CHAPTER I
INTRODUCTION

This chapter provides a brief description of the entire contents of the research. In detail, this chapter presents research background, research questions, research objectives, significances, rationale, hypothesis, and previous studies.

A. Background

This research examines the effectiveness of the use of riddle game to enhance students’ vocabulary mastery. Vocabulary is an important element of a language. It is one element that links four language skills of listening, speaking, reading and writing altogether (Dolati & Mikaili, 2011). To develop those skills, learners must master vocabulary first. In the same line, Thornbury (2002) stated without vocabulary nothing can be conveyed because vocabulary is the substance of a language. Therefore, the students should acquire an adequate number of words and should know how to use them accurately.

Nevertheless, learning vocabulary is challenging in Indonesia. Based on the preliminary observation conducted in MAS Al-Inayah Garut, some problems faced by students related to the vocabulary teaching and learning process were found. There were: (1) the students could not spell the words correctly; (2) the students could not interpret the meaning of words; and (3) the students were hard to state the words properly. So, one of the students’ difficulties in learning vocabulary is the use of technique that is not appropriate for the students in learning English.

The use of appropriate technique in increasing the students’ vocabulary is important. One of the most applicable techniques that can be used by the teacher is
Games. Games help and inspire many learners to learn target language more easily (Derakhshan & Khatir, 2015). In this research, one kind of games that apply to improve students’ vocabulary is riddle game. Riddle is a statement or question or phrase having a double or veiled meaning, put forth as a puzzle to be solved. (Brassell, 2008). The aim of riddle game is to provide a fun way for the students to identify words of vocabulary. According to Yaspi, Roza, and Harmaini (2014) riddle includes a part of vocabulary games that have criteria of game and sense of excitement about words. In the other words, riddle game is vocabulary games that help the students to recognize meaning of words in learning vocabulary. By using this game, the students can learn vocabulary in a relaxed and enjoyable situation, the students can increase their ability in learning vocabulary and the students can understand the meaning of words easily.

Furthermore, the use of riddle game depends on the given clues whether it is easily or difficultly adjusted to students’ needs and proficiency. One interesting feature of riddle is that they appeal to all age groups, from the wise and experienced to the young. Previously, riddle game was applied by Hapsari and Pinandhita (2015) to eighth grade students for teaching speaking. The result of the study is to describe the application, the advantages, the disadvantages and the solution of disadvantages of riddle game in teaching speaking. In another research from Wiwin (2014), riddle game is used to increase students’ English vocabulary for eighth grade students in Junior High School. The study has proven that riddle is effective for teaching vocabulary especially in a level Junior High School. It can be concluded that riddle
game is an appropriate technique to be implemented in teaching English vocabulary.

In this research, riddle game would be applied to know whether it is also effective or not in an Indonesian Senior High School setting, specifically to enhance students’ vocabulary mastery with guessing the words in a text. Therefore, the research entitled: “ENHANCING STUDENTS’ VOCABULARY MASTERY THROUGH RIDDLE GAME”

**B. Research Questions**

The questions of this research can be formulated as follows:

1. What is the students’ vocabulary mastery before implementing riddle game?
2. What is the students’ vocabulary mastery after implementing riddle game?
3. How significant is the improvement of students’ vocabulary mastery with riddle game?

**C. Research Objectives**

Based on the research questions above, the purposes of this research are:

1. To find out the students’ vocabulary mastery before implementing riddle game.
2. To find out the students’ vocabulary mastery after implementing riddle game.
3. To find out the significant improvement of students’ vocabulary mastery with riddle game.
D. Significances of Research

The research is expected to provide theoretical and practical significances that can be described as follows:

1. Theoretical Significances

This study is expected to enrich more information about using riddle game in teaching vocabulary. This study is also expected to be beneficial as useful information for the following researchers who want to conduct a further research concerning to the use of riddle game in language teaching.

2. Practical Significances

a. For the teacher, the result of the research can support English teachers to apply alternative teaching media, especially for teaching vocabulary.

b. For the students, this research is hopefully able to help the students improve their vocabulary mastery after getting the teaching of vocabulary through riddle game.

E. Rationale

Vocabulary is one of the important aspects of learning a foreign language. In addition, Edge (1993 as cited in Rahman, 2013) said that the important aspect of mastering all language skills namely listening, speaking, reading and writing is vocabulary. Vocabulary is a list of a total number of words that are combined to make up a language (Hatch & Brown, 1995 as cited in Febriyansyah, 2015). The more words the students know, the more understanding the students have about what they hear and read. Without mastering vocabulary, students face difficulties in improving the ability to communicate with others.
There are some techniques to improve students’ vocabulary mastery in learning English. The appropriate technique that can apply to improve students’ vocabulary is riddle game. Riddle is a noun that all refers to phrase or sentence puzzling or confusing which is to be solved (Evans & Evans, 1957 as cited in Yaspi, Roza, & Harmaini, 2014). In the other words, riddle is a question that is amusing and typically presented as a game. According to Moursund (2006 as cited in Sabriana, 2015), games provide an environment in which one can interact with other people and develop certain types of social skills. Games can be useful to stimulate the classroom atmosphere. It can be cheerful and joyful. However, riddle is an excellent ESL/EFL tool because it requires students to practice a variety of language skills in order to find a solution (Nachtigal, 2010). By using this game, students can remember the meaning of words and know how to spell the words. Then, the students think logically and creatively to solve the question of riddle.

Riddle games are divided into four types as follows: (1) riddles with double meaning; (2) riddles that create false concepts; (3) riddles with clues; and (4) riddles in popular culture. In this research, riddles are used as media in teaching vocabulary with some clues. The clues are arranged to be puzzles consist of the meaning of word. In this case, the students should answer or guess the teacher’s questions by understanding the clues that are given in the form sentences/ phrases. Thus, the use of riddle game could make students interested and easy to remember vocabulary based on the material given.

Sabriana (2015) stated that riddle game has some advantages in teaching vocabulary, those are: (1) students are more interested in learning the material; (2)
students also feel more challenged, because to solve riddle need critical thinking; and (3) students get many vocabularies and meaning of the vocabulary itself. Meanwhile, Hapsari and Pinandhita (2015) argues that riddle game has advantages, such as make the students active in the learning process, happy, increase their vocabulary, able to pronounce some words well and confident to retell the story.

In this research, it is decided to implement Riddle Game to improve the vocabulary mastery. The model is shown in the figure below:

![Figure 1.1](image)

**Research Framework**

The researcher uses pre-experimental research (one group pretest-posttest) with one group as experimental group. Based on the research framework above, the process of this research consists of three key steps that are firstly giving pre-test,
secondly teaching vocabulary, and lastly giving post-test. The results of those steps will provide the answer to the question of significance enhancement of students’ vocabulary mastery using riddle game.

**F. Hypothesis**

According to Creswell (2012), a hypothesis is a statement in quantitative research in which the investigator makes a prediction about the outcome of the relationships among variables. This research has two variables; the first variable is the riddle game as “X” variable and the second variable is the students’ vocabulary mastery as “Y” variable. Thus, the research has two kinds of hypothesis, they are:

1. Null Hypothesis (Ho) is accepted if \( t_{\text{count}} < t_{\text{table}} \) to mean that there is no significant improvement of students’ vocabulary mastery after using riddle game.

2. Alternative Hypothesis (Ha) is accepted if \( t_{\text{count}} > t_{\text{table}} \) to mean that there is a significant improvement of students’ vocabulary mastery after using riddle game.

**G. Previous Studies**

In this research, there are some previous studies that relevant to this present research topic. The first research was conducted by Hapsari and Pinandhita (2015) which applied riddle game for eighth grade students in teaching speaking. The method of the research is descriptive qualitative research and the sources of data taken from participants, social situation and document. The result indicates that the advantages of riddle game in teaching speaking makes the students active in
learning process, happy, increase their vocabulary, able to pronounce some words well and confident to retell the story, especially in teaching speaking.

The second research was conducted by Yaspi, Roza, and Harmaini (2014), which used riddle game to build students’ vocabulary. There are four steps to build vocabulary are being aware of words, reading, using a dictionary, and studying and reviewing regularly. The result of their research showed that teaching vocabulary by using riddles can make learning process interesting, can make students understand the meaning and can make students have ability to communicate with other, and to make students express their ideas in English.

The third research was conducted by Wiwin (2014), which used riddle game to know its effectiveness in increasing students’ English vocabulary for eighth grade students in SMPN 1 Bengkayang. The method of the research used pre-experimental research. The result of the analysis found that there is the improvement of students’ mean score where the students’ mean score of post-test is higher than pre-test. It can be concluded that the use of riddle in teaching vocabulary can improve students’ English vocabulary.

The fourth research was conducted by Purnata (2013), that applied guessing game in teaching vocabulary to the seventh grade students of SMPN 4 Pupuan. The method of the research used classroom action research design which consisted of two cycles and each cycle had two successive sessions. The result of the research found that the students’ vocabulary mastery and the students’ motivated in studying English could increase by using guessing game.
The fifth research was conducted by Febriyansyah (2015), which used bingo game to improve students’ vocabulary mastery for tenth grade students of SMAN 4 Purworejo. The method of the research used action research design which consisted of two cycles. The research finding showed that vocabulary mastery of most students increased after bingo game was used in the teaching and learning process.

Based on those previous studies, riddle game is an appropriate technique to be implemented in teaching English, especially in vocabulary. The differences of the present research and the previous ones are setting and research objectives. In this research, the researcher used riddle game in Senior High School setting, while the previous studies in Junior High School. Then, this research focuses on the students’ vocabulary mastery achievement to guess the words in a text, while the previous studies focus on teaching speaking and students’ vocabulary mastery.