

**THE EFFECTIVENESS OF CROSSWORD PUZZLE IN
TEACHING VOCABULARY AT THE SECOND SEMESTER
OF SEVENTH GRADE AT MTS MATHLAUL ANWAR
CINTAMULYA SOUTH LAMPUNG IN THE ACADEMIC
YEAR OF 2021/2022**



A Thesis Proposal
Submitted as a partial fulfillment of the Requirements for S1- Degree

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2022**

ABSTRACT

THE EFFECTIVENESS OF CROSSWORD PUZZEL IN TEACHING VOCABULARY AT THE SECOND SEMESTER OF SEVENTH GRADE AT MTS MATHLAUL ANWAR CINTAMULYA SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2021/2022

**By
Ayu Salimah**

Most of the students faced difficulty in mastering vocabulary, lacking of vocabulary to make a good words or conversation., they also got difficulties in memorizing the vocabulary about animal, things around the school or house, names of public building, etc. Some techniques were needed by teacher to overcome the problems. One of techniques to improve their vocabulary mastery is crossword puzzle. The objective of this research was to find out whether there was significant effect of using crossword puzzle towards students' vocabulary mastery.

The research methodology used was quasi experimental design. The population was the students at the seventh grade that consisted of 211 students. There were six classes and the researcher chose two classes of them as the sample, they were VII 1 as experimental class and VII 2 as control class. The instrument was multiple choice test for pre-test and post-test were used to collect the data. Pre-test was conducted to measure students' vocabulary mastery before the treatment and post-test was conducted to find out students' vocabulary mstery after the treatment. The data was analyzed by using SPSS.

After giving the post-test, the data was analyzed by using independent sample t- test. It was found out that result of Sig (P value) = 0.002 < α = 0.05. In conclusion, H_0 was rejected and H_a was accepted. Therefore, there was significant effect of using crossword puzzle towards students' vocabulary mastery.

Keywords: Crossword Puzzel, Vocabulary, Quasi Experimental Design.



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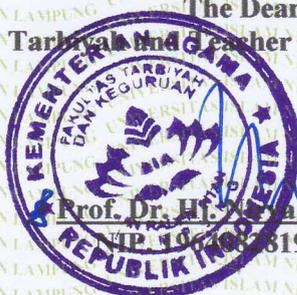
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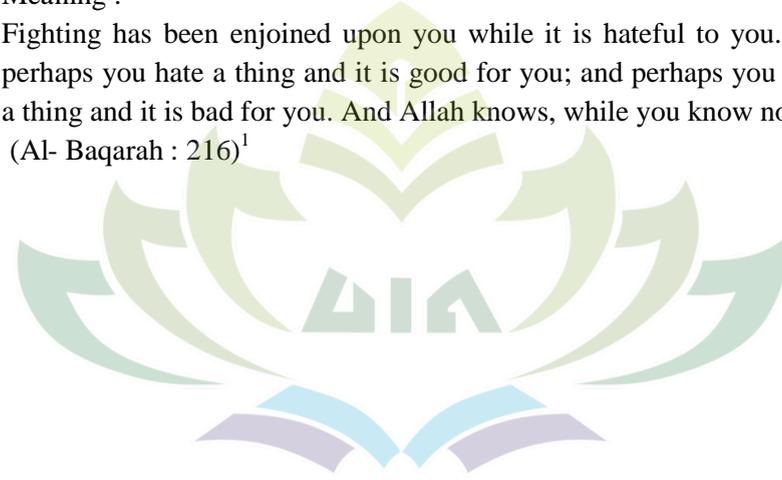
MOTTO

كُتِبَ عَلَيْكُمُ الْقِتَالُ وَهُوَ كُرْهُ لَكُمْ وَعَسَىٰ أَن تَكْرَهُوا شَيْئًا وَهُوَ
خَيْرٌ لَّكُمْ وَعَسَىٰ أَن تُحِبُّوا شَيْئًا وَهُوَ شَرٌّ لَّكُمْ وَاللَّهُ يَعْلَمُ وَأَنْتُمْ لَا

تَعْلَمُونَ ﴿٢١٦﴾

Meaning :

Fighting has been enjoined upon you while it is hateful to you. But perhaps you hate a thing and it is good for you; and perhaps you love a thing and it is bad for you. And Allah knows, while you know not. (Al- Baqarah : 216)¹

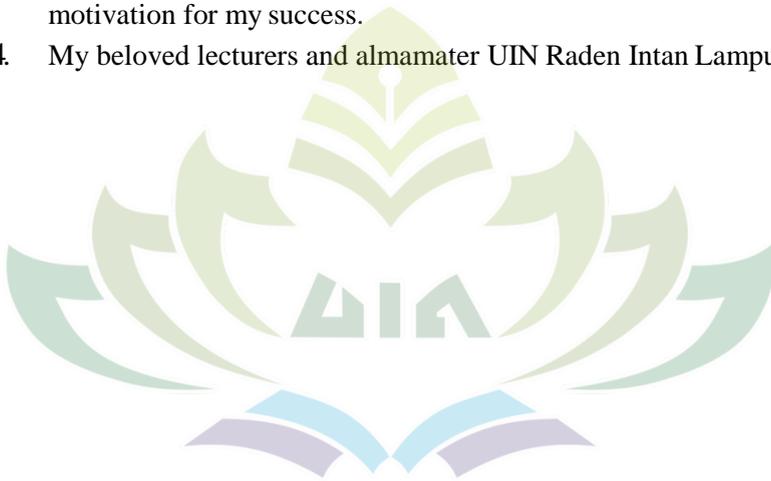


¹ Abdullah Yusuf 'Aali, The Holy Qur'an Arabic Text With English Translation, New Johar Offset Printers, India, 2006, P.1219

DEDICATION

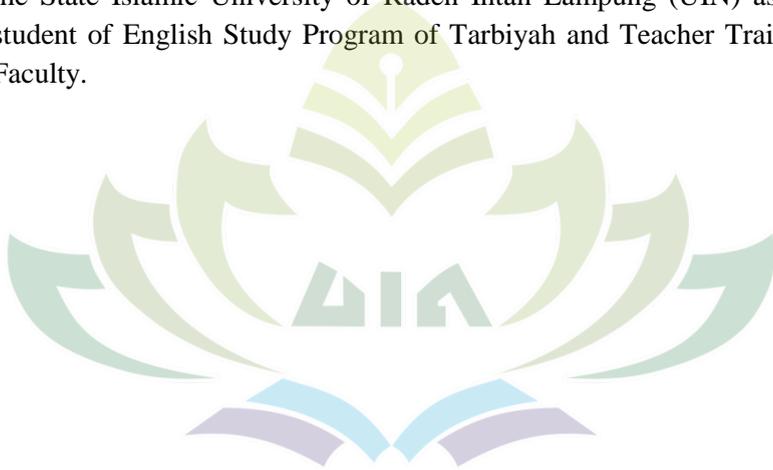
This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents, H. Ridwan dan Hj. Sri Lestari who always pray for me, give me motivation, support my study, and give me advice wisely.
2. My beloved husband, Riyo Jepriyanto who always supports and motivates me in composing my thesis and also my daughter Fariz Raisa Rafania.
3. My beloved brother and sister Jefri Kurniawan, Nashar Raihanal Al Fajri, Naila Azila Nahda who always give me support and motivation for my success.
4. My beloved lecturers and almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

Ayu Salimah was born in Lampung Selatan on May 19th, 1997. She is the second child of four children of H. Ridwan and Hj. Sri Lestari. She has one brother and two sisters, their name is Jefri Kurniawan, Nashar Raihan Al Fajri, and Naila Azila Nahda. She began her study at elementary school of SDN 1 Sidodadi in 2004. She graduated from elementary school in 2009. Then, she continued at Junior High School of SMP “Plus” Yaditama in 2009. After graduating from Junior High School in 2012, she continued again her study at Senior High School of SMA Negeri 1 Kalianda in 2013. In 2015, she graduated from Senior High School. Furthermore, in 2015, she continued her study in the State Islamic University of Raden Intan Lampung (UIN) as the student of English Study Program of Tarbiyah and Teacher Training Faculty.



ACKNOWLEDGEMENT

First of all, Praised be to Allah the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. Peace and salutation are upon our prophet Muhammad SAW, as well as His family and followers. this thesis entitled “The Effectiveness of Crossword Puzzle in Teaching Vocabulary at the Second Semester of Seventh Grade at MTs Mathlul Anwar Cintamulya South Lampung in the Academic Year of 2021/202” Is Submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. When finishing this thesis, there were various sides that gave so much help, assistance, aid, support and many valuable things. Therefore, sincerely thank is given to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd. as the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung.
2. Dr. M Muhassin, M, Hum as the chairperson of English Education Study Program of UIN Raden Intan Lampung
3. Iwan Kurniawan, M.Pd. as the advisor, who has patiently guided and directed the researcher until the completion of this thesis as well.
4. Irawansyah, M.Pd. as the co-advisor, who has always patiently guided and helped especially in correcting and given countless time for the researcher to finish this thesis as well.
5. All excellent lecturers of English Education Study Program of UIN Raden Intan Lampung who have taught the researcher since the first of her study.
6. My parents H. Ridwan dan Hj. Sri Lestari, My beloved husband Riyo Jepriyanto who always supports and motivates me in composing my thesis and also my daughter Fariz Raisa Rafania.
7. My beloved friends who always give contribution to accomplish this thesis and for all members of English Education Class A thanks for your help and motivation that given to me.

Finally, it has to be admitted that nobody is perfect. There are still many weaknesses in this thesis. Therefore,

criticisms and suggestions from the readers are needed to enhance the quality of this thesis. Furthermore, this thesis is expected that can be useful for the other researchers particularly and the reader generally, especially for those who are involved in English teaching profession.

Bandar Lampung,
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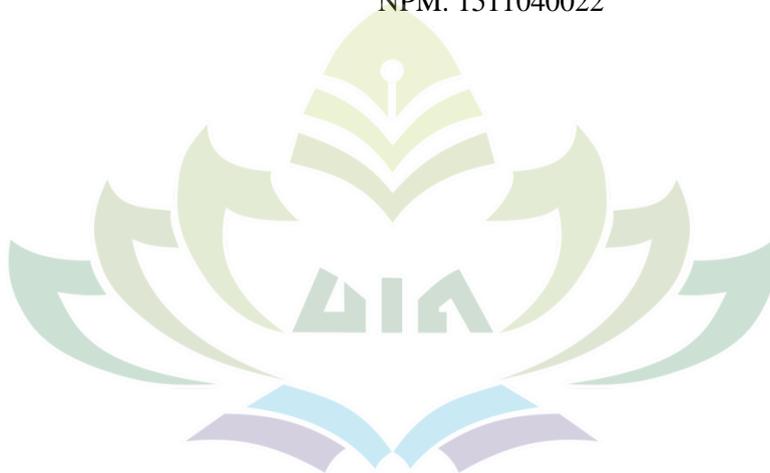


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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is one of the important subjects in school, but English subjects are less attractive to students. English is considered by students as a difficult subject to learn because most students got difficult to memorize vocabularies. Increasing vocabularies is the main point to be able to speak English. It is difficult to learn English well without having a lot of vocabulary. Vocabulary is one of the components that is important in teaching English as a foreign language. It is supported by Hiebert who says that generically vocabulary is the knowledge of meaning of word.¹ It means that learning a language means learning the word of language. Therefore, there is no language without vocabulary.

Vocabulary learning is one of the major challenges that are faced by foreign language learners during the process of learning a language. Thornburry states that another components such as grammar, only contribute a little thing rather than vocabulary since without vocabulary nothing can be conveyed.² It means that vocabulary is a very important part in learning English. If the students are lacking vocabulary, they cannot express their ideas to say, write, and to read something thus they cannot understand what some said. The lack of students' vocabulary may caused by the lack on method or technique that is used in teaching vocabulary. A suitable method or technique is needed to make the teaching and learning process easier and more interesting. An interesting method or technique will encourage students to learn vocabulary more easily.

¹ Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary Bringing Research to Practice*, (London: Mahwah, 2005), p. 3.

² Scott Thornburry, *How to Teach Vocabulary*, (New York:Longman,2002),p.

In doing preliminary research in March 2020, the data were retrieved from students' score in vocabulary mastery which was taken from first semester test at MTs Mathla'ul Anwar Cintamulya. The students' vocabulary score can be seen in the table below:

Table 1
The Students English Score at the Seventh Grade Students of MTs Mathlaul Anwar Cintamulya

No.	Class	Students Score		Number of Students
		<73	≥73	
1.	VII 1	22	16	38
2.	VII 2	20	19	39
3.	VII 3	24	16	40
4.	VII 4	18	15	33
5.	VII 5	19	11	30
6.	VII 6	29	12	31
Total		122	89	211
Percentage		57.8%	42.2%	100%

Source: the score data from the English teacher at MTs Mathla'ul Anwar Cintamulya.

Based on the table above, there are two class. It can be seen that there are 57.8% of the 211 students failed in the vocabulary test. In this case, the standard score Criteria of Minimum Mastery (KKM) of the seventh grade in MTs Mathlaul Anwar Cintamulya is 73. The data showed that 122 students out of 211 students still got a score under Criterion of Minimum Mastery. Thus, the students had a problem in vocabulary mastery. It means that the students' vocabulary was still low because students were difficult to memorize new vocabulary. This means that most students find difficulty in vocabulary mastery.

The researcher also interviewed the English teacher, Mrs. Fetria Handayani, S.Pd. She said that in the learning process, students were not active if the teacher does not guide them in the learning process. The teacher must use two languages between Indonesian and English. She cannot use English as a whole in teaching because students still lack vocabulary. The students are confused when they face text reading. They have difficulty saying words when they find new vocabulary and it is difficult to understand the contents of the text. To understand the text, the teacher provides the translation text in the target language.

In addition, the data of research were also got from interviewing the students at MTs Mathlul Anwar Cintamulya. This research found that they had difficulties in learning vocabulary. The students also feel difficult to follow the learning process, and they are less motivated. They also said that they are afraid to say a word in English. They often feel confused about what they have to say and how to say it. The students also find it is difficult to memories new vocabulary.

Based on the interview above the researcher found that the causes of students' vocabulary score still low are: The students are confused when they face text reading because they don't understand much vocabulary at the text; They have difficulty saying words when they find new vocabulary; difficult to follow the learning process, less motivated and feel confused about what they have to say and how to say. One alternative technique for teaching vocabulary is crossword puzzle.

According to the Oxford Learner Dictionary, Crossword Puzzle where words must be guessed from instructions and written in spaces in a box.³ It defines that crosswords are games that make teaching and learning interesting and fun. And many opportunities are given to students to practice and repeat sentence patterns and vocabulary.

³ Victoria Bull, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 2008), Fourth Edition, p.106

There are advantages to using crossword puzzles in learning vocabulary, which is to make students happy learning vocabulary, to improve students' ability to learn vocabulary, to make students understand the meaning of words. Crosswords are games that can be used to teach vocabulary.⁴ It can be concluded that crossword puzzles are games that we must think carefully about and which words must be guessed through instructions and written in spaces in the box.

Wright states that games can provide intense and meaningful language training in four skills (reading, writing, listening, and speaking), for many types of communication.⁵ Crosswords are word puzzles that are usually shaded white and black squares. The goal is to fill the white box with letters, arrange words or phrases, by solving the clues that lead to answers.

There are previous studies which showed that crossword puzzle was an effective technique to be applied in the classroom learning activities. The first is from Sabiqoh with the title *Teaching Vocabulary by Using Crossword Puzzle at the Fifth Semester of The Seventh Grade Students of MTS Ma'arif Nadatul Ulama Mataram*.⁶ It showed that crossword puzzle is effective teaching tool of terminology, definition, spelling, and pairing key concepts with related name, resulting in greater retention and memorization of facts.

The second previous research had done by Kasor with the title *The Influence of Using Crossword Puzzle towards Students' Vocabulary at the Second Semester of the Seventh Grade of SMPN 24 Bandar Lampung in the Academic Year of 2017/2018*.⁷ The

⁴ M. Avinash and Rennet Samson, *Use of Puzzle Solving Games to Teach English*, Indian Journal of Science and Technology, April 2016, p.2.

⁵ Andrew Wright, *Games for Language Learning* (2nd. Ed.), Cambridge University Press, 1984.

⁶ Nurlaili Sabiqoh, *Teaching Vocabulary by Using Crossword Puzzle At the First Semester of the Seventh Grade Students of Mts Ma'arif Nahdatul Ulama (NU) 08 Mataram Baru in East Lampung in Academic Year of 2016/2017*

⁷ Anisah Kapor, *The Influence of Using Crossword Puzzle Towards Students' Vocabulary Mastery at the Second Semester of the Seventh Grade of SMPN 24 Bandar Lampung in the Academic Year of 2017/2018*

result of the research shows this technique is the researcher found that crossword puzzles can improve students' vocabulary mastery. That can be done by providing a stimulator such as a list of questions. this will help the teacher make students understand faster.

The third previous research had done by Fachrozi, with the title *The Use of Crossword Puzzles as the Way to Increase Student's Vocabulary Mastery at SMA Tamansiswa Binjai*.⁸ It showed that Crossword Puzzles technique can add insight to the student's mastery of the English vocabulary and also it will not make the classes to be boring but also fun.

Based on the problem above, the researcher was interested to conduct the research entitled "The Effectiveness of Crossword Puzzle in Teaching Vocabulary at the Second Semester of Seventh Grade of MTS Mathlaul Anwar Cintamulya in South Lampung in the Academic Year of 2021/2022"

B. Identification of the Problem

Based on the background of the problem above, the researcher concluded the identification the problem as follows:

1. Some students have difficulties to develop their vocabulary.
2. The students are confused when they face text reading because they don't understand much vocabulary at the text.
3. They have difficulty saying words when they find new vocabulary
4. Less motivated and feel confused about what they have to say and how to say

⁸ Imam Fahmi Fachrozi, *The Use Of Crossword Puzzles As The Way To Increase Student's Vocabulary Mastery At Sma Tamansiswa Binjai*, *Linguistic, English Education and Art (LEEAA) Journal* Volume 4 Nomor 2, Januari-Juni 2021. Page.8

C. Limitation of the Problem

In this research, the researcher focused on the effectiveness of the Crossword Puzzle in teaching vocabulary mastery noun, verb, adjective especially about “word meaning and word use of animal and things” carried out at the second semester of the seventh grade at the MTs Mathla'ul Anwar Cintamulya in South Lampung in the academic year of 2021/2022.

D. Formulation of the Problem

Based on the identification and the limitation of the problems, the researcher formulates the problem as follows: “is there any significant effect of using crossword puzzle towards students’ vocabulary mastery at the second semester of seventh grade of MTs Mathlaul Anwar Cintamulya in South Lampung?”.

E. Objective of the Research

The objective of this research was to find out whether there is significant effect of using crossword puzzle on students’ vocabulary mastery at the second semester of seventh grade of MTs Mathlaul Anwar Cintamulya in South Lampung.

F. Significance of the Research

The result of the study was expected to give some benefits to the researcher and the reader as general. The benefits are as follows:

1. Theoretical Benefit

For the theoretical benefit, this research was expected to support the previous theories about the influence of using crossword puzzle towards students vocabulary mastery.

2. Practical Benefit

a. For the student

By using crossword puzzle, it was hoped that the students are more interested and motivated in learning English so that their English vocabulary especially about noun will be develop and it will give positive effect on their English achievement.

b. For the teacher

By using crossword puzzle, the teacher could improve their creativity in teaching process so that the goal of learning can be achieved.

G. Scope of the Research

The scope of the research are as follows:

1. The subject of the research

The subject of the research was the seventh grade of MTs Mathla'ul Anwar Cintamulya in South Lampung in the academic year of 2021 / 2022.

2. The object of the research

The object of this research was the crossword puzzle and students vocabulary mastery of seventh grade of MTs Mathlaul Anwar Cintamulya in South Lampung.

3. Place of the research

The research was conducted at MTs Mathla'ul Anwar Cintamulya in South Lampung.

4. Time of the research

The research was conducted in the second semester of the academic year of 2021 / 2022.



CHAPTER II

REVIEW OF LITERATURE

A. Frame of Theories

1. Teaching English as a Foreign Language

Language is a system of communication with others, so language has a very important role in human life which has a function as a language tool communication there are many languages in the world. English is one of the languages used to communicate with people in the internet world. Some countries use English as a second language and some other countries learn English as a foreign language. In Indonesia, English is taught as a foreign language. Teaching English as a foreign language means English that is taught to people whose primary language is not English and who lives in a country where English is not an official language or primary language.

While teaching English as a second language is a language that is not their mother tongue but which they use at work or school, native speakers of English are people whose native language is English, regardless of whether they come from England, the United States, Australia or other English-speaking countries. English speakers are English (eg born in England). In other words, teaching English as a foreign language and teaching English as a second language is not always different.⁹

English is truly a foreign language for language learners in Indonesia.¹⁰ That means that language is a tool for communication. It is the key to rich information, knowledge, and culture; then used to express the thoughts and feelings used by members of social groups. Without communication,

⁹ Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006),P.21⁹ Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006).p.22

¹⁰ *Ibid*

the interaction will not occur with others. For the most student in Indonesia where they learn English only at school and they rarely use English to talk in their daily lives. On the other hand like in America or Malaysia where they learn English well in school and speak fluently in their daily lives. They can speak English because they practice English directly in the community, they are not always aware of the process of acquiring language.

According Kachru in Harmer describes the world of English in three circles term. In his inner circle, he places countries such as Britain, the United States, Australia, etc. Besides, English is the main language. The outer circle contained countries where English had become the second or widely used official language, this included India, Nigeria, Singapore, etc. Finally, the expanding circle represented the countries where English was studied as a foreign language such as Polish, Japanese, Mexican, Hungary, etc.¹¹

Based on the explanation above, the researcher concludes that teaching and learning English as a foreign language is to make students master the language. Teachers can create comfortable classes and use creative techniques and motivate students in learning English. The purpose of teaching English as a foreign language is to provide students with skills that make it possible to communicate with speakers from other countries who are also learning English.

2. Concept of Vocabulary

a. Definition of Vocabulary

Vocabulary is one of the materials learned by students at levels of school in Indonesia. Already mastered if they want to master English well. It is impossible to succeed in learning a language without mastering vocabulary. Vocabulary is very important in language learning because without vocabulary

¹¹ Jeremy Harmer, *The Practice of English Language Teaching*. (New York: Person Education Limited, 2007), p.17

students can't express what ideas they want to say in the conversation. To master the vocabulary well, we must use the vocabulary in daily activities. Allen states that vocabulary is a fundamental component of second language proficiency; one of the primary goals of language learning is to know the meanings of the words. It is needed to communicate successfully in the second language.¹² Hornby states that vocabulary is the total number of the words (with their meaning and with rules for combining them) making up the language.¹³ Burns and Broman define that vocabulary is the stock of words used by a person, class or professional, all having 9 much in common, yet each distinctly different. The primary thing in learning a language is the acquisition of a vocabulary¹⁴

Vocabulary mastery becomes a requirement for people to speak the language, without vocabulary, there is nothing to say. Therefore, students need to learn language vocabulary. Vocabulary is not the only component that students must have, it cannot be denied that vocabulary is one of the important components in developing language. So, according to this research by mastering vocabulary, students' English competence will improve and be better than they master grammar. By mastering vocabulary we can do anything especially in terms of meaning associated with the word class, we can divide into two groups. On one hand, there are words such as for, and, they, mainly contribute to the grammar structure of interrelated meanings. Success in learning vocabulary is highly dependent on the interaction

¹² Allen, Virginia French. 1983. *Techniques in Teaching Vocabulary*. England: Oxford University Press.p.4

¹³ Hornby, A S.1995. "Oxford Advanced Learner's Dictionary of Current English". London: Oxford University Press. P.985

¹⁴ Burns C, Paul and Betty L, Broman. 1975. *The Language Arts in Childhood Education*. Chicago : Ran Mc Nally Collage Publishing Company. P.295

between teacher and students, and on work, students themselves are put into assimilation and practice new words.¹⁵

It can be concluded that vocabulary is a core component that gives effect to listening, speaking, reading and writing skills. Furthermore, it provides great benefits contributions for students to succeed in learning languages.

b. Learning Vocabulary

Vocabulary mastery is an important thing to master four main skills such as listening, speaking, reading and writing. That as Thornbury argues, without very little grammar can deliver, without vocabulary nothing can be conveyed.¹⁶ In learning foreign languages, vocabulary plays an important role. It is one of the elements that connect the four language skills of speaking, listening, reading and writing together. It is a vital organ and flesh for language, so students must obtain and an adequate number of words and must know how to use it accurately in context. Learning vocabulary requires a process, to make the process effective, students must be in an effective condition to gain mastery of the vocabulary. Thornbury states that this condition must help students to get a critical mass of words to use in both, namely understanding and producing language.

c. Teaching Vocabulary

Teaching vocabulary is an activity that the teacher teaches knowledge to students about vocabulary and how to use it in daily activities. Teaching vocabulary is not easy to do. Teaching vocabulary is related to knowing the meaning of words. To achieve the results described in the last section, students not only learn many words but also to remember them. Teaching is the work of teachers needed by students so that students can learn. In terms of vocabulary, McCarten

¹⁵ Michael McCarthy, *Vocabulary*, (New York: Oxford University Press, 2003), p.5

¹⁶ Scott Thornbury, *How to Teach Vocabulary*, (Malaysia: Longman, 2002), p.13

states that learning vocabulary is mostly about remembering, and students generally need to see, say, write new words. I learned many times before they can be said to have learned them.¹⁷

Words that have been memorized need to be repeated and used correctly not only once but for many times so that they can be used effectively based on the correct context by students. In this case, vocabulary teaching needs to be done so that students or students can learn the use of appropriate vocabulary based on context. The teacher must be careful in choosing vocabulary to be taught to students. And students will learn what the teacher asks, but before that the teacher will determine what words are taught whether they are suitable or not for student, so that students not only memorize words but also know their context and usage. Teaching vocabulary plays an important role in learning a foreign language. The teacher must choose and apply several media and teaching techniques according to the requirements of students based on the curriculum. To achieve the goals of vocabulary teaching, a teacher's creativity is needed to arrange vocabulary learning in following the context to be taught.

According to the statement above, it can be concluded that the teaching of vocabulary helps and guides someone to learn in other words, we must also consider many aspects such as number class, syllabus, and student level. The teacher must be able to know what techniques are used for his purpose. The teacher is a mentor who helps students find the meaning of words.

d. Types of Vocabulary

According to the nation, there are two kinds of vocabulary. They are receptive and productive vocabulary. Receptive vocabulary is more inclined to words recognized by

¹⁷Jeanne Mc Carten., *Teaching Vocabulary, Lesson from the Corpus, Lesson for the Classroom*, (Newyork, Cambridge University Press, 2007), p.21

native speakers and foreign students who are understood but rarely used, used passively in both listening and reading. This means that learners have two abilities to understand vocabulary by themselves. According to Thornbury, there are four types of vocabulary: a. adverb, b. adjective, c. noun, d. verb.

- Adverb

Adverbs are words (or groups of words) that describe or add meaning to verbs, adjectives, other verbs or whole sentences. Besides Frank also states that adverbs are words that describe or modify verbs, adjectives, and other verbs.¹⁸ Means adverbs can be used to explain more information about verbs, adjectives, and other verbs or even whole sentences. The following words underlined in the sentence are examples of adverbs.

- I sleep in the bedroom

S V Adv

- She is very nice to me

S V Adv adj

- Rina works hard

S V Adv

In the first example, the adverb ‘in the bedroom’ explains the whole sentence. Besides, the adverb ‘very’ in the second example modifies the adjective ‘good’. Besides, in the last example, the adverb ‘hard’ modifies the verb ‘works’.

¹⁸Marcella Frank, *Modern English a Practical Reference Guide* (New York, Prentice Hall, 1972),p.141

- Adjective

Frank argues that adjectives are modifiers of comparative grammar.¹⁹ Besides, Harmer states that adjectives are words that provide more information about nouns or pronouns, and that can be used before or after nouns.²⁰ Besides, it can be a group of words. Hence, the most common position is before the modified noun or pronoun but fills in another position as well. For examples are words that are underlined in the following examples:

- A green mango
- Beautiful house
- Two daughters
- A girl learns on a mattress and so on

The first three examples are placed before the modified noun so that the noun gets a new explanation that can be imagined by the reader. Meanwhile, in the last example, adjectives are groups of words placed after the noun 'girl'. From the above explanation, it can be concluded that adjectives are words or a group of words that modify nouns or pronouns and can be placed before or after nouns or pronouns.

- Noun

Frank states that nouns are one of the most important parts of speech.²¹ It is a basic tool for naming and talking about things and concepts. Furthermore, Harmer believes that nouns are words (or groups of words) that is the name of a person, place, something or activity or quality or idea, and can be used as the subject in a sentence, for example:

- The noun 'apple' in the sentence 'apple is rich in vitamin C' is the subject.
- The noun 'pen' in 'i have a pen' is the object of that sentence.

¹⁹Marcella Frank, *Op. Cit.*, p.109

²⁰Jeremy Harmer, *Op. Cit.*, p.37

²¹Marcella Frank, *Op. Cit.*, p.6

In the end, we can say that nouns are words or groups of words that are names of objects, concepts of places, or activities that can act as subjects or objects in a sentence.

- Verb

Verbs are words (or groups of words) used to describe an action, experience or circumstance. However, Frank states that verbs are the most complex part of the conversation.²² Verbs have the grammatical nature of people and numbers, traits that require agreement with the subject. The following words underlined are examples of verbs.

- Dina plays in her room.
- He was in Singapore last week.
- Riana came to my house.

Therefore, it can be said that verbs are words (or groups of words) used in describing an action, experience or country that has its own grammatical rules for its use in sentences. Vocabulary types are adverbs, adjectives, nouns, and verbs. All types of vocabulary need to be known and studied for successful vocabulary mastery.

B. The Concept of Game

According to Murcia, the game will help many students maintain interest and motivation in their work through meaningful play in language learning classes. Games are activities with rules, goals, and elements of fun. It is said that using games students will participate in life activities and in lessons where they do most of the talking and not the teacher, students using their English are more naturally less self-aware.²³

²²Marcella Frank, *Op. Cit*, p.47

²³Celce Murcia Mariam, *Teaching English as a Second or Foreign Language*, California. Heinle Educational Book Ltd, 2001, p.8.

C. The Concept of Crossword Puzzle

Schmitt states that understanding of the nature and significance of vocabulary knowledge in a second language therefore needs to play a much more central role in the knowledge base of language teachers.²⁴ Due to the paramount role of vocabulary mentioned above, it is important to find the effective ways to teach vocabulary. Consequently, it is the teacher's task to create and determine the technique that can be used to teach and improve students' vocabulary. The technique should be able to encourage and motivate them to learn. As affirmed by Serna and Ajor, they state that the use of educational games can help to generate more positive feelings about the subject matter and to enhance learning outcome.²⁵ Thus, the lesson is more easily digested by the students and they are involved in the activities directly because games give a pleasant variation in learning.

Crossword puzzles with sets of squares that must filled words/numbers, one letter/number for each box. Synonyms or word definitions are given with numbers that match the numbers in the box. Letters/words are inserted into numbered grid patterns to answer clues.²⁶ Crosswords provide challenges that will motivate students to try to solve puzzles by making learning fun and relaxed and also provide opportunities for students to practice and repeat sentence patterns and vocabulary.²⁷ Because of the need to spell items correctly to complete puzzles, students will use words whose spelling must be known. The crossword

²⁴ Schmitt, N. *Vocabulary in Language Teaching*. Cambridge: Cambridge University Press. (2000), p.8

²⁵ Serna, I.M. and Ajor, J.F.P. *Active learning: Creating Interactive Crossword Puzzles*. Paper presented at the International Conference on Education and New Learning Technologies. Cartagena: Universidad Politécnica de Cartagena. pp.1731-1738. . (2011).

²⁶ Harry Dhand, *Techniques of Teaching*. University of Saskatchewan: A P H Publishing Corporation. 2008, p.55

²⁷ Tricia M. Davila, Brooke Shepherd, 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

technique is a good way to teach and enrich vocabulary because the definitions or synonyms or the words are there to provide reinforcement.

According to Orawiwatnakul, Crossword puzzle is a puzzle filled in all the blank squares with letters that form words. The words are based on the clues provided, which can be complete sentences, phrases, or words.²⁸ Crossword are games that require participants to fill boxes with letters and they must look at the instructions before filling them. If they can answer one Crossword Puzzle hint correctly, it will be easier for players to fill in other grids that connect. So, students can learn how to recognize their mistakes and correct them. From the explanation above, it can be concluded that the crossword puzzle is a word game where students must find answers that need to sell items to complete the correct answer.

1. The Procedure of Crossword Puzzle

To know how crossword puzzle used in teaching vocabulary the researcher use procedures of using crossword puzzle according to Pinuria et al.

a. Pre-teaching activity

Pre-teaching activity is the activity done before the teaching process. They can give new information, and enhance students' concentrations. Besides, that activity is useful to help them get started. Here are the procedures in pre-teaching activities. They are:

- 1) The teacher greets the students.
- 2) The teacher checks the student's attendance.
- 3) After checking students' attendance, the teacher reminds the students about the previous subject taught in the last meeting.
- 4) The teacher introduces a new topic to the students.

²⁸ Orawiwatnakul, W. Crossword Puzzles as a Learning Tool for Vocabulary Development. *Electronic Journal of Research in Educational Psychology*, vol. 11, núm. 30, pp. 413-428. . (2013)

b. Whilst-teaching activities

In Whilst-teaching activities, the teacher instructs and asks the students to do some activities. They are:

- 1) The teacher asks the students about the crossword puzzle.
- 2) The teacher gives an example of the crossword puzzle to the students.
- 3) The teacher gives assignments to the students.
- 4) After the teacher checks the answer of students, the teacher discusses with the students to make a sentence using the appropriate words as the crossword puzzle answer.

c. Post-teaching activities

Post teaching activities are necessary as the follow-up phase on what the students have studied. Here, there are some procedures in post-teaching activities. They are:

1. the teacher asks the students about the crossword puzzle.²⁹

2. Strengths and weaknesses of Crossword Puzzle

The following is an explanation about the strength and weaknesses of the crossword puzzle used in teaching and learning vocabulary.

a. The strength of Using Crossword Puzzle in Teaching Vocabulary

According to Franklin, Peat, and Lewis, there are three strengths of using crossword puzzles in learning vocabulary.

- 1) To make students enjoyable to study vocabulary.
- 2) To increase students' ability in learning vocabulary.
- 3) To make students understand the meaning of words.

Besides, the following are also the strength of the crossword puzzle.

²⁹ Pinuria, Harmaini & Ernati. Teaching Vocabulary by Using Crossword Puzzle. Mahasiswa Pendidikan Bahasa Inggris : FKIP Bung Hatta. 2017. P.28

- 1) Learners get to enjoy learning the target language because they are involved in their learning. Crossword Puzzles can also help learners gain interest and reduce boredom in learning by giving an alternative of varying teaching techniques and by helping learners see English as a learnable instead of a difficult subject.
- 2) The crossword puzzle offers a challenge that will motivate the students to try to fill in the puzzle. It gives many opportunities for the students to practice and repeat the sentence pattern and vocabulary. The students find it fun, feel relaxed and enjoy participating in the learning activity, they memorize the vocabulary in different ways, that is by rewriting them. Crossword puzzles are associated with recreation and can be less intimidating for students as review tools. Crossword puzzles can, therefore, be given at any point in time during a lesson, as a warmer, filler, or even end-of-lesson assessment.
- 3) The teacher finds puzzle solving to be much less threatening and more like gameplay. Puzzle-solving is a much more active type of learning and will engage students with the material.

b. The Weaknesses of Using Crossword Puzzle in Teaching Vocabulary

According to Njoroge et al, besides its strength, the crossword puzzle has its weakness, and it is that crossword puzzle requires a lot of time to prepare. Therefore, the teacher wanting to teach by using this game needs to prepare the game and its material before coming to the class. The teacher needs to have his or her own time to make the puzzle and suit it with the material that is going to teach to the students.

Moreover, applying of crossword puzzle itself, there is also a weakness that is from the students. Because of the recreational connotation associated with crossword puzzles, some students may have not taken the task of completing the puzzles seriously, as they were perceived to be unimportant. This game gives a lot of advantages to their vocabulary mastery.

Based on the explanation above, the strength of the crossword puzzle is much more than the weakness. Therefore, this game is an effective game to teach vocabulary by the teacher as well as the students still enjoy the lesson.

3. The Advantages of Crossword

First, by using Crossword Puzzle learning activities will be more interesting for students, to build student motivation. Second, the teaching material will be clearer in meaning so that it can be better understood by students and the purpose of the learning process will become mastery. Third, there will be more teaching media varies, so students are not bored and the teacher is not exhausted, especially if the teacher teaches for each class hour. Fourth, students learn to be more active, because they not only listen to the teacher's explanation but also other activities such as observing, doing, and other demonstrations.³⁰

4. The Disadvantages of Crossword Puzzle

Disadvantages of Crossword in learning activities: the first, using crossword, students find it difficult to guess the question, because they do not know about the meaning of the question. Second, by using the crossword the conditions in the class will be noisy.

D. Concept of Translation Technique

1. Definition of Translation Technique

Nation in Cameron listed basic technique by which teachers can explain the meanings of new words, all of which can be used in the learner classroom are demonstration or pictures, analytical definition, putting the new word in a defining context, and translating into

³⁰*Ibid*, p.40.

another language.³¹ It means that translation can be defined as a technique of teaching English especially for vocabulary. This statement is also supported by Garcia, he says that the translation can also be an appropriate technique to introduce new words or even to explore the obscure nuances between terms.³² Summary, it can be concluded that the translation can be classified as a technique in teaching and learning English in the class. Learning new words or what we called as vocabulary is one of English aspect skill that can be taught by using translation technique.

According to Richard, translation is the process of rendering written language that was produced in one language into another language, or the target language version that results from this process. Translation in which more emphasis is given to overall meaning than to exact wording is known as free translation.³³ Molina and Albir stated that translation technique is defined as produces to analyze and classify how translation equivalence works.³⁴ It means that we need the procedures when translate some word either in oral or written from that called as the translation technique.

The word translation itself may be defined as the replacement of textual material in one language (source language) by equivalent material in another language (target language). Larson said that the translation is done by going from the form of the first language to the form of a second language by way of semantic structure. It is

³¹ Lynne Cameron, *Teaching Language to Young Learners*, (New York: Cambridge University Press 2001), p. 85

³² Roberto A Valdeon Garcia, *A New Approach to the Use of Translation in the Teaching of L2* Revista Alicantina de Estudios Ingleses Volume 8, 1995, (Universided de Oviedo, 1995), p.241

³³ Richards, Jack C. and Schmidt, Richard, *Dictionary of Language Teaching and Applied Linguistics*, (Longman: london, 2002). p.577

³⁴ Rucia Molina and Amparo Hurtado Albir, *Translation Technique revisited: a Dinamic and Functionalist Approach*, Universitat Autonoma de Barcelona, Meta, XLVII, 4, 2002, (Barcelona, Spain: Universitat Autonoma de Barcelona, 2002), p.509

meaning which is being transferred and must be held constant. The form from which the translation is made will be called the source language and the form into which it is to be changed will be called receptor language. It means that the translation technique should be emphasized on replacement on material type into another type by paying the equivalent changed.

Concerning the explanation above, translation technique is one of teaching technique by making a replacement language in textual material from one language (source language) into another language (target language) that emphasizes on equivalent rule.

2. The Procedure of Teaching Vocabulary through Translation Technique

- 1) The teacher explains about technique in learning vocabulary.
- 2) The teachers mentions material and explain about translation
- 3) The teacher distributed the text to the students and gives to students read and translate the text
- 4) The teacher asks the students what is the text about.
- 5) The teacher gives the students exercise.³⁵

3. The Advantages and Disadvantage of Translation Technique

The advantages of translation technique as follows:

- 1) Understandable. For instance, if we translate an English text to Indonesian, it is much more understandable for us.
- 2) Widen vocabulary.
- 3) Widen vocabulary.

³⁵ Sayuki Machida, A Step to Using Translation to Teach a Foreign Language, Melbourne:University of Melborne, 2008, P.143

The Disadvantages of Translation Technique as follows:

- 1) Inaccurate words, somehow, we tend to translate it into languages, but the words that we use are sometimes in accurate that it does not have in our vocabulary or is slightly different with our language.
- 2) Lack of originality, we do think it will be lack of originality as we tend to change the words, thus the meaning of the text itself is marginally or slightly different.
- 3) Take time to interpret. It does take time we to interpret, learn, search and finally translate the whole text.³⁶

E. Frame of Thinking

In teaching vocabulary, an English teacher should be able to help students to memorize vocabulary. Therefore, the teacher should have kinds of activities to make the students interested and motivated in learning English. The teacher must prepare the materials well, using a suitable procedure and media in teaching and learning vocabulary. By using interesting activities the students will enjoy the learning process. If students are attractive in learning, they can be easier to understand the explanation about the material. One alternative activity that will be used in this research is Crossword Puzzle. Teachers can use the game to teach vocabulary because it can make students easy in mastering the vocabulary. This activity can be done in group, so that students have more ideas to explore and guess the words with their partner to fill the box of crossword puzzle. Using Crossword Puzzle in learning activities can make the atmosphere of teaching and learning more interesting.

³⁶ *Ibid*

Crosswords provide challenges that will motivate students to try to solve puzzles by making learning fun and relaxed and also provide opportunities for students to practice and repeat sentence patterns and vocabulary.³⁷ Thus, Crossword Puzzle is one example of a game that can be used to teach vocabulary that can be applied by the teacher. In relation to the vocabulary teaching, in referring to the Crossword Puzzle in the theoretical framework the author assumes that Crossword Puzzle is suitable for communicating vocabulary because it can make students easier to remember and memorize vocabulary. In learning English, the crossword can train students mentally and memorizes vocabulary easily. This activity can be an attractive and interactive way.

F. Hypothesis

Based on the theoretical assumptions, the researcher formulates the hypothesis as follows:

- Ha** : There is a significant effect of using crossword puzzle on the students' vocabulary mastery in the second semester of seventh-grade at MTs Mathlaul Anwar Cintamulya in South Lampung in the academic year 2021/2022.
- Ho** : There is no significant effect of using crossword puzzle on students' vocabulary mastery in the second semester of seventh-grade at MTs Mathlaul Anwar Cintamulya in South Lampung in the academic year 2021/2022.

³⁷ Tricia M. Davila, Brooke Shepherd, 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

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