer, suggestion, habit and promise. Most Modal Verbs can form question and negative sentence by themselves. There are many Modal Verbs as following.

a) Ability. We use “can, could and be able to” to talk about the ability.

Can: is used in the present. E.g. *He can play the guitar.*

Could: is used in the past. E.g. *My sister could speak when she was 15 years old.*

Be able to: can be used both in present and past. E.g. *Last year I wasn't able to speak at all, but now I am able to speak smoothly.*

b) Permission. We use “can, could, may and might” to ask to a permission. Example: *Can I use your pen for a moment?*

c) Obligation and necessity. We use “must and have to/ have got to” to express obligation or necessity. Example: *I have got a trouble pain in my back, so I must go to the doctor now.*

d) Obligation and Advice. We use “should, ought to, had better, and shall” to talk about the obligation and advice.

Should and ought to be used talk about the obligation and duty, to ask for and give advice and in general, to say what is right or good.

Example: *You ought to learn to swim.*

Shall is used when we want to know someone's opinion, or when we want advice or instruction. Example:

*I have missed my last bus. What shall I do?*

- e) Possibility. We use “may, might and could” to talk about present or future possibility. Example: *There is someone at the door. It may be Sara.*
- f) Probability. We use “should and ought to” to say that something is probable at the moment of speaking or in the future. Example:  
*Sally should be at work by now. She’s normally there at this time.*
- g) Request. We use “can, could, may, will and would” to ask for something, to ask for permission or to ask someone to do something. Example: *Could I ask you some questions?*
- h) Offer. We use “will, shall, could and would” when we are willing to do something for someone. Example: *I will lend you some money.*
- i) Suggestion. We use “shall, can and could” to ask for and make a suggestion. Example: *Shall we stay at home?*
- k) Promise. We use “will” to express strong intention in promises and threats. Example: *I will be careful with the car, I promise.*

## 7. Phrasal Verb

A phrasal verb is a combination of words (a verb + a preposition or verb +adverb) that when used together, usually take on a different meaning to that of the original verb. E.g. *break down, check in, and tear up*. When we use phrasal verbs, we use them like normal verbs in a sentence, regardless if it’s a regular or irregular verb. Example:

- *Ella **tore up** the letter after she read it.*

## 8. Regular and Irregular Verb

A **regular verb** (also known as a *weak verb*) forms its past tense and past participle by adding *-d* or *-ed* (or in some cases *-t*) to the base form: "We *finished* the project." (See Forming the Past Tense of Regular Verbs.) An **irregular verb** (also known as a *strong verb*) doesn't form the past tense by adding *-d* or *-ed*: "Gus *ate* the wrapper on his candy bar."

### c. Adjectives, qualities of the things.

Adjective is the word which is used to modify noun or pronoun. These are several kind of adjective:

#### 1. Possessive adjectives

Possessive Adjective is the adjective which is used to point out the noun that belongs to someone and there are seven Possessive Adjectives. They are My, Your, Our, Their, His, Her and Its. Example:

- *This is my book.*

- *Your car is outside.*

#### 2. Descriptive Adjective

Descriptive Adjective is the adjective that is used to tell the sorts of noun or quality. Example:

- *He is a tall man.*

- *They are good students.*

### 3. Numeral Adjective

Numeral Adjective is the adjective which is used to show the number of noun. There are three types of Numeral Adjective as follow. Definite Numeral Adjective, Indefinite Numeral Adjective, Distributive Numeral Adjective

#### a) Definite Numeral Adjective

Definitive Numeral Adjective is the adjective that is used to denote an exact number of nouns as first, second, third or one, two, three.

Example:

- *Ankor temple has got five towers.*

#### b) Indefinite Numeral Adjective

Indefinite Numeral Adjective is the adjective which is used to denote an inexact number of nouns as some, any, much, many, little, a few.

Example:

- *I have some friends here.*

#### c) Distributive Numeral Adjective

Descriptive Adjective is the adjective that is used to cache one noun.

They are every, each, another, other. Example:

- *Each student is very friendly.*

- *They speak to another person.*

### 4. Demonstrative Adjective

Demonstrative Adjective is the adjective which is used to point out the noun. They are this, these, that, and those. Example:

- *That man is very handsome.*

- *These girls are good-looking.*

## **5. Interrogative Adjective**

Interrogative Adjective is the adjective that is used to ask the question.

They are where, what, which. Example:

- *Which animal do you like?*

- *Where doctor is he?*

### **d. Adverb, used to modify a verb, adjective, or other adverb.**

Adverbs can also modify prepositional phrases, subordinate clauses, and complete sentences. These are the kinds of adverb:

#### **1. Adverbs of Time**

These adverbs answer the question 'when'. Examples are: tomorrow, today, yesterday, now, then, never, soon, already, ago, formerly, lately etc.

#### **2. Adverbs of Place**

These adverbs answer the question 'where'. Examples are: here, there, upstairs, downstairs, everywhere, nowhere, in, out, inside, away.

#### **3. Adverbs of Frequency**

These adverbs answer the question 'how often'. Examples are: again, frequently, always, seldom, hardly, often, once etc.

#### **4. Adverbs of Number**

These adverbs answer the question 'in what order'. Examples are: firstly, secondly, lastly, once, never, twice etc.

### 5. Adverbs of Manner

These adverbs answer the question 'in what manner'. Examples are: slowly, carefully, terribly, seriously, well, pleasantly, really, thus etc.

### 6. Adverbs of Degree or Quantity

These adverbs answer the question 'how much' or 'in what degree'. Examples are: much, very, fully, partly, little, enough, so, rather etc.

## 2) Function words

Function words are those words, which are used as a means of expressing relation of grammar or structure, such as conjunction (and, however, but), for example:

- a. *Caty and Tommy like fried rice very much but Siska didn't. (conjunction)*
- b. *My mother and I will go to Egypt next month. (conjunction)*

## 3) Substitute words

Substitute words, those which represent the individual things or specific action as substitutes for whole form classes of words (anybody, anyone, somebody, someone, etc), for example:

*Rina has someone special.*

## 4) Distributed words

Distributed words, those are distributed in use according to grammatical matter as the presence or absence of a negative, such as any, either, neither, etc, for example: *You do not allow passing this line and neither do I.*

From all the kind of vocabulary above, the writer used the first type that is content words. The writer was focus on noun, verb, adjective, and adverb which belong to content words. Those three kinds of content words are considered as the most important word in the part of speech. The writer assumed that by using crossword puzzle in learning vocabulary may affect students' interaction in the class and the student become more active in the class.

#### **1.2.4. Teaching and Learning Vocabulary**

Teaching is the process to give some knowledge to the other; this is the most important thing in learning process. Through teaching students were helped by teacher to understand about the lesson. The word "teaching" according to Brown is "showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge causing to know or understand" (Brown, 2001:7).

Learning is a process of change in the human personality and the changes are revealed in the form of increasing the quality and quantity of behavior such as increased skills, knowledge, attitudes, habits, understanding, skills, intellect, and other abilities. Learning is acquisition or getting, learning is retention of information skill, and learning involves some forms of practice, perhaps reinforced practice (Brown, 2001:7).

Considering the importance of vocabulary in language teaching, teaching vocabulary should be taken into account. The teaching process of vocabulary needs a good technique in order to help the student to get meaning and to use the

word. As states by Allen and Vallete (1972), teaching vocabulary can meaning full if the teacher can conduct the teaching process by combining the available techniques of teaching. Learning vocabulary is a very important part of learning a language. The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to when speaking or writing.

Teaching and learning vocabulary of a language is very important, because by mastering a great number of vocabularies, they develop their ability in mastering the language. The students are expected to understand the meaning of the words, the uses of the words in sentence, and also to show some good interaction in the class when they are learning vocabulary. The teacher should consider the appropriate method and suitable techniques to achieve the goal.

The writer was identifying crossword puzzle as a media of learning in learning vocabulary in the second grade of SMPN 8 Bandar Lampung. The writer assumes that crossword puzzle can help students to understand vocabulary and make students more interactive in the class. Crossword puzzle itself consists of two parts, the first part consists of some grids with certain arrangement and the second consists of the clues. These games played in group to make student create more interaction each other in the class, because the main point that want to identify by researcher is the interaction of student in the class when they are learning vocabulary using crossword puzzle.



### 1.2.5. Concept of Motivation

Motivation is defined as the process that initiates, guides, and maintains goal-oriented behaviors, or what causes us to do something. In daily life when we want to do something there are the reasons that make us think we should do it that is called motivation. Motivation came from our own selves but there are many external factors which can push up or throw down our motivation, for example support from our family it could push up our motivation.

The theory from Abraham Maslow (2009) showed that there are five levels of human motivation: self-actualization, esteem, social, safety, and physiological. This is the pyramid of motivation level by Abraham Maslow.

**Figure 2.1. The Level of Motivation**



**Maslow's Hierarchy of Needs is shown above. The pyramid illustrates the five levels of human needs. The most basic are physiological and safety/security, shown at the base of the pyramid. As one moves to higher levels of the pyramid, the needs become more complex.**

**Physiological** level is the base level of motivators of hierarchy of needs within Maslow's theory. This segment covers breathing, food, water, excretion, sex, and

sleep. Except the last two, a working environment that assures that these needs are satisfied can positively influence the employees.

**Safety** level is the next level of Maslow's hierarchy of needs. This group of need covers personally safety, employment security, health and property. This segment is very important.

**Belonging and love** is the next level of hierarchy of needs in the Maslow's theory. This group contains the need of belonging to group, family and sexual contact.

**Esteem** level is the base level of motivators of human's ego.

**Self-actualization** is the top level of hierarchy of needs and contains the morale, reactivity, openness and clear mildness.