

## THE USE OF RIDDLE GAME TO IMPROVE STUDENTS' VOCABULARY

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### Abstract:

Vocabulary mastery is essential part of English as a foreign language. In teaching vocabulary, the teachers had responsibility to make their teaching successful. There are four ways of teaching vocabulary. Definitional methods, Contextual methods, Organizational and Mnemonic instructional methods. In this research the researcher used the contextual method. Riddle game is the nouns all refer to something baffling or confusing which is to be solved. In this research the researcher used the qualitative research. After implementing riddle game, the criteria of success has been fulfilled. It means that the students' vocabulary achievement was better than before. Based on these result, the students got many improvements, the improvements could be seen from the way they thought logically and creatively, they solved the puzzle the riddle provides and they did the test well.

**Keywords:** Riddle Game, Vocabulary

### Introduction

Study English as international language is very important. By learning English, the students can help themselves to face their future because English is needed in facing the globalization era. One of the most difficult and important aspect of learning a foreign language is the retention of vocabulary. Vocabulary cannot be separated from the language because vocabulary is a part or component of that language. There are several reasons vocabulary is important for learning language. First, the ability to understand the target language greatly depends on one's knowledge of vocabulary. The second, vocabulary acquisition is an important aspect to master all language skills; listening, speaking, reading, and writing (Edge, 1993).

Vocabulary mastery is essential part of English as a foreign language. There is no doubt that vocabulary mastery plays an important role in the four language skills. It gave contribution to the learners to perform or practice their skills better. Because of that reason, by mastering the vocabulary, they will be able to produce so many sentences easily either in spoken or written and to receive words in reading and listening. Without vocabulary nothing can be conveyed because vocabulary is the flesh of a language. In order to be able to use the language productively, students must know certain amount of vocabulary, not only for communicating orally, but also in writing. It is in

line with the concept of communicative approach in which learners had a big chance to use the language directly in classroom activities.

Vocabulary must not be neglected by everyone who learns a language. The students need to master it in order to master the language. That's why teaching vocabulary considered as the most important thing in the English language teaching. The mastery of structure of the language without adequate mastery of vocabulary could not guarantee a capability of communication in English. Vocabulary is very important to be mastered since it is an essential means for conducting communication. Therefore, vocabulary mastery must be on the seventh priority in English language teaching and learning. Without mastering the vocabulary the learners will get difficulty to master the other language skills.

The problem was that the way of teaching and learning vocabulary used by the teacher is monotonous. It made the students bored while learning language. Because of that reason, the English teacher should create the technique or use an interesting media in teaching in order to make the students more interesting in learning English. Riddle game is chosen to be used as a media and also technique in this research. Riddle game is excellent tools because they require students to practice a variety of language skills in order to find a solution. Riddle game requires higher level

critical thinking skills, which is 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 asked students to think logically and creatively, but also a fun challenge to students, who will be motivated to solve the puzzle the riddle provides.

Based on the reasons above, the researcher is interested in conducting the research entitled; "The use of Riddle game to improve students' vocabulary of the seventh grade students at Mts Matsaratul Huda".

## **Review of related literature**

### **Concept of Vocabulary**

Vocabulary has an important role in learning language because it allows you to communicate clearly with other people. Vocabulary must be acquired as a tool to communicate their feeling, idea, thought, opinion, etc both spoken and written (Edge, 1993). Vocabulary is a list of words which is used to build up a language. Vocabulary is a list of words usually arranged alphabetically and defined, explained, or translated into the range of language (Webster, 2003).

### **Concept of Teaching Vocabulary**

In teaching vocabulary, the teachers had responsibility to make their teaching successful. Scott (2007) says that there are four ways of teaching vocabulary.

1. Definitional methods include anything where a student is given a word and a definition. According to Scott & Nagy (2000), traditional practices of vocabulary learning are based on the definitional approach. The focus of this approach is to learn the meanings of the words either looking up in dictionary or glossary or by drill. It is considered the easiest and less time consuming approach to vocabulary learning.

2. Contextual methods of vocabulary instructions ask the students to create a meaning for a word based on the rest of sentence or paragraph. The instructional method also taught students how to use a new vocabulary word in the right context by writing original sentences using the new word. According to Weatherford (1990), Context Based Approach of vocabulary learning is the most effective, and it saves lot of time of the learner that

is wasted in going to dictionary again and again. Contextual evidence helps the learner to find out the meanings of the new words. It is based on teaching the meanings of new words by having them used in different contexts surrounding the words. There are two types of context: Pedagogical context/ instructional context and natural context. The instructional context refers to sentences specifically written to introduce the meanings of the new words.

3. Organizational or semantic framework instruction, students learn relationship between and among similar words. This type of instruction includes the use of concepts maps, semantics maps, and other graphic organizer. When semantic maps are used as a vocabulary teaching technique, the teacher chooses a central word from the text, and key ideas together with new related.

4. Mnemonic instructional methods make use of vital images as a way of help students learn and remember new terminology. According to Fillmore and Snow (2000), structural approach of teaching vocabulary is based on the morphological analyses of the word. It is process of breaking the words into prefixes, root and suffixes to illustrate the meanings. It is considered easy and practical approach of vocabulary building.

All of the ways above is good to teach vocabulary, but in this research the researcher used the contextual method because the researcher assumed that those learning method helped the students to memorize the vocabulary and it was also suitable with riddle game

### **Concept of Riddle game**

There are many definitions of riddle game. According to Evan (1957), riddle game is the nouns all refer to something baffling or confusing which is to be solved. According to Brassell (2008: 78) a riddle game is a statement or question or phrase having a double or veiled meaning, put forth as a puzzle to be solved. A riddle game, 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 gave clues, but this is not required. Riddle game usually has only one correct answer, and it is commonly provided in the end,

even if the guesser does not think of it. In general, riddle game can be divided into two main sections namely enigmas and conundrums.

The structure of a riddle game typically uses one of several techniques to create a twist, which makes it difficult to guess. One common technique involves double meanings. If the double meaning is in the words of the question, then the language creates intentional confusion. The asker intends one meaning and hopes that the guesser will understand the words differently. Here is an example: It has three eyes, all in a row. When the red one opens, all freeze. In this riddle game, the asker intends for the guesser to understand the word "eyes" as a connotative, so the "eyes" is not as the real eyes. The eyes here are the light in traffic light, and the answer of the riddle game is "traffic light". According to Nation (1990:24) the characteristic of a good game are:

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

Riddle game is appropriate with three steps in teaching vocabulary. Riddle game is also challenging for the students, because to correctly solve a riddle game, 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 game 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 game 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 game provides. Wright (1984) said that riddle game provides an entertaining way for students to identify vocabulary words, use the definition of a vocabulary word to create a riddle game, for example, a riddle game for the word "umbrella" might go, "When the drops start to fall, you protect me to keep dry". Vocabulary riddles game work as an oral activity for the class or as a written assignment in the form of a worksheet. Based on that statement, riddle game can be used as

an oral activity or as written assignment for the students.

Teaching Vocabulary through Riddle game.

According to Haycraft (1978) points out that there are many ways of presenting new vocabulary. They are:

1. Creating a context or situation from which the students can then deduce the meaning.
2. Describing, defining object and drawing if it is necessary.
3. Taking the students out and introduce words for things seen in a shop windows, or in the street.
4. Using word game. There are large varieties of these, e.g. riddle game which it is useful for practicing and revising vocabulary after it has been introduced. Using word game is the way that the researcher chooses to play with.

### **Research Method**

In this research the researcher uses the qualitative research. Qualitative Research is collecting, analyzing, and interpreting data by observing what people do and say. (Anderson, 2006:3) The kind of this research is descriptive approach. Descriptive is design to obtain information, concerning the current status of phenomenon.

In this research, the researcher collected the data, did the observation and analyzed the data collected from students at Mts matsaratul Huda, class 7. In collecting the data, the researcher use some techniques such as observation and interview. Data analysis is a technique employed to process and analysis the obtained data, so that the research is able to make inference of the study. In doing a research a researcher can apply either systematical it relates with how the analysis the data.

the researcher used some steps to analyze the data, as follow :

1. First, the researcher joined in meeting
2. Did observation
3. Collecting the vocabulary worksheet through riddle game
4. Interviewing the students' vocabulary to know the use riddle game in teaching.

**Finding and Discussion****Research finding**

The researcher taught the students about the names of animals in Indonesia. The first, the researcher asked the students to mention the names of animals they know in Indonesian, most of the students mention, “kerbau, kancil, ayam, dll”, then the researcher said good to the students, and then the researcher asked the students whether they knew or not the names of those animals in English, the students answered “some of them sir..”. Then the researcher explained about the names of animals to the students, the students paid attention much when the researcher explained the lesson at the same time the researcher observed the teaching and learning process in the classroom. After explaining the names of animals, the researcher divided the students in to some groups, each group consisted of four students to give a test to the students through Riddle game and to apply the game. The researcher applied Riddle game, the researcher put the game on the white board and the students did it in group. After the meeting, the students got many improvements, they thought logically and creatively, they solved the puzzle the riddle provides.

The researcher taught the students about the names of animals in Indonesia. After that, the researcher asked the students to mention the names of animals that they had already studied in the first meeting. The students mentioned the names of animals they had already studied. After that, the researcher gave a test to the students through Riddle game. The students did the test spritely. The researcher applied Riddle game, the researcher put the game on the white board and the students do it in group. After finishing doing the test, the researcher discussed together the vocabulary test through Riddle game. The researcher also observed the activities in the classroom. After several meeting, the students got many improvements, the improvements could be seen from the way they did the test, and they did the test well. The students felt very happy.

**Discussion**

The finding of the study showed that the use of Riddle game could improve the students' vocabulary mastery achievement. Before the use of the strategy, it appeared that the students'

vocabulary achievement were not satisfactory. It was shown by low achievement in their vocabulary. After the researcher conducted and implemented Riddle game, the students' vocabulary score improved. The students' improvement on each aspect has gained through the game of Riddle game and the researcher's guidance during the learning process. During conducting the game, the students could improve their vocabulary mastery, they were able to ask and share about chatting in social media in their debate.

**Conclusion and Suggestions****Conclusion**

The appropriate game of Riddle game in teaching vocabulary encompassed the following steps: 1) leading the students to the topics 2) connecting the topics with the students', 3) introducing the topic and explaining the instructional objectives, 4) explaining the names of thing 5) getting the students to practice and ask the name of thing with their friends,6) the researcher observed the students.

**Suggestions**

In accordance with the findings, the researcher gave the following suggestions to the teacher, the principal and further researchers to improve the quality of the teaching and learning English, especially in teaching vocabulary.

First, it was suggested to the teachers especially the English teachers to consider Riddle game in the process of teaching and learning vocabulary to improve the vocabulary mastery of the students.

The second, it is suggested for the principal to issue a policy which provides opportunities for the teachers to implement Riddle game in teaching and learning process. It is important to make the teaching and learning process enjoyable. If the teaching and learning process is enjoyable, the students will had high motivation in learning English and improve their English.

The last, the result of this research is suggested for further researchers who want to conduct a study of the same field to assess the students' performances individually.

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