

THE EFFECT OF USING RIDDLES GAMES ON STUDENTS' VOCABULARY MASTERY

(A Study at the Seventh Grade Students of SMP Negeri 4 Padangsidempuan in 2018/2019 Academic Year)

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Abstract: *The aims of the research is to know the application of riddles games on students vocabulary mastery at the seventh grade students of SMP Negeri 4 Padangsidempuan, to know before and after use riddles games on students vocabulary mastery at the seventh grade students of SMP Negeri 4 Padangsidempuan, and to know whether there is any significant effect of riddles games on students vocabulary mastery at the seventh grade students of SMP Negeri 4 Padangsidempuan 2018/2019 Academic Year. The population in this research is all of the seventh grade students of SMP Negeri 4 Padangsidempuan are 340. The sample are 32 students which taken by purposive sampling. The research method is use by experimental method. Collecting data by observation sheet and test as an instrument. The result mean score of the application riddles games is 3.3, based on the technique of analysis data the criterion of score riddles games with categorized "Very Good". To know the result of the data, the researcher analysis data by use the formula of t_{test} . The result of data analysis show that of $t_{test} = 15.5$, meanwhile $t_{table} 2.04$. It means that t_{test} is higher than t_{table} . So, the hypothesis is accepted. It means that there is significant effect of riddles games on students vocabulary mastery at the seventh grade students of SMP Negeri 4 Padangsidempuan.*

Keywords: Riddles Games, Vocabulary Mastery

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui penerapan riddles games dalam penguasaan kosa-kata siswa kelas VII SMP Negeri 4 Padangsidempuan, mengetahui sebelum dan sesudah penggunaan riddles games dalam penguasaan kosa kata siswa kelas VII SMP Negeri 4 Padangsidempuan, mengetahui apakah ada pengaruh yang signifikan dari riddles games terhadap penguasaan kosa-kata siswa kelas VII SMP Negeri 4 Padangsidempuan Tahun Akademik 2018/2019. Populasi pada penelitian ini adalah seluruh siswa kelas VII SMP Negeri 4 Padangsidempuan yang terdiri dari 340, teknik sampling yang digunakan adalah purposive sampling dengan jumlah 32 siswa. Metode penelitian digunakan adalah ekperimental method. Pengumpulan data menggunakan observation sheet dan tes sebagai instrument. Nilai rata-rata dari penerapan riddles games adalah 3.3, dengan kategori " Sangat Baik". peneliti menganalisis data menggunakan t_{test} formula, hasil $t_{test} = 15.5$ sedangkan $t_{table} = 2.04$. Dengan kata lain t_{test} lebih besar dari t_{table} . Jadi, hipotesis diterima. Artinya ada pengaruh yang signifikan dari riddles games dalam penguasaan kosakata siswa pada kelas VII SMP Negeri 4 Padangsidempuan

Keywords: Riddles Games, Penguasaan Kosa-kata

INTRODUCTION

Vocabulary is an essential need for students as their first step to go to on studying English. To development students' language skill in listening, speaking, reading, and writing, the learners must master vocabulary. The mastery vocabulary cannot sometimes be reached optimally. Without learning the basic vocabulary, no one successful in that language. In other words, if the students want to have good English, they have to improve their vocabulary.

Vocabulary is the words that support communication and language learning. By learning vocabulary, the students can communicate in English and use the language well. Consequently, this situation should give the application for us especially for students that learn English. In order to achieve the aim in learning English in class, students must be able to mastere the vocabulary, therefore it is the basic important of language component.

Based on the writer experience in the field, it is found that the seventh grade students of SMP Negeri 4 Padangsidimpuan are still low in English class mainly on vocabulary. It can be seen from the result pretest that researcher done. From 32 students, only one student get score 75, while for the rest score are under 75. So, this result is still far from the expectation that is 75.

Actually, the teacher has given some efforts, such as: using books, dictionary, giving motivation to students to learn English

vocabulary, using strategy, using method. In fact, it doesn't give a positive response for the students in learning process. In other words, the efforts undertaken by the teacher still looks monotonous, and not efficient in process of learning. It can make students bored, they will be lazy and not interested to learn vocabulary or they don't have motivation in learning vocabulary.

If the problem is not solved, the students can not explore their opinions to think critically, and still unable in mastering vocabulary. Actually, there are many techniques to make the students interested to enrich vocabulary that can be used by the teacher such as using media, games, pictures, guessing words, card, etc. The researcher choose techniques with riddle games.

Riddle are stimulative and imaginative. From the riddle, the teacher can stimulate the students to imagine the description to find the answer, the students are difficult to find the answer without imagining.

1. The Nature of Vocabulary

Vocabulary is the most important component language because it affects the four language skills, there are listening, speaking, reading, and writing. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication. According to Linse (2006: 121) "Vocabulary is the collection of words that an individual knows".

Based on the explanation above, the writer concludes that vocabulary is the total number of words or all of the words that people use in daily communication.

2. Word Classes

According to shymkiw and david (2007 : 2) consist of :

a) Noun

According to Sihombing and Burton (2010: 32) a noun is a word which is used to represent a person, place, quality, thing, action, idea, currency, and can function as the subject, of a sentence or as the object of a verb, the object preposition, or as an appositive. It means that noun is word to represent something

Based on the explanation above, the writer concludes that noun is one of the important thing that should be learned students to be mastered vocabulary that has a function as a subject and object depended the sentences or to represent something.

b) Adjective

A word to express a feeling that show happy or sad, it is totally can to praise or insult an others person. According to Riyanto et., al (2010 : 45) "Adjectives are words that are used to explain or modify a person, place, or thing. For example: beautiful, blue, busy".

Based on the explanation above, the writer concludes that adjective is the word that used to modifies or gives more information about the noun or a pronoun.

c) Adverb

adverb is a word that can be added to a verb to make it is meaning clearer, and describes or modifies a verb, an adjective, or another adverb, but never a noun. According Sihombing and Burton (2010: 30) said that "Adverb is a part of speech comprising a class of words that modifies, or describes, or adds to the meaning of a verb (except linking verbs), an adjective, another adverb, or sentence". It means that adverb is as explanation and information in every speech.

Based on the explanation above, the writer concludes that adverb is a word that can be added to a verb to make it is meaning clearer, and describes or modifies a verb, an adjective, or another adverb, but never a noun.

d) Verb

Verb is a job or activity that have been done subject by using an action to modify a noun. Verb are parts of speech that describe of someone or something was be done. According Sihombing and Burton (2010: 9) a verb is a word or group of words which is used to express an action such as "run", to express the existence of a particular noun such as "is", "are", "am", to make a statement such as "will", "shall", "can", and to link noun to noun or noun to adjective such as "smell", "seem", "look".

Based on the explanation above, the writer concludes that verb is a word that we used to express an action or activity that have been

done by the subject which one it is an important parts to be mastered a vocabulary in using a language to communication with everyone.

3. The Nature of Riddles Games

A riddle is an important genre of oral literature. Riddle is a game require mastery an manipulation of language. According to Zipke (2008: 131) "A riddle is a question that turns into a joke". It means that riddle is a question with pun-like responses. Beside that, Muhalim (2015: 88) says that "A pictorial riddle represents scientific information on poster board, blackboard transparency used as a center of discussion.

Based on the explanation above, the writer concludes that riddle is the perfect medium for learning how to manipulate language, and the statement or question or phrase which have a double meaning.

4. Procedure of Using Riddles Games

Many procedure to play riddle games, Sitepu and Lusiana (2018: 36) said that, procedure of using riddle games are:

1. The researcher who acts as teacher prepares the students to learn in the class.
2. Teacher tells and explains the lesson about. For example: Profession, animals, or anything that related.
3. Teacher explains the rules of riddle technique to be practiced as clearly possible so that all students may understand and familiar. The rules are:
 1. Students are divide into two groups.
 2. Then every group write many words about: profession, animals, or anything.
 3. After that one by one of the member write it in the white board.
 4. Then the group answers the word. If she/ he can do the challenge, so she/ he gets the score and changes give the challenge. But if she/he fail, so won't get score and will be punished.

5. The challenge is the word that given by member of group, one member the other group removes the letter from the word, but still remains English and has meaning.

Based on the explanation above, the writer concludes that riddles are one of the technique in teaching language that can help both sides the teacher and the students in creating a more interactive classroom atmosphere in which they will generate active responses.

5. Advantages of Using Riddles Games

According to Sitepu and Lusiana (2018: 39) there are some advantages of using riddle games, they are:

- a) Can introduce the students to intellectual humor.
- b) Work their brains, problem solving and critical thinking skills are two of the most important and sought after abilities in society today.
- c) Reading Comprehension, everybody can read to some extent, but this doesn't mean that they can read quickly enough or understand difficult content that will enable them to be useful in the workforce. Riddles can help out with this by expanding vocabulary and increasing the ability to understand context.
- d) Expand their vocabulary, when everyone encounters words that they don't understand they figure them out through context.
- e) Giving them the opportunity to teach, teaching students riddle allows them to know and understand something that most other people do not, giving them an opportunity to repeat them and teach them to others.

From explanation above, the writer concludes that the advantages of riddle games are: First, students more active and be happy to following the teaching learning process. Second, students can improve their performance. Third, the material that will study more interesting. Fourth, the students get the opportunity to think critically.

6. The Disadvantages of Using Riddles Games

According to Wiwin et., al (2015: 39) the disadvantages of riddle are: first, it spent a lot of time, because take a time to prepare this game. Second, the class was noisy. Third, there are some of students still confused to answer the riddle correctly.

Based on the explanation above, the writer concludes that disadvantages of using riddle games are: need a long time as long as teaching learning process in the classroom, the class was noisy, has limited time, and some students still confused to answer the question.

II. METHODOLOGY OF THE RESEARCH

Method is the way that is used to measure or test something that is done in finishing research. Method on the research means the way that should be chosen to solve the problem of the research. According to Sugiyono (2014: 24) "*Metode penelitian pada dasarnya merupakan cara ilmiah untuk mendapatkan data dengan tujuan dan kegunaan tertentu*" (The research method is basically a scientific way to get data with a specific pupose and usefulness). It means that a scientific way to get data with a specific purpose and usefulness.

In this research, the researcher uses the experimental method. According to Sugiyono (2014: 334) that the experimental method is the way to find the effect of particular treatment against the other in a condition which is ungovernable.

Based on the explanation above the research design, it can be seen clearly from one group pre-test (o_1) and post-test (o_2) to get the data dependent and independent variables, the writer use experimental research because to find out the cause effect relationship between the variables.

The population in the research is all of the students at the seventh grade of SMP Negeri 4 Padangsidempuan are 340, and sample are 32. To taking the sample, the researcher used purposive sampling.

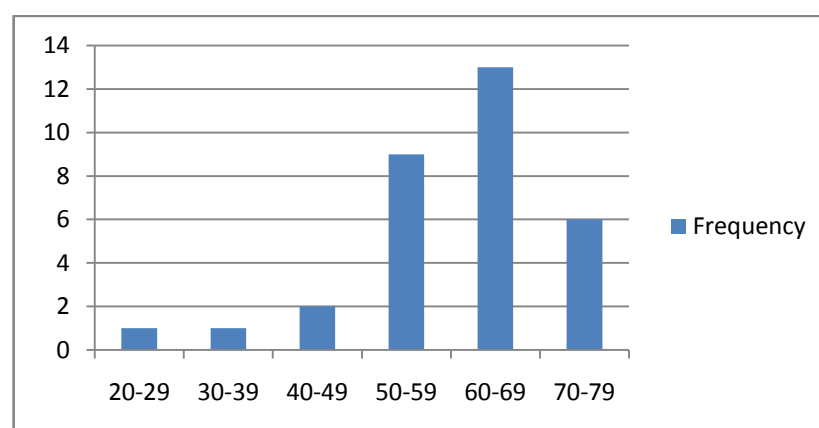
Arikunto (2013:101) says that *"Instrumen pengumpulan data adalah alat bantu yang dipilih dan digunakan oleh peneliti dalam kegiatannya mengumpulkan agar kegiatan tersebut menjadi sistematis dan dipermudah olehnya"* (The data collection instrument is a tool that is chosen and used by the researchers in their activities to ensure the activity becomes systematized and facilitated).

III. RESULT

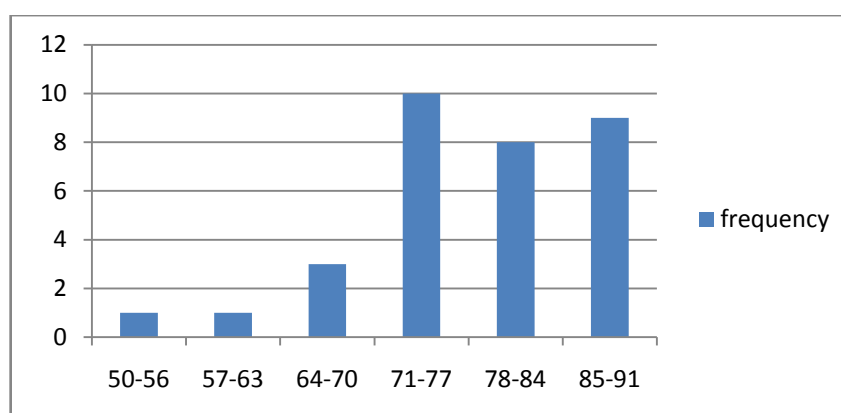
The scores of the variables X (Riddles Games) and variable Y (Vocabulary Mastery) calculated by applied statistical analysis which can be illustrated into description of the data order to described the students result.

Based on the data analyzed the observation sheet about the application of riddles games on students' vocabulary mastery of SMP Negeri 4 Padangsidempuan through 12 aspects of observation, obtained

average score 3.3 with categorized “Very Good”. And then pre-test, the researcher calculated the scores it was found the highest score was 75 and the lowest was 20. The mean score of vocabulary mastery before using riddles games on the seventh grade students of SMP Negeri 4 Padangsidempuan was 60.2 categorized “Enough”. After given riddles games, the highest score was 90 and the lowest score was 50, the mean score was 77.9 categorized “Good”. The description of the differents data before and after using riddles games can be seen in following histogram:



Before using Riddles games on students' vocabulary mastery



After using riddles games on students' vocabulary mastery

Based on the histogram, if we compared with pre-test the score still categorized "Enough" and after given post-test the score was increased. Histogram shown the used of riddles games is good for increased students' vocabulary mastery, It means that there is a significant effect of riddes games on students' vocabulary mastery at the seventh grade students of SMP Negeri 4 Padangsidimpuan or H_a was accepted.

IV. DISCUSSION

After given pre-test and pot-test to the students, the writer found that the result of vocabulary mastery after using riddles games was better than before using riddles games, it can be seen t_{test} is higher than t_{table} ($t_{\text{test}} 15.5 > t_{\text{table}} 2.04$). So that, the hypothesis was received, it could be concluded that the effect of riddles games on students' vocabulary mastery was higher than before given riddles games at the seventh grade students of SMP Negeri 4 Padangsidimpuan.

By looking the related finding which have been discussed about "The Using of Riddles Technique to Increase Students' Vocabulary Mastery for the First Grade at MTS PAB 1 Helvetia Academic Year 2017-2018" by Purba (2017), to measured the increasing students' vocabulary mastery the researcher made 2 cycle. In the cycle I, the researcher found the mean of pre-test was 46.32, there was 8.16% (4 students) who got points up 75. In the post- test cycle I, the mean was

68.67, it was higher than pre-test. There was 46.93% (23 students) who got points up 75 in post test I of cycle I. In the post test cycle II, the mean was 78.87, it was higher than post-test I. There was 85.71% (42 students) who got points up 75 in post test I of cycle I. In other words, the students' vocabulary mastery was increased.

Based on the explanation above, in this research the writer can concluded that the riddles games was very important and suitable to increase the students' vocabulary mastery.

CONCLUSION

Based on the result of this research, in chapter IV the writer can conclude that the application of riddles games on students' vocabulary mastery at the seventh grade of SMP Negeri 4 Padangsidempuan is 3.3 it is categorized "Very Good",

The students' vocabulary before and after using riddles games at the seventh grade of SMP Negeri 4 Padangsidempuan before is 60.12 categories "Enough" and after is 77.9 categories "Good". So, there is a significant effect of using riddles games on students' vocabulary mastery. It means that t_{test} is higher than t_{table} . In other word, hypothesis is accepted.

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