CHAPTER II
LITERATURE REVIEW

A. Theoritical Description

1. Implementation

Implementation in the Merriam Webster dictionary is defined as the process of making something active or effective.[1] Meanwhile, according to Syahruddin, implementation is the operationalization of various activities to achieve certain goals.[2] Sarlota Singerin also stated that implementation is an action of a plan that has been prepared in detail which is carried out after the planning is deemed perfect to achieve a goal.[3]

Based on the definitions above, implementation is an action process that is carried out after planning to achieve the target. In this case, the implementation implies the implementation or implementation of English vocabulary teaching using crossword puzzles for junior high school students.

2. Teaching Vocabulary

a. The Definition of Vocabulary

Vocabulary is the words we teach in the foreign language.[4] Vocabulary is an important aspect in the success of learning a foreign language. Vocabulary mastery will help people in getting a better understanding. According to Scrivener cited by Nurgun Akar vocabulary is a much more powerful carrier of meaning than grammar, because we can get the message across with vocabulary and without grammar, but we cannot communicate unless we use the necessary word in our patterns and structures.[5] It can be assumed that vocabulary has a more important position than grammar.

Furthermore, Hiebert and Kamil stated that vocabulary is

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[1]"Implementation," Merriam Webster Dictionary, January 2, 2023, https://www.merriam-webster.com/dictionary/implementation.

[2]Syahruddin, *Implementasi Kebijakan Publik*, (Bandung: Nusa Media, 2019), 26.

[3]Sarlota Singerin, *Administrasi dan Manajemen Sekolah*, ed. Medi Yasyah (Pasaman Barat: Azka Pustaka, 2022), 48.

[4]Penny Ur, *A Course in Language Teaching: Practice and Theory,* (New York: Cambridge University Press, 1996), 60.

[5]Nurgun Akar, *Teaching Vocabulary: Bridging the Gap Between Theory and Practice*, (Ankara: EMD, 2010), 1.

5

the understanding of word meanings.[6] This implies that by increasing vocabulary, it will be easier for us to understand the meaning of words from the target language. Vocabulary can also be interpreted as a core component of fluency and the basis for how well learners can speak, listen, read and write.[7] It can be said that in order to master a language, learners must increase their vocabulary in order to be able to speak, listen, read, and write well.

From the definition above, it can be concluded that vocabulary carries the influence of meaning which has an important position rather than grammar, learners will more easily understand the meaning of the word both when speaking, listening, reading and writing.

Vocabulary is very important for learning English learning skills. thus, vocabulary is classified into several types to make it easier for students to acquire English vocabulary. Haycraft divides vocabulary into two types, that is active vocabulary and passive vocabulary. Active vocabulary is made up of words that students can pronounce correctly, understand, and apply in speaking and writing. Meanwhile, passive vocabulary is made up of words that the student can recognize and understand when unable to produce on his own.[8]

Additionally, Thornbury classifies vocabulary into eight words classes as follows:[9]

1) Nouns

   Nouns are words that are used to designate people, animals, plants, things, places, ideas, and concepts. Nouns have important functions as subjects, direct objects, indirect objects, and as adverbs.

2) Pronouns

   Pronouns refer to words that are used to replace people or things. Pronouns function as subjects, as direct or indirect objects, as noun attributions to express ownership and function as reflection as well as reciprocal/ empathic.

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[6]Elfreida H. Heibert and Michael L. Kamil (eds), *Teaching and learning vocabulary: bringing research to practice,* (London: Lawrence Erlbaum Associate, 2005), 3.

[7]Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching on Anthology in Current Practice,* (New York: Cambrige Univercity Press, 2002), 255.

[8]John Haycraft, *An Introduction to English Language Teaching,* (England: Longman Group Limited, 1978), 44.

[9]Scott Thornbury, *How Teach Vocabulary,* (England: Pearson Educated Limited, 2002), 3.

3) Verbs

Verbs are used to express existence, events, or what is being done. Verbs that are useful for conveying messages or lexical meanings are called main verbs. Likewise, verbs that are useful as important elements in the structure of sentence construction are called auxiliary verbs.

4) Adjectives

Adjectives are words that describe nouns. That is, adjectives describe nouns that are related to the value of quantities such as color, amount, kind, and etc.

5) Adverbs

Adverb functions to explain the verb further, in addition to modifying other adjectives or adverbs. Adverbs are divided into three types, that is adverbs of time, adverbs of manner, and adverbs of place.

6) Prepositions

Prepositions are used to connect nouns, pronouns, and phrases with other words in sentences. The preposition usually directs the temporal, spatial, or logical relation of its object to the rest of the sentence.

7) Conjunctions

Conjunction is a word that connects two parts of a sentence.[10]

8) Determiners

A word such as an article, possessive, demonstrative, or quantifier that makes the denotation of a noun phrase specific.[11]

b. Teaching Vocabulary

Teaching is a process of transferring knowledge to students. [12] Teaching implies giving directions, helping someone in doing something, equipping them with knowledge, and making them know or understand.[13] Teaching cannot be separated from learning. Learning English has a very important role. English teachers should focus on teaching vocabulary before teaching other English skills such as grammar, listening,

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[10]Efendi, *English Structure Self Remedy,* (Jakarta: Grasindo, 2013), 50.

[11]"Determiner," Merriam-Webster Dictionary, January 15, 2023, https://www.merriam-webster.com/dictionary/determiner.

[12]Jumanta Hamdayama, *Metodologi Pengajaran,* (Jakarta: Bumi Aksara, 2019), 48.

[13]H. Douglas Brown, *Principles of Langauge Learning and Teaching*, (New York: Pearson Education, 2000), 7.

speaking, writing and reading. When students have mastered a lot of vocabulary, they will more easily master other skills. Thus, the teacher is responsible for finding interesting ways that can motivate students to learn vocabulary.[14]

Teaching vocabulary is one of the most explaining aspects of teaching English as a foreign language.[15] This means that in learning English, it is almost impossible without using vocabulary. Thus, the teacher must prepare techniques, methods, and media to support vocabulary learning. learners will find it easier to communicate or learn other skills if they master vocabulary more.

Furthermore, Thornbury states that teaching vocabulary is not always responsive to students' problems in improving English proficiency and teachers are not yet fully aware of the tremendous advantages in developing vocabulary.[16] That means to achieve the success of learning vocabulary, the teacher must focus on helping students increase vocabulary, the teacher must also be careful in choosing the vocabulary to be taught, whether the word is in context or not, so that students can easily remember and apply the words obtained according the context.

In teaching vocabulary, teacher must consider the following factors:
1) Aims

The aim of teaching vocabulary is to make the teacher easy to formulate the materials, which will be taught to the students.

2) Quantity

The teacher has to decide the number of vocabulary items to be learned. The learners will get confuse or discouraged if they get many new words, which can easy to understand by the learners.

3) Needed

In teaching vocabulary, the teacher has to choose the words really needed by students in communication.

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[14]Sabar A. Bakhsh, "Using Games as a Tool in Teaching Vocabulary to Young Learners", *English Langauge Teaching* 9, no 7 (2016): 120, Accessed January 19, 2023, https://doi.org/10.5539/elt.v9n7p120.

[15]Alpino Susanto, "The Teaching of Vocabulary: A Perspective", *Jurnal Kata* 1, no 2 (2017): 185, Accessed January 19, 2023, https://doi.org/10.22216/jk.v1i2.2136.

[16] Scott Thornbury, *How Teach Vocabulary*, 13.

4) Frequent exposure and repetition

      Frequent exposure and repetition here mean that the teacher should give much practice on repetition so that the students master the target words well. They also give opportunity to the students to use words in writing or speaking.

5) Meaningful presentation

      In teaching vocabulary, the teacher should present target words in such a way that the meaning of the target words is perfectly clear unambiguous.

6) Situation and presentation

      The teachers tell the students that they have to use the words appropriately. The use of words depends on the situation in which they are used and depends on the person to whom they are speaking.[17]

      Vocabulary is very important in language learning for students. Hatch and Brown describe 5 important steps in learning vocabulary:[18]

1) Having sources for encountering new words

      To increase vocabulary, students can learn vocabulary from various sources such as reading books, listening to and watching TV, listening to the radio, reading magazines, or reading newspapers.

2) Getting the word form

      Student vocabulary processing can be through clear visual or auditory images. Having a clear idea of the form of a word is very important when thinking about what happens when we try to retrieve words.

3) Learning the meaning of the words

      In order to find out the meaning of a word, it can be done by asking native speakers, asking the meaning of new words to people who speak their mother tongue, making a picture of the meaning of the word in mind, and explaining the meaning of the word in question and asking someone to explain it in English.

4) Consolidating word form and meaning in memory

      Learning vocabulary requires consolidation of word forms and their meanings in memory. This strategy can be

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[17]Sholihatul Hamidah Daulay, *Developing Vocabulary by Educatiobal Game,* (Kediri: Cakrawala Satria Mandiri, 2021), 23-24.

[18]Evelyn Hatch, Cheryl Brown, *Vocabulary, Semantics and Language Education,* (England: Cambridge University Press, 1996), 373-391.

done by practicing using cards, word matching exercises, or crossword puzzles.

5) Using the words

The last step can be done by practicing stringing the words obtained into simple sentences. By getting used to practicing stringing mastered words into a sentence, this can increase one's self-confidence.

3. Crossword Puzzle Game

a. Game

Game means an activity that is usually entertaining and engaging challenging activities where learners can play and interact frequently with others.[19] It can be assumed that games are interesting and challenging activities, because games make students enthusiastic about conquering them and being able to interact with each other. Meanwhile, Richards and Schmidt stated that the game is a structured activity that usually has four properties, they are specific tasks or goals, a set of rules, competition between players, and communication between players with spoken or written language. In addition, games are often used as fluency activities in teaching communicative language and humanistic methods.[20] This implies that the game is not just for entertainment, but also as an activity that has rules that can help students achieve a certain goal.

Furthermore, games are helpful because it can make students feel that certain words are important and necessary, because without these words, the object of the game cannot be achieved.[21] A game is an activity in which participants follow prescribed rules that differ from those of real life as they strive to attain a challenging goal.[22] This can be explained that the game is an interesting activity that really helps students in solving challenges that are different from real life.

From some of the definitions above it can be concluded that the game is an interesting, fun and challenging activity

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[19]Andrew Wright, et al., *Games for Language Learning*, (New York: Cambridge University Press, 2006), 1.

[20]Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, Fourth Edition, (Great Britain: Pearson Education Limited, 2010), 239.

[21]Dwi Astuti Wahyu Nurhayati, "Improving Students' English Pronunciation Ability Through Go Fish Game and Maze Game", *Dinamika Ilmu 15*, no 2 (2015): 221.

[22]Sharon E. Smaldino, et al., *Instructional Technology and Media for Learning*, (New Jersey: Pearson Merrill Prentice Hall, 2004), 29.

which has several properties to achieve certain goals that can be played in groups or individually.

The benefits of games in the teaching and learning process are as follows:

1) Game is a welcome break from the usual routine of the language class.
2) Game help learners to make and sustain the effort of learning. Because to learn a language requires a lot of effort.
3) Games encourage students to interact and communicate.
4) Games create a meaningful context for language use.
5) Games lower anxiety especially when played in small groups.
6) Games can involve all the basic language skills.
7) Games can be played in small groups, there by developing their interpersonal skills.
8) Games involve students in active learning.
9) Games can encourage students to draw on analysis, synthesis, evaluation.
10) Games foster a more positive attitude toward the classroom experience, more attention, better attendance, better participation.
11) Game improve retention, decision making skills, and comprehension of general principles.
12) Game can be a very worthwhile teaching element.[23]

b. Crossword Puzzle

Crossword puzzle is words that are the answers to clues are written into a pattern of numbered squares that go across and down.[24] In addition, crossword puzzles are interpreted as a game that is used as a fun learning strategy, without eliminating the subject of ongoing learning.[25] Learning strategies in this way will make students feel happy so that learning outcomes can be achieved.

Said and Sananjaya stated that a crossword puzzle is a game of filling in the empty columns which begins with

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[23]Sholihatul Hamidah Daulay, *Developing Vocabulary by Educatiobal Game*, (Kediri: Cakrawala Satria Mandiri, 2021), 56.

[24]"Crossword puzzle." Merriam-Webster Dictionary, January 28, 2023,https://www.merriam-webster.com/dictionary/crossword%20puzzle.

[25] Hisyam Zaini, et al., *Strategi Pembelajaran Aktif,* (Yogyakarta: Pustaka Insan Madani, 2008), 7.

11

questions horizontally and vertically.[26] Crossword puzzles can be done individually or in groups.[27] This can be interpreted, when filling out a crossword puzzle in a square space can be thought carefully, which can be done individually or in groups.

From some of the statements above it can be concluded that crossword puzzles are fun games in learning by answering questions and instructions in horizontal and vertical columns.

The use of crossword puzzles can be used as teaching materials if the word redaction of each question is horizontal and vertical continuous, while the procedure for compiling crossword puzzles to be applied in learning vocabulary is as follows:[28]

1) The use of crossword puzzles should be used after the material is taught / students have studied the material.
2) List of questions that will be displayed in the crossword puzzle.
3) Create answers to all questions to make it easier Arrange the arrangement of crossword boxes.
4) Categorize questions into groups of horizontal and vertical questions, where the number of questions horizontally and downwards is the same.
5) Connect each horizontal and vertical answers.
6) Pay attention to the horizontal and descending answers that overlap and complement each other.
7) To make it easier, make a schematic arrangement of boxes for a number of horizontal and vertical questions first.
8) Start selecting question number one onwards (the order of numbers starts from the smallest to the largest number.
9) Make a puzzle sheet in the form of horizontal and descending questions.

Following are the benefits of crossword puzzles as teaching materials in class:[29]

1) Improve teacher and students' reading sub-skills to find certain information.

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[26]Alamsyah said and Andi Budimanjaya, *95 Strategi Mengajar Multiple Intelligeces,* (Jakarta: Kencana, 2017),101.

[27]Melvin L. Silberman, *Active Learning 101 Cara Belajar Siswa Aktif*, terj. Raisul Muttaqien, (Bandung: Nuansa Cendikia, 2018), 256.

[28]Alamsyah said and Andi Budimanjaya, *95 Strategi Mengajar Multiple Intelligeces,* 102-103.

[29]Djunaidi, *English Crossword For Developing Language Skill,* (Sleman: Kanisius, 2020), 9-10.

2) Improve the reading sub-skills of teachers and students to find detailed information.

3) Improve the Sub-skills of reading teachers and students to find an overview.

4) Improving the teacher's speaking skills in class.

5) Improving students' speaking skills in providing definitions and descriptions of certain objects or objects.

6) Improving students' speaking skills to ask questions or ask for explanations about something or someone.

7) Improving the teacher's listening skills in understanding student questions.

8) Improving students' speaking skills to ask questions or ask for explanations about something or someone.

9) Improving the teacher's speaking skills to respond to student questions.

10) Improving the accuracy of teachers and students in spelling and pronunciation as well as multi-meaning interpretation of a number of words in English.

11) Increase teacher and student insights related to important current topics or issues.

12) Increase the fluency of teachers and students in the four English skills.

c. The Use of Crossword Puzzle Game in Learning Vocabulary

One of the effective vocabularies learning strategies is using word games. Word games that can be used as learning media are crossword puzzles. Crossword puzzle games can help students overcome vocabulary learning problems. According to Njoroge, Ndung'u, and Gathigia, teaching English vocabulary to second language classes using crossword puzzles is effective and subsequently influences performance.[30] This can be interpreted that crossword puzzles can have an influence on vocabulary learning.

Crossword puzzles are a game that makes learning in the classroom engaging and fun. This game gives students an opportunity to practice and review vocabulary and set simple sentence patterns.[31] This can be interpreted, the crossword game

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[30]Martin C. Njorge, et al., "The Use of Crossword Puzzles as a Vocabulary Learning Strategy: A Case of English as a Second Language in Kenyan Secondary Schools", *International Journal of Current Research* 5, no 2 (2013): 317.

[31]Imam Fahmi Fachrozi, et al., "The Use of Crossword Puzzle as The Way to Increase Student'S Vocabulary Mastery at SMA Taman Siswa Binjai", *Lingustic, English Education and Art Journal* 4, no 2 (2021): 252.

can be one of the fun English learning activities, so it can help students recognize new words and memorize them easily.

Then, according to Franklin, Peat, and Lewis, playing crossword puzzles in learning vocabulary has several advantages, including:[32]

1) To make students enjoy learning vocabulary.
2) To increase students' abilities in learning vocabulary.
3) To make students understand the meaning of words.

d. The procedure of using crossword in teaching vocabulary

There are several steps in applying crossword puzzles to teaching English vocabulary:[33]

1) Pre-Teaching Activity

Pre- teaching activity is the activity done before teaching process, and also the activities that are carried out in teaching, especially when teaching vocabulary:

(a). The teacher greets the students.
(b). Teacher checks student's attendance.
(c). After teacher finished checking attendance of students, teacher reviews the students about previous topic taught in the last meeting.
(d). The teacher introduces new topic to the students.

2) Whilst-Teaching Activities

In this session, teacher instructs and ask the students to do some activity.

(a). The teacher asks the students about crossword puzzle.
(b). After teacher gives an example to the students. The teacher gives assignments to the students.
(c). After the Students finish fill that crossword puzzle, teacher checks the student answer.
(d). After the teacher checks the answer of students, the teacher discusses with the students to make a sentence using the appropriate words as crossword puzzle answer.

3) Post-Teaching Activity

Post-teaching activity aims as a follow-up stage of what students do after study. Here are a few procedures in post-teaching activities.

(a). The teacher asks the students about the crossword puzzle.

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[32]Franklin, et al., "None Traditional Interventions to Stimulate Discussion: The Use of Games and Puzzles", *Journal of Biological Education* 37, no 2 (2003), 79-85. Accessed 19 February, 2023. https://doi.org/10.1080/00219266.2003.9655856.

[33]Yoni Pinuria, et al., "Teaching Vocabulary by Using Crossword Puzzle", *Journal FKIP Bung Hatta* 3, no 5 (2014): 7-10.

(b). The last, teachers give homework to students.

B. Previous Study

Previous research reviews are used as a reference for the researcher to enrich the theory used in reviewing the research conducted. To support the problem to be discussed, the researcher tries to track down some of the previous literature and research that is still relevant to the problem that is the current object. The following is an explanation of previous research that is still relevant in this thesis:

First, a thesis entitled "The Effectiveness of Crossword Puzzle toward Students' Vocabulary Mastery at The Seventh Grade Students of SMP Islamiyah Sawangan in Academic Year 2017/2018" written by Rachmanita Oktaviani. The purpose of this study was to obtain empirical evidence about the effectiveness of crossword puzzles on students' vocabulary mastery. This study used a quasi-experimental method with an experimental group and control group design. The data collection technique in this study used a pre-test post-test given to the experimental group and the control group which consisted of 50 multiple choice questions. The subjects of this study consisted of two classes totaling 54 people who were used as samples with 27 students as the experimental class and 27 students as the control class. As for the analysis of the data the authors use the t-test. The results obtained in this study showed that the average pre-test score of students in the experimental class was 61.62 and the post-test average score was 81.22.14. While the average pre-test score of students in the control class was 62.14 and the post-test average score was 71.4. It can be concluded that the use of crossword puzzles in learning vocabulary is an effective way to increase the vocabulary of SMP Islamiyah Sawangan students in the 2017/2018 academic year.

Second, the thesis entitled "Improving Student's Vocabulary by Using Crossword Puzzle (A Classroom Action Research at The Seventh Grade Students of MTs Al Muttaqiin in The Academic Year of 2018/2019)" written by Achmad Syarif Santoso. The purpose of this research is to solve students' problems in increasing their vocabulary. This study used a class action research method. Data collection techniques used tests, observations and questionnaires. The study was carried out in two cycles and one pre-cycle, in the pre-cycle the researcher used a pre-test to check students' vocabulary before implementing the crossword puzzle, while the two cycles the researcher used a test in applying the crossword puzzle to vocabulary learning in different ways Subjects in this research is class 7 A which consists of 31 students. The results showed that the pre-test score was

15

52.7, while the first cycle test score was 61.1 and the second cycle test score was 73.4. The conclusion of this study means that the use of crossword puzzles can improve vocabulary.

Third, a journal article entitled "Teaching English Vocabulary Using Crossword Puzzle Game at The Seventh Grade Students" written by Yayang Taofik Anwar and Erfansyah in 2016. The purpose of the research conducted was to find out whether crossword puzzle games were effective or not for increasing students' vocabulary. This study uses a quantitative research method with a pre-experimental research design. The subjects of this study were all 7E grade students at SMPN 10 Cimahi who were used as samples. Data analysis used by the researcher using pre-test and post-test. The results of the study using Wilcoxon based on the statistical test table, asymptotic significance (2-miled) = 0.000 which is less than 0.05 which can be concluded that teaching English vocabulary using crosswords is effective for increasing the vocabulary of SMPN 10 Cimahi students.

Fourth, a thesis entitled "Teaching Vocabulary by Using Crossword Puzzle at The First Semester of The Seventh Grade Students of MTs Ma'arif Nahdlatul Ulama (NU) 08 Mataram Baru in East Lampung in The Academic Year of 2016/2017" written by Nurlaily Sabiqoh. The purpose of this study was to describe the process of teaching vocabulary by using crosswords, to describe teacher problems and student problems in the teaching and learning process. This study used a descriptive qualitative method, using a purposive sampling technique to deform the sampling. The subjects of this study were students of class 7C. Data analysis used by the researcher is data reduction, data display and conclusions drawing or verification. While the researcher used three kinds of instruments, that is interviews, observations, and questionnaires for data collection. The results of this study indicate that teaching vocabulary is going well, the problem experienced by teachers is in the form of students who are busy alone, and the problem experienced by students is that they think learning vocabulary can only be obtained through books and teachers.

Fifth, a journal article entitled "The Effectiveness of Using Crossword Puzzle Games Through Students' Vocabulary Mastery" written by Dwi Nur Hadiyansyah Wicaksono and Ainun Habiba Ramadani Shiddik in 2022. The purpose of this study was to find out whether there was an effect of using crossword puzzle media on students' vocabulary mastery and significant differences before and after using crossword games through students' vocabulary mastery. This research uses quantitative research methods with pre-experimental research designs. The subject of this research was the

eleventh grades students of AKI SMKN 1 Banyuputih. As an experimental class, the sampling technique used was purposive sampling. The results showed that the results of the t-test to test the significance hypothesis of this study were two degrees (a) of 5%, that is the T-test (to) T-table (1890 1.713). It could be concluded that there was a significant difference between students' vocabulary mastery before and after using crossword puzzle.

Explanation of the description above can be seen in the table below:

No	Previous Research Title	Similarities	Differences
1.	"The Effectiveness of Crossword Puzzle toward Students' Vocabulary Mastery at The Seventh Grade Students of SMP Islamiyah Sawangan in Academic Year 2017/2018"	The similarity between Oktaviani's research and this research is the strategy of using crossword puzzles.	The first difference is that previous research used a quasi-experimental method with a group design, while this study used a descriptive qualitative method. The second difference is that previous research aimed to find empirical evidence of the effectiveness of crossword puzzles on vocabulary mastery, while this study aimed to describe the activity of implementation crossword puzzles to vocabulary use. The third difference is that the subjects of the previous study were seventh grade students, while the subjects of this study were eighth grade students.
2.	"Improving Student's	The similarity between Santoso's	The first difference is that previous studies

17

	Vocabulary by Using Crossword Puzzle (A Classroom Action Research at The Seventh Grade Students of MTs Al Muttaqin in The Academic Year of 2018/2019)	research and this research is the strategy of using crossword puzzles.	used classroom action research methods, while this study used descriptive qualitative methods. The second difference is that previous research aimed to solve problems with vocabulary mastery, while this study aimed to describe the activity of implementation crossword puzzles to vocabulary use. The third difference is that the subjects of the previous study were seventh grade students, while the subjects of this study were eighth grade students.
3.	"Teaching English Vocabulary Using Crossword Puzzle Game at The Seventh Grade Students"	The similarity of this research with Anwar and Erfansyah's research on the use of crossword puzzles and teaching vocabulary.	First, previous studies used quantitative methods, while this study used qualitative methods. Second, previous research aimed to determine the effectiveness of using crossword puzzles on vocabulary mastery, while this study aimed to describe the activity of implementation crossword puzzles to vocabulary use.

			Third, the previous research subjects were seventh grade students, while the research subjects were eighth grade students
4.	Teaching Vocabulary by Using Crossword Puzzle at The First Semester of The Seventh Grade Students of MTs Ma'arif Nahdlatul Ulama (NU) 08 Mataram Baru in East Lampung in The Academic Year of 2016/ 2017"	The similarity of this research with the Sabiqoh research is the strategy of using crossword puzzles and teaching vocabulary. The second equation is the use of descriptive qualitative methods.	First, the previous research subjects were seventh grade students, while the research subjects were eighth grade students Second, previous research aimed to describe the process of teaching vocabulary, and the problems faced by teachers and students, while this research aimed to describe the activity of implementation crossword puzzles to vocabulary use.
5.	"The Effectiveness of Using Crossword Puzzle Games Through Students' Vocabulary Mastery"	The similarity between Wicaksono and Shiddik research and this research is the strategy of using crossword puzzles.	First, previous research aimed to determine the effect of using crossword puzzles on vocabulary mastery, while this study aimed to describe the activity of implementation crossword puzzles to vocabulary use. Second, previous research used quantitative methods, while this study used qualitative methods.

19

				Third, the previous research subjects were eleventh grade students, while the current research subjects were eighth grade students.

C. Theoritical Framework

In Indonesia, English is one of subject at the junior high school level. One of them is MTs Hasan Kafraw Pancur. Enriching vocabulary is an important requirement in learning English, because if students do not enrich their vocabulary, it will be more difficult for students to achieve the four English skills which consist of listening, reading, speaking, and writing. However, for most students, English is a difficult subject, this causes students to lack interest in mastering vocabulary. Thus, teachers need to upgrade learning techniques to attract students' interest in mastering English vocabulary. Therefore, MTs Hasan Kafrawi English Teacher applies crossword puzzles as a technique to support students vocabulary learning.

The teacher hopes that by implementing crossword puzzles, students will be more enthusiastic in the teaching and learning process, besides that, the vocabulary mastered by students will be more. Thus, students will find it easier to understand the material presented and can learn all aspects of English.

Based on statements above, the researcher wanted to investigate using observation, interview, and documentation techniques on the procedure and obstacles, in implementation teaching vocabulary using crossword puzzles at Mts Hasan Kafrawi Pancur. The description in this study can be seen in the schema below:
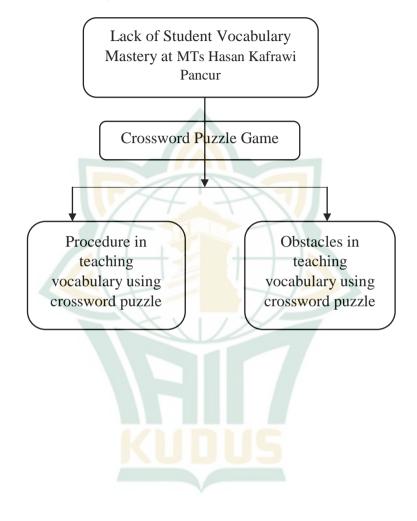
Figure 2.1 Theoritical Framework

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┌─────────────────────────────┐
│   Lack of Student Vocabulary │
│  Mastery at MTs Hasan Kafrawi│
│            Pancur            │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│    Crossword Puzzle Game     │
└─────────────────────────────┘
       │              │
       ▼              ▼
┌──────────────┐  ┌──────────────┐
│ Procedure in │  │ Obstacles in │
│   teaching   │  │   teaching   │
│ vocabulary   │  │ vocabulary   │
│ using        │  │ using        │
│ crossword    │  │ crossword    │
│ puzzle       │  │ puzzle       │
└──────────────┘  └──────────────┘
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21