
IMPROVING ENGLISH VOCABULARY MASTERY THROUGH RIDDLES GAME TO THE FIFTH STUDENTS OF SD XAVERIUS 9 PALEMBANG

Tarima Parapat, Gaya Tridinanti, Nita Ria
Universitas Tridinanti Palembang

(tarimaparapat@gmail.com, gaya@univ-tridinanti.ac.id, nitaria@univ-tridinanti.ac.id)

ABSTRACT: Vocabulary is central to learning of foreign language at primary level. Every person need vocabulary to express their ideas especially in English, even in a simple of conversation. The purpose of this study was to find out whether or not there was any significant difference in English Vocabulary to between the fifth students of SD Xaverius 9 Palembang who were taught by using Riddles Game and those who were not. The method in this study was quantitative research with quasi-experimental for control group and experimental group. The sample of this study was fifty seven students of the fifth grade of SD Xaverius 9 Palembang in academic year 2018/2019. The data were analyzed by using independent sample t-test. The result of Independent Sample t-test showed that the value of t-obtained (6.540) > the value of t-table (1.673) with the significance value (0.00) was lower than the alpha value (0.05). It means that there was a significant difference in English vocabulary to the students of SD Xaverius 9 Palembang between who were taught by using Riddles game and those who were not.

Keywords: *vocabulary, Riddles game*

MENINGKATKAN PENGUASAAN KOSAKATA BAHASA INGGRIS MELALUI PERMAINAN RIDDLE PADA SISWA KELAS LIMA SD XAVERIUS 9 PALEMBANG

ABSTRAK: Kosakata adalah pusat pembelajaran bahasa asing ditingkatan utama. setiap orang butuh kosakata untuk mengekspresikan ide ide khususnya dalam bahasa inggris, bahkan dalam percakapan sederhana. Tujuan dari penelitian ini adalah untuk menemukan ada atau tidaknya perbedaan pada penguasaan kosakata antara siswa kelas 5 SD Xaverius 9 Palembang yang diajarkan dengan permainan Riddles dan yang tidak. Metode dalam penelitian ini adalah penelitian kuantitatif dengan quasi experimental yang melibatkan kelompok kontrol dan kelompok experiment. Sampel penelitian ini adalah 57 siswa kelas lima SD Xaverius 9 Palembang tahun ajaran 2018/2019. Analisis data menggunakan independent sample t-test. Hasil uji t bebas menunjukkan nilai t-hitung (6,540) lebih besar dari nilai t-tabel (1,673) dengan nilai signifikansi (0.00) lebih rendah dari pada nilai α (0.05). Hal ini berarti ada perbedaan yang signifikan pada penguasaan kosakata siswa kelas lima SD Xaverius 9 Palembang yang diajarkan menggunakan permainan teka-teki dan yang tidak diajarkan.

Kata Kunci: *kosakata, permainan Riddles*

INTRODUCTION

English is an international language used for communication all over the world. In some countries English is used as a native language, as a second language or as a foreign language. In Indonesia the process of teaching and learning, English is taught as a foreign language, the students are taught four language skills, namely: listening, speaking, reading and writing, and they should be taught in integrated ways.

So, to achieve these language skills, Indonesian students had to learn a lot about English Vocabulary. Huyen and Nga (2007) stated that Reading, listening, writing and speaking skill needed a wide vocabulary acquisition.

The Riddles game can improve the students vocabulary. According Rafika Purba, (2017) stated that Riddles game is an important part of child's up bringing in many parts of the world and some people think that guessing Riddles sharpens a child's wits; others believe that guessing a Riddles right helps to make the crops grow and keeps the routine of daily life going right. and also, it requires higher level of critical thinking which often needed in language learning.

The objective of this study was to find out whether or not there was any significant improvement in English vocabulary to the the fifth students of SD Xaverius 9 Palembang after they taught by using Riddle game.

The Concept of Vocabulary

A vocabulary is a set of familiar words within a person's language. Teaching English is not the same as teaching other subjects such as mathematics, natural sciences, and so on. The teachers are required to have not only linguistics competence but also communicative competence. According to Caroline T. Linse (2006) Vocabulary is the collection of words that an individual knows. The children learn vocabulary items related to the different concepts they are learning. Vocabulary is vital communicating with others and understanding what one is speaking. Vocabulary has an important role in learning language because it allows you to communicated clearly with other people. Vocabulary is a list of words which is used to build up a language. Vocabulary is a group of letter that has meaning. On the other hand, language is nothing without knowing the vocabulary. Hackman (2008, p. 77) further added that vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word learning strategies. For teaching English Vocabulary in the classroom the teachers should be active and find another strategy to make the students enjoy and they would not only focus in one technique but should get more knowledge from the lesson that they learn.

The Concept of Young Learners

English is important in education, when the students learn English in the classroom, especially for the young learners, it's easy for them to remain every single words, with many kinds of technique when teaching about English. English vocabulary for young learners is a course for all teachers of primary age students. It aims to provided teachers with the knowledge and skills needed to support young learners throught the delivery of engaging and motivating lessons. Cameron (2003) stated that the young learners are generally less able to give selective and prolonged attention to learn than adults and more easily diverted and distracted by other pupils. According to Curtain, (2004). Every young learners are children from the first year formal schooling (five years) to eleven or twelve years age. (p. 12).

In addition, Harmer (2001) classified ages of learners into three stages. They are young children, adolescents, and adults' learners. Young children, especially those up to the ages of nine or ten, learn differently from older children, adolescent, and adults. The young learners usually likes to play with other activity that would make them happy, especially when they were studying about the English. In teaching young learners, the teachers have to find the good activity or strategy, such as playing the game/flash card, or tell the story, and watching television, all those activities or strategies have to show up and had interaction between the teacher and the young learners.

The young learners were children from the first-year formal schooling (five years) to eleven- or twelve-years' age, and the students still need more attention, and should be creative in teaching and learning process in the classroom.

The Concept of Riddles Game

Most of the Learners were lazy and feel boring to learn English because of its difficulties for them. Besides that, here the teacher teaching with the same strategies, it make them feel boring and not interesting in learning English. So, it is important for the teacher to use another strategy that can attract the students' attention like used the game to teach the students.

In the other hands, it can be concluded that, using games in teaching English vocabulary is efective strategy, because some of the students bored with the same teaching method, and Riddles is one of the strategy to teach the students, to make the students feel fun and be enjoy during teaching and learning, and it challenging the teacher to be more creative when teaching and learning in the classroom with the new teaching method.

Riddles game is generally a question devised so as to require clever or unexpected thinking for its answer Mardan (2009). Sometimes games which are not designed especially for language students work equally well in lessons. According to Moursund, (2006) for many students, games are intrinsically motivating (p 21). This game is an activity which entertaining and engaging, often challenging, and an activity inwhich the learner play and usually interact with others. A language game could arouse the students to take part in game. It could also enhance the students' interest in studying English. They work together in a competition to win the game. By using this game, the students may remember the meaning of the words, and the students know how to spell the words. It would make the students have more motivation and got many words from the game.

METHODOLOGY

1. Research Method

In this study, the writers used a quasi-experimental design and the non equivalent control group design. According to Creswell (2012) a quasi-Experiment is a form of experimental research in which individuals are not randomly assigned to groups. The design involved experimental and control groups which both were given a pretest and a post-test. The data were obtained by using vocabulary mastery test given to the both of group before and after the treatment. The obtained data were then analyzed using Independent Sample T-test to measure the difference in the students' vocabulary mastery between the students who were taught using Riddles game and those who were not.

2. Population and Sample

This research was carried out to the fifth-grade students of SD Xaverius 9 Palembang. The sample consisted of 57 students taken from three classes randomly.

FINDINGS AND DISCUSSION

The results of the pre-test and post-test were given to the fifth students of SD Xaverius 9 Palembang.

The Result of Pre-test and Post-test in the Experimental Group

In the pre-test, the lowest score was 55 and the highest score was 85. In the post-test, the lower score was 75, and the highest score was 100. After the post test, it was found out that there was two students in level excellent.

Table 1. Score Distribution of Experimental Group

Score	Category	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
86-100	Excellent	0	0%	10	36%
71-85	Very Good	18	64%	18	64%
56-70	Good	9	32%	0	0%
41-55	Fair	1	4%	0	0%
0-40	Poor	0	0%	0	0%
	Total	28	100%	28	100%

The writers got score distribution of experimental group in pretest and posttest and indicates that in pre-test, no student was in excellent level. Then, there was 18 students (64%) were in very good level. There was 9 students (32%) were in good level and there was 1 students (4%) in fair level. In the post-test, there was 10 students (36%) in excellent level, there was 18 students (64%) were in very good level, and no one in level good, fair and poor.

The Result of Pre-test and Post-test in the Control Group

In the pre-test, the lowest score was 60 and the highest score was 85. In the post-test, the lower score was 60, and the highest score was 90. After the post test, it was found that there was two students in level excellent with the score 90.

Table 2. Score Distribution of Control Group

Score	Category	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
86-100	Excellent	0	0%	2	7%
71-85	Very Good	14	48%	18	62%
56-70	Good	15	52%	9	31%
41-55	Fair	0	0%	0	0%
0-40	Poor	0	0%	0	0%
	Total	29	100%	28	100%

From the table above, it could be seen the score distribution of control group in pretest and posttest. It shows that in pre-test, no one in Excellent level, there was 14 students (48%) were in very good level, and there were 15 students (52%) were in good level. In the post-test, there was 2 students (7%) in excellent level, and there was 18 students (62%) were in very good level. Then, 9 students (31%) in good level and no student in level fair and poor.

The Result of Pre-Test and Post-Test in the Experimental Group

Table 3. Descriptive Statistics of Experimental Group

	N	Minimum	Maximum
Pre-exp	28	55	85
Post-exp	28	75	100

Based on the result above, the number of students was 28, students' minimum pre-test score was 55, and maximum was 85, with the mean of pre-test was 72.86 and the result of post-test in the experimental group showed the number of students' was 28 with the lowest score 75 and the highest score 100. The mean score was 86.43.

The Result of Pre-Test and Post-Test in the Control Group

Table 4. Descriptive Statistics of Control Group

	N	Minimum	Maximum
Pre-con	29	60	85
Post-con	29	60	90

The number of students were 29, students' minimum pre-test score was 60, and maximum was 85 with the mean of pre-test was 70.86 and the result of post-test in the control group showed the number of students' was 29 with the lowest score 60 and the highest score 90. The mean score was 74.66.

The Statistical Analysis of Independent Sample T-Test

In this study, the writers compared the means of two independent groups in order to determine whether there is statistical evidence that the associated population means are significantly different by using independent sample t-test. the writers compared the posttest result of both experimental group and control groups. It could be seen from the table 16 below.

Table 5. The Result of Independent Sample T-Test

	F	Sig.	T	Df	Sig. (2-tailed)
Equal variances assumed	.624	.208	6.540	55	.000

Based on the result of t-obtained was 6.540. At the significant level < 0.05 for two tailed testing with degree of freedom was 55, the t-table was 1.673. Since the value of t-obtained was higher the critical value of t-table and the significance level is lower than 0.05. It means there was a significant improvement before and after the treatment in experimental group.

CONCLUSION

Based on the finding and discussion of the study, the writers concluded some points. First, it was significant using Riddles game to improve students' vocabulary mastery of the fifth-grade students of SD Xaverius 9 Palembang. It could be seen from the students' vocabulary mastery after the post test was given. Second, there was a significant difference between students who were taught by using Riddles game and students who were not.

REFERENCE

- Cameron, L. (2003). *Teaching Language to young learners*. Cambridge: Cambridge University Press.
- Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: MC Graw Hill, 2006), p. 121.
- Curtain, H. & Dahlberg, C.A. (2004). *Languages and Children Making the match*. Boston: Pearson
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches 3rd Edition*. United States or America.SAGE Publication Inc.
- Creswell, J. W. (2012). *Educational research: Planning, conducting and evaluating quantitative and qualitative research (4thed)*.New York: Pearson Education, Inc.
- Fraenkel, J. R. & Norman, E. W. (2002). *Educational research: A guide to the process*. New York: McGraw-Hill,inc.
- Hackman, S. (2008). *Teaching effective vocabulary*. USA: Pearson Education, inc
- Harmer, Jeremy. 2001. *The Practice of English Language Teaching*. New York: Longman.

Holandyah, M. (2004). *Designing and evaluating: Quantitative research in education*. Palembang: PGRI University.

Huyen, N.T.T. & Nga, T.T.H. (2007). Learning vocabulary through games. *The EFL Profesional's Written Journal*. Asian EFL Journal.

Mardan, M.J.(2009). *What is a Riddle?*. English-Learners (Biggest Source for Non-native English Learners. Available at)

Moursund, D. (2006). *Introduction to using Games in Education: A Guide for Teacher and Parents*. Oregon:University of Oregon.

Rafika, P. (2017). *The using of Riddles Technique to Increase Students Vocabulary Mastery*, Politeknik Trijaya Krana, Medan.

Uno, H & Koni, S. (2017). *Assessment pembelajaran*. Jakarta: Bumi Aksara.