CHAPTER II

THEORITICAL REVIEW

A. Theoritical Framework

In conducting a research, theories are needed to explain some concept. The theoretical framework aims to give a clear concept and perception applied in this research in order to avoid the misinterpretation of some terms related to the research.

1. Vocabulary Mastery

a) Mastery

The word "mastering" is derived from the word "master", which means that to become skilled or proficient in the use of words. Mastery is complete control or power over someone or something; through understanding or great skill.[1] In the same difinition, Mastery also is a great knowledge about or understanding of a particular thing.[2]

Besides it, mastery is a noun that means understanding, knowledge, comprehension, ability, skill, know how, command, grip, grasp, expertise,prowess, familiarity, attainment, finesse, proficiency, virtuosity, dexterity, cleverness, deftness, acquirement.[3]

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[1] A. S Hornby in Purnama, *Guide to Patterns and Usage in English*, (Medan: UIN SU), p. 721

[2] A. S. Hornby , *Oxford Advance Learner's Dictionary 7th Edition*, 2005:944

[3] Collins, *Thesaurus of the English Language*, *Complete and Unabridged 2nd Edition*, (London; HarperCollins Publishers, 2002)

Mastery is possession or display of great skill or technique. Skill or knowledge that makes one master of a subject.[4] It means that we can be a mastere if we have skill or knowledge in one subject, or more than it. For example, She achieved a complete mastery of French. Mastery of French here means she has skill or knowledge about French.

Based on the explanation above, it can be concluded that mastery is the skill or knowledge that someone has, the subject can be mastered if the people have knowledge, skill, abiity in the subect itself.

b) Vocabulary

McCarten states that learning vocabulary is largely about remembering, and students generally need to see, say, and write newly learned words many times before they can be said to have learned them.[5] The students should know the word first before they want to say, so that they can easy to express their idea each other.

So, vocabulary mastery is the competence or complete knowledge of a list or a set of words that make up a language which might be used by particular person, class, or profession. Vocabulary mastery is one component to master English as a foreign language in elementary, intermediate and advance levels.

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[4]Merriam webster, *Dictionary Mastery*, accesed on January 07 2017, (https://www.merriam-webster.com/dictionary/mastery)

[5]Jeanne McCarten, *Teaching Vocabulary Lessons from the Corpus Lessons for the Classroom*, (New York, Cambridge University Press: 2007), p. 21

There are various definitions of "vocabulary", they are: A. S. Hornby said that vocabulary is the total number of words which make up a language.[6]So, language is arranged by so many words and phrases. He adds that vocabulary is a collection of words or phrases in language.[7] It means that vocabulary is a language component which gives information or explanation in a language terms. Moreover, there is another definition of vocabulary, it is: according to David L. Stepherd; he said that vocabulary is one of the most significant aspects of language development.[8] It means that vocabulary is the one that must be taken into consideration in language development.

According to Hornby vocabulary is all the words that a person knows or uses to have a wide/limited vocabulary.[9] Vocabulary knowledge continous to develop naturally in dult life in response to new experiences, inventions, concepts, social trends and oppurtunities for learning, and it is necessary in the sense that words are the basic building blocks of language, the units of meaning from which larger structures such as sentencs, paragraphs and whole texts are formed.[10]

Based on those statements, vocabulary is a word or a sound which represents a certain meaning as an utterance unity. It is the most important part in language learning. To achieve four skills, a student must have acquired the vocabulary well, and a student needs to increase their vocabulary mastery too. It is clear that

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[6] A. S. Hornby, *Oxford Advanced Learner's Dictionary*. (Oxford University Press, 1987), p. 461
[7] Ibid, p. 1331
[8] David L. Stepherd. Vocabulary Meaning and Word Analysis, Comprehension High School Reading Methods. (USA: Bell and Howel Company, Co, 1973) p. 39
[9] Hornby, *Opcit,* p. 1707
[10] John Read, *Assesing Vocabulary*, (USA; Cambridge University Press, 2000), p. 1

vocabulary is a fundamental of language. So, there is no language without vocabulary. In Alquran also has written that vocabulary is very important. Like Allah SWT has given us ability to do everything even to communicate especially in developing vocabulary. He says the word in Holy Al-Qur'an in Surah Al-Baqarah 31st- 33rd Verse.

وَعَلَّمَ ءَادَمَ ٱلْأَسْمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى ٱلْمَلَٰٓئِكَةِ فَقَالَ أَنۢبِـُٔونِى بِأَسْمَآءِ هَٰٓؤُلَآءِ إِن كُنتُمْ صَٰدِقِينَ ﴿٣١﴾ قَالُواْ سُبْحَٰنَكَ لَا عِلْمَ لَنَآ إِلَّا مَا عَلَّمْتَنَآ إِنَّكَ أَنتَ ٱلْعَلِيمُ ٱلْحَكِيمُ ﴿٣٢﴾ قَالَ يَٰٓـَٔادَمُ أَنۢبِئْهُم بِأَسْمَآئِهِمْ فَلَمَّآ أَنۢبَأَهُم بِأَسْمَآئِهِمْ قَالَ أَلَمْ أَقُل لَّكُمْ إِنِّىٓ أَعْلَمُ غَيْبَ ٱلسَّمَٰوَٰتِ وَٱلْأَرْضِ وَأَعْلَمُ مَا تُبْدُونَ وَمَا كُنتُمْ تَكْتُمُونَ ﴿٣٣﴾

It means: *"And He taught Adam all the names, then showed them to the angels, saying: Inform Me of the names of these, if you are truthful (31). They said: Be glorified! We have no knowledge saving that which Thou hast taught us. Lo! Thou, only Thou, art the Knower, the Wise (32). He said: O Adam! Inform them of their names, and when he had informed them of their names, He said: Did I not tell you that I know the secret of the heavens and the earth? And I know that which ye disclose and which ye hide. (33)* [11]

In addition, according to Wallace (1982:49) vocabulary is most frequently taught in a spoken or written context.[12] Acquiring vocabulary is a very important tool to master a language. It is impossible to learn a language without vocabulary.

[11]Moh. Anwar, *Alqurannet,* Accesed on 13th of May, 2016, (http://ayatalquran.net/2015/01/surah-al-baqarah-the-cow-terjemah-bahasa-inggris/)

[12] Michael Wallace. J, *Teaching Vocabulary*, (Heinemann, Education Books: 1982), p. 49

Vocabulary have big influence in four skill in English. Listening, speaking, writing and reading need vocabulary to get the point. Vocabulary itself has to learn by the students. Like some experts said that vocabulary has many kinds. There are different kinds of vocabulary according to other experts. Like according to Johnson (2008: 93) elaborates four different vocabularies, they are:[13](a) Listening vocabulary, (b) Speaking vocabulary, (c) Reading vocabulary, (d) Writing vocabulary.

Listening vocabulary is the words we hear and understand, commonly referred to as words we know. This is the largest of our vocabularies and the one upon which the others are built.

Speaking vocabulary is the words we use in conversation. Our listening vocabulary is larger than our speaking vocabulary because our understanding of some words is incomplete or contextual (we understand a word in the context of a sentence or situation, but not necessarily by itself). Thus, adding both depth and 16 dimension to our word knowledge enables us to express our thoughts more efficiently and effectively.

Reading vocabulary is the words that we are able to read. Most students enter school with very few words in their reading vocabulary. To this, they add approximately three thousand new words a year. As stated earlier in this book, learning to read is much easier if students are reading words in their listening and

[13]Andrew Johnson P, *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students*, (New York; Rowman & Littlefield Education: 2008), p. 93

speaking vocabularies. Thus, increasing the number of words in students" listening vocabularies makes learning to read easier.

Writing vocabulary is the words we use to express ourselves in written form. This is usually the smallest of the four vocabularies. We write using only those words we can read and understand. Just like listening and speaking vocabularies, our reading vocabulary is larger than our writing vocabulary.

Actually Vocabulary itself influence four skills in English, such as listenig, speaking, reading, and writing. We should mastere vocabulary if we want to listen music, dialogue, someone and so on. Like speaking, we can not to speak if we are not lack of vocabulary.

But some expert, like Nation said that Based on how often vocabulary occurs in a language, he divides vocabulary into high frequency words, academic words, technical words.[14] (a) High frequency words, The high frequency words of English have some characteristics. First, each high frequency word occurs very often so the effort of learning it will be repaid by plenty of opportunities to meet and use it. Second, the high frequency words are useful no matter what use is made of English. Third, because of their frequency and wide range they make up a very large proportion of running words in all kinds of texts and language use. Fourth, they are relatively small group of words (2,000) that could be covered in a school teaching program over three to five years. (b) Academic words, for learners with academic purpose, the academic words are like high frequency words and they

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[14] I Nation S.P, *Teaching Vocabulary: Strategies and Techniques,* (New York: Heinle Cengage Learning, 2008), p. 7

deserve similar attention. (c) Technical words, for learners with academic purposes, technical vocabulary is also important but this is probably best learned while studying the content matter of the particular specialist area. (d) Low frequency words, low frequency words have the following characteristics. First, each word does not occur very often. Second, most low frequency words have a very narrow range. They are not needed in every use of the language. Third, the low frequency make up a very small proportion of the running words in a text, once roper nouns are excluded usually less than 10% of the running words. Fourth, there are a very large group of words, numbering well over 100,000.

The point of those explanation is that English has various kinds of vocabulary that needed to be leant in order to use English effectively. Hence, teachers must know them in purpose giving consideration of which suitable to be taught to the students to help them in learning English.

So, in conclusion, vocabulary mastery is the competence or complete knowledge of a list or a set of words that make up a language which might be used by particular person, class, or profession. The people that mastere vocabulary, they should know about the mean of the word also, it does not just know about the words. Mastery of vocabulary becomes the requirement of successful communication.

2. Riddle Game

a. Definition of Riddle Game

According to Swanell, a riddle is question designed to test ingenuity in divining answer or meaning.[15] Riddle is a question or statement intentionally phrased so as to require ingenuity in answer or meaning.[16] From the definition above, it can be concluded as the writer's definition, riddle is a question that used to test someone's ingenuity or something.

Riddle game is one kind of guessing game. Riddle Game is a formalized guessing game, a contest of wit and skill in which players take turns asking riddles. The player that cannot answer loses.[17] Guessing games can be painless ways to develop or reinforce any number of concepts.[18]

Riddle is also challenging for the students, because to correctly solve a riddle, students need: to listen carefully and correctly interpret linguistic subtleties to learn to ask precise and effective questions to precisely articulate a logical and convincing solution.

Riddle requires higher level critical thinking skills, which are often needed in language learning, especially in the early stages of language acquisition where a significant amount of time is devoted to memorization and repetition. Riddle not only ask students to think logically and creatively, but also are a fun challenge to students.

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[15]Swanel, J.. *The Little Oxford Dictionary*. (Leicester: Ulverscroft,1989) p. 21
[16] Richard, *Op. Cit.* accessed on december 11st 2016, (www/ Oxford-Dictionary-Language- Matters.ac.id)
[17]Wikipedia. *The Effectiveness of Contextual Teaching and Learning in Teaching Speaking*, accessed on, December 11st 2016, (*http://idb4.wikispaces.com/file/view/rc18THE+EFFECTIVENESS+OF+CONTEXT UAL+TEACHING+AND+LEARNING+IN+TEACHING+SPEAKING.pdf*).
[18]Patricia A, Richardo Amato, *Making It Happen.* (USA: Longman, 2003), p. 239.

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

Mastering vocabulary through applying riddle game can make the students easy to speak up, memorize the word because riddle game always use a simple word and simple riddle.

The example of Riddle game, *"it is a kind of fruit, its color is red or green, it is as big as a tennis ball, it grows in cold climate, it tastes sweet and sour, the skin is smooth, what fruit is it"* and the answer is *"an apple"*.[19]

b. Principle of Riddle Game

Game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. Competition against others is not an essential ingredient of games, but challenge often is. In selecting and describing our games we have tried to minimize

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[19]Susanto Leo, *English for Leisure Time Speaking. (*Jakarta; PT Gramedia Pustaka Utama, 2006), p. 1

competition, with winners and losers, and to maximize challenge, where everyone feels inspired to 'have a go' and do their best.[20]

Chen also said in his journal that the benefits of using games in language learning are promote communicative competence, create a meaningful context for language use, increase learning motivation, reduce learning anxiety, encourage creative and spontaneous use of language. And construct a cooperative learning environment.

In teaching and learning activities, there are many activities to develop vocabulary mastery. One of them is games. Games have a purpose beyond the production of correct speech, serves as a good communicative activity. The aim of all language games for students is to use the language. However during the game play learners also use the target language to persuade and negotiate their way to desire the result.[21]

Language learning is hard work. One must make an effort to understand, to repeat accurately, to adapt and to use newly understood language in conversation and in written composition. Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and works.[22] The students can fell more interesting when learning by game. According to Nation (1990:24) the characteristic of a good game

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[20]Wright Andrew, David Betteridge, Michael Buckby, *Games for Language Learning,* 3rd Ed, (Cambridge. Cambridge University Press, 2006), p. 1
[21]Chen, I-Jung, *Using Games to Promote Communicative Skills in Language Learning. The Internet TESL Journal* XI, 200, p. 1-4
[22] Andrew, Betteridge, Buckby. *op cit.* p. 2

are: 1. Game should be suitable in all students' level. 2. Game should motivate student to enlarge their vocabulary. 3. The materials of game should challenge to the students.[23]

Riddle game is appropriate with three steps in teaching vocabulary. Riddle is also challenging for the students, because to correctly solve a riddle, students need: to listen carefully and correctly interpret linguistic subtleties to learn to ask precise and effective questions to precisely articulate a logical and convincing solution.[24]

Riddle requires higher level critical thinking skills, which are often needed in language learning, especially in the early stages of language acquisition where a significant amount of time is devoted to memorization and repetition. Riddle not only ask students to think logically and creatively, but also are a fun challenge to students, who will be motivated to solve the puzzle the riddle provides.

Riddle games offer students a fun and relaxing learning atmosphere. When students join in games, anxiety is reduced and speech fluency is generated, so communicative in learning competence is achieved.

Games introduces of competition into language-building activities. In other words games create a meaningful context for language use. The competitive

[23] Sarah, *Literatur review of imrpoving the students' vocabulary mastery by using riddle game*, p. 24, accessed on January 07 2017, (http://digilib.unila.ac.id/1098/7/CHAPTER%20II.pdf),
[24]*Ibid*, p. 24

atmosphere also makes learners concentrate and think intensively during the learning process.

Based on the explanation above, it can conclude that game can make the students enjoy when learning because it can be creative and inovative. It seems with riddle game that can make the students are fun and relaxing learning. So, learning vocabulary is more enjoyfull by game, especially riddle game.

c. Design of Riddle Game

Teaching vocabulary mastery in the students that has beginer is more difficult because we have known the characteristic of them. Actually, riddle game is suitable for them. Riddle game is usually applied for teeneger or for elementary and junior high school because it can make the students is be central of the learning.

Besides that, making riddle game is also easy for the teacher, here there are some ways to make riddle that can be applied in learning process.[25]a) Begin with the answer. Once you have the solution of of your riddle, you will work backward to creating the riddle. Try to choose something easy to personify, as personification (the ascription of human-like qualities to non-human things) is a very common technique in riddle-making. For example, you could choose "a pencil" as your solution, because most people will be familiar with it. b) Think of the things your answer does and what they look like. Compile these ideas in a list. Try to think of verbs and adjectives, in particular. Think of synonyms with multiple meanings and

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[25]Richo R, *Article of how to make riddle*, Accesed on January 07 2017, (file:///C:/Users/ASUS/Pictures/How%20to%20Make%20up%20a%20Riddle_%2011%20Steps%20(with%20Pictures)%20-%20wikiHow.html)

write them down. c) Draft your riddle. Riddles use metaphors to describe familiar things in unfamiliar ways. Think about the list of ideas you created in the last step. If your solution is "pencil," think of words you could use to create a metaphorical description: "hand-stick" or "yellow sword" are fanciful, but still offer clues to the solution. d) Use simple, strong words. Riddles were originally a form of oral literature, rather than written down, so think of how the riddle sounds when you say it. Try not to bog down your riddle with elaborate words or abstract concepts. e) Personify your solution. Another way to make a catchy riddle is to write it as though your solution (the answer to the riddle) is speaking about itself. Start the riddle with "I" and a verb. e) Think about how your riddle sounds. Because riddles are often shared orally, paying attention to how the language sounds will help you make a better riddle. Techniques such as alliteration (using the same letter sounds throughout the riddle) and rhyme help make it easier to tell and listen to your riddle. f) Share your riddle with friends. The best way to know if the riddle you've made works is to share it with your friends and family and ask them to guess the answer. Sharing your riddles with family and friends may even convince them to make up riddles of their own!. g) Revise your riddle, if necessary. If your friends and family guess the answer immediately, you may want to go back and make the riddle a little more metaphorical. If they have too much trouble guessing the answer, you may need to tweak the wording to make the answer more evident.

d. Procedure of Riddle Game

In teaching speaking through Riddle game, the writer will used three stages, pre viewing, while viewing, and post viewing.[26]

1. Pre viewing

Pre Viewing is An advance showing, as of a movie or art exhibition, to which a selected audience is invited before public presentation begins. Pre viewing is also an advance viewing or exhibition, especially the presentation of several scenes advertising a forthcoming movie; a trailer.[27]

The purpose of pre viewing activity is to stimulate the student's background knowledge or developing learner's comprehension strategies. The activities which would be done are:

Telling the students that they are going to play with riddle presented in English and asking them some questions to stimulate their background knowledge, for example give them a riddle in Indonesian.

2. While viewing

While viewing is the activity that done while the activity do. In this step, the riddle would be presented more. The purpose of this activity is to make the students more active and challenging in answering the riddle which has been given by the teacher. The activities that could be done are:

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[26] Aulia Yulfa, "*Improving The Students' Speaking Ability Through Riddle Game At The Second Students*", Skripsi, (Medan: UIN, 2016)
[27]Donald C, *The Free Dictionary,* Accessed on December 6th 2016, (http://www.thefreedictionary.com/previewing)

First viewing is as global understanding. Give the first riddle in English, and try to solve it together and helped by the teacher. This is to make the students know how to solve the riddle. So in solving the next riddle, it will be easier. And also ask the students to guess the topic and content.

Second viewing is presentation of language. After first viewing, ask the students several questions to check their understanding of the context of the riddle.

3. Post viewing

Post viewing activities are often connected to the idea of using language that comes from the riddle. The activity that could be done are asking the students some questions about their understanding about the topic after being taught by using riddle and having them do the vocabulary task.

According to Ersoz-Games.html the characteristics of matching riddle game are:[28] Materials The materials of this game is 3"x4" card written on each different colour. Noun (things) on green cards and the description on red cards. Then, Whole class in group works. Every group consists of 4 students. So, there are 8 group. Group 1-4 brings the green card and group 5-8 brings the red card. This game takes 15 minutes to play. After that, the Procedure a. Divide the class into several groups: The GREEN group and the RED group. b. Give the cards to each group, there are 4 green cards and 4 red cards. c. Each student in the first group is supposed to read the description he has aloud and whoever has the answer in the other group reads

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[28] Ersoz, *Games Lesson,* accessed on November 30 2016, (http://iteslj.org/Lessons/Ersoz-Games.html)

the answer aloud. d. If the question and the answer match, put the group in pairs. If they don't, continue till the right answer is found. Each student can read his part only twice. When all the description and noun are matched ask the pairs to read the riddle they have just for fun.

Wikipedia (2011) in its article retrieved from internet says that Riddle Game is a formalized guessing game, a contest of wit and skill in which players take turns asking riddles. The player that cannot answer loses. Article found in English Daejin states the teacher has some roles, they are:[29] (1) Preparing the materials in sufficient quantities. (2) Explaining clearly what is to be done. (3) Checking all of the answers at the end of an activity. (4) Making sure everyone participates. (5) Controlling the time of each game.

e. Advantages and Disadvantages of Riddle Game

Riddle game has many advantages for the students because riddle game is as a game. As we know that allf of students, especially teenager students like game much. As a kind of game, the advantages of using Riddle game in teaching vocabulary are: (1) Students are more interested in learning the material. When they are interested with the material, they will pay more attention to the lesson. (2) Students also feel more challenged, because to solve the Riddle need a critical

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[29] Rytson, *English Daijin*, Accessed on November 30 2016, (http://english.daejin.ac.kr/~rtyson/fall2000/elt/games.html)

thinking. (3) The teacher also doesn't need to explain more about the topic, because the students will know it by themselves by answering the Riddle.[30]

Besides that, riddle game has disadvantages for the students, The first disadvantage of applying riddle games in teaching learning process was by attracting student's interest to games, all of them were active and made noisy. Sometimes they too much moved and spoke. That condition made the teacher difficult to control them. The second advantage of applying riddle games in teaching learning process was by doing games the teacher only had a little time to explain the material and gave some new vocabularies. So there was no longer time for teacher to explain more and help them to memorize all the new vocabularies.[31]

From all the explanation above, it shows that the using of riddle games is good method for teaching English vocabulary especially by applying the creative activity one but there were also some disadvantages in using riddle games in teaching English vocabulary to the young learners especially for the junior high school students.

B. Related Study

Utami writed a thesis about: *"Improving Students' Vocabulary Mastery Using Crossword Puzzles For Grade Vii Of Smp N 2 Srandakan In The Academic Year Of 2013/2014". A thesis of* the Sarjana Pendidikan Degree in the English

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[30]Gertrude Nye Dorry. *Games for Second Language Learning. (*New York: Mc. Braw-Hill, Inc), p. 56.
[31] Nova Pravita Rus Diana, *The Advantages And Disadvantages Of Using Games In Teaching Vocabulary To The Third Graders of top School Elementary School, (*Sebelas Maret University: 2010) p. 35

Education Department of UNJ. The objective of this classroom action research conducted to grade vii students is to discover the students' vocabulary mastery. They are taught through the application of puzzle game, using crossword puzzle helped the students improve their vocabulary mastery. It helped them not only to meet new words but it also maintained the words they already know. They could easier memorize the words they learnt because the activities enabled them to meet the words more than one time. Moreover, it also because the use of crossword puzzles is considered interesting and challenging, so that they could learn without felt that they are being forced. Therefore, the teaching and learning processes become more enjoyable and valuable.[32]

Naibaho writed a thesis about: *"Improving grade V Students' Vocabulary mastery through Riddles".* A thesis faculty of languages and arts, state university of medan 2011. This thesis focuses on the process of improving grade V students' vocabulary mastery. The objective of this classroom action research conducted to grade v students is to discover the students' vocabulary mastery. They are taught through the application of the riddles. The subjects of the study are grade v students state elementary school (sekolah dasar: SDN) 065005 Belawan, consist of thirty students. The instruments for data collection are teacher made test, interview, observation and questionnaire. The techniques of data analysis applied are quantitative and qualitative. In analyzing the data, the students are given three vocabulary test namely, test I, test II, and test III. The mean of the score for the first

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[32] Utami, *Improving Students' Vocabulary Mastery Using Crossword Puzzles For Grade Vii Of Smp N 2 Srandakan In The Academic Year Of 2013/2014,* A Skripsi, (Jogjakarta; UNJ, 2014)

vocabulary test as test I is 51, test II is 64.33, and test III is 82.16. The total percentage of the improvement from the first vocabulary test to the third is 93.4%. The conclusion is that the application of riddles can improve students' vocabulary mastery. The qualitative data shows that the students are enthusiastic and interested in studying vocabulary. It is suggested that teachers should apply riddles as one of the strategies in improving students' vocabulary mastery.[33]

C. Conceptual Framework

Ridle game can improve the student's vocabulary mastery because the students can be enjoy when learning using game especially ridle game. It can meke the students felt happy and help the students to mastere vocabulary easier. Riddle game have some of the advantages in teaching and learning English, especially in teaching speaking. It is also gives cognitive endowments and create students' ingenuity by thinking and remembering, and using Riddle game the students will enjoy in leaning.

Finally, it hopes that using Riddle game can improve the students' speaking ability.

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[33] Naibaho, *Improving grade V Students' Vocabulary mastery through Riddles,* A Skripsi, (Medan: State University of Medan, 2011)