

CHAPTER I

INTRODUCTION

A. Background of the Problem

In Indonesia, English has been learned in every levels of education, from kindergarten up to university level. The purpose of learning a language is to express and comprehend the meaning. A learner has to have sufficient vocabulary in order to acquire English well means the words have an important in conveying ideas. Vocabulary itself is the most important for the people who want to practice their language.

According to Richards and Renandya adapted by Mehdi Ghaedrahmat's Journal, vocabulary is a core component of language proficiency, and provides much of the basis for how well learners speak, listen, read, and write.¹ If someone wants to do four skills in English well, we don't lack of vocabulary. Especially in English language, people can enjoy to do communication each other through high vocabulary. Someone can't understand what the people say if they have a lack of vocabulary.

Vocabulary is very important to build sentences. Vocabulary is the component of language for people to deliver their minds, ideas or feelings. For example, when we want to speak to somebody we need vocabulary. And when we want to write, we also need vocabulary. In addition, According to

¹ Mehdi Ghaedrahmat, *Teaching Vocabulary Electronically: Does It Work For Iranian Intermediate Efl Learners International Journal*, access on Mei, 13 2016, (<http://www.rjelal.com>)

Huebener that was adapted by Budi states the opinion about the area of vocabularies that is taught for the beginning level (10-14 years old). Huebener says that: “selection from 750-800 words for the first year may be grouped under some forty or fifty headings. Starting with the immediate situation these may be school, the lesson, language, the family, relatives, profession, description of objects, animals, nature, men’s garments, women garments, color, time, months, the days, the body, health, the house, daily action, etc.”²

Therefore vocabulary is very important for English learners and speakers to know. Not only the speaker but also the listeners. They can do communication each other by vocabulary. If the speakers have lack of vocabulary, it can be difficult to them to speak and if the listeners have lack of vocabulary, the listeners can not get the speaker’s point. The speakers and the listeners should be mastering vocabulary. But It is not easy to learn and teach vocabulary to Indonesian students, because English and Indonesian are very different in vocabulary.

In fact, vocabulary mastery is one of the problems of English language students from past time until now. The students feel difficult to speak what they want to speak, they don’t understand what the people say. Although someone has known the structure but if he/she is not mastering vocabulary, he/she will be unable to say or write anything and the grammar

² Budi Setiawan, *Improving The Students’ Vocabulary Mastery Through Direct Instruction*, (Surakarta: 2010), P. 18

knowledge will be useless. Thus, by improving the vocabulary, it will be a base for someone to communicate what is in their mind using the target language.

The researcher got the phenomena in Junior High School at SMP Islam Azizi Medan. The researcher found that the students at the second grade are still considered having difficulties in vocabulary mastery. When the students explain them using English language, most of them didn't understand what the teacher said. It just 10% of the students that understand what the teacher mean and also is the students could not answer the teacher question if the teacher asked them because they are lack of vocabulary. It is not just from the students, but from the teacher. The teacher itself do not give the suitable technique or strategy for the students in mastering vocabulary. The teacher explain the lesson without translate it. He also seldom makes exercise for the students that related in mastering vocabulary.

Based on some problems above, the teacher must find a way to solve it. In teaching English, there are many methods which can be used by the teacher to improve students' vocabulary mastery such as using songs, pictures, games, etc. In this case, the writer choose games to improve students' vocabulary mastery, by using games which is better choice for junior high school. The class will be more cheerful and joyful and the students will not get bored. The students can get many vocabularies enjoyably. It will be easier for them to speak. In other hand, there are many

kinds of games. So, this method can be use in teaching learning process with many variations.

Games are fun and the children like to play them. That in itself is a strong argument for incorporation them in the English as foreign language classroom. Playing games is a vital and natural part of growing up and learning. Trough games, the children can perform experiment, discover, and interact with their environment.³

In this case, the writer chooses Riddle game to improve students' vocabulary mastery because through this game the students will be easier to get and remember vocabulary. Riddle game requires ingenuity to solve riddle, so it can make students' more training their brain, with the game students can be more motivated to speak because they are not lack of vocabulary.

Riddle is a question or statement intentionally phrased so as to require ingenuity in answer or meaning.⁴ A riddle, sometimes called a "brain teaser," is usually a question that requires clever or unexpected thinking for its answer. In general conversation, someone typically presents a question to another person who accepts the challenge of guessing the correct response. The guesser may get one or multiple guesses and sometimes the asker gives clues, but this is not required. Riddle usually has only one

³Lewis, G., & Bedson, G. 1999. *Games for Children*. Oxford: Oxford University Press.
p.5

⁴Oxford Dictionary Language Matters. accessed on Monday, Jan 4th 2016,
(www.oxfordictionaries.com/definition/english/riddle).

correct answer, and it is commonly provided in the end, even if the guesser does not think of it.

Based on the statement above, the writer is interesting to do research in this school and improving the students' vocabulary mastery by the suitable technique that is riddle game. So, the reseracher will conduct a research entitled: **improving the students' vocabulary mastery through the implementation of riddle game at the second grade students of SMP Islam Azizi Medan.**

B. Identification of the Problem

There are many problems that can be identified about vocabulary mastery. a). The students' vocabulary matery is still low, b). The teacher had not used the suitable strategy in teaching vocabulary yet, c). Can the riddle game improve the students' vocabulary, and etc. Therefore, the researcher would like to limit the problem.

C. Limitation of the Problem

Based on the identification of study, the research is limited on improving the students' vocabulary mastery through the implementation of riddle game.

D. Formulation of the Problem

In relation to the background of study, the researcher formulates the problem of the study as follows: "How can the riddle game improve the students' vocabulary mastery?"

E. Objective of The Study

The objective of the study is to know how the riddle game can improve the students' vocabulary mastery.

F. Significance of the Study

1. Practical Significance

- a. For the students, this research can improve students' ability in mastering vocabulary by using riddle game and a consideration for students to solve their vocabulary mastery problem.
- b. For the teachers, this research can be used as the input of how to teach vocabulary so that the students can get the high ability at vocabulary mastering by using riddle game.
- c. For the school, this research can be used as a conceptual contribution. So, it can improve the quality of education and innovation in learning and teaching especially in mastering vocabulary.
- d. For other researcher, This study can provide a foundation for other researchers to conduct similar research in order to improve the students' ability in mastering vocabulary for obtaining better result.

2. Theoretical significance

This study is useful to enrich the theory of vocabulary mastery.