

## CHAPTER I

### INTRODUCTION

This chapter presents the background of the study, problem of the study, objective of the study, hypothesis of the study, significance of the study, scope and limitation of the study and definition of the key terms.

#### **1.1 Background of Study**

English language is an Internasional language and important thing for everyone to communicate with other. It made everyone learn and understand about language and component it. If we look about word we will find about vocabulary and different it. Vocabulary is one of the essential language components in studying English. Without a propotional amount of vocabulary anyone will get trouble in speaking, reading, listening and writing. In other words, the first that to be master for language learner in learning language especially English is vocabulary. It means that learning vocabulary is very important, especially for students in junior high school. They must master English vocabulary and its grammatical rules to make communicate to another people.

Vocabulary usually is needed to increase four language skills, namely listening, speaking, reading, and writing. Without grammar, very little can be conveyed, without vocabulary *nothing* can be conveyed. When we just learn about grammar without learning vocabulary, we cannot express anything. It shows that English has a special place in teaching of the foreign language at school, especially junior high school.

Problem in learning and teaching English still exist at school, because English language is completely different from the Indonesian language in the system of the structure, pronunciation and vocabulary. For teachers creating English teaching effectively and effeciently is not an easy job, therefore, that the English teacher must be able to organize teaching learning activities. They have to present materials by using a suitable teaching technique. A good teaching technique makes students understand and master the lesson like the other lessons which need a suitable technique and methods, teaching language also needs a suitable techniques and methods. In reality learning English especially to memorize vocabulary is boring for some students.

Based on the research's observation in the eight grade at SMP Islam Al Azhaar Tulungagung, it happens from the technique that used in learning. The technique in teaching vocabulary is monotonous; the students just memorize of verb and related of desease. There are many technique and method of language teaching that can be selected for teaching vocabulary, some of the teachers have used kind of games, such as stick figure, puzzle, card game, and wall cards.

The students had difficulty in differentiating the form of word grammatically, such as part of speech noun, verb, adjective, and adverb. Furthermore, the students tend to be bored and low participation in english class.

One of the ways to teaching strategies that can make students motivated to learn English is using the suitable strategy, such as games.

The use of games not only will change the dynamic of class but also will help student study easily and help the brain to learn more effectively. The brain is muscle just like any other. It needs to be work out, tested and put into competitive situations. The more exiting and interactive the teacher can make learning environment, the more teachers tried to introduce games and activities more. The teacher change shapes and manipulates both language and environment, the better circumstance for students. Games allow students to work cooperatively, compete with other strategy in different way, work in stressful and more productive environment and allow students to have fun.

One of game that can improve the students' vocabulary master is Islamic riddle poem. A Islamic riddle poem is a riddle with Islamic naunce, a verbal puzzle to solve. A riddle poem is written in verse with short lines and uses figurative language, sensory detail, connotation and rhyme. Since the teaching learning process has not run effectively, the students need something new and challenging in learning English vocabulary. One of the medium of teaching vocabulary that may arouse students' motivation and increase their vocabulary is the use of riddles. Frost (2009) says that riddles can provide an entertaining way for students to identify words. It can be used to build students' interest in learning words and make the students enjoy in learning the vocabulary. Furthermore, Karim and Hasbullah (1986: 2.36) say the interesting media that can used in junior high school and enlarge the students' vocabulary

are riddles. In conclusion riddles can be used as media in teaching English, especially teaching vocabulary in junior high school.

From the statements above, it is clear that the use of riddles in learning vocabulary is helpful to stimulate the students' interest in which it can enlarge their vocabulary. In fact, riddles have never been used in teaching English to the eighth grade students of SMPN 1 Asembagus, Situbondo. This information is based on the result of the informal interview with the English teacher in the preliminary study. Therefore, it is necessary to use riddles to enlarge the students' vocabulary since it has the advantages of challenging the students to learn new vocabulary.

A previous study on the use of riddles was conducted by Aini (2003) who did the experimental research at SMPN 2 Jember in the 2002/2003 academic year. Her research result showed that the students who were taught vocabulary by using riddles got better vocabulary scores than those who were not taught vocabulary by using riddles.

## **1.2 Research Problem of Study**

Based on the results of the discussion above, the research question can be formulated in to :

“How can Islamic Riddle Poem be used to improve vocabulary mastery of the Students at SMP Islam Al Azhaar Tulungagung?”

## **1.3 Purpose of Study**

The purposes of this research in to :

“To describe the using of the Islamic Riddle Poem to improve vocabulary mastery of students in Eight Grade SMP Islam Al Azhaar Tulungagung in Academic Years of 2017/2018.”

## **1.4 Significance of Study**

The findings of this study are expected to give contribution for many part. They are to students, teacher, other researcher and the writer herself.

### **1. Students**

The strategy is appropriate to applied specially for English in teaching learning to develop the vocabulary ability of students in memorize words and make some sentences after use it.

Its benefit has been increased vocabularies students. They can make some poem from their result in memorizing. We can enjoy with applied this strategy and get a real creation in learning. They get many

vocabularies, and we can make archives to remember their learning in our data.

## 2. Teacher

Teacher of Al Azhaar English Course have program to improve vocabulary with difference strategy. Every morning, teacher give some vocabulary from 5-10 word and meaning it.

## 3. Other Researcher

For the other researcher, this study will give some information about The Islamic Riddle Poem to improve the vocabulary for students. It also gives contribution as reference to other researcher in conduct new study that correlation with this study.

## 4. The Writer

The writer is an English teacher in Al Azhaar International System (AIS). Since Februari 2018, AIS's team was communicating and give some vocabularies every morning after follow breafing at office school. This study is important thing that useful to writer in future experiences. Especially to develop the vocabularies skill for given to other students at future and to conduct next study in other to create better creation of study that benefit for all society and education development.

### **1.5 Scope and Limitation of Study**

In other to this study more appropriate objective, then need scope and limitation to being focused only on The riddle poem to improve students' skill in memorize vocabulary at eight grade of Junior High School.

1. The Islamic Riddle Poem strategy just applies at eight grade in SMP Islam Al Azhaar Tulungagung.
2. The study contain of descriptive of The Islamic Riddle Poem strategy to improve students' skill in memorize vocabulary.

### **1.6 Definition of Key Term of Study**

1. Vocabulary

Research on vocabulary instruction reveals that vocabulary can be learned indirectly, although some vocabulary must be taught directly (Vocabulary Strategy 2010). There are many words in smart Vocabularies book must student to memorize them.

2. Strategy

Strategy is accurate plan about activity to reach special target (KBBI 2011). Strategy is the activity that chosen by teacher in other to can give facility or assist to student to reach the target of learning. So, strategy that used in teaching learning process is selection by teacher in give course, where it strategy can assist teacher to easier present the material, as well as can help students in receive the material. Strategy is a plan by teacher in give course appropriate learning objectives.

3. The Islamic Riddle Poem

An Islamic riddle poem is a riddle about islamic naunce, a verbal puzzle to solve. A riddle poem is written in verse with short lines and uses figurative language, sensory detail, connotation and rhyme. A fun variation of the riddle poem is the riddle rap; this is meant to be performed (rapped, recorded and videotaped). The Islamic riddle in verse were also of great importance. Although not many examples by major poets have been preserved, all writers must have been familiar with them (History of classical poetry 1984).

#### 4. Student

Student is people that follow teaching and learning process in class and teach by teacher. Student is a component in learning. Students is person that need knowledge that given by teacher. They are who will experience process to change. In learning, students have purpose to learn something or increase their knowledge.