INCREASING STUDENTS' VOCABULARY MASTERY
THROUGH RIDDLES GAME

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Abstract

This research aims at proving whether riddles game can increase the vocabulary mastery of grade eight students at SMP Negeri 3 Palu or not. This research applied a quasi-experimental research designs that involved an experimental and a control group. The research population was the grade eight students at SMPN 3 Palu which consisted of 393 students. The samples were VIII E as the experimental group and VIII D as the control group selected by applying purposive sampling technique. The instrument of data collection was test (pre-test and post-test). The data gathered were analyzed statistically. The result of the data analysis shows that there is a significant difference between the result of the pre-test and post-test. It was proved by seeing the mean score of the test results where the mean score of the experimental group significantly improved from 43.66 to 68.91. Meanwhile, the mean score of the control group from 45.94 to 51.20. By applying 0.05 level of significance and 48 degree of freedom (df), the researcher found out that the value oft-counted (4.96) is higher than the t-table (1.677). It can be concluded that the research hypothesis is accepted. In other words, the use of Riddles Game can increase the vocabulary mastery of grade eight students at SMP Negeri 3 Palu.

Keywords: *Increasing, Vocabulary, Mastery, Riddles Game.*

Abstrak

Penelitian ini bertujuan untuk membuktikan apakah Permainan Teka-teki dapat meningkatkan penguasaan kosakata siswa kelas delapan di SMP Negeri 3 Palu atau tidak. Penelitian ini menerapkan desain penelitian kuasi-eksperimental yang melibatkan kelompok eksperimen dan kontrol. Populasi penelitian adalah VIII E sebagai kelompok eksperimen dan VIII D sebagai kelompok kontrol yang dipilih dengan menggunakan tehnik purposive sampling. Instrument pengumpulan data adalah tes (pra-test dan pasca-tes). Data yang dikumpulkan dianalisis secara statistik. Hasil analisis data tersebut menunjukkan bahwa ada perbedaan yang yang signifikan antara hasil pra-tes dan pasca-test. Itu terbukti dengan ... *perimen secara signifikan meningkat dari 43.66 menjadi 68.91. Sementara itu, skor rata-rata kelompok control dari 45.94 hingga 51.20. Dengan menerapkan tingkat signifikansi 0,05 dan derajat kebebasan 60 (db), peneliti menemukan bahwa nilai t-hitung (4.96) lebih tinggi dibandingkan t-table (1,677). Dapat disimpulkan bahwa hipotesis penelitian diterima. Dengan kata lain, penggunaan Permainan Teka-teki dapat menambah kosakata siswa kelas delapan di SMP Negeri 3 Palu.*

Kata kunci: *Meningkatkan, Kosa kata, Penguasaan, PermainanTeka-teki.*

INTRODUCTION

Vocabulary is one of the language components which are an essential aspect in English and also an important aspect of language development. It is because vocabulary is a basic component that is very important to be learnt when we want to master foreign languages. It is one element that links the four language skills of speaking, listening, reading, and writing all together. Vocabulary is important because it allows us to communicate. Shepherd (1973) states "vocabulary is one of the most significant aspects of language development". It means that vocabulary is the one that must be taken into consideration in language development.

Communication can happen if the vocabulary is understandable. Students cannot listen, speak, read, and write well if they do not know the vocabulary well. They cannot do anything with four skills if they do not know vocabulary and any single words well. Thus, to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately.

School based Curriculum in Indonesia stated that learning vocabulary required serious attention for Indonesian students because the objective of English teaching to develop English language skills by using 1000 words for Junior High School students. Mastering vocabulary determines the success in learning English. When students have a lot of vocabulary, they will be easy to learn English.

Based on the information obtained by the researcher when she conducted teaching practicum at grade eight at SMP Negeri 3 Palu on August 2018, the researcher found some problems that most of grade eight students at that school still have difficulties in vocabulary mastery. Most of the students are lack of vocabulary and have difficult to use word and construct them in good sentences.

This research focuses on teaching noun (common – concrete – countable), verb (action verb), and adjective (descriptive adjective) particularly on the meaning of words and use the words in a sentence. The discussion on these three grammatical categories involved words which are commonly used by the students in their daily communication.

The part of speech is a system for classifying words. The part of speech indicates how the word functions in meaning as well as grammatically within the sentence. An individual word can function as more than one part of speech when used in different circumstances.

There are eight main parts of speech: Noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection.

By considering the problems faced by the students, the teacher should use an appropriate technique/strategy in teaching vocabulary. There are many techniques that could be applied in teaching vocabulary. One of them isriddles game. The researcher proposed riddles game to increase students' vocabulary mastery. The use of games not only will change the dynamic of class but also will help the students study easily and help brain to learn more effectively. According to Wright et al (2006:1) "Game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play andusually interact with others". Riddles is a words game, the way to play it are solving the statement or question that contains a deliberately hidden meaning.

Riddle is a puzzling question problem, or matter a puzzling think or person. The desire of riddles is to provide an entertaining way for the students to identify vocabulary words. Riddle is an excellent tool because it requires students to practice variety of language skills in order to find a solution and also it requires higher level of critical thinking which often needed in language learning. Riddles came from old English poetry. Their literary ancestry dates all the way back to Plato and Aristotle. According to Isbell and Fernandez (1977:20) "Riddles are verbal play which involve puzzling about 'what is like what." It means that riddle is verbal game by using puzzle. Meanwhile, according to Brassell (2008:1) a riddle is a statement or question or phrase having a double or veiled meaning, put forth as a puzzle to be solved.

Riddles are divided into types as follows:
1. Riddles with Double Meaning
2. Riddles that Create False Concepts
3. Riddles with Clues
4. Riddles in Popular Culture.

In this research, the researcher used the riddles with clues. The researcher taught the clues that would have to answer by students. The clues arranged to be riddles consist of the meaning of the word that will be learnt as learning materials.

The riddle is interesting, but the researcher must select it which is appropriate for presenting the material. Dealing with teaching vocabulary,it is proper that the researcher selects the riddle for presenting new vocabulary. There are some criteria in selecting good riddles in the classroom activities as follows:
a. Riddle must be suitable with the teaching purpose.

b. Riddle must be simple.

Based on the criteria above, there are some ways in selecting riddles: write some riddles that can be applied in teaching language. Not all riddles can be applied in the class. There are many riddles that are not standard language and inappropriate to the students. The riddles should be suitable for the students' ages or levels. Besides, at the beginning, the teacher should use familiar words in simple descriptions.

Here is the example of the riddle:

I have strips color on my body.

The color is white and black.

I have four legs.

Who am I? (Zebra)

Moreover, the using of game as teaching technique can give any advantages as well as disadvantages in teaching vocabulary. According to Gertrude (1966:56) games have proven to have advantages and effectiveness in learning vocabulary in various ways. First, games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Second, games usually involve friendly competition and they keep learners interested. Third, 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. Last, games add diversion to the regular classroom activities," break the ice", but they are also used to introduce new ideas.

Besides advantages, there are also several disadvantages of using game. Soeparno (1982:64) mentions the disadvantages of this game. First, basically, if the students' numbers is too much, it will surface to involve all of the students in that game, a student whom do not involve will disturb the process. Second, not all materials of study can be communicated by game. Third, game usually make a noise. Last, most teachers use game only for part time.

This is the procedure of teaching riddles game that the researcher used in teaching vocabulary. First, the researcher explains the material about noun, verb, and adjective. Second, the researcher explains about riddles game. Third, the researcher explains about simple present tense. Fourth, the researcher gives an example of riddles and an example of simple sentence by applying the answer of the riddles. Fifth, the researcher gives exercise to the students by applying riddles game. Sixth, the researcher asks the students to divide the class into groups, each group consist of three students. Seventh, each group has to come to front of the class and each group received some clues of the riddle that they take randomly

and have to hold the clues they get, and may not show the clues to their friends. After that, each group has to pronounce the clue of the riddle and let the other groups have to guess it. Then, the group who can guess it correctly gets the score and the group who gets the highest score will be the winner. Eighth, as the variation at the end of applying the riddles, the researcher asked the students to made simple sentences by applying the answers of the riddles. Last, the researcher gave feedback to the students.

Based on the explanation above, the researcher formulated the problem in a question form: "*Can the use of riddles game increase the vocabulary mastery of the grade eight students at SMP Negeri 3 Palu?*"

METHODS

In conducting this research, the researcher applied quasi-experimental design. In quasi-experimental design, there were two groups involved; experimental and control groups. The experimental group was conducted through pretest, treatment and posttest. The pretest was given to the experimental and control groups. It was to measure the students' prior knowledge in vocabulary mastery before treatment. Then, the researcher gave treatment through riddles game to the experimental group while the control one was taught with conventional method. After the treatment, the researcher gave posttest to the experimental and the control group. The design of the research is proposed by Cohen (2006) as follows:

Experimental O_1 X O_2
Control O_3 O_4

Population of this research was the second grade students of SMP Negeri 3 Palu, which consists of 13 classes: VIII A, VIII B, VIII C, VIII D, VIII E, VIII F, VIII G, VIII H, VIII I, VIII J, VIII K, VIII L, and VIII M. Each class consists of 25 until 32 students. Therefore, the total population is 393 students.

In the selection of the sample, the researcher used purposive sampling technique by choosing directly VIII E as the experimental group and VIII D as the control group.

There were two variables: independent and dependent. The independent variable was riddles game while the dependent was vocabulary mastery.

In collecting the data, the researcher used test as an instrument of the research. The test consists of pre-test and post-test. The pretest was conducted before the treatment. Then, the

posttest was administered after the treatment in order to find out the increase of the students' vocabulary through riddles game.

In order to measure this, the researcher used scoring rubric adapted from Wachidah (2017) as follows:

Table 1 Scoring system of the test.

No	Kind of test	Number of items	Score of each correct item	Maximum score
1.	Multiple choice	10	1	10
2.	Completion	5	1	5
3.	Make sentence	5	4	20
	Total	20		35

Table 2 Description of the scoring system

No	Types of Test	Score	Description
1.	Multiple choice	1	The answer is correct.
		0	No answer or the answer is incorrect.
2.	Completion	1	The answer is correct.
		0	No answer or the answer is incorrect.
3.	Make sentence	4	Correct structure and correct vocabulary.
		3	Correct structure but incorrect vocabulary.
		2	Incorrect structure but correct vocabulary.
		1	Incorrect structure and incorrect vocabulary.
		0	No answer.

FINDINGS

These findings of the study showed the result of the research and the analysis of the data. The data were collected from March 26[th]untilApril 30th 2019 at SMP Negeri 3 Palu.

In order to obtain reliable data for this research, there were two research instruments administered to the subject under the study, namely pretest and posttest. The tests were administered to both experimental and control groups.

The pretest was administered to measure the prior knowledge of students both on experimental and control groups. The posttest was administered after the treatment.

In the pretest the students were given a task of multiple choice, completion, and make sentence. The posttest was conducted on April30[th]. In the posttest the researcher used the similar type of test as in the pretest, but in different topic.

The researcher provided some clues of the riddles. Then, each group of the students has to pronounce the clues and let the other groups have to guest it by identifying the clues given. After that, the students made some simple sentences based on the answer of the riddles. In analyzing the test, the researcher evaluated the students' understanding of word meaning and using word in a sentence by analyzing their correct vocabulary and correct structure of their writing simple sentence.

The result of each test was used to measure whether riddles game is effective in increasing students' vocabulary mastery or not. The result of both the pretest and the posttest of the experimental group is presented in Table 3 below:

Table 3 Score of Pretest and Posttest of the Experimental Group

No	Initials	Students' Score		Deviation
		Pretest	Posttest	
1	A	28.57	71.43	42.86
2	AA	31.43	74.29	42.86
3	ACO	57.14	65.71	8.57
4	AD	34.29	60.00	25.71
5	ADP	42.86	68.57	25.71
6	ASS	40.00	65.71	25.71
7	AW	34.29	74.29	40.00
8	DSF	54.29	60.00	5.71
9	EY	62.86	68.57	5.71
10	FH	60.00	82.86	22.86
11	FR	48.57	60.00	11.43
12	FR	60.00	68.57	8.57
13	IGC	60.00	71.43	11.43
14	JFHT	34.29	74.29	40.00
15	LFA	17.14	62.86	45.72
16	MA	34.29	60.00	25.71

NO	Initials	Students' Score		Deviation
17	MAK	37.14	80.00	42.86
18	MAS	25.71	71.43	45.72
19	MD	40.00	74.29	34.29
20	MF	74.29	77.14	2.85
21	MR	42.86	80.00	37.14
22	NN	22.86	62.86	40.00
23	SADP	60.00	68.57	8.57
24	SAM	51.43	62.86	11.43
25	TSL	37.14	57.14	20.00
	Total score	1091.45	1722.87	631.42

After counting the pretest score of the experimental group, the researcher found that the highest score is 74.29 and the lowest score is 17.14. Next, the total score of the students is 1091.45. After getting the total score of the students, the researcher computed the students' mean score by using the formula where the amount of individual score divided by the amount of the students. The mean score of the pretest in experimental group is 43.66. In the posttest, the highest score gained by the students is 82.86 and the lowest is 57.14. The total of the standard score is 1722.87. After finding out the total of the standard score, the researcher computed the students' mean score. The mean score is 68.91.

The result of pretest and posttest of the control group is presented in Table 4 below:

Table 4 Score of Pretest and Posttest of the Control Group

NO	Initials	Students' Score	Deviation

		Pretest	Posttest	
1	A	51.43	45.71	-5.72
2	AAC	62.86	60.00	-2.86
3	AFA	48.57	57.14	8.57
4	AJA	42.86	34.29	-8.57
5	AO	51.43	22.86	-28.57
6	AP	40.00	40.00	0.00
7	APR	42.86	62.86	20.00
8	DSP	25.71	17.14	-8.57
9	FMZ	77.14	74.29	-2.85
10	FR	34.29	34.29	0.00
11	IFS	65.71	65.71	0.00
12	IS	34.29	45.71	11.42
13	MA	48.57	65.71	17.14
14	MF	34.29	28.57	-5.72
15	MW	42.86	54.29	11.43
16	MR	42.86	60.00	17.14
17	MW	34.29	57.14	22.85
18	NH	60.00	71.43	11.43
19	NMD	51.43	45.71	-5.72
20	NS	40.00	34.29	-5.71
21	RA	42.86	60.00	17.14
22	S	17.14	42.86	25.72
23	SADP	48.57	71.43	22.86
24	T	45.71	68.57	22.86
25	YSQ	62.86	60.00	-2.86
Total score		1148.59	1280.00	131.41

In calculating the students' individual score of the control group, the researcher applied the same formula. The result showed that the highest score in pretest is 77.14. The lowest score is 17.14. The total of the standard score is 1148.59. After finding out the total of the standard score, the researcher computed the students' mean score. The mean score of pretest of control group is 45.94 which is higher than the pretest of the experimental group which is 43.66.

After computing the students' mean score on pretest, the researcher continued to calculate the students' score in posttest. The data showed that the highest score is 74.29 and the lowest score is 17.14. The total score of the

students is 1280.00. After getting the total score of the students, the researcher computed the students' mean score. Moreover, the researcher also found that the mean score of posttest is 51.20.

After calculating the students' pretest and posttest to both experimental and control groups, the researcher continued analyzing the data by finding out the data of deviation and the square deviation of both control and experimental groups. The researcher computed the deviation in order to find out the ratio of the students' scores in the pretest to the students' scores in the posttest.

The researcher found the mean deviation of experimental group is 34.48 while mean deviation of control group is 5.77. Furthermore, the researcher continued to calculate the value of t-counted by using t-test formula in order to find out the significant difference of both groups. By applying the t-test formula, the researcher found that the value of t-counted is 4.96.

Afterwards, the researcher compared the value of t-counted to the value of t-table in order to find out the significant difference between them. By applying Nx+Ny–2= 25 + 25–2=48degree of freedom (df) and 0.05 level of significance of one tailed of test, the researcher found that the t-table value is (1.677). It shows that the t-counted value (4.96) is greater than the t-table value (1.677). It means that the research hypothesis is accepted. In other words, In other words, the use of riddles game can increase the vocabulary mastery of grade eight students at SMP Negeri 3 Palu.

DISCUSSION

The objective of this research is to prove that the use of riddle game can increase the vocabulary mastery of the grade eight students at SMP Negeri 3 Palu. To implement the riddle game, the researcher applied purposive technique in choosing the sample. In this research, the researcher chose VIII E as the experimental group and VIII D as the control class. In this case, the researcher chose directly VIII E as the experimental group and VIII D as the control group. To collect the data, the researcher used test as the instrument. The test consists of pre-test and post-test which were given for experimental group and control group.

There are three types of the test that the researcher used in the pre-test and post-test, they are multiple choice, completion, and make sentence.

The pre-test was conducted on March,26th 2019 in order to find out the students' prior knowledge in vocabulary mastery before getting treatment. Based on the result of pre-test of the experimental group and the control group was that they had lack of vocabulary. Furthermore, the researcher found that many students still got difficulties to know the meaning of the word and to use the word into sentence. Referring to the obtained score of both experimental group and control group most of the students got low scores in their vocabulary mastery.

After giving the pre-test to both groups, the researcher moved to the next step. The researcher gave treatment for eight meetings to the experimental group. Each meeting took 1×40 minutes. The researcher taught vocabulary by using riddles game in terms of noun, verb, and adjective. At the beginning of the treatment, the researcher explained the material about those three parts of speech and explained the riddles game.Then, the researcher explained about simple present tense. Next, the researcher gave an example of riddles and an example of simple sentence by applying the answer of the riddles. After that, the researcher gave exercise to the students by applying riddles game. Furthermore, the researcher asked the students to divide the class into groups, each group consist of three students. Moreover, each group has to come to front of the class and each group received some clues of the riddle that they take randomly and have to hold the clues they get, and may not show the clues to their friends. Next, each group has to pronounce the clue of the riddle and let the other groups have to guess it. In addition, as the variation at the end of applying the riddles, the researcher asked the students to made simple sentences by applying the answers of the riddles. Last, the researcher gave feedback to the students. Unfortunately, there were many students got difficulties in learning noun, verb, and adjective. In addition, they are still confused because this riddles game is still new for them.

Next, in the process of treatment, the researcher asked the students to divide the class into groups, each group consist of three students. Each group has to come to front of the class and each group receives some clues of the riddle that they take randomly and have to hold the clues they get, and may not show the clues to their friends. After that, each group has to pronounce the clue of the riddle and let the other groups have to try to guess it. The group who can guess it correctly gets the score and the group who gets the highest score will be the winner. As the variation at the end of applying the riddles, the researcher asked the students to

make sentences by applying the answers of the riddles. The students got confused in the first time, thus the researcher gave instruction how to write sentences used simple present tense.

Day by day, the students enjoyed the classes and they understood the playing riddles game. They had motivation to learn English and competed in answering the riddles question because they were interested with the clues given. Then, the next meeting, most of them could understand the meaning of the identified words to the topic in each meeting. The result of their task was good. Most of students could write sentences well and understand the meaning of words even though some of them were still confused.

After the treatment, the researcher gave post-test to both the experimental and the control group in order to find out the increased of students' vocabulary after the treatment. The post-test was given on April, 30th 2019. Based on the result of the post-test, there was a progress of students' achievement. The result showed that the students score of the post-test was better than the pre-test. It can be known by comparing the result of their pre-test and post-test or seeing the deviation of their test result. Furthermore, the post-test result of the control groupshows that the control group also experience a progress from the result of their pre-test but it lower that the post-test result of the experimental group. It is because there is no treatment applied on the control group. The result showed that using riddles game can increase students' vocabulary of grade eight students at SMP Negeri 3 Palu.

This improvementis also reflected with the related studies written by Purba (2017) and Sitepu (2018) after the students were taught by riddle technique.Both researchers stated that there is significant level of development after they conducted the treatment.

CONCLUSION

After collecting and analyzing the data, the researcher concludes that the use of riddles game can increase students' vocabulary mastery of grade eight students at SMP Negeri 3 Palu. It was proven by the data analysis indicates the mean score of post-test (68.91). Moreover, when the value of t-table (1.677) is compared to the value of t-counted (4.96), it was found that t-counted value of 4.96 is higher than t-table value of 1.677. The result of the data analysis indicates that the research hypothesis is accepted. In conclusion, the use of riddles game can increase the vocabulary mastery of grade eight students at SMP Negeri 3 Palu.

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