

CHAPTER I

INTRODUCTION

This chapter present some aspects deal with the topic of the research. They are research background, research problem, research objective, operational definition of the terms, research significances, and research scope.

1.1 The Background of Research

In education, English language is very important to be learned. English has been learned by the students as a foreign language in Indonesia from junior high school up to university level. English is not easy to study. According to Wede (2011) English is a difficult language because it is not really so recognizable to the languages it is related to, for example: English has many Germanic, Latin, and French words, but people of those languages cannot understand fully what someone who speaks English, unless they know English. In learning English as a foreign language, the students have to learn the four language skills; reading, listening, writing, and speaking, and also the three language components that support those language skills; they are vocabulary, grammar and pronunciation. If we want to master English we should master all of the language skills and the language components. From the language components, the first component that should be mastered by the students is vocabulary, because vocabulary is the key of the four language skills.

Supporting this idea, Hornby (1995:1331) stated vocabulary is the total number of words in a language. A variety of studies have prevent that appropriate

vocabulary instruction benefits language students, especially school-age learners. According to Shoebottom (2011) said that learning vocabulary is a very important part of learning a language because vocabulary comprises in four things, and these are writing, reading, listening, and speaking. If the students have limited vocabulary, they cannot express their opinion. Therefore, mastery on vocabulary is very important for the students to master all of four English skills.

In learning vocabulary especially in Junior High School, most students still find difficulties in some aspects such as comprehending the meaning, grouping, and applying in the sentences. According to Thornbury (2002:27) there are factors that make some words more difficult than the others such as pronunciation, spelling, length and complexity, meaning, grammar, range, connotation and idiomaticity. The students often forget the vocabulary that the teacher has explained before. Thornbury (2002:26) said that students forget the words; up to 80 percent of material is lost within 24 hours of initial learning. If it happens the teaching and learning process does not run effectively. To solve this problem, the teacher has responsibility in providing vocabulary for the students. The choice of vocabulary may vary based on the topic, condition, and the level of the students where the teacher teaches, but it still concerns with the curriculum.

The teacher should try to introduce English vocabulary by using some techniques or strategies. Tarigan (1986:39) said the teacher should master various teaching techniques and should be able to present them in order to arouse students' interest and motivation in learning. And the techniques or strategies have to effective in teaching vocabulary. One of teaching techniques that the teacher may use is Riddles for teaching vocabulary. Riddles can be interesting and

challenging to the students and they can increase their interest in learning process of vocabulary.

Riddle can be used as teaching aids in teaching vocabulary in order to make the students give more attention in the teaching learning process. Riddles are word puzzle, they are a fun way to bring games into the English as foreign language classroom and still learn language skills. According to Barr (2011) Riddles give enough information to determine the answer using logic and deductive reasoning. Teachers can use Riddles to make students' interest and help them think through the clues to find the answer. Moreover, Barr (2011) also stated that the Riddles can make learning more fun and enjoyable than learning by lecturing. In addition, the teacher also can use Riddles in any subject area and any levels. It means that Riddles can be used in teaching English especially teaching vocabulary in junior high school.

Based on the ideas above, it is clear that the use of Riddle can motivate the students in teaching vocabulary. The research concerning the experimental research with the use of Riddles in teaching vocabulary was conducted by Fajar (2014). The research result revealed that the use of Riddles was very useful in learning vocabulary.

Based on the explanation above it will be conducted a research entitled; “The Effect of Teaching Using Riddles on Vocabulary Mastery of the Eight Grade of MTs Baitul Hikmah in the 2017/2018 academic year”.

1.2 The Problem of The Research

Based on the background of the research above, the problem of this research: Is there a significant difference vocabulary between students who taught by using Riddles and those who are not of eight grade of MTs Baitul Hikmah in the 2017/2018 academic year?

1.3 The Objective of The Research

The objective of the research is to know whether there is a significant difference vocabulary between students who taught by using Riddles and those who are not of eight grade of MTs Baitul Hikmah in the 2017/2018 academic year.

1.4 The Operational Definition of The Term

The operational definition makes understanding the concept of the study that will be talk about. In addition, it also can avoid misunderstanding in interpreting the research. The definition that used in this research is Riddle and vocabulary mastery.

1.4.1 Riddle

Riddle is a kind of teaching that use puzzling question in the form of writing or speaking that contains the description of a person, thing, situation, and verb; and requires students to guess something that is described.

1.4.2 Vocabulary mastery

Vocabulary mastery is the achievement of students to understanding the meaning, grouping the word into noun, verb, adverb, and adjective; and the

students can applying the words into sentence. The words were chosen based on the material taught for the eighth grade students according to the 2006 Institutional Based Curriculum / KTSP 2006 for SMP.

1.5 The Significant of the Research

1.5.1 Theoretical Significant

The results of the research are expected to help teachers in building teaching creativity to increase student learning interest.

1.5.2 Practically Significant

The results of this study are expected to improve students' vocabulary mastery especially in Grouping and selecting more than before. And it can make students more interesting to follow teaching and learning process.

1.6 The Scope of Research

This research is conducted at MTs Baitul Hikmah, and the subjects are the eighth grade of MTs Baitul Hikmah in the 2017/2018 academic year. It is conducted to know the effect of using riddle on students' vocabulary mastery of eight grade of MTs Baitul Hikmah in the 2017/2018 academic year.