

CHAPTER I INTRODUCTION

A. Background of the Problem

Language is a tool of communication among individuals. People use language to convey emotion, expressing ideas, feeling, and expectation to the other in interaction among them. The purpose of language is to transfer meaning. Therefore, language is very important in one's life.

As international language, English is needed and very important in the world to be mastered by all people because it used as a tool for international communication. The people from one country can communication with the people from other countries by using English.

In Indonesia, English as one of an international language has a significant position. It has been taught at various levels of education from the lowest level up to the highest. For schools in Indonesia, there are four language skills that have to be mastered by the students to learn the English subject. The four language skills are listening, speaking, reading and writing, with all its aspects such as grammar, vocabulary, and sounds as the elements of language, which support the development of those skills. Therefore, one of the points to learn by students is vocabulary.

Vocabulary is the basic element of a language.¹ It means that vocabulary is an important thing and one of the aspects that should be mastered by the students besides the other components like grammar and pronunciation in learning English. In a row, Thornbury stated that other components such as grammar, only contribute a little thing rather than vocabulary since without vocabulary nothing can be conveyed.² It can be concluded that vocabulary is the basic element that is very important in learning English.

Mastering vocabulary has become a complex problem, because it is a difficult task to do. Sometimes, it is hard to memorize the vocabulary. In other cases, it is very hard because besides memorizing, the pronunciation of vocabulary also becomes a problem. If the students lack of vocabulary, they cannot express their ideas to say, write, and to read something they cannot understand what someone said. The lack of vocabulary probably can be solved by some various techniques that are used by the teachers in presenting the material. In the classroom, the teacher can use various techniques in order to make the students easy to memorize the vocabulary that they have learnt. Besides, by using various techniques, the students' motivation can be increased. Thus, it is more enjoyable to the teacher to teach vocabulary. So, the students' vocabulary mastery will be enhanced.

The point that should be realized and considered by the teacher is that the students' characteristics and abilities are different. Sometimes, there are students

¹Michael Wallace, *Teaching Vocabulary* (London: Heinemann Educational Books, 1982) p:47

²Scott Thornbury, *How to Teach Vocabulary*, (England: Longman, 2002), p.13

who are good at memorizing something on the other hand there are also students who are weak at memorizing something. The teacher has to find the best solution to make all the students able to memorize the vocabulary that students should be mastered easily. To avoid that condition and to motivate the students in learning English, the teacher can use teaching aids to give different atmosphere to classroom situation that make the students love the subject.

In fact, many students found difficulties in mastering vocabulary, because students is hard to memorize the vocabulary. If the students are lack of vocabulary, they cannot express their ideas to say, write, and to read something thus they cannot understand what someone said. Those problems are also SMP Ma'arif 3 Bangunrejo. Many students at SMP Ma'arif 3 Bangunrejo faced difficulties in mastering vocabulary.

Based on the preliminary research on Saturday, Juli 3rd 2019 in SMP Ma'arif 3 Bangunrejo especially the sevents grade, some problems in learning English especially in mastering vocabulary was found. Based on interviewing an English teacher, the students' vocabulary mastery was still low, students found difficulties in learning English, and their achievement was still low. The average scores of students in English language lessons in vocabulary mastery can be seen in the table below:

Table 1.1
The English Vocabulary Score at the Seventh Grade
of SMP Maarif 3 Bangunrejo in the Academic Year 2019/2020

No	Score	The Number of Students in the Seventh Grade			Total	Percentage
		A	B	C		
1	<70	19	17	18	54	71%
2	≥ 70	7	8	7	22	29%
Total		26	25	25	76	100%

Source : English teacher at SMP Maarif 3 Bangunrejo Central Lampung

From the table 1, it can be concluded that 71% of students got < 70 score. It means that the students' vocabulary mastery is still low and not suitable of KKM at the school. After knowing the students' problem in vocabulary, it is needed for the researcher to do a research.

In this case, the teacher should have a new game to solve the problems that appeared in SMP Ma'arif 3 Bangunrejo. Teacher should use the appropriate game that can be used to help students to increase their participation in the class, and make them interested in vocabulary. There are many game that can be applied in teaching vocabulary, two of them are Crossword Puzzle game and Quartet Card game. So far, the teacher has not applied crossword puzzle and quartet card game in teaching vocabulary in SM Maarif 3 Bangunrejo.

Crossword puzzle is a game that can be used to teach vocabulary. According to Webster, crossword puzzle is an arrangement of number squared to be filled with words, in whereas letter appearing in a word placed horizontally is usually also part of a word placed vertically, and number synonyms and

definition are given as clues for the words.³ Moreover, Njoroge et.al define that crossword puzzle is a game that makes the teaching learning process attractive and funny, and also give much opportunity for students to practice and repeat the sentences pattern and vocabulary.⁴ It can be concluded that crossword puzzle is a suitable game used to help students to master vocabulary easily by giving opportunity for students to memorize as much as possible vocabulary, for there will be many words given as clues that should be understood by students in order to be able to fill the squares with the suitable words too.

Based on the previous research that was done by Omid with the title “Impact of crossword puzzle teaching on vocabulary retention” it was found that there was a statistically significant effect on improving students' vocabulary retention. That is, analyzing the results of the Experimental subjects' mean scores on the post-test indicated a great increase. In fact these would maintain the applying of crossword puzzle teaching model on the Experimental group.⁵

Based on those explanations, it can be concluded that crossword puzzle is a game that suitable for the teacher to enhance students' vocabulary mastery by using crossword puzzle game. Hertog *et.al* state, Quartet is a card game and there are colorful pictures chosen to spark the students's interest. By using Quartet game, students will be able to speak well. It makes them speak based on the Quartet card. Quartet cards facilitate them with spoken vocabularies,

³ Tino Webster, *Crossword Puzzle*, (Rowley: Newbury House Publisher, Inc, 2008), p.120.

⁴ Njoroge, Ndung'u, *Ganthigia Crossword Puzzle Game to Vocabulary Learning strategy*, (Pattaya: Kenyanpaper, 1989), p. 89.

⁵ Mohammad Omid Mohammadi, *Impact of Crossword Puzzle Teaching on Vocabulary Retention* (Behshahr Branch: Islamic Azad University, Journal 2011).

grammar and structure of the text.⁶ Quartet card game is the right technique to motivate students to speak freely because games are combination between language practice and fun. They can express their ideas freely because they do the activities with their friends. This game is also easy to administer and flexible in terms of subject matter and design. The reason for using quartet card game is to give more opportunities for the students to take turns in speaking during the time allocated. According to Basirun, Quartet card game is one of the developments on Edutainment concept and it is hoped that the students can study about vocabularies and also expressions in English that are used in this game.⁷

Based on the previous research that was done with the title “Teaching speaking by using quartet card game at SMPN 275 East Jakarta” by Doni, the result of the research finds the role of Quartet Card Game in teaching speaking. The research findings also prove the effectiveness of the game in teaching speaking. Because, quartet card game can make them to be interested and also will not feel bored in learning English. In playing quartet card game, students can communicate with each other, so they can practice their speaking skill in doing this activity with their own language.⁸

Quartet card is one of the games that can also be used to teaching learning student’s vocabulary. This is a card game that combines pictures and a game. The goal is to collect the card to be quartets. The players that collect many

⁶ Hertog, Luna, Kil, Monique and Haverkate, *Quartets: Learning by Playing Cards*, (SSC381 Global Citizenship 2013), p.2.

⁷ Chabib Basirun, *The Preface on Quartet Card Game*. (Jakarta: PT. Primadaya_tc, 2007).

⁸ Doni Anggoro Ari Santoso, *Teaching Speaking by Using Quartet Card Game at SMPN 275 East Jakarta*, (Jakarta: Universitas Indraprasta PGRI, 2019).

cards is win. Furthermore, Quartet card game can make students study about vocabularies and also expressions in English that are used in this game.

From the explanation before, the researcher is interested to conduct a research on a comparative study of using crossword puzzle and quartet card to enhance students' vocabulary mastery. The researcher conducted the research to the first semester of the seventh grade students of SMP Maarif 3 Bangunrejo Central Lampung 2019/2020.

B. Identification of the Problem

Based on the background, the researcher identifies the problem as follows:

1. The teacher has not yet applied an appropriate technique, method, approach, and model to teach vocabulary.
2. The students' vocabulary mastery was still low.
3. The students found difficulties in learning English.
4. Their achievement was still low.

C. Limitation of the Problem

In this research, based on the identification of the problem, the researcher limits the problem that is focused on a comparative study of using crossword puzzle and quartet card to enhance students' vocabulary mastery to the first semester of the seventh grade students of SMP Maarif 3 Bangunrejo Central Lampung in the academic year 2019/2020.

D. Formulation of the Problem

Based on the identification and the limitation of the problem, the researcher formulated the problem as follows:

Is there significant difference between crossword puzzle and quartet card to enhanced students' vocabulary mastery?

E. Objectives of the Research

The objectives of this research is to find out whether there is significant difference of using crossword puzzle and quartet card game to enhance students' vocabulary mastery.

F. Significant of the Research

The significant of the research are as follows:

1. Theoretically,

The result of this research provided more theory for father writer in teaching and learning Vocabulary, especially by using crossword puzzle and quartet card game.

2. Practically,

- a. For the teacher, it can be a source of information and knowledge about the kind of teaching games especially in mastery vocabulary and also it can be implements by the teacher in teaching learning English to mastery the student's vocabulary.

- b. For the students, the finding of this research motivated them to practice more than they did before and encourage them to learn English well.
- c. For other researcher, the results of this study are expected to be one of resources to get the larger knowledge and experience about how to teach English by using game, especially to teach the first semester students of junior high school.

G. Scope of the Research

1. Subject of the Research.

The subjects of the research are the students to the first semester of the seventh grade of SMP Maarif 3 Bangunrejo Central Lampung in the academic year 2019/2020.

2. Object of the Research.

The objects of the research are the use crossword puzzle and quartet card to enhance students' vocabulary mastery.

3. Time of the Research.

The research will be conducted at the first semester of the seventh grade of SMP Maarif 3 Bangunrejo Central Lampung in 2019/2020 academic year.

4. Place of the Research.

The research will be conducted at the first semester of the seventh grade of SMP Maarif 3 Bangunrejo Central Lampung in 2019/2020 academic year.



CHAPTER II FRAMES OF THEORIES AND THINKING, AND HYPHOTHESIS

A. Frame of Theories

1. Teaching English as a Foreign Language

Teaching language is influenced by ideas on the nature of language (language theories) and the learning conditions that make learners acquire the language (learning theories). Differences in language theories may affect the selection of the teaching methods. A method, that is based on the assumption that we learn another language as a child learns his native language (L1), will differ from one based on the assumption that learning a foreign language is not the same as learning a mother tongue.⁹

The context of English language teaching in Indonesia is inescapable from its role, considered more as a foreign language rather than a second language. In a setting where English is a foreign language, students usually learn with for low intrinsic motivation.¹⁰ English may be deemed irrelevant with students' needs because the language is not part of the everyday life. In this setting students usually learning in one large class consisting of 40-50 students with limited number of meetings. On the other hand, in a setting where English is a second language, students have high intrinsic motivation because the

⁹BambangSetiyadi, *Teaching English Aa a Foreign Language*, (Yogyakarta: GrahaIlmu, 2000, p.20

¹⁰ SugengSusiloAdi, "Communicative Language Teaching", Available on sugengadi.lecture.ub.ac.id/.../communicative-language-teaching-is-it-app. Accessed on (January, 28, 2012)

language is a part of everyday life. By living in a second language environment, students have a higher chance to use the language whether to communicate with others or for professional needs, as in looking for a job. Even though the use of English in Indonesia whether written or spoken is increasing as evidenced by print and electronic media, the language still has not shifted its position from being a foreign language to becoming a second language.

Teaching and learning processes are basically communicative processes. The communicative process must be created through delivering activity and exchanging instruction of information. The process covers knowledge, skills, ideas, and experiences and so on.

Teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Our understanding of how the learner learns will determine our philosophy of education, our teaching style, our approach, methods, and classroom techniques.¹¹ An extended definition or theory of teaching will spell out governing principles for choosing certain methods and techniques. A theory of teaching, in harmony with our integrated understanding of the learner and of the subject matter to be learned, will point the way to successful procedures on given learners under the various constraints of the particular context of learning.

¹¹ H. Douglas Brown, *Principles of Language Learning and Teaching* (New Jersey: Pearson Education, 2005), p.8

Teaching demands the combination of three elements; transmitting knowledge, teaching for the process of inquiry, and encouraging interpersonal relationship. The way of teaching and assessing will depend on the level and the goal the teacher select before.¹² Teaching is not a simple matter. Teaching is the systematic activity which is included many components. Every component cannot be separated, but the component is necessary for having a good management in teaching. The component should also consider about the ability of the teacher in managing the class, skill, and the professionalism of the teacher so that the teaching goal can be achieved.

Based on explanation above, it can be concluded that teaching English is very important, especially on English as Foreign Language because it will be useful for people life. It can produce creation from their ideas or they can record something and so on. Moreover, teaching and learning foreign language is not easy as learning native language. In learning foreign language, the learners may meet all kinds of learning problems dealing with how to arrange words into sentences that are quite different those native language.

2. Approach, Method and Technique

a. Definition of Approach

An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the

¹² George Brown, *Effective Teaching in Higher Education* (New York: Roulledge, 2002), p.15

nature of the subject matter to be taught.¹³ Approach is how to start learning, How to manage learning activities and attitude of students so that students do learning process actively and get the result optimally. People use the term approach to refer to theories about the nature of language and language learning which the sources of the way things are done in the classroom and which provide the reasons for doing them. For example, before teacher will teach in the class, the first should approach to students to know situation of the class, condition and characteristic of students. What is the nature of education? What is the role of the teacher, the student, the administration, the parents? After find the answer, a teacher easily to know what the method is appropriate for teaching student.

b. Definition of Method

Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach.¹⁴ Method is the practical realization of an approach. The originators of a method have arrived at decisions about types of activities, roles of teacher and learners, the kinds of material which will be helpful and some model of syllabus organization.¹⁵ Many methods have been developed in teaching and learning English. The natural method, for example, was developed in imitation of the way children learn their first word. Others methods, such as

¹³ Jack C. Richards and Theodore S. Rodgers, *The Nature of Approaches and Method in Language Teaching*, Cambridge University Press, Cambridge, 1987, p.35.

¹⁴ *Ibid.*

¹⁵ Jeremy Harmer, *Op.Cit*, p.62.

Total Physical Response method and the audio lingual method are used to teach the English language with a focus on specific learning styles. The history of language teaching methods began with the grammar teaching of Latin and Greek, and then the method was improved with the introduction of translation in teaching the languages, which was popularly known as the Grammar Translation Method (GTM).¹⁶

Method is a way something is done. Perhaps used for routine tasks. For example, after the teacher do approach, the teacher decided that method to appropriate in teaching learning vocabulary in elementary school is Total Physical Response (TPR) method because the students will understand more toward new material by using direct example or responses and this method this method did not make students felt bored. Method refers to how you apply your answers from the questions stated in Teaching Approaches to your day to day instruction in front of your students. “Do you follow the textbooks and curricula to the letter with everything?” This is not really a question of “what works for you' but what actual practices and procedures of teaching do you prefer and come most naturally to you?” Method is based on the teacher’s passion and the teacher’s ability in doing method.

c. Definition of Technique

Technique is implementation that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish

¹⁶BambangSetyadi, *Op.Cit*, p.6

an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well.¹⁷ Technique is how the teacher in teaching learning process does. Learning techniques is determined based on the method used and the method is based on the approach used. From the statement above, we can conclude that approach is the level at which assumptions and beliefs about language and language learning are specified; method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented; technique is the level at which classroom procedures are described.

Teaching Techniques: These are the little sneaky tricks we all know and use to get the job done in the classroom. Teachers all over have systems of rewards/punishments for students who comply and exceed or defy and lag behind. If a classroom is becoming distracted a teacher may use the technique of silent reading or shared reading to try to rope them in again. Another may choose to use a quick physical activity to distract their distraction and get them all to do the same thing at the same time - then quickly direct them back to work.

From the explanation above, it can be concluded that games is including in a technique in teaching and learning process, because in a game there is a procedure, trick or stratagem in teaching and learning process that can motivate the student. So, in this case quartet card game and crossword puzzle game is a game that including in the technique for teaching and learning process.

¹⁷*Ibid.*

3. Vocabulary

a. Definition of Vocabulary

According to Cameron, Vocabulary is one of the language aspects which should be learn. Learning we have to know vocabulary first. A person said to “know” a word if they can recognize its meaning when they see it.¹⁸ it means that in learning vocabulary we must to know the meaning of it and also understand and can use it in the sentence context. Wallace stated that vocabulary is the stock of words used by people, particular class or person”.¹⁹ Based on the statement above it is clear that the students should be master adequate vocabulary.

Some definitions of vocabulary are proposed by some experts. Vocabulary is one of the language components that can affect macro skill because vocabulary one of the important thing in learning English. Thornburry stated that without grammar very little thing can be conveyed, without vocabulary nothing can be conveyed.²⁰ It means that vocabulary has big

¹⁸Lyne Cameron, *Teaching Language To Young Learners*, (Chicago: United of America press,2001), p.27

¹⁹Catherine Wallace, *Reading*, (Oxford: Oxford University Press,1987), p.30

²⁰Scott Thornburry, *How to Teach Vocabulary*, (Cambridge:Longman, 2002), p.13

contribution to supporting the successful of learning English. Without vocabulary they cannot developed their language skill namely: listening, speaking, reading and writing.

Hornby stated that vocabulary is central to language and is great significance to language learners.²¹ It means vocabulary is part of language, because a language is formed by words, so that significant to language learner. According to Richard, vocabulary is one of the most important aspects of foreign language.²² It can be vocabulary is the basic aspect in learning language especially foreign language.

From the statement above, it can be assumes that vocabulary is an important part in learning a language. Without mastering a large number of vocabularies, it is very difficult for a learner to study and using English to speak with other people. We can still understand the language even if we know nothing about grammar. On the other hand, the language will tell us nothing if we do not know anything about vocabulary. So, vocabulary is an essential part of language which makes the language meaningful.

b. Definition of Vocabulary Mastery

²¹As. Homby, *Oxford Advanced Learner's Dictionary of Current English*. (Oxford; Oxford University Press, 1983), p.959

²²Jack C.Richard and Theodore S. Rodgers, *Approach Methods in Language Teaching* (Second Edition), (Cambridge: University Press, 2001), p. 37

Hornby stated that vocabulary is the total number of words which make up a language.²³ It means that vocabulary is basic element of language in form of words in which it will make a language meaningful. Vocabulary is all the words of language. Vocabulary plays important part learning English.

Brown stated that vocabulary is seen its central role, conceptualized meaningful language".²⁴ It means in other word vocabulary is the important part that can make the language meaningful. Richard and Renandya stated that vocabulary is a core component of language proficiency and provides much of basis for how well learners speak, listen, read and write.²⁵ It can be said that the first think people should be learn is vocabulary because with vocabulary people can learn the language skills easier and will be useful for the process of achieving language teaching objectives.

Based on the definitions above, vocabulary in this study is the words to teach in English. Vocabulary is a set of words known to a person or that part of specific language. Vocabulary plays important part in learning to read and to speak through everyday experiences with oral and written language.

Mastery means understanding well or simply reaching a certain level of understanding of particular content, whereas competence represents the ability to apply what has been mastered. According to Guskey mastery is a term that all

²³ A.S. Hornby, *Op.Cit.*, p.461

²⁴H. Douglas Brown, *Op. Cit.*, p.377.

²⁵ Jack C. Richards And Willy A Renandya, *Methodology in Language Teaching*, an Anthology of Current Practice, (New York: Cambridge University Press,2002),p. 255.

education use and believe they understand well, but when pressed to describe precisely what it means to master a concept, skill or subject everyone has different definition.²⁶

It can be concluded that vocabulary is one of important aspect of the language, as we know that vocabulary is the basic element in language and it is one of the objective in teaching learning English. Vocabulary mastery is a complete skill of the students to understand well and communicate by using something they have learned. So, students' vocabulary mastery can be used or understand the stock of word and their meaning of a particular language.

According to Harmer there are four basic aspects of vocabulary that are word grammar, word use, word meaning and word combination. Beside that Thornbury there are several aspect of vocabulary, that are word classes, word families word formation and multi word units. Then in this research will use word meaning and word use for teaching a basic learner especially students of seventh grade, it is achievable for students of seventh grade because the students of seventh grade have not learned about word formation, word classes, word families, and also they have not learned about word grammar and word combination yet. So, 2 aspects of Harmer to teach vocabulary to students of seventh grade is more suitable.

²⁶ Thomas R Guskey, *Educational Leadership*, (Cambridge: Cambridge University Press,1994),p.1.

Beside aspect of vocabulary, there are types of vocabulary that should be mastered by the learner including, adverb, adjective, noun, verb, pronouns, preposition, conjunction and determiner (articles). In this research the researcher will do the research to know the students' vocabulary mastery especially adverb, adjective, noun, verb that appropriate with the syllabus.

Based on that explanation, it can be inferred that vocabulary mastery is important because in learning vocabulary students must understand the meaning of vocabulary that have been learned in the classroom, not only to be understood at that moment, but also will be remember on words and use in a sentence. So, the researcher will use word meaning and word use as the aspect of vocabulary and only focuses on some types of vocabulary that are, adverb, adjective, noun, and verb.

c. Kinds of Vocabulary

Vocabulary is an essential component that links the four skills of listening, speaking, reading, and writing all together in language learning. There are many kinds of vocabulary made by the experts. Harmer distinguishes two kinds of vocabulary; there are active vocabulary and passive vocabulary.²⁷

1. Active vocabulary refers to all words the students have learned, and which can be used in communication.

²⁷Harmer, *op. cit.*, p. 159.

2. Passive vocabulary refers to all words which students will recognize them when they see them in communication.

According to Hiebert and Kamil, vocabulary is divided into:

1. Oral vocabulary, which is the set of words for which we know the meaning when we speak or read orally.
2. Print vocabulary, it consists of those words for which the meaning is known when we write or read silently.
3. Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and use frequently.²⁸

So, no matter how many experts classifying kinds of vocabulary, words are part of language elements or language tools of communication which are used by a person for showing and telling their opinion and ideas. And the researcher concludes that the most important thing in learning vocabulary is that learners have to know vocabulary as many as possible in order to increase their ability in using the target language.

d. Aspects of Vocabulary

According to Harmer there are four basic aspects that students need to know to learn new vocabulary items²⁹:

²⁸ Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary; Bringing Research to Practice*. (Lawrence Erlbaum Associates, Inc- New Jersey, 2005), p. 3.

- a. Word Meaning : Harmer stated that one final point should be made about word meaning, namely that what a word means is not necessarily the same as what it suggest~ or rather that words are different connotations, often depending on the context they occur in.³⁰ The one problem in learning vocabulary is about meaning. It is one of the difficult in learning vocabulary. People cannot interpret something only with one meaning, they also have to understand meaning in the context.

To learn a new word, we must not only learn how that word relates to other words (the definitional information), but also how the word changes in different contexts.³¹ One of the difficulties when learning vocabulary is meaning. One word in English has several meaning, so it can be difficulties to learn English if someone do not learn the meaning of word accurately. In addition, the same collection of sounds and letters can have many different meanings.³² Therefore, to have an accurate meaning of word, people have to know a context of the text or conversation also. So, they would not have a mis-understanding or misinterpretation. For example: He looks so blue because he get a low score today. “Blue” in this sentence does not mean a kind of color, but it means expressing of sad.

²⁹Jeremy Harmer, *The Practice of English Language Teaching*, (Landon: Longman, 1991), p.19

³⁰*Ibid*, p.19

³¹Elfrieda H. Hiebert and Taffy E Raphael, *Early Literacy Instruction*, (Santa Cruz, California: Text Project,Inc, 1991), p.103, *Op.Cit*, p.103

³²Jeremy Harmer,1991,*Op.Cit*, p.18

- b. Word use: Word do not just have different meaning, however. They can also be stretched and twisted to fit different context and different uses.³³ It means that, words that somebody says. It sometimes contains expression and interpretation of the speaker. It explains what the speaker feeling about something that can be imagined. For example: My mother water her flowers in the garden. “Water” in this sentence doesn’t mean something to drink, but it means that pours or splash water. So, we can interpret something depend on the context of the sentence itself.
- c. Word combinations: Words can be combined in a sentence; they also can in two or more item group. The kinds of word that go together in one language are often completely different from the kinds of word which live together in another.³⁴ It means that, the words can be combined of two or more words in sentence. For example: fireman, football, businessman, etc.
- d. Word Grammar: The last is about word grammar which is employed by distinguishing the use of word based on the use of certain grammatical patterns such as noun, verb, adjective, adverb, etc. Example: Mr. Budi is a postman. He sends the letters every day.

Another expert explains about vocabulary aspect in different form, as Thornbury stated that there is several vocabulary aspects that is important to be learned, they are:

³³*Ibid*, p.19

³⁴*Ibid*, p.20

- a. Word classes: Word classes divide the words into different roles. That word include in grammatical words or function words that are generally prepositions, conjunctions, determiners, and pronoun.³⁵ Another one is content words that are carry a high information, such as noun, verb, adjective, and adverb.
- b. Word families: A word family comprises the base word plus its inflexions and its common derivatives.³⁶ A word family based on the same base or root and including prefixes and suffixes, for example: the word “play” is a base or root that has prefixes and affixes also.
- i. Player : er is suffixes
 - ii. Replay : re is prefixes
- c. Word formations: In the word formations, affixation is one of way to form new words. Another one is compounding, compounding is combining of two words or more dependent word.³⁷ For example: second-hand (secondhand), dish-washer (dishwasher), and wild-flower (wildflower).
- d. Multi-Word Units: even when words are not joined to form compounds, we have seen that groups of more than word, such as (bits and pieces, do up, look for) can function as a meaningful unit with a fixed or semi-fixed form.³⁸ It means that, in word unit is not only to learn about words but also

³⁵Scott Thornbury, *Op.Cit*, p. 3

³⁶*Ibid*, p.3

³⁷*Ibid*, p.5

³⁸*Ibid*, p.6

about the idiomatic and phrasal verb to build a new vocabulary. Example: a lot of, looking for, in the other hand, etc.

Based on the theories above, it can be concluded that both of the theories have the similar explanation, word units from Thornbury has similar explanation with word combination from Harmer, but it is better to learn about word meaning and word use for teaching a basic learner especially students of seventh grade, it is achievable for students of seventh grade because the students of seventh grade have not learned about word formation, word classes, word families, and also they have not learned about word grammar and word combination yet. So, 2 aspects of Harmer to teach vocabulary to students of seventh grade is more suitable.

e. Types of Vocabulary

Vocabulary has some types that need to be learnt. There are types of vocabulary that are explained by the experts. One of explanation is explained by Thornbury. He explained that there are at least eight types of vocabulary.³⁹ There are noun, verb, adverbs, adjective, pronouns, preposition, conjunctions, and determiner. Those can be described as follows:

1. Noun

a) Definition of Noun

³⁹ Scott Thronburry *Op.cit.*, p.4

The noun is one of the most important part of speech. It may function as the chief or head of word in many structures of modification.⁴⁰ According to Harmer noun is a word (or group of words) that is the name of a person, a place, a thing or activity or quality or idea; noun can be used as the subject or object of verb.⁴¹ It consists of single word, complex word and compound word.

Single word (simple) is word whose root cannot be morphologically analyzed, for example: book, chair, stone. Complex word is word which is form by a simple word added with certain augmentation, in the form or prefix or suffix, for example: teacher, friendly, national. Compound word represents the word yielded with combination of two words or more to forming new word, for example: boyfriend and blackboard.

From the statement above, it can draw a conclusion that noun is a word (or group of words) that is the name of a person, a place, a thing or activity or quality or idea; noun can be used as the subject or object of verb. In short, in this research the students' vocabulary mastery is a complete skill to understand the stock of words and their meaning of a particular language.

b) Types of Noun

While according to Crystal, there are six types of noun, they are: countable noun, uncountable noun, concrete noun, proper noun and collective noun.⁴²

⁴⁰*Ibid* p.6

⁴¹ Jeremy Harmer, 2004, *Op. Cit.* p.34.

⁴²D. Crystal, *The Cambridge Encyclopedia of the English Language*, (Australia; Cambridge University Press, 1995), p.206

I. Concrete and Abstract Nouns

A concrete noun is a word for a physical object that can be perceived by senses we can see, touch, smell the object (flower, girl).⁴³ Concrete noun refers to entities which can be observed and measured. Then, an abstract noun is a word for a concept it is an idea that exist in our minds only (beauty, justice, mankind).⁴⁴ Abstract noun refers to unobservable nations, such as idea, difficult, certainly, etc.

II. Countable and Uncountable Nouns

Countable noun are things we can count, such as books, houses, flowers, for example: He bought six *books* of mathematics. It can be know that *book* is countable noun. Uncountable noun refers to an undifferentiated mass or nation, such as butter, wetter, sugar, etc. Uncountable noun also know as non-count nouns mass nouns.⁴⁵ For example: I add some *sugar* in his milk. It can be known that *sugar* is uncountable noun.

III. Proper and Common Nouns

Proper noun is a noun that is written with capital letter, since the noun represents the personal name, names of geographical units such as countries, cities, rivers, etc. The name of nationalities and religions, names of holidays, names of time units and words use for personifications. Example:

⁴³ Marcella Frank, *Op.Cit*, p.6

⁴⁴ *Ibid*, p.7

⁴⁵ A.J. Thomson and A.V. Martinet, *A Practical English Grammar*, (Oxford: Oxford University Press, 1986), p.28

Mr. Jams Charles (names personal), England (name city) countries, Jakarta (name city), etc.

IV. Collective Nouns

A collective noun is a word for group of people, animal or objects considered as a single unit. Example of collective nouns are audience, committee, class, crew, faculty, family, government, group, majority, national, press, public, team, etc.⁴⁶

From classification of noun above, it can be concluded that there are nine types of noun. Types of noun based on it can be count and cannot be count, they are; Countable Noun and Uncountable Noun. Types of noun based on number, they are; Singular and Plural Noun. Types of noun based on form, they are; Abstract Noun and Concrete Noun also Possessive Noun that show ownership. In this case, for teaching basic learners especially students of the seventh grade, the researcher limits the material of noun only about concrete noun.

2. Verb

a. Definition of Verb

There are some definitions about verb that proposed by the expert. Frank stated that verb is the most complex part of speech. Arrangements with nouns determine the different kinds of sentences statements, questions, commands, and exclamations. Like the noun, the verb has the grammatical properties of person

⁴⁶ Marcella Frank, *Op.Cit*, p.6

and number, properties which require agreement with the subject.⁴⁷ While Sjah and Enong stated that verb is a word that is showed measure and condition of a thing.⁴⁸ It means that verb can be used to show the measure and condition of thing. For examples: write, read, listen and others.

From the statement before, it can be concluded that verb is a word that the most complex part of speech and show measure and condition of a thing. Verb has the grammatical properties of person and number, properties which require agreement with the subject.

3. Adverb

a. Definition of Adverb

There are some definitions of adverb that proposed by the experts. Frank stated that adverbs are words that describe or modify verbs, adjectives, and other adverbs.⁴⁹ It means that adverb can be used to describe or modify verbs, adjectives, and other adverbs. While Sjah and Enong stated that adverb is a word that explain about how, where and when a thing happen.⁵⁰ It means that adverb related with the how the process, time and where the thing happen. Examples: now, tomorrow, certainly, maybe and others.

From the statements before, it can be concluded that adverb is a word that modify verbs, adjectives, and other adverbs and can explain how, when and

⁴⁷*Ibid.*, p.47.

⁴⁸Sjah and Enong, *Modern English Grammar*, (Jakarta: Cv Simplex, 2002), p.30.

⁴⁹Marcella Frank, *Op, Cit.*,p.141.

⁵⁰Sjah and Enong, *Op, Cit.*,p.72.

where a thing happen. For example: now, tomorrow, certainly, maybe and others.

4. Adjective

a. Definition of Adjective

According to Frank, the adjective is a modifier that has the grammatical property of comparison.⁵¹ It is often identified by special derivational endings or by special adverbial modifiers that precede it. Its most usual position is before the noun it modifies, but it fills other position as well.

b. Type of Adjective

Furthermore Frank classified the type of adjective as follows:

I. Determiners: consist of a small group of structure word without characteristic form.

a) Articles: the, a-an

b) Demonstrative adjectives: this-plural these, that-plural those

c) Possessive adjective:

c.1. From pronouns: my, your, one's, etc.

c.2. From nouns: John's., the girl's, etc.

d) Numeral adjectives:

⁵¹Marcella Frank,*Modern English a practical reference guide* (Prentice-Hall, New Jersey, 1972) p.109.

d.1. Cardinal: four, twenty-five, one hundred, etc.

d.2. Ordinal: fourth, twenty fifth, one hundredth, etc.

e) Adjectives of indefinite quantity: some, few, all, more, etc.

f) Relative and interrogative adjectives: whose, what, which.

II. Descriptive adjectives: it usually indicate an inherent quality (beautiful, intelligent), or a physical state such as age, size, color. Some descriptive adjective take the form of :

a) Proper adjectives: a Catholic church, a French disk, a Shakespearian play.

b) Participial adjectives

b.1. Present participle: an interesting book, a disappointing experience, etc.

b.2. Past participle: a bored students, a worn tablecloth, etc.

c) Adjective compounds

c.1. With participle : present participle: a good looking girl, a heart breaking story, etc.

c.2 .With-ed added to nouns functioning as the second element of a compound. The first element is usually a short adjective: absent-minded, ill-tempered, tear-stained, far-sighted etc.

5. Pronoun

The definition of the pronoun as “a word that takes the place of a noun is applicable to some types pronouns but not to others. Those pronouns that are actual substitutes may refer not only to a preceding noun-its antecedent- but to a larger part of a discourse that proceeds. Those pronouns that are not substitutes may simple have indefinite reference or express indefinite quantity.⁵²

6. Preposition

The preposition is classified as part of speech in traditional grammar. Prepositions range in meaning from such definite semantic notions as time, place, etc., to such purely structural meanings as those shaped by the subject-verb-complement relationship.⁵³

7. Conjunction

⁵²*Ibid*, p. 18

⁵³*Ibid*, p. 162

The coordinate conjunction joins structural units that are equal grammatically. This term is a source of difficulty in grammar because it is applied not only to separate grammatical items joined by a coordinate conjunction (men and women), but to word groups combined into a single vocabulary unit. In addition, the term compound sometimes also refers to phrasal prepositions, phrasal constructions or verb phrases.⁵⁴

8. Determiner (Article)

The two articles are the and a. The may be used with a singular or a plural noun; is generally used with a singular countable noun. Each of the articles undergoes a change before a word beginning with a vowel sound.

From the explanation above can be concluded there are many types of vocabulary that should be mastered by the learner including, adverb, adjective, noun, verb, pronouns, preposition, conjunction and determiner (articles). In this case the researcher will do the research to know the students' vocabulary mastery especially adverb, adjective, noun, verb that appropriate with the syllabus.

f. Teaching Learning Vocabulary

Vocabulary is the basic element of language to understand the language.

1. The level of the learners (whether beginners, intermediate, or advanced).

⁵⁴*Ibid*, p. 206

2. The learners' likely familiarity with words (learners may have met the word before even though they are not part of their active vocabulary).
3. The difficulty of the items whether, for example, they express abstract rather than concrete meanings, or whether they are difficult to pronounce.
4. The teacher teaching ability whether, for example, they can be easily explained or demonstrated.
5. Whether items are being learned for production (in speaking and writing) or for recognition only (as in listening and reading).⁵⁵

According to Brown, there are five 'essential steps' in learning vocabulary based on research into students' strategy, there are:

1. Having sources for encountering new words.
2. Getting a clear image, whether visual or auditory or both, for the forms of the new words.
3. Learning the meaning of the words.
4. Making a strong memory connection between the forms and meaning of the words.
5. Using the words.⁵⁶

From the first point implies that students have different level and encourage their students to gain success in learning the language. The technique can motivate them on teaching language. There are so many ways on teaching

⁵⁵ Scott Thornbury, Op. Cit, p.75-76

⁵⁶ Hatch and Brown in Lynne Cameron, *Teaching Language to Young Learner*, (New York: Cambridge University Press, 2001), p.28

vocabulary mostly English teacher use, such as translation, game, picture, etc. Teacher knows that in presenting the new vocabulary. The English teacher not only gives the students list of words, but also they should be creative to manage and introduce the words with a good and appropriate way.

g. Problems in Learning Vocabulary

Learning vocabulary is not easy for a student, especially foreign learner. Building up a vocabulary is a complicated process, and one that takes a longtime.⁵⁷ There are a lot of problems that a student faces while they are learning vocabulary. One of the problems is well known. English seems to have rich and very large vocabulary, and there are a lot of words that students should remember. Dictionaries for upper intermediate students frequently contain up to 55,000 words or even more, also one word is has a lot of meaning. Students might get some difficulties in learning vocabulary. Some factors that often cause these problems are:

1. Pronunciation

Research shows that words are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners.

⁵⁷Ronald Carter, *Vocabulary, Applies Linguistic Perspectives Second Edition*, (London: Routledge, 1998), p. 184.

2. Spelling

Words that contain silent letters are particularly problematic, such as foreign, listen, honest, etc.

3. Length and complexity

Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favoring their 'learn ability'.

4. Grammar

Also problematic is the grammar associated with the words, especially if this differs from that of its first language equivalent.

5. Meaning

When two words overlap in meaning, learners are likely to confuse them.⁵⁸

4. Concept of Game

Game gives fun element for students in teaching and learning process. Agoestyowaty said that using game in a learning environment will not only change the dynamic of the class, but it also rejuvenate student and help the brain

⁵⁸Thornbury, *op. cit.*, pp. 27—28.

to learn more effectively.⁵⁹ It means that using game in learning process will make students learn more effectively.

Game in language learning will make students fun in learning process, Maley said that, “Playing games is a vital and natural part of growing up and learning. Through games the children can have experiment, discover, and interact with their environment and games add variation to lesson and increase motivation by a providing plausible incentive to use the target language.⁶⁰ Its means that by playing games in learning process the students a fun filled and relaxing in class.

According to the theory above, it can be concluded that game is an activity with joy element that has aim and rules. Game can make students more comfortable and feel enjoyable in class because in a game there is fun element and make explore their brain to learn more affectively in learning process.

5. The Concept of Quartet Card Game

a. Definition of Quartet Card Game

Most of learners enjoy playing games. Most of teachers use games convinced of their value for language teaching. One of language game is quartet card. Sukholutskaya stated that learn the language using card game is one of learning strategies that interest and fun. Quartet card game is suitable for all of language competence level.⁶¹ It means that quartet card game can be used to can

⁵⁹ RedjekiAgoestyowati, *102 English Game (from A To Z)*, (Jakarta :GamediaPustakaUtama, 2007), p.xiii.

⁶⁰ Alan Maley, *Games for Children*,(Oxford : Oxford University Press, 1994), p.5.

⁶¹Sukholutskays, *Quartet: A Language Learning Card Game*, Quartet Inc: Oklahoma, 1999

be used to teach students in learning English and makes the teaching learning process more fun in all of competence level. Quartet card is simply to apply for teaching vocabulary. Quartet is card game that combines picture and game. Quartet card game is a set of cards that has many varieties of pictures, words, and categories. Basirun said, "Quartet card game consists of 40 (forty) cards with pictures and words on it and it can be played by two, three, or four players."⁶² This game provides so many pictures and words that can be used by the students to make sentences and then express it to their friends. The game also can be played by the large number of students. The teacher can ask the students to make four groups to play the game, and every personnel of the group can take part in the process of playing it.

This card is one of the variations or developments from the initial one. Formerly, Lengeling and Malarcher had made the variety of the card game into three categories. Three categories of card game according to Lengeling and Malarcher:

- a) Cards and words. This game is used to practice students' pronunciation.
- b) Cards and sentences. This game is used to develop dialogs or for free conversation.

⁶²Basirun, C. (2007). *The Preface on Quartet Card Game*. Jakarta: PT. Primadaya_tc,

- c) Cards and pictures. This game is used to describe the pictures' of something or someone stated on the card.⁶³

From the statements above, we can see some similarities on the characteristics among the cards. Both of the experts use words and pictures on the cards to help students in learning language. By using pictures and words, the experts hope that students will be able to memorize the words and describe the pictures. Because, in learning speaking they should have many vocabularies to make sentences.

Among many techniques of the games, quartet card game can be applied in the teaching of speaking at any level. The use of card and its variations has been widely used by the teachers in all over the world. It is supported by Lengeling and Malarcher's statement⁶⁴ that: These cards become part of a teacher's permanent collection of resources since they are easily portable from classroom to classroom or country to country. In addition, these cards are often adaptable to other levels, so that one set of cards may provide two or three different activities. It happens so because quartet card game has so many pictures, words, and category. It is related to the variations of card game that Lengeling and Malarcher used before. First, the students can use the pictures to maintain their vocabularies. It is done because children are interested in studying vocabularies when the teacher uses pictures as the explanation and they are

⁶³Lengeling, M. M. and Malarcher, C. (2008). Index Cards: A Natural Resource for Teachers. <http://exchanges.state.gov/forum/vols/vol35/no4/p42.htm>.

⁶⁴*Ibid.*,

easily to memorize it. Next, they can use the words to make a phrase, a sentence, or even an expression. The last, they can reach the objective of the game because in this game they are expected to look for the group of his/her cards by using request sentences.

That explanation is also supported by Basirun's statement that, "by playing quartet card game students are able to enrich their vocabularies and expressions."⁶⁵ In this statement, he wants to emphasize that in this game, the students are not only expected to memorize vocabularies but also able to use many kinds of questions or expressions to express his/her goals, because mastering speaking skill should be started by mastering vocabularies and expressions largely.

b. The Procedure of Quartet Card Game

According to Regina there are five procedures to implement Quartet Game in teaching-learning process, they are:

1. Quartet Card Game is a collecting game for a small number of players (minimum 3 players).
2. One of the players' shuffles the pack of cards and deals cards to each player.
3. On the cards are pictures of members of families with their names below, each family has four members.
4. The object of the game is for players to collect families.

⁶⁵*Ibid.*, Basirun

5. To do this, they take turns to ask other players for particular cards, and if the player asked for it the player who has collected the most families at the end of the game is the winner.⁶⁶

According to Regina there are five procedures to implement Quartet Game in teaching-learning process, procedures are:

1. One of the players shuffles the pack of cards and deals cards to each player.
2. On the cards are pictures of members of families with their names below, each family has four members.
3. The object of the game is for players to collect families.
4. They take turns to ask other players for particular cards, and if the player asked has the card, he or she must give it up to the person who asked for it the player who has collected the most families at the end of the game is the winner.⁶⁷

From the steps of Quartet Game implementation, the researcher has modified it in simply implementation in order that the students can follow the teaching-learning activity well. The steps as follows.

1. The researcher prepared 32 cards related a word, how to pronounce, how to make in an sentence, and what the definition the word.
2. The researcher in the beginning showed some cards to students what the word, how to pronounce, how to make in sentence and what the definition.

⁶⁶ Regina Marzano J., *Building Background Knowledge for Academic Achievement: Research on What Works in Schools*, (Alexandria, VA: ASCD, 2004.), p.41.

⁶⁷UnicefEsaro, *Games and Exercises*, (New York : Fordam Press, 1998) p. 12

3. The researcher divided the students' into four groups, each group has four members family. Each group should sit around a table.
4. The researcher made illustration how to play the game and gave instruction.
5. The researcher gave one of the group complete decks of 32 cards. Which the cards have four completely needed.
6. The researcher commanded the dealer or someone from a group that have cards to mixes the cards, and deals out five to each player and puts the rest in a pile face down in the centre of the table.
7. The researcher commanded the dealer ask a question to another player. Example, Veronica, have you gotten the pronunciation of the verb consult?
8. Zella, have you gotten an example sentence for the noun increase?
9. Atri, have you gotten a definition of the verb afford?
10. If the student had the card, the student had to give it to the leader who asked for it, and that leader goes on asking. If not, the leader who asked takes one card from the top of the pile in the centre of the table (as long as there are still some cards there).
11. If the leader asked other student for a card, and the student did not have it, then the student turned to asked next (to be a leader).

12. When one of the students who got a quartet or have card completely (the word, the pronunciation, the sentence and the definition), the student spread the four cards out on the table so everyone could check that they really belong together. And the researcher checked to make sure.
13. The researcher commanded the entire player who defeated to enter in group of the winner students. And the winner played with other members/families of each group to fight and recruit all members.
14. Who the students had collected the most families at the end of the game was the winner.

c. Advantages and Disadvantages of Quartet Card Game

The advantages of quartet card game, they are:

1. The game bring in relaxation and fun for students, thus help them learn and retain new materials more easily.
2. The game usually involve friendly competition and they keep learners interested.
3. The game bring real world context into the classroom and enhance students' use of English in a flexible, communicative way.
4. The game are highly motivating and they give students more opportunity to express their opinions and feelings.

5. The game add diversion to the regular classroom activities, “break the ice” but they are also used to introduce new ideas.⁶⁸

The disadvantages of Quartet Game, they are:

1. Difficult to prepare the card.
2. Using extravagant time.

6. The Concept of Crossword Puzzle Game

a. Definition of Crossword Puzzle Game

A crossword puzzle is a word puzzle in a grid of black and white squares. The goal is to write one letter in each white square to make the words given by clues. The black squares tell where the word ends.⁶⁹ It can be said that, crossword puzzle is a word puzzle that usually takes the form of a square or a rectangular grid of white and black shaded squares. The game's goal is to fill the white squares with letters, forming words or phrases, by solving clues, which lead to the answers.

According to Hornby, crossword puzzle in which words have to be written vertically (clues down) and horizontally (clues cross) in spaces on chequer square.⁷⁰ From the statement before, it can be concluded that crossword puzzle is a word game on paper, in which the answer to questions called clues

⁶⁸ Lewis, G. and Bedson, G. *Games FAor Children*,(Oxford: Oxford UniversityPress, 1999), p.85.

⁶⁹Elizabeth Claire, *Easy English Crossword Puzzles*, (United States of America: Eardley Publications, 2010), p. 6.A

⁷⁰Hornby.*Oxford Advance Learners Dictionary*.(London: Oxford University,1995), Press. p:208

are written in rows of squares that cross each other so that some letters are shared. A crossword puzzle is a puzzle with sets of squares to be filled in with words/numbers, one letter/number to each square. Synonyms or definitions of words are given with numbers corresponding to numbers in the squares. Letters/words are fitted into a pattern of numbered squares in answer to clues.⁷¹ The crossword puzzle offer a challenge that will motivate the student to try to solve the puzzle by making learning fun and relaxed and also gives opportunity for students to practice and repeat the sentence pattern and vocabulary.⁷² Because the need to spell items correctly to complete the puzzle, students will be able to use the words correctly because they connect facts as the puzzle clue to the words which have to be known the spelling. The technique of crossword puzzles is a good way to teach and enrich vocabulary because the definitions or synonyms of the words are right there to provide reinforcement.

Karim and Hasbullah in Nyoto stated that one of the interesting techniques in teaching language is the crossword puzzles.⁷³ Charlesworth stated that reading and then solving related crossword puzzle will help students build

⁷¹ Harry Dhand, *Techniques of Teaching*. University of Saskatchewan: A P H Publishing Corporation. 2008, p.55

⁷² Tricia M. Davisla, Brooke Shepherdb, Tara Zwiefelhofer, *The Journal of Effective Teaching 2009, Vol 9, No. 3, 2009, 4-10: Reviewing for Exams: Do Crossword Puzzles Help in the Success of Student Learning?* (Bloomer, Organization for Education, 2009), p.6

⁷³ FajarNyoto, *Improving the eighth grade students' reading comprehension by using Crossword Puzzle*, Jember: Muhammadiyah University of Jember Faculty of Teacher Training and Education English Department. 2014, p.6

their reading comprehension skills.⁷⁴ It means that crossword puzzles can be applied because it can sustain the students' interest and make them create their reading in learning materials. Besides that crossword puzzle is helpful in identifying areas of understanding as well as lack of comprehension.⁷⁵ When students identify answer, they required to find the correct answer to put pieces together, in a logical way, in order to arrive at the correct solution of the puzzle. From the explanation above, it can concluded that crossword puzzle is a word game in which the students have to find the answer that need to spell item in order to complete the correct answer.

b. The procedure of Crossword Puzzle

The procedure of using crossword puzzle as follows:

1. The first, divided class into groups.
2. The second give each group passage about descriptive text.
3. The third, asks them to read the passage.
4. After that asks them to guess the word based on the question in the crossword puzzle game.
5. Then each group must answer quickly, if they want to answer the question, they have to raise their hand up.
6. Then group which answer correctly will getting the point.

⁷⁴ Sylvia Charlesworth, *50 Great States Read and Solve Crossword Puzzles*, New York, 2002, p.5

⁷⁵ *Ibid*, p.6

7. The last, each group that has the most point will be the winner.⁷⁶

c. Advantages and Disadvantages of Crossword Puzzle

Every methods and strategy have the advantages and disadvantages, crossword puzzle game is no exception. Crossword puzzle has the advantages and disadvantages that need to be known, they can be described as follows:

1. The Advantages of crossword puzzle

The first, by using crossword puzzle learning activities will be more interesting for students, so it can build students motivation. The second, teaching materials will be more obviously the meaning so it can be more understood by students and the purpose of learning process will be mastery. The third, teaching media will be more varied, so students do not get bored and the teacher does not run out of steam, especially if the teacher teaches for every hour lesson. The fourth, Students learn to be more active, because not only listen to teachers' explanation but also other activities such as observing, performing, and others demonstrating.⁷⁷

2. The Disadvantages of crossword puzzle

The disadvantages of crossword puzzle in learning activities: the first, by using crossword puzzle students are difficult to guess the question, because they

⁷⁶ Zuni Listiowati, *The Influence Of Crossword Puzzle Game In Reading Comprehension On Narrative Text*, (Semarang: Education And Teacher Training Faculty Walisongo State Islamic University Semarang, 2016), p.39.

⁷⁷ *Ibid*, p.40.

don't know about the meaning of the question. Second, by using crossword puzzle the condition in the class will be noisy.⁷⁸

B. Frame of Thinking

Vocabulary is the basic element of language that important to communicate each other, one of the important thing in learning English and has the important role in the language use. In teaching English as subject, the vocabulary seems to be ignored to emphasize on it. In fact, vocabulary teaching is impossible to learn language. Teaching English to Junior High School is not as simple as we think. The students of English can do more that we think. So, we need an interesting game in teaching vocabulary. Based on the previous statments about technique, games is including in a technique in teaching and learning process, because in a game there is a procedure, trick or stratagem in teaching and learning process that can motivate the student. So, in this case quartet card game and crossword puzzle game is a game that including in the technique for teaching and learning process.

Based on the theory in this chapter, the researcher assumes that crossword puzzle and quartet card can be used as a game to teach vocabulary. Hopefully, the students will master the material well after applying thus game; they are strongly motivated toward correctness by their competition. Each student will do their best to produce vocabulary. In the other words, this game is

⁷⁸*Ibid.*

interesting, challenging and show their ability, so they will learn English enthusiastically.

Because before playing the game the teacher not only explain the rule of vocabulary but also the rule of the game, after the students understand the teacher asked the students to sit in group and play the game, the students write the vocabulary and express it.

Based on the statement above, it can be explained that teaching and learning English by using game can more effective and efficient. Furthermore, it can improve and motivate the students in mastering vocabulary. Thus, it makes the students easy to express idea and taught in learning English. Moreover, the effect of Crossword puzzle game toward vocabulary mastery can be explained as follows:

A crossword is a word puzzle that normally takes the form of a square or a rectangular grid of white and shades squares. The goal is to fill the white squares with letters, forming words or phrases, by solving clues which lead to the answer. In languages that are written left-to-right, the answer words and phrases are placed in the grid from left to right and from top to bottom. The shades squares are used to separate the words or phrases. Then, by using crossword puzzle game teaching materials will be more obviously the meaning so it can be more understood by students and the purpose of learning vocabulary process will be mastery.

Moreover, Quartet card is also related in vocabulary mastery, because quartet card is also one of some vocabulary games that combines picture and game. This game can be useful to language teaching and learning process in every student's competence level. This game is interest and fun, so can make the students not feel bored on playing this game and on learning process of course. Besides that, this game can be used as learning media not only in school, but also when the students are at home.

From those descriptions about quartet card and crossword puzzle game that can be applied in teaching vocabulary mastery. By using both games, the teacher can teach the students get the good achievement. Furthermore, the teacher can easy and enjoyable in teaching learning process. The teacher can make the students more creative to express their idea and make the students do not bored in learning vocabulary mastery.

C. Hypothesis

Based on the theories and explanation above, the hypotheses of this research as follows:

H_a: There is significant different between crossword puzzle and quartet card to enhance vocabulary mastery at the first semester of the seventh grade students of SMP Maarif 3 Bangunrejo Central Lampung 2019/2020.

H_0 : There is no significant different between crossword puzzle and quartet card to enhance vocabulary mastery at the first semester of the seventh grade students of SMP Maarif 3 Bangunrejo Central Lampung 2019/2020.



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