

Building the Students' Vocabulary Through Riddles

Evita Yuliantina Yaspi¹, Welya Roza², Fitina Harmaini²

¹The Student of English Department, The Faculty of Teacher Training and Education, Bung Hatta University
Email: evitayuliantina@yahoo.com

²The Lecturers of English Department, The Faculty of Teacher Training and Education, Bung Hatta University

Abstract

This paper aims to discuss vocabulary and riddles, and how to teach vocabulary by using riddles. Vocabulary is the total number of word. Riddles include a part of vocabulary games, because riddles have criteria of game, it has sense of excitement about words. Teaching vocabulary by using riddles can make learning process interesting, to make students understand the meaning and to make students have ability to communicate with other, and to make students express their ideas in English. There are four steps to build vocabulary are being aware of words, reading, using dictionary, and studying and reviewing regularly. There are two activities in teaching vocabulary. First is learner training. The activities that can be used consist of the students pay attention to form, pay attention to the meaning, take risks and not afraid of making mistakes, and the students know how to organize their own learning, like using dictionaries to know the meaning of word. Second are word games that can be done in teaching vocabulary by using categories of word. Using riddles to teaching vocabulary to make students enjoyable to study vocabulary, to increase student's ability in learning vocabulary, and to make students understand the meaning of words. To teaching vocabulary by using riddles use three procedure consist of pre-teaching activities the activity done before teaching process, in whilst-teaching activities the teacher instructs and asks the students to do some activities, and post teaching activities is necessary as the follow up phase on what the students have studied.

Key Words : Building Vocabulary, Riddles, Games

A. INTRODUCTION

English is important for everyone since English is often used as a means of an international communication. It is widely used in many activities all over the world. In Indonesia, it is one of the foreign languages that taught at school as a compulsory subject at junior high schools, senior high schools, and university. Alderson and Bachman (2009) say that there are four skills in

English that should be mastered. They are listening, speaking, reading and writing.

Vocabulary is the important base of languages. To develop the skill of listening, speaking, reading and writing, the learners must be master in vocabulary, because vocabulary is skill that improves the other skills. Vocabulary is not an easy skill to learn for the students, they difficult to memorize.

To solve the problems, the learners should increase their vocabularies and teacher should also find interesting materials and good teaching strategy. There are many techniques to enrich student's vocabulary that can be used by the teacher such as using media, games, picture, guessing words colors, card, etc. The writer chooses techniques with a riddles. This riddles make students more enjoy and interesting to memorize a words.

How to Build Vocabulary

In order that students can have a lot of vocabularies, they should know how to build it. Related to this, Fitri (2005), has several steps to build vocabulary as follow:

1. Being Aware of Words

When reading a story, then students get some difficult words, they must know that words are difficult.

2. Reading

After keeping such difficult words, they try to understand it. And they find the meaning of the word.

3. Using Dictionary

When people find a difficult word in a dictionary, most of them know how to use a dictionary, by using dictionary they get alot of meaning about words.

4. Studying and Reviewing regularly

In this step, when we learn, all the information or the meaning of the word that we get, not only learned when we

are studying, but all information about word should be kept in one place, like in notebook. So they can be seen and studied again. We can study anywhere and anytime, so we should review regularly that at least once every couple of weeks.

Method in Teaching Vocabulary

When we start to learn the second language, we must start to acquire about the vocabulary of the language. Teaching vocabulary is a process or way to make students learn a unit of words presented by teachers. As a result, the student can respond to the teacher's comment and use the vocabulary. To teach vocabulary, it can be used dictionary. Dictionary is a book in which we can check the meaning of words. Dictionary is an important role in teaching process, because without dictionary sometimes students get difficulties to get the meaning of words. Students should know good dictionary to be used.

According to Thornbury (2002), there are two activities for vocabulary practice. They are:

- a. Learner Training

In leaner training there are five activities that can be used, they are:

1. They pay attention to form. It means they pay attention to the constituents of word, to the spelling, and to the pronunciation.

2. They pay attention to the meaning. It means they pay attention to the meaning of word that are similar or different, etc.

3. They are good guessers.

It means they work out the meanings of unfamiliar words from their form and from contextual clues.

4. They take risks and not afraid of making mistakes.

They know how to organise their own learning, like using dictionaries to know the meaning of word in language learning.

b. Word games

Thornbury (2002), say that word games can be done in teaching vocabulary by using categories of word. So, the students interest with this technique in learning English.

c. Based on all of methods for teaching our purpose in English class, the students have a fully understanding about English. Although teaching by riddles was very interesting and enjoyable for the students to improve their vocabulary, but the teacher should be able to teach with the interesting manner so that the students are not boring to learn vocabulary.

Riddles

Definition of Riddles

Dale states (1971: 31), that students generally enjoy games and exercises involving the use of *puns, riddles, crosswords puzzles, anagram and palindromes*. Riddles include a part of vocabulary games, because riddles have criteria of game, it has sense of excitement about words. Because in the riddles games need more ingenuity in playing words formed. And Riddles can motivate someone become more interested to play. It has rule to play too. So riddle is part of games.

There are many definitions of riddles. According to Evan (1957) "Riddle is the nouns all refer to something baffling or confusing which is to be solved". Danny (2008) mention that "Word riddles" are questions with pun-like responses. According to Danny (2008): "A riddle is a statement or question or phrase having a double or veil meaning, put forth as a puzzle to be solved".

PROCEDURES OF TEACHING

VOCABULARY

Preparation

Before the teacher starts to teach in the classroom, she or he should prepare the material at home. The teacher should consider several factors that she or he does for teaching. The first is selecting the material. The teacher should select the suitable topics to consider about the time allocation of the material and students

ability. At the last, it is better for the teacher to prepare the teaching aids to support the teaching process.

The teacher has to motivate her or his students and presents the material in attractive way in order to attract the students interest in studying and the students will pay their attention to all of the teaching material which are given by teacher.

Implementation

Pre-Teaching Activity

Pre-teaching activity is the activity done at the beginning of the class used to give the students' background knowledge, build their confidence, increase students' concentration and stimulate curiosity. Besides, pre-teaching activity could make the students understand about what they have studied.

Procedure of Pre-Teaching Activity:

1. The teacher comes into the classroom and greets the students

Example:

Teacher : "Hello students. How are you?"

Students : "I'm fine, thank you"

Teacher : "Well class. Today we will play a game, named riddles.

Do you know what is riddle?"

2. The teacher explains about the riddles to the students

Example:

Teacher : "Riddles is a statement or question or phrase having a double or veil meaning, put forth as a puzzle to be solved".

3. Teacher explains the rules of the game
The teacher explains the rule of the game to the students in order to make them more understand.

Example:

Teacher : "Do you know about the rule of this game? Now, I'll tell you the rules. I'll give you some statement and after that you can guess or catch my words that I mean".

4. Teacher checks whether student bring the dictionary or not This game is available to acquire new words, so the students can use a dictionary.

Example:

"Before we start the play, I want to check whether you bring the dictionary or not. Tari, do you have a dictionary?"

Whilst-Teaching Activity

This is the time to apply the technique:

1. The teacher gave some statements or sentences that are relevant to a word. This kind of riddles consists of sentences and its answers. The students are asked to match the riddles in sentence with the answers every riddles has one answer.

2. The teacher divide the students into some group
3. The teacher asks the students to open the dictionary
Some students sometimes find difficulties to create new words and they can open their dictionary
4. The teacher asks the students to match the riddles and the answers correctly
5. The teacher gives limit for the students to make it
6. The teacher monitors the students' activity and she/he will argue and give suggestion if the students get difficulties

After the students match the riddles, the teacher asked to make simple sentences and describe it by using the answer of the riddles.

Post-Teaching Activity

This activity is done by the teacher after the class finishes the play :

1. The teacher collects the students answer
2. The teacher checks the students answer
3. The teacher gives feedback and asks if anybody got a word using the entire letter
4. The teacher tells the students what word she/he had written on the board.
5. The teacher interviews about the riddles.

From this activity the teacher can get information from the students. The information intended can be critic or

suggestion about riddles games. After implementing the riddles, the teacher knows that riddles is one of the ways for teaching vocabulary effectively, because the students get new words through relaxing activities and increasing she/he vocabulary.

CONCLUSION AND SUGGESTION

Conclusion

This paper discusses the use of riddles as a technique in teaching vocabulary. Vocabulary is an important element in teaching English; to master language we have to master vocabulary first. Otherwise, we will not be able to communicate smoothly and comprehensively within the language. Unfortunately, the learners seem to have difficulties in using English to listen, to write, to speak, and to read, though they have been studying English for many years, but they still cannot properly use it. The main factor that cause them not be able to communicate is that the lack of vocabulary, they only know a few words.

Therefore, in teaching learning process, a teacher should apply a variety of techniques not only to teach syntactic function-grammatical but also he/she should pay attention to vocabulary achievement of the learners. There are many techniques that can be applied in teaching vocabulary. One of them what the paper has discussed, that is through riddle. Riddle can avoid students'

bore and motivate learners to use English. They are interested in studying new vocabulary so that they remember things faster and better.

ACKNOWLEDGEMENT

Alhamdulillah, the writer expresses her sincere thanks to ALLAH SWT who has blessed her in finishing her paper. This paper is aimed at fulfilling one of the requirements to get S-1 degree at English Department of FKIP Bung Hatta University.

The writer's deepest gratitude and appreciation are also addressed to her first advisor Dr. H. Welya Roza M. Pd. who has guided her in completing this paper, and Fitriana Harmaini, SS. MA as the second advisor who have guided and given corrections, help and suggestion. Their advices and supports were very valuable during her study. She would like to thank to the dean of FKIP Bung Hatta University Drs. KhairuHarha, M.Sc. and chairwoman of English department of Bung Hatta University, Dra.Ernati, M. Pd. The writer's sincere thanks are also extended to all lecturers of English Department who have taught and guided her tenderly.

Then special gratitude for her beloved mother (Hj. Jasmanidar) and beloved father (H. Martias H.B) for their love and care which cannot be paid by any material in this world and her beloved sister (Evina Yulia Yaspi) and her brother

(Afirmadhani R Yaspi and Fauzan F Yaspi) for all support, care, giving spirit, prayer and love.

Next the writer would like to express thanks for her best friends in FKIP 2009. Special thanks will be given to close friends Widya Elsa, Nana Lecia, Nessia Ardika, Suci Veniza, Lidia Hermawati, Fitri Kurniati, Desi Witri, Dissa Sally, Ade Fitri, Regi Andrizan, Luci Noflianti for giving their supports, spirits and advices.

Finally, the writer hopes that this paper is going to be useful for everyone who is involved in the process of teaching and learning English. The writer realizes that this paper is not perfect yet and has several mistakes. Therefore, she welcomes any suggestions or criticism from the reader to improve this paper.

Bibliography

Alderson Charles, J and Bachman Lyle, F. (2009). *Assessing Writing*. New York: University Press. Cambridge.

Bergen Evans, Cornelia Evans. 1957. *A Dictionary Of Contemporary American Usage*. New York: Random House.

Dale, Edgar. 1971. *Techniques of Teaching Vocabulary*. USA: Field Education Publications, Incorporated.

Danny Brassell, Leena Furtado. 2008.
*Enhancing English As A Second
Language Students' Vocabulary*, Vol.
8, No. 1.

Fitri , R. (2005). *Teaching Vocabulary By
Using Circle Games*. Unpublished
Paper. Padang : Bung Hatta University.

Thornbury, S. (2002). *How To Teach
Vocabulary*. England: Cambrige
University.