

CHAPTER II

IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH RIDDLE GAME

A. The Nature of Vocabulary Mastery

1. Definition of Vocabulary

Vocabulary is one of the language which have to be mastered by the students in learning a new language. Vocabulary can be defined as the total number of words which (with role of combining them) make up a language. There are some definitions of vocabulary which can be found in some resources, those: Hornby (1991:1462), states that total number of words in language, (Range of) words known to or used by a person in trade, profession, and book containing list of words, list of words used in a book, etc, usually with definition or translation.

Burthorn (1985: 98) defines that a large vocabulary helps you express yourself precisely, vividly and without preparing yourself in composition". We can see that vocabulary is very important in learning a language; especially English for it has the largest vocabulary of any language in world.

According to Finochiaro (1974:132), "vocabulary is the contents and function words of language which learned so thoroughly that they can be used in the performance of any communication."

Based on explanation above, the researcher concludes that vocabulary becomes an important thing in English learning process because when the students speak, write, read, or listen in English, they can not avoid the lack of vocabulary. The lack of vocabulary often leads students or teacher into many troubles. When people speak English, they sometimes get

troubles because of this problem so that they are not able to express their mind. Besides, vocabulary is also important for people in communication either oral or written form.

2. Vocabulary Mastery

Vocabulary is presented as the first element of language that students learn before the other elements. Vocabulary mastery is an important thing in mastering all skills in language, such as speaking, reading, listening, and writing. Mastery can be defined as a great skill or knowledge of something. According to Bromley (2007: 15) “mastery is regarded as the ability of a student to implant the essence of the lesson given in a whole”. It means that mastery is possession of skill, ability and technique in conducting a certain activity.

According to Webster (1992: 732); states that (1) the authority of a master: dominion, and the upper hand in a contest or competition; superiority, ascendancy and (2) possession or display of great skill or technique, and skill or knowledge that makes one master of a subject comment. While, Hornby (1995:721), defines that mastery as complete knowledge or complete skill. From that definition, mastery means complete knowledge or great skill that makes someone master in a certain subject. Vocabulary mastery is always being an essential part of English. Lewis and Hill (1997: 12) defines that vocabulary mastery is important for the students. It is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic words. Without having proportional English vocabulary, students will get some difficulties in using English. Vocabulary mastery can be measured by the requirements of generalization (being able to define words) and application (selecting an appropriate use of it).

Based the definition above, the researcher concludes that vocabulary mastery is one component to master English as a foreign language in elementary, intermediate and advanced levels. In learning the four language skills listening, speaking, reading, and writing and than vocabulary is one basic component to be mastered. Vocabulary mastery it means the students having ability in understanding and using the vocabulary. The students are not only know the words but also know the meaning.

3. Kinds of Vocabulary

Vocabulary are the importants skill that must be know by the students. Vocabulary have many kinds according by some experts. Hiebert and Kamil (2005:14) states “they are two kinds of vocabulary; 1). Productive vocabulary is the set of words that an individual can use when writing although speaking; 2). Receptive vocabulary is set of words for which an individual may be ale assign meanings when listening or reading”

1. Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently.
2. Receptive, or recognition, vocabulary is that set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use.

Besides productive vocabulary and receptive vocabulary, Haycraft (2004: 13) supports the definition of vocabulary divides into two, namely active and passive vocabulary.

1. Active Vocabulary

Active vocabulary is the word, which the students can understand and pronounce correctly and constructively in speaking and writing. This term is used in speaking or

writing appropriately it is called as productive vocabulary, although, in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, the students must know and be able to use grammar of the target language; they also must be familiar with collocation and understand the connotation meaning of the words.

2. Passive Vocabulary

Passive vocabulary is the word that the students can recognize and understanding when they occur and in a context, but they cannot produce correctly. This term is used in listening or reading appropriately it is called as receptive vocabulary.

Furthermore, Greenbaum, and Nelson (2002: 88), “classify the vocabularies (words) into two, that are function words and content words. Function words are categorized into two, major classes and closed classes. Major classes include nouns, adjective, verb, and adverb. Closed classes include pronoun, preposition, conjunction, and determiner”. In this research the researcher only focuses on one major classes one major that is nouns. The researcher consider it is important to discuss what is nouns. Nouns is words use to identify people, places, animals, and things. It also word which occurs as a part of subject or a sentence or an object of a verb. The researcher chooses one the kinds of nouns. After the resercher gave the topic was about animals, examples cat, dog, rabbit, kangoro, snake, and ect.

Based on the explanation above, the researcher concludes that Productive vocabulary is similar with Active vocabulary is the words that students use in speaking and writing. Receptive vocabulary is similar with Passive vocabulary that is

the words that student use in listening and reading. Besides, kinds of vocabulary the researcher also uses major classes as the materials that is noun. The researcher chooses noun as the material because noun is easier to learn than the other classes as beginner which is almost all of the eight grade students very poor mastering vocabulary.

4. Aspects of Vocabulary

Aspects of vocabulary is means that one of the part in vocabulary which have in teaching learning because aspects of vocabulary is very difficult to know use the word, know the meaning, spelling and pronunciation. Aspect of vocabulary can measured by using some aspects. Ur (1996: 60-62) stated that some aspect that the learner should be mastered and the teacher should be taught in order to help the learner in mastering vocabulary. They are namely:

1. Form: Pronunciation and Spelling

The learners has to know what a word sounds like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics, and one or the other will be perceived by the learner when encountering the item for the first time. In teaching, we need to make sure that both these aspects are accurately presented and learned.

2. Grammar

The grammar of a new item will need to be taught if this is not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical contexts or may have some idiosyncratic way of connecting with other words in sentences. It is important to provide learners with this

information at the same time as we teach the basic form. For example, when teaching a noun, it might also need to present its plural form, if irregular (mouse, mice).

3. Collocation

The collocation is a particular combination of words by placing or arranging words together. Collocation makes a particular combination sound “right” or “wrong” in a given context. Some words may be having the same meaning but they are not uncertainly can be combined with some word. For example, the word *throw* and *toss*. Both the words *throw* and *toss* have the same meaning. In a context we say *throw a ball* and *toss a coin*, but it is odd if we say *throw a coin* and *toss a ball*.

4. Aspect of Meaning

a. Denotation, Connotation, and Appropriateness

A word sometimes has two meanings when it is applied in a context or used in daily communication. They are denotation and connotation meaning. Denotation is often sort of definition that it is given in dictionary. For example, *dog* denotes a kind of animal, more specifically, a common, domestic carnivorous animal. Connotation meaning is association, or positive or negative feeling it evokes, which or may not be indicated in a dictionary definition. For example, the word *dog*, as understood by British people has positive connotation of friendship and loyalty, whereas in the Arabic, *dog* has negative association of dirt and inferiority. The other aspect of meaning that often needs to be taught is whether a particular item is appropriate one to use in a certain context or not. It is useful for learner to know that a certain word is very common or relatively rare or taboo in polite conversation, or tends to be used in

writing but not in speech, or is more suitable for formal than informal discourse, or belongs to certain dialect.

b. Meaning Relationship

The aspect needed to be taught is meaning relationship that is how the meaning of one item related to the meaning of others. These meaning relationships are namely: 1). Synonyms, items that mean the same or nearly the same. 2). Antonyms, items that mean the opposite. 3). Hyponyms, items that serve as a specific example of a general concept. 4). Co-hyponyms, other items that are “some kind of thing”. 5). Super-ordinates, a general concept that “cover” specific items. 6). Translation, words or expressions in the learner's mother tongue that is (more or less) equivalent in meaning to the item being taught.

5. Word Formation

A new item of vocabulary may be more than a single word but express a single idea. Some vocabulary items are built by combining words (two nouns, or a gerund and noun and etc). For example, *swimming pool*, *bookstore*, *follow up*. How these words are put together or how some certain words are formed is useful information to be known by the students perhaps mainly for more advanced learners.

Based on the explanation above, the researcher focuses on vocabulary mastery based on some aspects such as use the word, know the meaning, spell a word, and pronunciation because that aspect is the basic on learning a new word. Briefly described as follows:

- a. Word meaning. Word meaning in vocabulary aspect is about the concept of definition, translation, and what items it refers to.
- b. Pronunciation. Pronunciation in receptive vocabulary defined as “what does the word sound like”. Meanwhile, in productive vocabulary defined as “how is the word pronounced”.
- c. Spelling. Spelling in receptive vocabulary means “what does the word look like”. Besides, in productive vocabulary means “ how is the word written and spelled”.
- d. Use the word. Use the word in vocabulary aspect is the grammatical function and collocation.

In teaching vocabulary, teacher should not give it separately word by word. It will make the students know the words just the way they are without understanding how to apply the words whether in spoken or written into sentences or paragraph. The ideal condition of mastering vocabulary is students use the word, know the meaning, pronunciation and spelling. Those four aspects should be taught to the students in learning new vocabularies so that they can master the vocabulary holistically. Unfortunately, the students do not learn in such way in mastering new vocabularies.

B. Riddle Game

1. The Definition of Riddle Game

According to Blachowicz and Fisher (2002: 114); “Word riddles are questions with responses. This instructional technique arouses students interest in experimenting with

different word uses, meanings and structures. It is often used as an extension activity to encourage students to think about language the classroom. The technique use to build students' interest in word learning, expand students' knowledge of meanings of words and provide students practice”.

A riddle is 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 and sometimes the asker gave clues, but this is not required. Riddle usually has only one correct answer, and it is commonly provided in the end.

The Riddle Game is is the sentance with the think logically and creatively but also a fun challenge with makes a clue and bihind the true answers the suitable clue. Riddles provide entertaining way for students to identify vocabulary words. See the following example of riddle:

1. "I blow the clouds around and around, but you can't see me, I can't be found." The answer is wind.
2. "Sometimes I am big and fluffy and white and when rain is coming I am dark as night." The answer is cloud.

Based on the explanation above, the researcher concludes that riddle game is a game which using clue and wanted logically to answer the question.

2. The Procedure of Riddle Game

In teaching learning riddle game has a procedure which has do the teacher. Because procedure is important to do activities which has teaching learning process. Acording to Farstrup (2007: 112) there are some procedures of Riddle game:

- a. The meaning of word riddles. (The teacher explain all of about the topic which teaching learning process and the teacher also explain meaning of word riddle to the students).
- b. If students have not created riddle before, shere some riddle with them. (the teacher ordered the students to created riddle by own, it means the students imagine riddle before. After that the teacher ask a questions some students to speak what is the imagine about riddle. The students shere riddle for the other students in the class.
- c. Give new a word from the list (the teacher gave riddle for the students by list of vocabulary about topic which the lesson teaching learning process.

Based on the procedure of Riddle Game that stated by Farstrup (2007: 112) above, the researcher modifies it in applying Riddle Game. In this research the procedure of Riddle game will be described as follow:

- a. The teacher explaint about nouns and gives some kinds about nouns to the students.
- b. The teacher choos one of nouns which can chooses the subject.
- c. The teacher gives some example about animals to the students.
- d. The teachers gives clue or guess to the students about riddle and explaint the meaning.
- e. The teacher ask the students to guess the clue by the teacher.
- f. The teacher divides the students into groups, each group consists of 7 students.
- g. Each group was instructed to make clue. Then gives clue for the each group. The each group answer the question.
- h. The teacher asks the students to do the exercises.

Based on the explanations above, the researcher concludes that procedure of riddle it is important because with used procedure the teachers more easy in teaching learning process and more easy gave direction to the students.

3. The Advantages of Riddle Game

In the using of riddle, it has some benefit that useful for the students. Games have proven to have advantages and disadvantages in learning vocabulary. According to Wright (1997: 130) advantages of riddle games as follow: 1). Games could make the students more interested in learning the material. 2). Games bring in relaxation and fun for the students , and help them learn new words more easy. 3). Games usually friendly competition and they learners interested. 4). The teacher also doesn't need to explain more about the topic, because the students will know it themselves answering the riddle.

Based on the explanations above, the reseracher concludes that the advantages is game bring in relaxation and fan for the students, thus help the students learned ritain new words more easy. Game bring real world context into the classroom, and enhance students' used of English in a flexible communicative way.

4. The Disadvantages of Riddle Game

This technique has disadvantages for its use. The following are disadvantages of using Riddle Game according to Wright (1997: 133). 1). Not all topics can be presented

through the game. 2). Require a lot of time. 3). Teachers should be able to control the student when applied the game.

Based on the explanation above, the researcher concludes that the disadvantages is the condition made the teacher difficult to control the students because many total of the students in the classroom, so not all of the students focus on teaching learning process.

