CHAPTER I

INTRODUCTION

A. Background of the Study

In learning English, EFL students do not merely learn language competencies such as reading, listening, writing, and speaking but also language components such as vocabulary, pronunciation, and grammar. Mastering vocabulary is one of prominent factors which influence students' success in acquiring language. Because without mastering vocabulary, EFL Student will not able to write a sentence, comprehend a text, or make an utterance properly.

Moreover, before writing this proposal, the researcher conducted preliminary research in order to obtain valid information about the real situation of teaching and learning process at the seventh grade of Islamic Junior High School 1 of Serang City especially on teaching vocabulary. During conducting preliminary research, the researcher interviewed the English teacher and students who selected randomly in order to find out about teacher's strategy in teaching vocabulary and students' problems in mastering vocabulary which suit into syllabus of 2013 curriculum.

As matter of facts, teaching English especially vocabulary is not easy. The teacher reveals that at least there are two main problems in teaching vocabulary at the seventh grade of Islamic Junior High School 1 of Serang City. They are: First, some students do not interest in learning English. So they feel reluctant to memorize new vocabularies. Second, some students have low motivation to learn English. Teacher said that some students taught that they do not need to learn English. Because English is hard subject to learn. On the hand, based on the data from interview with students which selected randomly, the students' problems in learning vocabulary are as

follows: First, some students admit that they do not know the objective of learning vocabulary at school. Second, some students state that they are bored in learning English because based on opinion, the English teacher delivers materials in old fashioned. The teacher never used learning media and the atmosphere of learning processes are demotivated and disheartened. Third, some students said that the teacher never give new vocabularies which related to the instructional materials. So, students were forced to find the meaning of certain vocabularies by themselves.

Based on the previous data, the researcher believes that to teach vocabulary it needs improvisation and teacher should find encouraging ways to trigger students' motivation and facilitate students to learn vocabulary. So, the researcher has an assumption that her study which entitled "Enriching Students' Vocabulary Mastery by Using Riddle Game (a Quasi-Experimental Study at the Seventh Grade of Islamic Junior High School 1 of Serang City) deserves to investigate comprehensively.

B. Identification of the Problems

Having conducted preliminary research and find out students' problems in mastering vocabulary, so the researcher can identify the problems as follows:

1. A few Students do not interested in learning English.
2. A few Students have low motivation to learn English.
3. Majority Students admit that they do not know the objective of learning vocabulary at school.
4. Majority Students state that they are bored in learning English because, teacher delivers materials in old fashioned
5. Majority Students said that the teacher never give new vocabularies which related to the instructional materials.

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C. Limitation of the problems

The researcher admits that while conducting this study, the researcher faced many barriers and has limitation such learning resources, funds, time, as well as energy, so this study will only be concerned to discuss the use of riddle games in enriching students' vocabulary mastery at the seventh grade of Islamic Junior High School 1 of Serang City.

D. Statement of the Problems

Based on background of the study, the researcher proposes three research questions as follows;

1. How is students' vocabulary mastery before the treatment?
2. How is the implementation of riddle games in teaching vocabulary?
3. How is riddle game have significant effect in enriching students' vocabulary mastery?

E. Objectives of the Study

Based on statement of the problems, so the objectives of the study can be inferred as follow

1. To investigate students' vocabulary mastery before the treatment.
2. To observe the implementation of riddle games in teaching vocabulary.
3. To examine riddle game whether it has significant effect in enriching students' vocabulary mastery.

F. Research Hypothesis

This study has two research hypothesis namely alternative hypothesis and null hypothesis. The hypothesis of this study can be described as follows:

Ha is Alternative Hypothesis ($H_1 : r_{xy} \neq 0$)	:	There is a significant effect of using riddle games in enriching students' vocabulary mastery.
H_0 is Null Hypothesis ($H_0 : r_{xy} = 0$)	:	There is no significant effect of using riddle games in enriching students' vocabulary mastery.

G. Previous Study

There are some previous researches that focus on the use of Riddle game The first research done by Angelia Meliani, Y. Gatot Sutapa Y, Eni Rosnija a Tanjungpura University's students in their thesis entitled " *Teaching Vocabulary Through Riddles*" this method of this research is a pre-experimental tresearch, the purpose of this research is to provide information about the effectiveness of teaching vocabulary through riddle. This study was conduct on the eighth grade students of SMP N 1 Bengkayang in academic year 2013/2014. The test consist of 25 items of pre-tets and 25 items of post-test, in the form of short answer questions (riddle). This research was done to 31 students as a sample. From the result of analysis, the researcher found that there is the improvement of the students' mean score. The students' mean score of post-test is higher than the students' mean score of pre-test. The result of t-test was higher than t-table. Ghe effect size of the using riddle in teaching vocabulary was 1.97 (one point ninety seven) which qualified high. Based on that, it can be concluned that the use of riddle in teaching vocabulary can increase students' English vocabulary.

The second research done by Septia Mursanti Candra Rahman, Hartati Hasan, Huzairin. in their thesis entitled " *Improving Students' Vocabulary Mastery Through Riddle Game"*. The objectives of this

action research are to find out 1) how can the use of riddle improve students' vocabulary mastery 2) how can the use of riddle improve students activity. This research is conducted at SMPN 2 Abung Selatan in the class VIIIE in the academic year 2012/2013. The method used in this research was an action research. The subject of this action research was the second year students of SMPN 2 Abung Selatan (VIIIE) consisted of 35 students. This research was conducted in three cycles; each cycles consist of planning, action, observation, and reflection. The results are there are three steps which should be implemented in using riddle to improve students' vocabulary mastery, they are: introducing, knowing and practicing. The tree steps improve not only students' vocabulary mastery but also students' activity. Therefore it can be concluded that riddle game can be used to improve the students' vocabulary mastery and students' activity. The result from cycle 1 shows the learning product, the mean of vocabulary score is 67,8. From 3 aspects of vocabulary, use is the lowest score (40), followed by form (70) and meaning(80). In cycle 2, there is an improvement of students speaking mean score to 70,2 or improved 2,4 points. The improvement also occures in three aspects of vocabulary, 70 for questions about form, 80 for questions about meaning, and 60. The three steps is also applied in cycle 3. The difference was in the cycle 3 the students work individually. The last, in cycle 3, again the students vocabulary mean score improves to 75,5 or improved 5,3 points. The improvement of vocabulary aspects are: 80 for form, 80 for meaning, and 70 for use.for the questions about use, while the improvement is 20. the researcher decided to stop the research just until cycle 3. The shy students also more actived in the cycle 3. By asking them to conclude the lesson, they looked enjoy sharing their ideas in teaching learning process. From the result of the

questioner, can be concluded that riddle made the students more motivated to learn. And it also makes them easily understand about the vocabulary which was taught.

H. Operational Definition

To prevent misconception in interpreting some technical terminologies which are used in this study. So, the researcher provides some terminologies as follows:

1. Vocabulary mastery

In this study, vocabulary mastery refers to the number of words someone knows. Basically, the term of mastery is not restricted to simply recognize the meaning of certain words. In addition, vocabulary is important for learning language because several reason. First, the ability to understand the target language greatly depends on one's knowledge of vocabulary. second, vocabulary acquisition is an important aspect to master all language skills; listening, speaking, reading, and writing.[1]

2. Riddle game

Riddle is excellent tools because it requires students to practice variety of language skills in order to find a solution. it also requires higher level of critical thinking which often needed in language learning. One interesting feature of riddle is that they appeal to all age groups, from the wise and experienced to the young.

According to wright[2] that riddle game provides an entertaining way for students to identify vocabulary words, use the definition of a vocabulary word to create a riddle, for example: I have two legs, two spurs, and red

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[1] Julian Edge, *Essential of English language teaching*, (Longman: Pearson College Div,1993), 23.

[2] Andrew Wright, David Betteridge and Michael Buckby. Games for Language Learni*ng. http://teflgames.com/why.html*. Retrieved by October 2019.

comb. I have wings but I cannot fly, sometimes I eat rice and worm. I always wake up early morning and shout cock a doodle doo loudly. Who am I? Rooster.

3. Experimental study

According to Brown and Rodgers[3] Experimental study is defined as a study that compares behavior in two groups of participants who have been randomly selected and assigned to control and treatment groups and then given control and experimental treatments.

The basis of the experimental method is the experiment, which can be defined as: a test under controlled conditions that is made to demonstrate a known truth or examine the validity of a hypothesis.[4] The key element of this definition is control, and that is where experimental research differs from non-experimental quantitative research. When doing an experimental study we want to control the environment as much as possible and only concentrate on those variables that we want to study.

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[3] James Brown and Theodore S Rodgers, *Doing Second Research* (Beijing: Oxford University Press, 2003). 211

[4] Daniel Muijs, *Doing Quantitative Research in Education: Experimental and Quasi-experimental Research. First edition* (Great Britain by Athenaeum Press Ltd, Gateshead, Tyne & Wear, 2004), P.13.