

CHAPTER I

INTRODUCTION

1.1 Background

English is one of the languages in the world used by many people in a lot of countries. It is also recognized as the main language for communication with other people from different countries and cultures. Due to the importance of English as an international language, many people try to learn and master it as soon as possible so that they will not find any difficulties in communicating with others especially coming from abroad. In Indonesia itself, the government has made some efforts to obtain human resources who are able to understand and master English well.

English is now taught to students in junior and senior high schools. It is done in an effort to familiarize the young learners with English as soon as possible. Along with Indonesian and the vernacular language, mastery of English is a goal that should be the objective. In English, listening is one of the four components of language skills; speaking, reading, and writing are skills that students should acquire thoroughly and appropriately. Because they are integrated, those four skills cannot be separated. But if we don't have enough vocabulary, none of the skills can be learned.

When the researcher visited SMP Negeri 2 Bua Ponrang, an English teacher stated that students' difficulties with vocabulary were related to a lack of motivation to learn, bad habits and attitudes toward learning, and students' laziness to open or reread the list of learned vocabulary. As the results of the daily test and the mid-test demonstrate, they are not satisfactory.

Remembering that English is a foreign language in this country makes it difficult to master vocabulary. Of course, teaching vocabulary in the classroom requires a special skill. To make it easier for students to learn English in the classroom, English teachers should use a variety of teaching methods. Therefore, in order for students to effectively master vocabulary, the instructor must employ engaging and appropriate media.

Learning media is one of the supporting tools in motivating students to increase students' interest in learning. One of the effective media in teaching

vocabulary is riddle technique. Based on the above case, researcher was make are research “The Use of Riddle Technique to Improve Students’ Vocabulary Mastery at the Eighth Grade of SMP Negeri 2 Bua Ponrang” as the title. The use of riddle technique was chosen as media to increase students’ vocabulary in learning.

1.2 Problem Statement

Based on the problem statement above, the researcher formulates the research question as follow: Is the use of riddle technique effective in improving students’ vocabulary mastery at the eighth grade of SMP Negeri 2 Bua Ponrang?

1.3 Objective of the Researcher

The objective of the research is to find out whether the use of riddle technique is effective for students to improve vocabulary mastery at the eighth grade of SMP Negeri 2 Bua Ponrang.

1.4 Significance of the Research

This research is expected to be able to explain about the riddle technique to improve students’ vocabulary mastery, and provide many benefits for teachers, students, and researcher themselves so that in the future there is great hope that is research can help in terms of knowledge and have a positive impact greater in education itself.

1.5 Scope of the Research

In the process of this research, the researcher was limited to teach several types of vocabulary, such as nouns, verbs, and adjectives.

1.6 Operational Definition

1. Riddle technique is one of the strategies used to teach vocabulary that can motivate and provide fun challenge for the students to answer questions. So, it can make the students interesting in learning vocabulary.
2. Vocabulary is all words with meaning.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

1. Vocabulary

a. Definition of vocabulary

When learning a new language, vocabulary is an essential component that cannot be overlooked. According to Thornbury in Surdiyasa, nothing can be communicated without vocabulary. As a result, vocabulary should be considered the learners' first area of mastery. Numerous opportunities to improve young learners' language mastery will result from expanding their vocabulary. People whose first language is not English have an even greater need to expand their vocabulary and word knowledge. A sufficient amount of vocabulary will assist us in comprehending the language and expressing our thoughts in English if we learn English as a second language. Additionally, he stated that one must know at least 2000 words in a language to communicate naturally. It is undeniable from the explanation that vocabulary plays a significant role in language mastery.

One way that meanings, concepts, and feelings can be covered is through vocabulary. "Vocabulary is a component of language that maintains all information about meaning and word use in language," states Zhihong (2005:23). Any language can benefit from having a strong vocabulary. Vocabulary acquisition is an essential component of language development. Ur (2005: 60-62) states that students or learners should master certain aspects of vocabulary. Grammar, meaning, pronunciation, and spelling are all included. Next, according to Hiebert (2005), "vocabulary is the knowledge of word meanings." According to Hiebert (2005), vocabulary is "the understanding of the meanings of words." It is evident that vocabulary is an essential component of English language instruction and a component of words with meaning. People cannot communicate effectively without vocabulary. Additionally, according to Hiebert (2005), there are at least two types of words: written and oral. There are at least two types of word knowledge: productive vocabulary used in writing and reading and receptive words we can understand or recognize. These are the words in print vocabulary because vocabulary is one aspect of language that should be learned. Learners

need to be familiar with vocabulary before they can speak, write, and listen, so mastering it is crucial. According to Cameron (2001:75), a person is said to know a word if they can deduce its meaning from its appearance. This means that learners must understand and be able to use vocabulary in the context of a sentence in order to learn its meaning.

There are numerous vocabulary definitions proposed by experts. Before discussing vocabulary mastery, it is crucial to understand what vocabulary is. For students of foreign languages, it is very important to know a lot of words. Naturally, foreign language learners will have difficulty developing the four language skills if they do not master it.

Vocabulary is an essential component of second language proficiency, as stated by Nunan (1992:118); Knowing the meanings of words is one of the main objectives of language learning. To communicate effectively in a second language, you need it. Additionally, according to Richards and Rennadya (2002:255), vocabulary is an essential component of language proficiency and largely determines how well students can speak, listen, read, and write. This statement makes it abundantly clear that vocabulary improves English proficiency. The student cannot learn English because all of the skills in the language are linked to vocabulary. Students who lack vocabulary will not succeed in writing, speaking, listening, or reading. Therefore, students will succeed in learning English if they master vocabulary.

Additionally, according to Linse (2005:121), a person's vocabulary is the set of words they are familiar with. To make it easier for students to communicate with one another, they need to have a wide range of vocabulary. Students with a sufficient vocabulary will be more confident and have an easier time communicating ideas through controlled vocabulary.

Because of the close connection between language and vocabulary, it is possible to draw the conclusion that vocabulary is one aspect of language that is very important.

b. The kinds of vocabulary

According to Hariyono in Irfan (2018:11), say that word divided into eight parts (the eight part of speech): noun, pronoun, adverb, verb, adjective, conjunction, preposition, interjection).

1) Definition of Noun

The words we use to depict people, things, places, animals, characteristics, concepts, and so on are known as nouns. Nouns come in many different forms. These are some of them: Nouns that are proper, common, concrete, abstract, collective, countable, and material are all types of nouns.

In Marsita (2018:10), Barbara Dykes claims that the word "Noun" comes from the Latin word "Nomen," which means "name." An object's name is a noun (kata benda). Anything in this word that exists and has a name that can make you feel good or bad (like seeing, tasting, hearing, or smell).

In Lapiana (2015), Thomson and Martinet say that a noun can be:

- a) The subject of a verb: Tom arrived
 - b) The complement of the verb be, become, seem: Tom is an actor
 - c) The object of a verb: I saw Tom
 - d) The object of a preposition: I spoke to Tom
 - e) A noun can also be in the possessive case: Tom's Book
- 2) Noun are divided into two groups, as follow:

a) Concrete Nouns

That is the name of a person, place, or things and so on that can be captured by the five senses, namely the concrete objects.

Example:

- | | |
|----------|----------|
| 1. Car | 3. Chair |
| 2. House | 4. Book |

b) Abstract Nouns

That is noun that can't be touched by the five senses.

Example:

- | | | |
|--------------|------------|-----------|
| 1. Happiness | 3. Wisdom | 5. Health |
| 2. Sadness | 4. Courage | |

c) Concrete nouns are divided into 5 groups, as follow:

(1) Common Nouns

That is a noun that indicates the type, class of objects, places and so on.

Example:

- | | |
|----------|-----------|
| 1. Car | 4. Man |
| 2. Town | 5. Water |
| 3. Metal | 6. Bridge |

(2) Proper Nouns

The names of people, places and so special to him alone. Proper nouns always begin with a capital letter.

Example:

1. Michael
2. Africa
3. Dayton Peace Accord
4. United Nation
5. The Tower of London
6. Uncle George
7. My Favorite Auntie Sally

(“Uncle” Capitalized because the word has become part of his name)

The Red Lion

(3) Collective Nouns

The form of humans, animals and an object. Some specific word usually or always used to make collective nouns.

Example:

- | | |
|----------|---------------------------|
| 1. Choir | 3. Jury |
| 2. Team | 4. Cabinet (of ministers) |

(4) Material Nouns

That is the name that indicates the name of the object that occurs by itself and is not man made.

- | | | |
|----------|---------|----------|
| 1. Gold | 3. Fish | 5. Blood |
| 2. Water | 4. Iron | |

(5) Compound Nouns

That is combination of two or more words.

Example:

1. Mother-in-Law
2. Board of members
3. Court-martial
4. Paper-clip

c. Types of vocabulary

1. Basic vocabulary

Words that are hard to change or that are likely to have come from other languages are called basic vocabulary. The following words are included in the fundamental vocabulary:

- a) The term kinship, for example: father, child, grandmother, grandfather, uncle, aunt, father-in-law, and so on;
- b) The names of body parts, for example: head, hair, tongue and so on;
- c) Pronouns (self, instructions), for example: me, you, him, us, us, them, this, that, there, here and so on;
- d) Numbers, for example: one, two, ten, one hundred, one million, etc ;
- e) Verbs, for example: eating, drinking, sleeping, going, etc.;
- f) Said the situation, for example: likes, grief, hunger, thirst, etc .;
- g) Vocabulary of objects, for example: land, air, water, animals, sun, and so on.

2. Active vocabulary and passive vocabulary

Passive vocabulary is one that is rarely or never used, but is typically used in poetry. Active vocabulary is one that is frequently used in writing or speaking.

3. Form new vocabulary

The existence of both internal sources and foreign languages is the source of this new vocabulary. In Indonesian, inner sources are interpreted as self-help vocabulary, whereas outside sources are words from other languages. Levies from regional or foreign languages are included in this vocabulary from external sources.

4. General and special vocabulary

A vocabulary with a wide range of applications and the ability to cover a variety of topics is known as a general vocabulary, while special vocabulary consists of a single word with a narrow range of applications.

5. Nouns (nouns)

There are three ways that nouns can be categorized: semantically, syntactically, and in terms of form. Words that refer to people, animals, things, concepts, or understanding are referred to as semantic nouns. It can be followed by the word "no" or by adjectives, depending on the context. Nouns, on the other hand, are made up of basic and derivative nouns in terms of their morphological form.

It is possible to draw the conclusion that vocabulary is the central component of communication skills in any foreign language we learn. Without learning the vocabulary, it will be difficult to acquire language skills. When learning a language, vocabulary is critical for effective communication. Problems that can impede and demotivate students from learning and using the English language will result from a lack of vocabulary knowledge.

2. Riddle Technique

a. Definition of Riddle Technique

Experts offer a few different definitions of riddles. In Wiwin et al., Mardan says, n.d. (2014), a riddle is typically a question that is constructed in such a way that its response necessitates clever and unexpected thinking. Additionally, in Wiwin et al., Zipke, n.d. (2014), a riddle is a question that was turned into a joke because it has a puzzling question and an unexpected and unpredictable answer.

A riddle was a statement or question with a deliberately concealed meaning. Today, most riddles were meant to be funny. They frequently take the form of a conundrum, or pun-based riddle Purba et al., n.d (2017). A riddle is a statement or question that puzzles you, sometimes in the form of a rhyme. The oldest quiz game in the world is riddle. Conundrums are another name for a riddle. A pun or word play can be the foundation of a riddle at times.

Example: What can't walk but has four legs?

Answer: In a lot of places around the world, chair riddles are an important part of raising children. Some people believed that solving riddles improves a child's intelligence; Others hold the belief that correctly solving a riddle contributes to crop growth and maintains a smooth daily routine. Riddles can be very difficult to solve. Poetic and beautiful, they can be. According to Purba et al., n.d, 2017).

The researcher came to the conclusion that the statement, question, or phrase that had a double meaning, and the nouns that were said to be clues for something made up the riddle itself. Additionally, because the riddle method necessitates ingenuity in order to solve the question or problem, simplicity can be one of the most effective methods for language instruction. As a result, it can increase students' motivation to learn vocabulary and increase brain training.

Riddles	Answers
1. What is the first thing you do when you lie down in a bath full of water?	a. A chimney
2. Everyone has seen it but will never see it again.	b. A photograph
3. It smokes a lot but never buys a cigarette.	c. A towel
4. Its job is to become wet.	d. The man with the biggest head
5. You cannot study for this test.	e. A blood test
6. How many sides does a ball have?	f. Two (inside and outside)
7. What is taken before you get it?	g. Get wet
8. What is the most useless thing in your pocket?	h. An egg
9. When you break it, it is still useful?	i. A hole
10. Which man wears the biggest hat?	j. Yesterday

Source: Suryasrimulti (2018)

Name:	Date:
Vocabulary Worksheet (Matching Part 3)	
Vocabulary: the body of words used in a particular language	
Instructions: Match each word in the left column with its definition in the right.	
1. reason	a. a long row or line
2. firm	b. a person or thing that is
3. constant	c. something that goes on over and over again
4. gift	d. to undo the lock of
5. seize	e. continuously occurring, persistent
6. copy	f. the brother or sister of one's mother or father
7. ancestor	g. the basis or motive for an action
8. loose	h. resistant to externally applied pressure
9. anchor	i. to occupy in an entertaining task on
10. unact	j. any of various forms of carbon

Source: Englishlinx.com

b. Teaching Vocabulary Through Riddles Technique

One of the most effective methods for teaching languages, including English, is the use of riddles. Riddle can assist both the instructor and the students in fostering an environment in the classroom that is more interactive and encourages students to respond actively. The students were able to imagine the object's description and remembered the riddle easily by observing it. In addition, the riddle is intriguing; however, the instructor must select one that was suitable for presenting the material. When it comes to teaching vocabulary, the teacher should choose the riddle for introducing new vocabulary. The following are some criteria for selecting appropriate classroom activities' riddles:

1. Riddle must be suitable with the teaching purpose.
2. Riddle must be simple.

Riddles provided students with an opportunity to not only play with the language but also learn it. To put it another way, the students can actively participate in the teaching and learning process by playing around with the language. When the teacher read the description more than twice, it seems as though the students are hearing it over and over again. In order to assist students in comprehending the description, the instructor may also translate difficult words. It might help students get used to the new words and make them easier to understand. Students may be challenged to find the solution to a riddle because of the unexpected answer. Additionally, the students are drawn to the riddle because they can play with it directly.

Riddles are energizing and creative. The teacher can encourage the students to imagine the riddle description in order to find the solution; if they don't, it will be difficult for them to do so. Riddles improve speaking, listening, and vocabulary acquisition in language instruction. The teacher gives the description to the students, who listen. The students also acquire vocabulary through the riddles. It would appear that numerous words are contextually presented in the riddles. Students are also given speaking and listening practice through the riddles. It might provide a specific language learning activity here. Those benefits could be realized if the teacher used riddles creatively to teach and learn vocabulary (Ratih). 2011).

Based on the preceding explanations, solving a riddle required students to practice a variety of language skills, making it an excellent learning tool. Riddles necessitate higher-level critical thinking abilities, which are frequently underutilized in language learning, particularly in the early stages of language acquisition, when a significant amount of time is spent memorizing and rehearsing. Riddle not only challenged students to think creatively and logically, but it was also a fun challenge that motivated them to solve the clues.

2.2. Previous Study

Below were some previous study related to this research they are:

1. In the study titled "The use of riddles technique to increase students' vocabulary mastery for the first grade at Mts. Pab. 1 Helvetia," Purba (2017) conducted the research. The research shows that this method has worked to keep students' vocabulary. Based on the students' scores, it can be improved. The pre-test average score for the students was 46.32. The average score on Pos-test 1 of Cycle 1 after using the riddle technique is 68.67. The researcher then moves on to the second cycle, using the average score on post-test 2, which is 78.87, as the success criterion to determine the Minimum Mastery Criterion—Minimum Completion Criteria (KKM) 75. In addition to raising students' scores, the Riddle method encourages students to participate positively in the vocabulary teaching and learning process.
2. Sitepu (2018) conducted the study titled "The effect of using a riddle on students' vocabulary mastery of the 2017/2018 tenth grade students of SMK Swasta Pemda Langkat Bahorok" in the current academic year. The t-test formula was used to calculate the data, and the results show that t-observed is higher than t-table in certain degrees of freedom (28 and 0.05). Additionally, the value is $9.83 > 2.048$. It can be concluded that students' vocabulary mastery is affected when riddles are used.
3. Safitri (2019), in her article titled "Teaching vocabulary at SMP Negeri 7 Sungai Raya in Academic Year 2018/2019 using riddle game." Referring to the findings of the study, the t-test calculation resulted in an effect size of 1.97, which is considered to be a strong effect, indicating that the method can be effective in increasing students' vocabulary achievement. It is possible to draw the conclusion that using riddles to teach vocabulary has a significant impact on students' vocabulary achievement due to the learning process in which students played with one another, interacted, cooperated in learning new words, and could learn a lot from their peers.

The researcher can draw the following conclusion based on the preceding study: the two studies share some similarities and some differences. The use of riddles in vocabulary instruction was similar to that of this study. Rafika Purba's

use of quasi-experimental research, Lusiana and Eka Rahmadanta Sitepu's use of experimental and control group methods to collect data in their studies, and Ellyani Safitri's use of cluster random sampling and multiple choice tests to collect data in her research are the main distinctions between this study and the previous one.

2.3. Conceptual Framework

In this research, the researcher focused on teaching of Riddle Technique in students' vocabulary mastery. The conceptual framework in this research was shown in the diagram below:

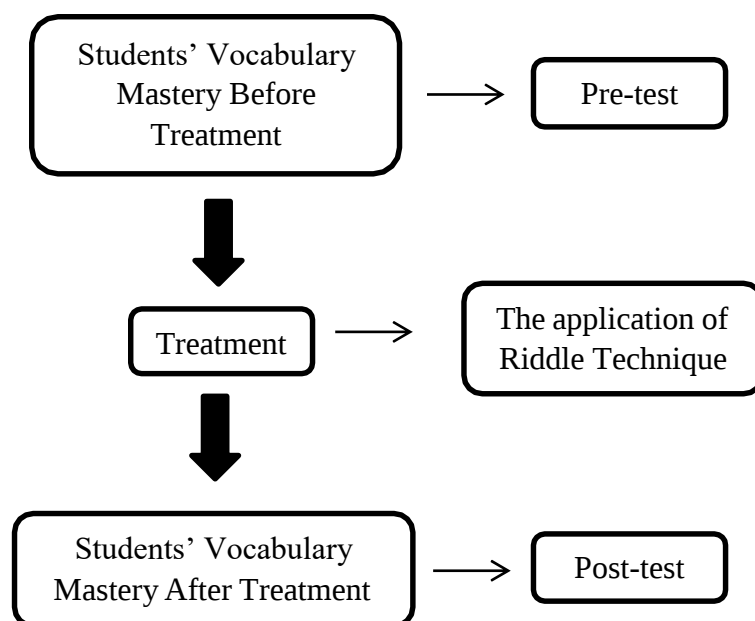


Figure 1. Conceptual Framework

Vocabulary should be mastered by the students, as previously stated. One of the most important aspects of mastering English was vocabulary. The vocabulary of the students regarding noun, verb, and adjective is the focus of this study. The steps began with the researcher administering a pre-test to the students to determine their vocabulary prior knowledge. The researcher used the riddle method to provide treatment, which was the next step. The final step was a post-test to determine the students' progress since using the riddle technique.

2.4 Hypothesis

In this research, the hypothesis formulate as follows:

(H0) Null hypothesis: There is no significant difference between the result of pre-test and post-test after giving treatment by using riddle technique in teaching vocabulary mastery.

(H1) Alternative hypothesis: There is significant difference between the result of pre-test and post-test after giving treatment by using riddle technique in teaching vocabulary mastery.

- If $\text{sig} < \alpha = H_0$ is rejected
- If $\text{sig} > \alpha = H_0$ is accepted

The null hypothesis (H0) is accepted when $P\text{-value} < \alpha$ (0.05). It means that the use of riddle technique is not effective in improving students' vocabulary mastery, and then when $P\text{-value} > \alpha$ (0.05), the null hypothesis (H0) is rejected, (H1) alternative hypothesis is accepted. It means the use of riddle technique is effective in improving students' vocabulary mastery.