

# CHAPTER I

## INTRODUCTION

### 1.1 Background of Study

The most crucial instrument in life for communicating with one another is language. English is one of the world's languages nowadays. Many people have utilized English to promote their life goals since it has developed into a global language of communication. According to Liando (2012) English is one of the numerous languages spoken on the planet. In order to establish communication with other nations, Indonesia has chosen to use English. According to Hampp et al (2021). Students should be proficient in both language components and language skills when learning English

Language components include vocabulary, structure, and pronunciation, whereas language skills include listening, speaking, reading, and writing Olii (2021). Vocabulary plays a significant role in learning English as it pertains to language proficiency. Language and vocabulary are not separate. Students must acquire as much vocabulary as they can if they want to speak English fluently. In reality, kids frequently struggle to recognize vocabulary, verbs, adjectives, adverbs, and nouns during routine classroom tasks. Students in college as well as high school have limited vocabulary knowledge. Language and vocabulary are not separate.

According to Finnochiaro, (2010) defines vocabulary as the meaning and purpose of words in a language that have been sufficiently mastered to enable their usage in all communication tasks. According to Liando (2012) learning new words can help students become better readers, writers, listeners, and presenters. In fact, vocabulary learning is frequently challenging for students in daily classroom activities. As a result, both teachers and students need to pay extra attention when teaching and learning vocabulary.

The ability to use vocabulary effectively in speaking, listening, reading, and writing is also crucial. However, in fact what happens is that many students difficulties

or even cannot master English vocabulary because of the lack of vocabulary mastered. Perhaps because English is not our native tongue, learning it is difficult. A fundamental issue is a shortage of vocabulary. According to the researcher's observations during Field Experience Practice (*Praktek Pengalaman Lapangan: PPL*) in eleventh grade at SMAN 1 Mengwi, the students lacked the vocabulary necessary to utilize English either passively or actively. An interview with the school's English teacher further supported this claim. According to the researcher's initial observations, 60% of the students received poor grades (below 75). There were two major issues with vocabulary learning and teaching. First, the teacher gave the vocabulary lessons less focus. As an illustration, the instructor lectured using the book's text. The children become quickly bored and sluggish in their learning. Second, the kids' vocabulary was limited since the teacher rarely introduced new vocabulary words. Although the children appeared to be thinking, they were unable to convey their thoughts due to a lack of vocabulary.

The best way to help students improve their vocabulary is to have regular interaction between teacher and student. Teaching vocabulary is more than just providing a list of new words. It is important to also provide context and examples so that students can better understand and use the new words. The decision also includes a determination that words should be used in a way that will teach speakers the basics of how often they are used. The words that are most commonly used should be used as teaching tools first. According to Hiebert and Kamil (2005), vocabulary is the bridge between the word-level processes of phonics and the cognitive processes of comprehension. It means that vocabulary plays a very important role in language teaching. Since the purpose of language teaching is to develop students' linguistic abilities, the acquisition of meaning also affects students' linguistic abilities.

One of the language learning exercises, particularly when teaching vocabulary, is a riddle. since riddles meet the requirements of games, they are included in vocabulary games. Riddle games need greater creativity in how the words are produced, and they can increase interest in playing. It also features game rules. Riddles are a component of games. According to Davis (2010), playing riddles can aid children in learning vocabulary, particularly in identifying the spelling and meaning of new words. The children can learn how to spell the words and retain the meaning of the words by playing this game. according to Brassel (2008) a statement, question, or phrase with a dual or disguised meaning that is presented as a problem to be solved is referred to as a riddle. As a type of game, the benefits of using riddles in vocabulary instruction include: (1) students are more interested in learning the material because when students are interested in learning the material, they will pay attention to the lesson; (2) students also feel more challenged because solving the riddle requires critical thinking; and (3) students get many vocabularies and also the meaning of vocabularies because the teacher provides vocabularies in the riddle and the students figure out what those words mean. In summary, employing a riddle game to teach vocabulary that is simple to recall will engage children. Based on the statements above, the researcher would like to use riddle technique in improving English vocabulary of the eleventh grade students of SMAN 1 Mengwi in academic year 2022/2023.

## **1.2 Research Problem**

Based on the background of the study, students are still low in vocabulary. In this study, the researcher chose the riddles. Therefore, the research problem can be formulated as follows: can riddles improve students' vocabulary skills of The Eleventh Grade Student of SMAN 1 Mengwi in Academic Year 2022/2023?

### **1.3 Objective of the study**

Every scientific study needs a purpose in order to direct it toward obtaining the necessary information. To address a research issue inside a study that has been established and decided upon in advance, a scientific investigation is conducted. As a result, the purpose of this study is to address the previously mentioned research issues. based on the aforementioned researchers' issues. Finding solutions to issues with research on research problems that have been developed is undoubtedly the goal of this study. This study set out to determine whether employing riddles may improve the vocabulary students of eleventh grade of SMAN 1 Mengwi in the 2022/2023 academic year.

### **1.4 Limitation of the Study**

In relation to the research objectives, this study focused on the use of riddles to improve the vocabulary of the eleventh grade students of SMAN 1 Mengwi in the 2022/2023 academic year. In this research. SMAN 1 Mengwi implements the 2013 curriculum so that the lesson plans and learning materials refer to the curriculum and syllabus of eleventh grade students of SMAN 1 Mengwi.

The fourth core skill is compiling short and simple oral and written statements accurately and contextually about giving and asking for opinions according to their social function, text structure and linguistic features. Therefore, the vocabulary in this study is focused on asking and giving opinions which consist of nouns, adverbs, verbs, and adjectives. Students have to answer a riddle and give their opinion about the answer they choose and then ask other students' opinion about what answer they choose.

### **1.5 Significance of the Study**

It is anticipated that this research would be helpful overall. The findings of this study can help students and English teachers develop their vocabulary. The two definitions of study used in this study are theoretical and practical. As a result, they are succinctly characterized in both theoretical and practical terms as follows:

Theoretically, this research should be able to support current hypotheses in the future and serve as a direction for additional study. In this study, the teaching of English by researchers can be used as a reference to improve students' vocabulary using riddles.

Practically, it is anticipated that this study will raise students' interest in vocabulary, inspire them to communicate ideas more confidently, and help them become more motivated. Additionally, this study offers helpful advice for SMAN 1 Mengwi teachers. It is intended that they can use these riddles, particularly when teaching vocabulary, to help pupils learn more words and help teachers get them to the minimum graduation standard.

### **1.6. Definition of Key Terms**

In order to prevent readers from misinterpreting the terms that will be used in the study, three crucial terms are defined operationally. Additionally, it offers explicit information, such as vocabulary and riddles, to make the study's comprehension easier. The following is a description of those important terms.

#### **1. Vocabulary**

Vocabulary is operationally defined as the ability of eleventh grade students of SMAN 1 Mengwi in the 2022/2023 academic year in words used for nouns, adverbs, verbs, and adjectives.

#### **2. Riddles**

Riddles are a kind of word game used by researchers to help students improve the vocabulary of eleventh graders of SMAN 1 Mengwi. Riddles are games that use logic to play them, where students will answer one of the answers from the riddles given with the answer they think is correct.

## CHAPTER II

### THEORETICAL AND EMPIRICAL REVIEW

#### 2.1 Theoretical Review

A scientific study should be founded on the right theoretical framework. The researcher in the current study used a few theoretical reviews as a framework for conducting the study. The theoretical review are including: (1) Vocabulary; and (2) Riddles.

##### 2.1.1 Vocabulary

The foundation of learning all English skills is vocabulary. The students' difficulty in English is mostly due to their limited vocabulary. Lack of vocabulary prevents many pupils from communicating properly. It is for this reason that vocabulary development is always necessary, from kindergarten through university. It is better to understand the definition of vocabulary before learning why it is important to teach vocabulary to students.

The most crucial component of a language, particularly when learning a foreign language, is its vocabulary. According to Thornbury (2002:13), you will improve the most if you learn more words because without vocabulary, nothing can be communicated. Being able to converse in the target language is one of the goals of language learning. The learner must be able to recognize, comprehend, and grasp the vocabulary of the target language in order to accomplish this goal.

One definition of vocabulary is that it is a group or list of specified terms that is typically organized alphabetically. Second, it is the total number of words used in a language, organization, work, or area of expertise. Furthermore, vocabulary also refers to terms that are understood and utilized by a single individual or within a specific trade or profession. Due to the several definitions of vocabulary, it can be said that all words that a person knows and

frequently uses in daily life are considered to be part of their vocabulary. According to Hiebert and Kamil (2005:2), vocabulary is not a skill that develops with time or that can ever be considered fully learned. The development of vocabularies takes place over the course of a lifetime. Vocabulary thus constitutes the core of a language, making it crucial as a linguistic component.

According to Pikulski and Templeton (2004:1), there are two different forms of vocabulary, which are as follows: (1) The capacity to convey the meaning of words is known as active vocabulary (expressive vocabulary). When using that vocabulary for speaking and writing, it is employed in the speaking and writing competence. In this situation, students must be able to communicate the meaning of a word in a phrase or sentence either vocally or in writing. (2) Conversely, the ability to distinguish words from a text is known as passive vocabulary (receptive vocabulary). It is typically applied to reading and listening skills. We can better understand the meaning of vocabulary by reading or listening to something. The fact that every vocabulary word is present in the text allows the pupils to employ a wide variety of words. They just identify the words and compare them to the text that already exists.

Every word in the English language has at least one additional meaning that can be found in a dictionary, but vocabulary cannot be learned in isolation from grammar, and children must comprehend far more than just the formal definitions of the words they hear. One generalization is that language is made up of two components: words and their meanings. The ability to understand word meanings is crucial while learning a language. For example, when studying English, understanding word meanings is vitally crucial. However, learning a target language will never allow you to utilize it in a conversational setting. It is important to categorize and clarify the meanings of English words when studying them. While having a similar or same meaning, the words may be used in a different context or to achieve a different result (Thunbury, 2002:12). Consequently, in order to increase our vocabulary, we must also understand its meaning.

### 2.1.1.1 Techniques in Teaching Vocabulary

The teaching of vocabulary is addressed by a variety of ways. No matter how new lexical elements are introduced, there are a few things that must be kept in mind. To prevent students from forgetting new vocabulary, teachers must teach it in context, have them practice it, and then have them review it. Teachers must be aware of this and use a range of approaches for teaching and reviewing new vocabulary. It is estimated that youngsters need to learn roughly 3,000 new terms of vocabulary each year, which is an enormous quantity (Pikulski and Templeton. 2004:4). As a result, a thorough strategy including the following elements must be in place.

- a. Using read-aloud experiences with a "teaching" tone.
- b. Giving clear instructions on the meanings of word groups and single words.
- c. Students are routinely taught the definitions of prefixes, suffixes, and root words.
- d. Linking vocabulary and reading education with spelling training.
- e. Teaching students how to utilize dictionaries, thesauruses, and other reference materials realistically and effectively.
- f. Applying a word-learning approach is encouraged, modelled, and taught.
- g. promoting extensive reading.
- h. Developing a keen awareness of and a passion for words and language.

Games should be the foundation of foreign language instruction. Games are also excellent for review exercises that aid learners in recalling information in a pleasant, enjoyable manner. The researcher highlights different types of games used in teaching vocabulary since games are good teaching approaches for enhancing students' proficiency in learning English, particularly in acquiring vocabulary. Sher (2004:1) continues by saying that having fun makes us feel better and helps us feel at ease, which



expands our brains and hearts. To help our students' achieve a more balanced frame of mind from which problems may be solved more easily.

### 2.1.1.2 Kinds of Vocabulary

According to Jackson (2005:17), there are various classes that make up English vocabulary. The eight groups that linguists use to categorize words in English are as follows: noun, verb, adjective, and adverb; pronoun; determiner; preposition; and conjunction. The parts that follow will go through each of these vocabulary courses.

#### 1. Noun

Noun is the word that is used to show the names of people, places, and animals, according to Dykes (2007:22). Noun, which means "name" in Latin, is the root of the term "noun." A noun is a thing's name. Whether you can see it or not, everything has a name. Even when a blind person cannot see something, it still exists. Similar to optimism, beauty, or calories, it might only exist in our heads. There are various categories of nouns:

- a. **Concrete noun.** Anything that we can see, touch, smell, or otherwise sense using our senses is a concrete noun. As an illustration, consider a bag, pencil, water, coffee, Denpasar, New York, and Jakarta (name of places).

Concrete noun can be divided into three elements, namely proper noun, common noun, collective noun.

- Proper noun is a specific noun that designates people, things, places, and things that are distinct from one another. Examples include your name. the names of the days and months, and Proper nouns usually begin with a capital letter, according to Maddox and Scocco (2009:12). Manchester, India, and Mary are a few examples.

- Common nouns is words that usually represent names, locations, or other things. Team, girl, and nation are some examples (Maddox and Scocco (2009:12). As the name implies, common nouns are the most diverse, according to Williams (2005:59). Common nouns comprise terms like "vehicle," "shoes," "computer," "baby," and others that represent a broad category of words used in naming.
- collective noun is the name of a group or a collection of people who are thought of as a single entity. Although it has a singular form, the collective noun actually means plural. As an illustration, consider a team, a swarm, a group, a set, a government, etc. Collective nouns may be used with a singular verb or a plural verb, according to Sargeant (2007:17). Use a singular verb if the group is acting as a single entity. Use a plural verb if each participant in the group is operating independently. For instance: The crowd were clapping, yelling and cheering.

Several of concrete nouns include:

1. Countable noun is anything that may be counted, such as a chair, a table, a purse, a pen, etc.
2. Uncountable noun is anything that cannot be calculated in numbers, such as water, sand, tea, melancholy, happiness, and so forth.
3. Singular noun is something that can be mentioned in a singular, individual manner. form, for example: There is a pencil on the table
4. Plural noun is anything that stands out or has more than one, like: There are two mice on the floor. (The plural form of mouse is "mice").

- b. Abstract Noun is Anything that cannot be felt, seen, smelled, or sensed, such as love, air, happiness, sadness, ability, freedom, and so on. According to Altenberg and Vago (2010:6), including an abstract term in a sentence can sometimes make it easier to recognize it. The happiness, for instance, is a unit, as may be shown in he was delighted by the smile on her face.

Happiness is a noun as a result. Here are some more sentences with abstract nouns; the nouns are highlighted.

- He wasn't disturbed by the complaint.
- They were trying to put an end to the abuse.

## 2. Adjective

The word that modifies nouns, pronouns, and linking verbs is an adjective. A describing word is an adjective, according to Seaton (2007:52). It provides extra details about a noun. Normally, an adjective comes before the noun it describes. However, the adjective can also come later in the sentence, after the noun. According to Lewis (2007:39), adjectives do not alter based on the subject; they always remain the same. Examples include a tall guy, a tall woman, and a few other tall individuals. There are two categories of adjectives, as follows:

- a. Descriptive adjectives are adjectives that describe a person or thing's color, size, or quality are referred to as descriptive adjectives (noun or pronoun). as in: My girlfriend is a smart girl.
- b. A small group of structure words without a distinctive form make up determiners:
  1. Articles: the, a, an.
  2. Adjectives of demonstration: that, this, those, and these.

3. Adjectives of possessive: from pronouns: my, your, her, his and from nouns:  
Robeth's book
4. Adjectives of numeral: cardinal numbers: one, two, three and etc, and ordinal numbers: first, second, and etc.
5. Indefinite: few, a lot, much, little.
6. Adjectives proper: Indonesian flag. English language, Chinese food, Victorian architecture, and etc.

### 3. Verb

The word used to describe a subject is called a verb. It serves a crucial purpose in phrases. According to Dykes (2007:41), the Latin verbum, which means "word," is where the word "verb" originates. Verbs are actions, beings, or possessives. Students should comprehend the term "noun," be able to identify common and proper nouns, understand the phrase "pronoun," be able to identify the majority of personal pronouns, and be able to describe their function before learning about verbs. However, according to Swick (2005:17), verbs are the words that describe an activity or that introduce the condition or status of someone or something in a sentence. There are several kinds of verbs, such as:

- a. Infinitive verb is basis verb that has not got changes yet, for examples: study, play, watch, read, write.
- b. Transitive verb is Verbs that require an object, for examples:
  - I make a cup of tea
  - Hu buys a laptop
- c. Intransitive verb a verb that is frequently in the active form and does not require an object. There is no immediate object after it. They frequently indicate motion

toward a location and are occasionally preceded by a prepositional word. For examples: (1) The sun rises and (2) the horse runs.

- d. Auxiliary verb is a verb that supports another verb or the main verb in expressing an action, condition, or state of being, for instance. Can, could, might, should, ought, will, would.

#### 4. Adverb

A verb, an adjective, another adverb, and a sentence as a whole are all modified by an adverb. According to Seaton (2007:127), an adverb is a word that modifies a verb. It informs you of a deed or the manner in which something is carried out. Swick (2005:59) contends, however, that most adjectives can be transformed into adverbs by adding -ly to the end of the word. Change they to and then add -ly if the adjective ends in -y. Although most adverbs are distinguished by the suffix -ly, some aren't, according to Hinkel (2004:216). There are seven different categories of adverbs:

- a. Adverb of manner: hungrily, hard, fast
- b. Adverb of place here, at home, below, down
- c. Adverb of time: tomorrow, now, in the morning, yet
- d. Adverb of frequency: always, sometime, often
- e. Adverb of degree: very, much, almost, little

According to Maddox and Scocco (2009:30) adverbs are employed to characterize or modify a verb, adjective, clause, or another adverb. In essence, they change all words save nouns and pronouns (which are modified by adjectives). For examples:

- a. Adverb modifying a verb: He was running fast. ("fast" modifies "running").
- b. Adverb modifying an adjective: She took a very small piece of the cake. ("very" modifies "small");

- c. Adverb modifying a clause: The man left the room furtively. ("furtively" modifies the whole clause).
- d. Usually adverbs answer to the questions "When?" (adverbs of time), "Where?" (adverbs of place), and "How" (adverbs of manner).

The goal of the study is to evaluate students' proficiency with English vocabulary and to assess their understanding and production of words used in speaking, writing, and other forms of communication. 20 multiple-choice questions are included in the vocabulary test in this instance, and each question has four answer options.

## 5. Pronoun

According to DeCapun (2008:67) A pronoun is typically defined as a term that takes the place of a noun. While this is frequently the case, a closer examination of pronouns reveals that they can also serve as a substitute for a noun or noun phrase.

Penaton (2005:42) identifies three different pronoun types:

1. Personal pronouns: I, you, he, she, it, we, they.
2. Possessive determiner pronouns my, your, his, her, its, our, their.
3. Possessive independent pronouns: mine, yours, his, hers, ours, theirs
4. Demonstrative pronouns: this, that, these, those
5. Reflexive pronouns: myself, yourself, herself, themselves, etc
6. Indefinite pronouns: compound; somebody, anyone, no one, anything, etc. and generic one/you: e.g. one you never know (s) these things.
7. One as count noun substitute: eg the one (s) in the window, please.
8. Reciprocal pronouns: each other, one another, each one... the other.
9. Interrogative pronouns, who, whose, what, which
10. Quantifier pronouns; many, few, all, some, etc.

11. Gender-neutral pronoun: they.
12. Pro-form: so, neither/nor, not, then, there.
13. Relative pronouns: that, who, which, whose

## 6. Determiner

Different from pronouns in that a determiner is always followed by a noun, determiners are used in front of nouns to indicate whether you are speaking. Therefore, possessive pronouns like mine, yours, and his, as well as personal pronouns like I, you, and he, cannot be determiners. When referring to specific objects or persons, we can use specific determiners, whereas when referring to generic objects or people, we can use general determiners without specifying their identity or nature. The specific determiners are: (1) the definite article: the. (2) demonstratives: this that these those, (3) possessives: my, your, his, her, its, our, their, and general determiners are: all, another, any, few, each, enough, little, many, every, either, both, more, other, several, some, much, most, etc. According to Harmer (2001:45), determiners are typically used before a noun or at the start of a noun phrase, as in "an apple," "the red bus," and "some of my best friends."

## 7. Preposition

Prepositions is words that indicate the relationship between a noun or pronoun and other words in a sentence. They are one of the components of speech and belong to a closed word class. A prepositional phrase is made up of a preposition and a noun phrase. A complex preposition is a word group (such as before or after) that performs the same purpose as a straightforward, one-word preposition. Colman (2005:28) adds that these terms, which are typically shorter ones like to, in, at from, by, and before, are all present. which describe how something is situated or carried out in relation to

another. We use them to refer to place, time, and abstract concepts, for instance as follows:

- Place: in his house; behind the wall; through the street; on your laptop
- time: after six o'clock; in September; from Monday to Sunday
- abstract: in tune, a difference to your studies, information about the program, a third of the total.

## 8. Conjunction

The linguistic unit (or word class) responsible for joining together individual words, phrases, clauses, or sentences. Conjunctions like "and," "but," "for," "or," "nor," "yet," and "so." assemble a coordinate structure's components. Polysyndeton is a sentence structure that frequently uses coordinating conjunctions. Asyndeton is a sentence structure that does not employ conjunctions to connect words, phrases, or clauses. Subordinating conjunctions connect clauses of unequal rank as opposed to coordinating conjunctions, which join words, phrases, and clauses of equal rank. Colman (2005:29) gives the following example of a conjunction in a sentence: I'll catch the 6:30 train because I want to get there as soon as feasible.

### 2.1.2 Riddles

According to various experts, there are a few meanings of a riddle. According Zipke (2008:131) "A riddle is a question that transforms into a joke because riddles involve complex questions and the answer is surprising and unanticipated.". Furthermore, according to Rogow (2005:135), "riddles can create word concepts and also serve as significant indications of the degree to which a youngster is aware of the meanings of words. Riddles are deceptive questions, and the solution depends on understanding the deception. According to Frost (2009), a riddle is a series of cryptic



questions concerning a person, thing, or circumstance that the students must determine based on the descriptions provided.

Meanwhile Nachtigal (2010) Riddles are great ESL/EFL teaching tools because they force students to use a variety of language skills in order to solve them, in language learning, higher level critical thinking skills are frequently underutilized, especially in the early stages when a lot of effort is spent on memory and repetition. Riddles call for these higher level thinking skills. Riddles give pupils a fascinating task that encourages them to solve the riddles' clues while also challenging them to think critically and imaginatively. According to Brassell and Leena (2008), deciphering statements, questions, and phrases with a double meaning is how you play a riddle.

From those definitions, the researcher took certain steps to raise students' interest in the riddles. As a result, the following procedures were used in this study:

1. The class is divided into eight groups, each with four students.
2. The first clue is provided by the teacher, who then allows the students to solve the riddles.
3. The group that correctly answers the first clue will receive the highest point.
4. If no groups are able to respond, the teacher will move onto the next clue.
5. The group that can successfully guess it wins. And the winning group will be the one with the highest score.

#### **2.1.2.1 Types of Riddles**

Enigmas and conundrums are the two primary categories of riddles. Enigmas is sort of question uses metaphorical language to present itself, only after close inspection of the problem statement can these be cracked or solved. These kinds of enigmas were present in the majority of old English poems, for example:

My life can be measured in hours, I serve by being devoured. Thin, I am quick. Fat, I am slow. Wind is my foe. What am I?

The answer is candle

Conundrums are similar to enigmas, with the exception that the solution is concealed inside the question itself, and the use of the punning idea can reveal the true solution. The hidden truth can be discovered by combining words with various meanings that share a common spelling, for the example:

I'm as small as a pea but I'm as big as the sky and I don't belong to the person that purchases me. What am I?

The answer is gift

#### **2.1.2.2 Riddles for Teaching Vocabulary**

Students can learn vocabulary words in an exciting way by playing the riddle game. Make a riddle using the meaning of a vocabulary term. For instance, a word puzzle for "When the rain starts to fall, I come in useful," is the line for "umbrella." Whether or not the riddles rhyme or not, adopt a fun demeanor or to engage the students. Based on the statement that vocabulary, riddles can be applied to teach vocabulary as an oral exercise for the class or as a written assignment in the form of a worksheet, we can say that vocabulary riddles can be used to teach vocabulary

#### **2.1.2.3 Advantages of Riddles**

Based on the above ideas, riddles provided benefits in the teaching of language skills as speaking, listening, and vocabulary. The students pay attention while the teacher told the riddle. The students then gained some vocabulary from the riddles. It appears that several words are contextually provided in the riddles. The students can

use the riddles as a speaking and listening exercise. Here, it might provide a specific task for language learning. Riddles have some benefits, including:

1. Riddles are helpful for learning new words. When the teacher reads the description of the riddle two or more times, it looks to the students' ears that it is being repeated. To assist the students in understanding the description, the teacher will occasionally also interpret any tricky words. It can help the children understand new terms more readily and become familiar with them.
2. Riddles are exciting and challenging. The challenge of a riddle's unexpected solution can make pupils keep looking for the solution until they do. Additionally, because they immediately interact with the mystery, it piques the pupils' curiosity.
3. Riddles are imaginative and stimulating. The teacher might encourage the pupils to use their imaginations to fill in the blanks in the riddle's in order to discover the solution; otherwise, it will be challenging for them.

### **2.1.3 The Assessment of Vocabulary**

A variety of tests can be used to give assessment. A test, according to Brown (2004:3), is a way to gauge someone's aptitude, knowledge, or performance in a certain area. It may be designed either as tools to inspire and reinforce learning, or primarily as a way to gauge how well the pupils are doing with the language. The researcher will concentrate on evaluating the students' vocabulary achievement in relation to this study. The test results are expected to provide the researcher and the students with unbiased feedback.

Every test should have two characteristics: reliability, which refers to the test's degree of consistency, and validity, which refers to the degree to which a test measures

what it is intended to measure. Pitoniak et al. (2009:8) contend that a test's objective must be obvious in order for acceptable inferences to be drawn about the test results. Different things are tested for. One test might be used to determine whether a student is ready to move on to the next grade, while another might be used to determine whether the student needs remediation. It is crucial to specify the precise interpretations that will be based on the results.

The term assessment refers to the range of techniques used to gather data on a learner's language proficiency or achievement. According to Brown (2004:4), assessment is a continuous activity with a broad focus. The teacher unconsciously evaluates the students' performance each time they react to a question, make a comment, or try out a new term or structure.

An English teacher needs evaluate the information that she or he has already given to the class. A series of tests can be used to assess anything. On the other hand, evaluation, according to Brown (2004:4), is a continuous process that covers a considerably wider range of activities. Every time a student answers a question, provides a thought or argument, or tries out a new term or structure, the teacher subliminally evaluates how well the student is doing.

The goal of the current study is to evaluate students' proficiency with English vocabulary and to assess their understanding and production of words used in speaking, writing, and other forms of communication. 20 multiple-choice questions are included in the vocabulary test in this instance, and each question has four answer options (A, B, C, D). To complete the multiple-choice test, select the best response, and then mark (X) A, B, C, and D on the researcher's provided answer sheet. This test was given at the eleventh grade students of SMAN 1 Mengwi in academic year 2022/2023

## 2.2 Empirical Review

Empirical review is the method for getting facts and theories regarding earlier researchers that are pertinent to the current investigation. Additionally, understanding empirical review evidence might put the researcher in a better position for their study's findings by preventing unintended replication of findings from earlier studies.

The first is Ritonga, Rani Wati (2017) entitled “Improving the students’ vocabulary mastery through the implementation of riddle game at the Second grade students at SPM Islamic Azizi Medan”. The purpose of this study is to shed light on the efficiency of riddle-based vocabulary instruction. Pre-experimental research is the methodology used in this study. The information was gathered via the students' objective test. The test comprises of 25 short-answer questions for the pre-test and 25 for the post-test (riddle). 31 students were used as a sample in this study. The researcher discovered that the pupils' mean score has improved as a result of the analysis. The mean post-test score for the students is greater than the mean pre-test score for the students. T-test results were better than t-table results.

The second is Tessa Apriandari (2018) entitled “Improving students' english vocabulary through the use of riddles technique for the Second Year of Students at MTs Darul Ihsan Aceh Besar in Academic Year 2018/2019” The purpose of his study was to find out whether riddles game can improve vocabulary at Second Year of Students at MTs Darul Ihsan Aceh Besar in Academic Year 2018/2019. The method used in this research was classroom action research. The research was conducted in two cycles at the Second Year of Students at MTs Darul Ihsan Aceh Besar o. There are two techniques of collecting data: qualitative and quantitative data.

From the result of the two research above, the research above has similarities in that the answers are favourable and produce the same results, indicating that there is a cycle of progress after adopting the riddle. The second flaw of this study is that they did not use additional support material and did not go into detail about how the puzzles were used. The researcher thoroughly describes the theory and incorporates the correct instructional strategies.

