

**INCREASING STUDENTS' VOCABULARY MASTERY
BY USING RIDDLES TO JUNIOR HIGH SCHOOL STUDENTS**

Paper

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ABSTRAK

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Pengajaran bahasa Inggris tidak bisa dipisahkan dari pengajaran kosakata karena kosakata merupakan komponen utama bahasa, dengan kata lain seseorang tidak mungkin bisa berkomunikasi dengan orang lain tanpa menguasai kosakata. Sejalan dengan pentingnya penguasaan kosakata dalam berkomunikasi terutama dalam bahasa Inggris, guru seharusnya memberikan perhatian khusus dalam pembelajaran kosakata di kelas. Karena itu setiap guru bahasa Inggris harus memikirkan media, metode, strategi, dan tehnik yang bisa memperkaya kosakata siswa.

Dalam makalah ini, penulis mencoba menguraikan salah satu tehnik pengajaran kosakata bahasa Inggris melalui “ *Riddle techniques*”. *Riddles* atau teka teki adalah sebuah tehnik pengajaran yang bisa dipakai untuk mengajarkan kosakata kepada siswa. Siswa diminta untuk menjawab pertanyaan teka teki yang diberikan melalui cerita yang diberikan. Melalui penggunaan tehnik ini diharapkan kemampuan kosakata siswa bisa bertambah, disamping bisa menciptakan suasana belajar yang menyenangkan bagi siswa.

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CHAPTER 1

INTRODUCTION

1.1 Background of the Problem

There are four skills that have to be mastered by junior high school students in learning English, they are: listening, speaking, reading, and writing. The mastering of those skills cannot be achieved without mastering vocabulary first, because vocabulary is a root for students in learning a language, especially English. Students cannot listen, speak, read, and write if they do not have enough vocabulary. In contrast, the more vocabulary students learn the more ideas they will have. So, they can communicate by using their ideas more effectively, because the more words we know, the better our chance of understanding or making ourselves understood. That is why, vocabulary has an important role in language learning.

Although vocabulary is a crucial part in English, in fact, many students are still unable to understand a number of vocabularies in English. Based on the writer's experience as an English teacher at junior high school, many students do not understand a number of vocabularies. It can be seen when the teacher asks some questions during the process of teaching and learning in the classroom, many of them keep silent, laugh, or answer it in their mother tongue. Only a few of them who can answer the questions in English.

One factor that can cause the problems above is many teachers teach vocabulary by asking students to memorize a number of new vocabularies. The

teachers only give some vocabularies, ask students to do drill, translate the meaning of vocabularies, and then, ask students to memorize the vocabularies. These activities can make students feel bored and it also can create the monotone in the classroom. So, the students tend to ignore the teachers and do not pay attention to the lesson.

In order to solve the problems above, a number of techniques in teaching vocabulary to junior high school students should be used. There are several techniques that can be used in teaching vocabulary, they are: teaching by creating context, teaching with description or definition, teaching outside of the classroom, teaching by using media (object/real things, pictures, wall charts, poem, etc), teaching with mime, teaching by using opposite words, teaching by using synonyms, teaching by using gallery walk, and teaching through riddle techniques.

One of techniques that has been mentioned above is riddle techniques. According to Elizabeth (2010) a riddle is generally a question devised so as to require clever or unexpected thinking for its answer. Riddles may be considered a form of brain teaser. In general, a riddle is usually presented to someone who knows that a riddle is being asked and accepts the challenge of guessing the correct response. The guesser may get one or multiple guesses. Sometimes the asker gives clues, but sometimes the guesser just does the best she or he can. There is usually one correct answer to a riddle, and it is common for the correct answer to be given, even if the guesser doesn't think of it.

The use of riddles in teaching vocabulary to junior high school students can motivate and make them feel happy during the process of teaching and

learning in the classroom, because they can learn while playing. They learn new vocabularies through guess it or match the question with some answer choices. Students will not learn to memorize a number of new words, do drill, and then the words are gone when they leave the classroom, but through riddles students learn new vocabularies with different way which full of happiness. They can give riddles to his or her friend in the classroom, if he or she cannot answer the riddles, a punishment can be given, perhaps sing a song, do pantomime, read a poem, and another activities related to English. Teaching vocabulary by using riddles in the class also can be done in groups. Each group prepares some riddles and then asks another group to guess it. So, the use of riddles in teaching vocabulary to junior high school in the classroom is so much fun for students and it also can break the monotony of the day.

1.2 Limitation of the Problem

Based on the background of the problem above, this paper is limited to increasing students' vocabulary mastery by using riddles to junior high school students.

1.3 Formulation of the Problem

The problem is formulated into the following question:

“How does an English teacher increase students' vocabulary mastery by using riddles at junior high school?”.

1.4 Purpose of the paper

The purpose of this paper is to give information about increasing students' vocabulary mastery by using riddles to junior high school students.