

II. LITERATURE REVIEW

This chapter explains about concept of vocabulary, kind of vocabulary, concept of teaching vocabulary, concept of riddle game, teaching vocabulary through riddle game, and the advantages of using riddle game in teaching vocabulary.

2.1 Concept of Vocabulary

Vocabulary has an important role in learning language because it allows you to communicate clearly with other people. Vocabulary is a tool that must be mastered by people to express their feelings, ideas, thought, opinion, etc in 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, 1988:110). This idea is supported by Hornby (1984:959) who states that vocabulary is a total number of words with role of combining them to make a language.

In learning language, students use vocabulary to communicate, share their ideas and opinion with others. On the other hand, language is nothing without knowing the vocabulary.

Schmitt (1997) gave the definition of vocabulary as follows. Vocabulary is a basis of language which is very important to be mastered first. We cannot speak well and understand written materials if we do not master it. Schmitt stated that no matter how successfully the sound of the foreign language is mastered, without words to express the wider range of meanings, communication in a foreign language just cannot happen in any range of meaning.

Vocabulary is a set of lexeme including a single word, compound word, and idiom. Simple word is a single word that may not have a prefix and suffix, example: book, pen, bag, etc (Lamb, 1963). Compound word is two or more existing words, which are simply combining. Idiom is a group of words with meaning which is different from the individual words and often difficult to understand, for example: move on, look up, look at, look in, etc.

2.2 Kind of Vocabulary

As stated by Fries (1974:4), vocabulary can be classified into some types namely:

2.2.1 Content Words

- a. Name of subject or things, that is: nouns.

Nouns are words used to identify people, places, things, and ideas. It also word which occurs as a part of subject o a sentence or an object of a verb. Crystal (1995: 206) defines eight kind of noun as follows:

1. Adjectival Noun

Adjectival noun is an adjective that functions as a noun. The examples of adjectival noun are highlighted, 1) *The other* is still on the way, 2) *The poor* asked any food from *the rich*.

2. Animate Noun

Animate noun refers to a person, animal, or other creature. This sometimes has different noun endings which make the gender clear. Examples of animate noun are: 1) *The actor* act perfectly, 2) *The teacher* is writing in the white board.

3. Collective noun

Collective noun is a word used to define a group of objects, where the objects can be people, animals, emotions, concept or other thing. It is a noun that refers to things or people as a unit. Example: 1) *The team* joins the match; 2) *The audience* gives their applause to the singer.

4. Concrete noun

Concrete noun refers to entities which can be observed and measured. Example: 1) She holds many *books*. 2) My parents buy a *house*. 3) They drive the *motorcycle* quickly.

5. Abstract noun

Abstract noun refers to unobservable nations, such as difficulty, idea, certainty, etc. Example: I put my sister's *art* up on the fridge.

6. Countable noun

Countable noun refers to individual, countable entities, such as books, houses, flowers, for example: He bought three books of psychology.

7. Uncountable noun

Uncountable noun refers to an undifferentiated mass or notion, such as butter, water, sugar. For example: I add some *sugar* in his coffee.

8. Proper noun

Proper nouns are names of specific people, place, time, occasions, events, publications and so on. Proper nouns are not usually used with the determiners. It is also written with an initial of capital letter. The examples of proper nouns are: 1) I love Indonesia 2) I went to a beach on Sunday 3) They watch the FIFA World Cup Championship.

b. Action done by with those things, that is: verb.

It is the words which express an action or help to make a statement.

The verb is perhaps the most important part of sentence. A verb or compound verb asserts something about the subject of the sentence and express actions, events, or state of being. It occurs as a part of

predicate of a sentence and sometimes carries numbers of grammatical categories, such as tense, aspect, and mood. There are some types of verbs. They are:

1. Auxiliary verb

Auxiliary verb is also called as helping verb. This helping verb assists the main verb in a clause to express several basic grammatical contrasts, such as in a person, number and tense. They do not follow the same grammatical rules as main verb, which is why they must be considered as a separate class.

Auxiliaries can be used before the word “not”. It is also put before the subject in order to ask a question. The examples are: 1) They *do* not understand what he said. 2) *Does* she have a boyfriend? 3) Sinta *does* not want to meet her anymore.

2. Inchoative verb

Inchoative verb is a verb that describes a change of state. The examples of inchoative verb are *freeze, dry, burn, rise, etc.* The examples in the sentences are: 1) The refrigerator freezes everything in it. 2) The fire burns the wood.

3. Modals

Modal verbs convey a range of judgments about the likelihood of events. The function of modals is only as an auxiliary verb, expressing meaning which is much less definable, focused, and

independent than those of lexical verbs. There are nine verbs in this class: *can, could, may, might, will, would, shall, should and with dare, need, ought to* and *used to* having a very similar function. Here are the examples of using modals in sentences: 1) I *will* go to the beach. 2) You *should* obey your parents.

4. Phrasal verb

Phrasal verb is a set of verbs which demonstrate some unique properties. It appears with what looks to be a preposition, traditionally referred to as particle. Here are the examples of phrasal verb: 1) The plane *took off*. 2) I am *looking for* my watch.

5. Regular and irregular verb

A regular verb is the verb that follows the pattern of taking *-ed* for the past tense and past participle or *-d* if the word ends in e, such as *walk=walked*, for example: He *walked* alone to school.

An irregular verb is the verb that does not take the *-ed* ending for the past tense and past participle forms. Some irregular verbs do not change: *put=put=put*, while others change completely: *drink, drank, drunk*, for example: 1) He *put* my book on the table, 2) She *drank* a cup of milk.

c. Qualities of the things, that is: adjectives.

It is the word used to qualify noun and pronoun. An adjective modifies a noun or a pronoun by describing, identifying, or quantifying words. An adjective usually precedes the noun or the pronoun which it modifies.

In the following examples, the italic words are adjectives: 1) The *small* boat foundered on the *wine dark* sea. 2) The back room was filled with *large, yellow* rain boots.

An adjective can be modified by an adverb, or by a phrase or clause functioning as an adverb in the sentence, for example: 1) My husband knits intricately *patterned* mittens.

1. Possessive adjective

A possessive adjective (*my, your, her, his, its, our, and their*) is similar or identical to a possessive pronoun; however, it is used as an adjective and modifies a noun or a noun phrase, as in following sentences: 1) I can't complete *my* assignment because I don't have the text book. 2) What is *your* phone number?

2. Demonstrative Adjective

The demonstrative adjective *this, these, that, those, and what* are the identical to the demonstrative pronouns, but are used as adjectives to modify nouns or noun phrases, as in the following

sentences: 1) When the librarian tripped over *that* cord, she dropped a pile of books. 2) *This* apartment needs to be fumigated.

2.2.2 Function words

Function words are those words which one is used as a means of expressing relation of grammar or structure, such as conjunction (*and, however, but*), e.g.:

- a. Andi is cleverer than Indah but Ronnie is not like him.(conjunction)
- b. Dian and Desy have a cat.

2.2.3 Substitute words

Substitute words are those words which represent the individual things or specific action as substitutes for whole form classes of words (*anybody, anyone, somebody, and someone*), e.g.:

- a. Everyone has left the room.
- b. Nobody is perfect

2.2.4. Distributed words

Distributed words are those word that distributed in use according to grammatical matter as the presence or absence of a negative, such as *any, either*, etc, e.g.:

- a. You do not allow to pass this line and neither do I.
- b. She cannot finish the task and I don't either.

Based on the all the kinds of vocabulary above, the writer focused on content words that consist of noun, verb and adjective. Those three kinds of content word were considered as the most important word in the part of speech or word order. As mentioned by Yuliana (2011) the vocabulary items for SMP students based on 2004 English Curriculum are divided into two kinds. Those are the classification of word according to the theme and class. The theme for the second year students according to Department National Education are: *Flora and Fauna, Friendship, Travel, Health, Teenage life, Recreation, Seasons*.

Vocabulary items based on the theme consist of words that should be learned in context. It is also taught in a different theme. The theme which was related to vocabulary is considered to fill the competence target. Moreover, vocabulary items are produced from genre: descriptive, narrative, recount, procedure, report, etc. For the second grade student of SMP, genre is classified based on the semester. In the first semester for example, students are learning narrative text and for the second semester, students are learning descriptive text. In descriptive text, the social function is to describe flora and fauna, place or thing.

2.3 Concept of Teaching Vocabulary

In teaching vocabulary, the teachers have responsibility to make their teaching successful. Scoot (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. The students may be given a list of words and have to look them up in the dictionary or the teacher may simply give an oral definition

for new vocabulary words without discussing the meaning beyond the definition. According to Nagy & Scot (1997), 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. It saves time of teacher as well the students and makes them able to study maximum words in minimum time. However, it is not a guarantee that this approach improves comprehension of the students and increases the active vocabulary of the learner. Sometimes, learning definition does not necessarily help in the integration of the knowledge. There is a need of background information for the integration of the knowledge.

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 teaches 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. The natural context refers to text sentences written to communicate ideas of the text. To understand the meanings of the new words, the students need to know the information related to the topic in which the words are embedded. Difficult words can also be explained by giving summary of it. For example, *she speaks without break and do not give chance to anybody else to speak in the meeting. She is really a loquacious lady.* In this respect, referent words, synonyms, antonyms, hyponyms, definitions, alternative and restatement help to reach at the meanings of the words. Context based approach not only helps the reader to know the meaning of the words but also help and facilitate in the use of them. It develops independent learning habits, inculcate problem solving approach and promote active learning process. The words that have got different meanings with the same spellings and pronunciation are very difficult to be learnt without context based approach. For example, the word pen is also used as a noun and verb, and at the same time it has also got the meanings *a shed* where poultry birds are kept. In the same way, the sentence such as *his fur coat was coated with ice; He left her alone on the left bank of the river; There is no point in drying your clothes if they are already dry; She pointed at me and made a very pointed remark. She drew the curtains to make the room lighter, and then lighted her cigarette with a lighter; After he had drunk the whisky, the drunk was very drunk indeed; The referee who refereed the match matched the toughness of the player.* It is very difficult to memorize the

meanings of the words without any context. The contextual information helps the learner to understand the meanings of the words that have got different meanings.

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 vocabulary words grouped and listed by categories. During discussion of the map, students become aware of the meanings of the new words, learning new meanings for old words, and discover the relationships that hold between the various vocabulary items and the ideas discussed and mapped (Hague, 1987; Johnson & Pearson, 1984). Semantic processing techniques such as semantic mapping are characterized by two processes: first, learners focus on the meaning of the new words under study; second, they integrate these new words into their existing semantic system and their previous experiences (Brown & Perry, 1991; Hague, 1987). In sum, semantic mapping enables learners to understand the relationships among words by helping them use their prior knowledge since the right “interpretation of new information hinges on its congruency with the schemata currently activated” (Nassaji, 2007, p. 82).

4. Mnemonic instructional methods make use of vital images as a way of help students learn and remember new terminology. Instead of memorizing abstract definitions, students are encouraged the picture something that helps them associate a word meaning. Structural methods of vocabulary instruction show students how to look at the parts of the word for clues about what the new word means. A previous study which claims that this type of morphological word study is especially useful to the students who are learning English as an additional language (Scoot, 2007). According to Filmore 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. The morphological features of the language such as prefixes, suffixes, and root help the learner to identify the meanings. The students do not analyze the sentences to find out the meanings of the word but analyze the word to follow its meanings. Knowledge about the root form of the word helps them to build up their vocabulary in logical and in sequenced way. After getting command over the root form of the word, there is no more difficulty to modify it as different parts of speech and build up the vocabulary. The words that are generated by the learner can be recalled easily as compared to merely listened or read. It is, therefore, necessary that the students must be provided opportunities to generate new words from the given exercises. For example, the students might be asked to form adjectives and adverbs from nouns or verbs. These exercises will

greatly improve the vocabulary of the students. In the same way *punctuation marks* also help the reader to understand the meanings of difficult words such as *Full stop* indicates the completion of the thought, *comma* indicates continuation of the thought and *semi colon, colon* indicate the reversal of the thought.

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.

2.4 Concept of Riddle Game

In teaching vocabulary, unless there is a challenging way or technique, the students may not be interested in learning. But riddle game gave the students chance to improve the student's vocabulary.

There are many definitions of riddle. According to Evan (1957), riddle is the nouns all refer to something baffling or confusing which is to be solved. According to Brassell (2008) a riddle is a statement or question or phrase having a double or veiled meaning, put forth as a puzzle to be solved.

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.

In general, riddle can be divided into two main sections namely enigmas and conundrums. The enigmas are a type of a question that is presented in a metaphorical language. These can be cracked or solved only after careful observation of the problem statement. Most of the ancient English poems had these kind of enigmas embedded within them. Conundrums are similar to enigmas but for the fact that the answer lies hidden in the question itself and application of the concept of punning can bring out the real answer hidden within the question. The usage of different meanings with a common spelling too, can extract the hidden truth (Rashid, 1951).

The structure of a riddle 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, 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 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 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, who will be motivated to solve the puzzle the riddle 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, for example, a riddle for the word "umbrella" might go, *"When the drops start to fall, you protect me to keep dry"*. Vocabulary riddle work as an oral activity for the class or as a written assignment in the form of a worksheet. Based on that statement, riddle can be used as an oral activity or as written assignment for the students.

2.5 Teaching Vocabulary through Riddle Game

According to Haycraft as cited by Hidayatul 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 which it is useful for practicing and revising vocabulary after it has been introduce.

Using word game is the way that the researcher chooses to play with. In teaching vocabulary, the researcher will used three stages: pre viewing, while viewing, and post viewing.

Pre viewing

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.

While viewing

In this step, the riddle would be presented more. The purpose of this activity was 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:

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.

Post viewing

Post viewing activities were 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.

2.6 Advantages of using Riddle game in teaching vocabulary

As we know that there are many techniques in teaching vocabulary and game could be one of them. Some expert says that games used for teaching vocabulary have many advantages. Gertrude in her book said that: Games have proven to have advantages and effectiveness in learning vocabulary in various ways:

1. Games bring in relaxation and fun for students, thus help them learn and retain new words more easily.
2. Games usually involve friendly competition and they keep learners interested.
3. Vocabulary games bring real world context into the classroom and enhance students' use of English in a flexible, communicative way. Games are highly motivating and they give students more opportunity to express their opinions and feelings.
4. Games add diversion to the regular classroom activities," break the ice", but they are also used to introduce new ideas.

As a kind of game, the advantages of using riddle 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 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.