

# CHAPTER I

## INTRODUCTION

This chapter comprises the background of the study that describes the reasons why the researcher intends to conduct the study. Because of those reasons, problem of the study, objective of the study, and significance of the study are formulated. Next, the scope and limitation of the study is presented. Finally, the last part is the definition of key terms which is presented to avoid misunderstanding of those terms.

### A. Background of the Study

Language has important role in our life. Language is used to communicate between people. Without language the people cannot communicate each other, moreover they cannot build relation each other. English is the most popular language in the world. It is because nowadays English is an official language of 63 countries and unofficial second language in many countries. Thus, almost the people in every country understand English. That is why learning English is very important for us, because it makes us easy to communicate with the people in the world.<sup>1</sup>

English has four skills; they are listening, speaking, reading, and writing. According to the 2006 English Curriculum and its supplement, the emphasis of the curriculum is that the students are able to communicate in English by mastering the

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<sup>1</sup> David Cristal, *English as a global language*. (New York: Cambridge University Press, 1997) p. 56

whole skills.<sup>2</sup> However, mastering all skills are not easy for Indonesian students because English absolutely different from Indonesian. They are different in spelling, pronunciation and meaning. So, to achieve these language skills, Indonesian students should have learned a lot about English vocabulary.

Reading, listening, writing, and speaking skill need a wide vocabulary acquisition. The acquisition of vocabulary becomes the most important part in learning foreign language. It is fundamentals of a language because vocabulary has significant role in communicating process. The communication will succeed or not it depends on the accurate vocabulary understanding. Students cannot listen, speak, read and write well if they do not know the vocabulary well. They cannot do anything with four skills if they do not know vocabulary and any single words well.

In teaching English, there are many methods which can be used by the teacher to improve students' vocabulary, such as using songs, pictures, games, etc. Richard stated that to choose a method, a teacher must consider the effective and relevance of a method with a given material.<sup>3</sup> The success of using a method is a success of teaching learning process that function is to determine quality of education.

There are many methods in improving vocabulary such as, by using songs, pictures, games, etc. The first is improving vocabulary by using songs which good for teaching vocabulary by using tape, cassette, and song lyric as media; the obstacle in

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<sup>2</sup> James Dean Brown, *The Elements of Language Curriculum: A Systematic Approach to Program Development*, (Boston : Heinle & Heinle Publisher, 1995)

<sup>3</sup> Ahmad Munjin Nasih dan Lilik Nur Kholidah, *Metode dan Teknik Pembelajaran Pendidikan Agama Islam*, (Bandung: Aditama, 2009), p 30

using this technique is rather difficult to appropriate vocabularies in song's lyric with the theme based on curriculum 2004. And the second is by using pictures which fun for use in teaching vocabulary, it can make the class will be more enjoy. But this method already researched by many researchers. And the last is 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. It will be easier for them to master and increase their vocabulary. In other hand, there are many kind of game. So, this method can be use in teaching learning process with many variations.<sup>4</sup>

Improving vocabulary by using games has some advantages. First, in general children are fond of games. They always play game in their lives. They spend of more free times to play. Second, games offer natural communication context among them. By playing games they sometimes forgot about their shies. Third, games can motivate children to speak in foreign language they learn. In additional, games are able to use as a review for the previous lesson. It makes teacher's work easier.<sup>5</sup> There were some previous studies related to the problem above had been done; the first by Ismiyati, in her research she implemented teaching vocabulary through games in the first year of junior high school. She aimed to offer an alternative technique in teaching vocabulary by using games. Her discussion focused on what kinds of games are appropriate to be used and how they can be used in teaching vocabulary through games in the first year

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<sup>4</sup> Andrew Wridge, *Games for language learning*. (New York: Cambridge University Press, 1984) p. 15

<sup>5</sup> Gertrude Nye Dorry, *Games for second language learning*. (New York: Mc. Braw-Hill, Inc, 1966) p. 21

of senior high school. The results from this study are: 1. the kinds of games used in teaching vocabulary are the seven families' game, family portraits, wall flowers, and home sweet home. 2. Those games can be used in teaching vocabulary through games in the first year of senior high school because those games can grow up the students' interest, motivation, and response.<sup>6</sup>

And the second by Nur Dyah Kumala Retna, in her research she used puzzles as a technique to improve students' vocabulary mastery for SMP students. She offered an alternative technique in improving SMP students' vocabulary mastery, and her discussion focused on what are the effects of using puzzles to improve the SMP students' vocabulary mastery. The result from this study is: the effects of using puzzles to improve the SMP students' vocabulary mastery are the students can be motivated, can be created effective atmosphere in the classroom, can made the students easier to receive and understand some new vocabulary.<sup>7</sup>

And the last by Aquarina Eva Austin, in her research she used crossword puzzles game as technique to teach English vocabulary. She did research at SMPN 10 Madiun and she chose the second grade student of B class as her research subject. She intended to offer an alternative technique in teaching English vocabulary to the second grade of students of junior high school. Her discussion focused on the implementation of crossword puzzles can improve student's vocabulary or not. The

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<sup>6</sup> Ismiyati, *Teaching vocabulary through games in the first year of junior high school*. (S1 Thesis Surabaya: UNESA, 2003)

<sup>7</sup> Nur Dyah Kumala Retna, *The effect of using puzzles to improve the SMP students' vocabulary mastery*. (S1 Thesis Surabaya: UNESA, 1998)

result from this study is: the implementation of crossword puzzles can improve student's vocabulary.<sup>8</sup>

Based on the statements above, the writer want to make a classroom action research about improving students' vocabulary by using riddles because of the writer has not found yet about riddles game on the previous study. In this research the writer would like to use riddles game as a technique for teaching English vocabulary because in riddles game require ingenuity to solving riddles, so it can make students' more training their brain, with it students can be more motivated to learn vocabulary. This research must be done, to know how is effect by using riddles game to improve students' vocabulary. The writer aimed to offer an alternative technique in improving students' vocabulary by using riddles. The writer interested to investigate how is the implementation of teaching vocabulary using riddles to improve students' vocabulary in the second grade students of MTs Miftahul Ulum Bendung Mojokerto, how the use riddles game in teaching vocabulary can improve the students' vocabulary, and what are the students' responses to the riddles used by the teacher in teaching English vocabulary.

The researcher's reason chose MTs Miftahul Ulum Bendung Mojokerto as the research place, because during observation, the researcher found that the students there having lack of English vocabulary mastery, they often found difficulties in getting information from the English text. The writer want to know how the

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<sup>8</sup> Aquarina Eva Austin, *The use of "crossword puzzles" game to teach English vocabulary to the second grade students of junior high school*. (S1 Thesis Surabaya: UNESA, 1995)

improvement of the students' vocabulary if the writer implementing riddles game in there. In other hand, the head master of MTs Miftahul Ulum Bendung Mojokerto had given permission to the researcher for education purpose.

The researcher chose the second grade student because during observation all the students of MTs Miftahul Ulum Bendung Mojokerto have very poor of English vocabulary. Because of it, the writer chose them as subject of her research.

## **B. Problem of the Study**

Based on the background of study above, the problem of the research can be formulated as follows:

1. How is the implementation of teaching vocabulary using riddles to improve students' vocabulary in the second grade students of MTs Miftahul Ulum Bendung Mojokerto?
2. Can the use of riddles game in teaching vocabulary improve the students' vocabulary?
3. What are the students' responses to riddles used by the teacher in teaching vocabulary?

## **C. Objective of the Study**

Based on the research questions above, the main purposes of this research are to find out the following:

1. To describe the implementation of using riddles in teaching vocabulary to the second grade students of MTs Miftahul Ulum Bendung Mojokerto.
2. To investigate how the using riddles game in teaching vocabulary can improve the students' vocabulary.
3. To describe the student's responses to riddles material used by the teacher in teaching vocabulary.

#### **D. Significance of the Study**

Hopefully this study will help both the teacher and the student in teaching learning process for increasing the students' vocabulary. For the teachers of English, this will be helpful to provide her students with cheerful and joyful atmosphere in studying English, especially in increasing their vocabulary.

#### **E. Scope and Limitation**

This study is limited to the scope of:

1. The second year students of junior high school

The researcher chose the second grade student because during observation all the students of MTs Miftahul Ulum Bendung Mojokerto have very poor of English vocabulary. Because of it, the writer chose them as subject of her research.

2. The study is focused on the use of the riddles game

The researcher focused on the use of the riddles game because the writer wants to know how the result of using riddles game in teaching English, especially vocabulary material. So the writer focused on the use of riddles game.

#### **F. Definition of Key Terms**

To avoid misunderstanding and misinterpretating of terms found in this study, the writer tries to define the key terms as follows:

1. Improve is making the students' vocabulary become increased.
2. Vocabulary is the students' collection of words or phrases.
3. Riddles is a words game, the way to play it are solving the statement or question or phrase which have a double meaning.<sup>9</sup>
4. Game is a fun activity with rules to play.

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<sup>9</sup> Danny Brassell, Leena Furtado,. *Enhancing English As A Second Language Students' Vocabulary*. (The Reading Matrix, 2008) Vol. 8, No. 1