

Enriching Students' Vocabulary Mastery by Using "Riddle Game"

Dian Farah Cahya Mina^{1*}, Abdul Muin², Tri Ilma Septiana³

Department of English Education, Faculty of Education and Teacher Training.

Universitas Islam Negeri Sultan Maulana Hasanudin Banten, Indonesia

Jl. Jendral Sudirman No. 30 Kota Serang, Banten 42118.

Article History:

Submission Track:

Received: March 08, 2021

Final Revision: June 17, 2021

Available Online: June 22, 2021

Keywords:

Vocabulary, Riddle Game

Corresponding Author:

Dianfarah73@gmail.com

Copyright@2021 (author/s)

Abstract: This study aims to examine the effectiveness of Riddle game in Improving students' Vocabulary Mastery at the Second Grade of MTsN 1 Kota Serang. In this study, The finding of this study show that 1) score of pre-test both of experimental class and control class was 68.83 from experimental class and 68.56 from control class. It mean that the students' vocabulary in MTsN 1 Kota Serang at seventh Grade taken as sample of the research relatively same both of experimental and control class. 2) Some step in implementing riddle games during treatment in experimental class are 1) The teacher asked the students to listen the explanation the procedure of riddle game. But before the teaching learning process run, the teacher had been going explanation about the implementation of Riddle game their mind, in order they would understand about the technique. (2) The teacher giving the topic to the student. It means the teacher was thought them about vocabulary, automatically they had a new words. It made them easily to understand the sentence. (3) The Students' in experimental play as Riddle Game with a flash card, the students make a group, each group consist six students. And then, 3) based on t-test the result showed that t-count > t-table. So, it can be drawn a conclusion that there is significant effect of using riddle games in Improving Students' Vocabulary at Second Grade of MTsN 1 Kota Serang.



This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License

INTRODUCTION

In learning English, EFL students do not merely learn language competencies such as reading, listening, writing, and speaking but also language components such as vocabulary, pronunciation, and grammar. Mastering vocabulary is one of prominent factors which influence students' success in acquiring language. Because without mastering vocabulary, EFL Student will not able to write a sentence, comprehend a text, or make an utterance properly.

Moreover, before writing this proposal, the researcher conducted preliminary research in order to obtain -

valid information about the real situation of teaching and learning process at the seventh grade of MTsN 1 Kota Serang especially on teaching vocabulary. During conducting preliminary research, the researcher interviewed the English teacher and students who selected randomly in order to find out about teacher's strategy in teaching vocabulary and students' problems in mastering vocabulary which suit into syllabus of 2013 curriculum.

As matter of facts, teaching English especially vocabulary is not easy. The teacher reveals that at least there are two main problems in teaching vocabulary at the seventh grade of MTSN 1 Kota Serang. They are: First, some students do

not interest in learning English. So they feel reluctant to memorize new vocabularies. Second, some students have low motivation to learn English. Teacher said that some students taught that they do not need to learn English. Because English is hard subject to learn. On the hand, based on the data from interview with students which selected randomly, the students' problems in learning vocabulary are as follows: First, some students admit that they do not know the objective of learning vocabulary at school. Second, some students state that they are bored in learning English because based on opinion, the English teacher delivers materials in old fashioned. The teacher never used learning media and the atmosphere of learning processes are demotivated and disheartened. Third, some students said that the teacher never give new vocabularies which related to the instructional materials. So, students were forced to find the meaning of certain vocabularies by themselves.

Based on the previous data, the researcher believes that to teach vocabulary it needs improvisation and teacher should find encouraging ways to trigger students' motivation and facilitate students to learn vocabulary. So, the researcher has an assumption that her study which entitled "Enriching Students' Vocabulary Mastery by Using Riddle Game (a Quasi-Experimental Study at the Seventh Grade of MTsN 1 Kota Serang) deserves to investigate comprehensively.

Identification of the Problems

Having conducted preliminary research and find out students' problems in mastering vocabulary, so the researcher can identify the problems as follows:

1. A few Students do not interested in learning English.
2. A few Students have low motivation to learn English.

3. Majority Students admit that they do not know the objective of learning vocabulary at school.
4. Majority Students state that they are bored in learning English because, teacher delivers materials in old fashioned.
5. Majority Students said that the teacher never give new vocabularies which related to the instructional materials.

Statement of the Problems

Based on background of the study, the researcher proposes three research questions as follows;

1. How is students' vocabulary mastery before the treatment?
2. How is the implementation of riddle games in teaching vocabulary?
How is riddle game have significant effect in enriching students' vocabulary mastery?

Objectives of the Study

Based on statement of the problems, so the objectives of the study can be inferred as follow

1. To investigate students' vocabulary mastery before the treatment.
2. To observe the implementation of riddle games in teaching vocabulary.
3. To examine riddle game whether it has significant effect in enriching students' vocabulary mastery.

Research Hypothesis

This study has two research hypothesis namely alternative hypothesis and null hypothesis. The hypothesis of this study can be described as follows:

Ha is : There is a significant effect of using riddle games in enriching students' vocabulary mastery.

$$(H_1 : r_{xy} \neq 0)$$

H_0 is Null : There is no significant effect of using riddle games in enriching students' vocabulary mastery.

Vocabulary mastery

In this study, vocabulary mastery refers to the number of words someone knows. Basically, the term of mastery is not restricted to simply recognize the meaning of certain words. In addition, vocabulary is important for learning language because several reason. First, the ability to understand the target language greatly depends on one's knowledge of vocabulary. Second, vocabulary acquisition is an important aspect to master all language skills; listening, speaking, reading, and writing (Julian Edge, 1993).

Definition of Teaching Vocabulary

Teaching vocabulary is not easy. The teacher needs a good preparation before teaching vocabulary in the classroom. Depending on the teaching goal, a teacher is required to have knowledge about what words to be taught. Beside that Vocabulary is a component in language learning beside pronunciation and grammar. (Nurmala, 2019). Teaching vocabulary is very important for second language learner; only with sufficient vocabulary learners can effectively express their ideas both in oral and written form. Thus, they should have a good idea of how to expand their vocabulary so that they can improve their interest in learning the language.

However, vocabulary teaching has not always been very responsive to such problem, and teacher have not fully recognized the tremendous communicative advantage in developing an extensive vocabulary for a long time, teaching approaches such as the direct method and audiolingual gave greater

priority to the teaching of grammatical structure (Scott Thornbury, 2002).

In this chapter the researcher have looked at how the mental lexicon is structured and the way it develops, in both first and second languages. What then are the implication of these finding for the teaching of vocabulary? (Scott Thornbury, 2002).

- Learners need tasks and strategies to help them organize their mental lexicon by building networks of associations- the more the better.
- Teachers need to accept that the learning of new words involves a period of initial fuzziness.
- Learners need to wean themselves off a reliance on direct translation from their mother tongue.
- Words need to be presented in their typical contexts, so that learner can get a feel for their meaning, their register, their collocations, and their syntactic environments.
- Teaching should direct attention to the sound of new words, particularly the way they are stressed.
- Learner should aim to build a threshold as quickly as possible.
- Learner need to be actively involved in the learning of word.
- Learner needs to make multiple exposures to words and they need to retrieve words from memory repeatedly.
- Learners need to make multiple decisions about words.
- Memory of new words can be reinforced if they are used to express personally relevant meanings.
- Not all the vocabulary that the learners need can be 'taught' learners will need plentiful

exposure to talk and text as well as training for self-directed learning.

The Process of Teaching Vocabulary

explains that the first three steps are used to introduce a new term to students. The last three steps address different types of multiple exposures that students should experience over time to help them shape and sharpen their understanding of the terms. The six steps are as follows:

Step 1: Explain—Provide a student-friendly description, explanation, or example of the new term. Step 2: Restate—Ask students to restate the description, explanation, or example in their own words. Step 3: Show—Ask students to construct a picture, symbol, or graphic representation of the term. Step 4: Discuss—Engage students periodically in structured vocabulary discussions that help them add to their knowledge of the terms in their vocabulary notebooks. Step 5: Refine and reflect—Periodically ask students to return to their notebooks to discuss and refine entries. Step 6: Apply in Learning Games—Involve students periodically in games that allow them to play with terms (Marzano, 2004).

Riddle game

Riddle is excellent tools because it requires students to practice variety of language skills in order to find a solution. it also requires higher level of critical thinking which often needed in language learning. One interesting feature of riddle is that they appeal to all age groups, from the wise and experienced to the young.

According to (Andrew wright, David Bettiridge and Michael Buckby,2019) that riddle game provides an entertaining way for students to

identify vocabulary words, use the definition of a vocabulary word to create a riddle, for example: I have two legs, two spurs, and red comb. I have wings but I cannot fly, sometimes I eat rice and worm. I always wake up early morning and shout cock a doodle doo loudly. Who am I? Rooster.

Riddle Games as Learning Media

Riddles games can help those who play to arouse their self-confident, more creatively and decrease the anxiety from acquiring the language. By using riddles games the students will be able to learn the target language unconsciously and they learnt some new words without any stress on their feeling.

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

METHOD

In this study, the researcher will use quasi-experimental research because this method is relevant for this study and the researcher will use t-test to analyze data. Nunan states that “the characteristic of quasi-experimental has both pretest and posttests as well as experimental and control groups, but no random assignment of subjects.”

Furthermore, fraenkel and Wallen (2007:271) illustrated the design of true-experimental research as follows:

O ₁	X	O ₂
O ₃		O ₄

Where:

O1: Experiment group before giving treatment and use quantum teaching.

O3: Control group did not receive treatment.

X : Treatment in experiment group.

O2: Experiment class after giving treatment and use quantum teaching.

O4 : Control group without treatment and use quantum teaching.

Population and Sample

In quantitative study, population is defined as the generalization region consisting of objects / subjects that have certain qualities and characteristics set by the researchers to be studied and drawn conclusions then. While the sample is part of that population”.

The Population of this research is the seventh grade students of MTsN 1 Kota Serang. Then, because the population is too large and this study will use quasi-experimental, and then, the researcher only use two classes of the seventh grade at MTsN 1 Kota Serang as sample.

Furthermore, the writer used a simple random sampling because every member of population has an equal and independent opportunity of being selected. Many scholars believe that a simple random sampling method is the best way to obtain a sample representative of the population of interest. In addition, to find out the samples the writer used formula of Slovin as follow:

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{70}{1 + 70 \cdot 0.05^2}$$

$$n = \frac{70}{1 + 0.175}$$

$$n = \frac{70}{1.175}$$

$$n = 59.57 = 60 \text{ students}$$

The Technique of Data Analyzing

1. Pretest

Before determining which one will be experimental class and control class, the researcher will provide a test to both of the class. This way is to knowing reading skill between both of the classes and to measure the classes. The researcher will give the same test to the students. The material of the test is anything about reading based on the syllabus and lesson plane. The researcher will ask the students to do the exercise and then the high score will be experimental class and the other will be control class.

2. Treatment

After giving pretest, the researcher give treatment to experimental group. the researcher uses riddle games as media to facilitate students to acquire vocabulary mastery. The researcher used many types of riddle such as riddles with double meaning, riddles that create false concepts, riddles with clues, and riddles in popular culture. The treatment is given for five meetings and the treatment processes will be described quantitatively and qualitatively in chapter IV.

3. Post test

In the end of the meeting, Posttest will be applied in both of the classes. The test that will be faced in both of the class is to know the students' reading skill between experimental and control classes with different treatment. In providing the test, the control class will use traditional dictionary while experimental class will use online dictionary in learning reading. After scoring the test both two classes will be analyzed and calculated.

The Technique of Data Analysis

The analyzed data is acquired from the test, interview, and observation.

The researcher analyzes the data based on the collected score data of pretest and posttest of experimental class and control class. Moreover, the result of post-test in experiment group is given name variable X1 and for control group is given name variable X2. Then, the steps of analyzing data are as follows:

1. Calculating students' writing score both pre-test and post-test by using the following formula:
2. Determining mean of variable X1 with formula as follows:

$$M_1 = \frac{\sum X_1}{N_1}$$

3. Determining mean of variable X2 with formula as follow:

$$M_2 = \frac{\sum X_2}{N_2}$$

4. Counting standard of deviation score variable X1 with formula as follows:

$$X_1 = X_1 - M_1$$

5. Counting standard of deviation score variable X2 with formula as follows:

$$X_2 = X_2 - M_2$$

6. Testing Normality of data by using lilliefors method with formula as follows: $Z = \frac{x - \bar{x}}{SD}$

7. Counting degree of freedom with formula as follows:

$$df = N_1 + N_2 - 2$$

8. Analyzing and comparing the result of post-test from both groups by using t-test formula as follows:

$$t_0 = \frac{M_1 - M_2}{\sqrt{\left\{ \frac{\sum X_1^2 + \sum X_2^2}{N_1 + N_2 - 2} \right\} \left\{ \frac{N_1 + N_2}{N_1 \cdot N_2} \right\}}}$$

RESULT AND DISCUSSION

Having analyzed the data, the researcher interpreted some findings of this study that that the researcher found while conducting this study. In general, teaching vocabulary by using riddle game

can bring positive influences for students to improve their vocabulary mastery. It is caused by Riddle games are one of attractive ways to introduce new English vocabularies to foreign learners. Besides, the riddle games were very applicable and suit to the syllabus of English.

In practice, the teaching of vocabulary in the classroom was led by the English teacher by giving some vocabularies relates to topic in syllabus or textbook such as occupations and the students were asked to mention some kinds of occupation that they have already known, then the teacher wrote on the white board. Moreover, after mentioning some kinds of occupation the teacher and students make a description of occupations job. Sometimes, teacher gave descriptions about a job and the students asked to answered what profession in the descriptions. It can make students to memorize new vocabulary or able to write a sentence, comprehend a text, or make an utterance properly.

Furthermore, regarding to the advantages of Riddles games. Based on the researcher's observation in the classroom. It can help students to remember new vocabularies rapidly, arouse their learning enthusiasm, build self-confident, minimize students' anxiety to acquire new vocabulary as well as trigger English teacher to be more creative to prepare teaching aids. In short, by using riddles games the students will be able to learn the target language unconsciously and they learnt some new words without any stress on their feeling.

While giving treatments, the researcher uses some varieties of riddles games such as: 1. Riddles with Double Meaning, 2. Riddles that Create False Concepts, 3. Riddles with Clues, 4. Riddles in Popular Culture.

Regarding to the details of the implementation of riddle games had

already explained clearly in lesson plan in the appendixes sheet

However, in practice, the researcher admitted that the most effective and appropriate riddle games for students at the seventh grade of MTsN Kota Serang was riddles with clues. In practice, the researcher arranged the clues that have to be answered by students. The clues were arranged to be riddles consist of the meaning of the word that will be learnt as learning materials.

In addition, when giving the treatments, some students revealed that they were more interested in learning vocabulary by riddle not only because they like play the game but also because they felt that they can learn English very fast and fully enthusiastic. Because the process of learning vocabulary was not boring and fun. Second, after giving the treatments, the students got the knowledge about how to increase their vocabulary mastery by using riddle technique. In implementing the riddle as a technique of increasing students' vocabulary, the researcher who also becomes the teacher got some difficulties for example in preparing the material, it was hard for the teacher to arrange the riddle that appropriate to the junior high school age level.

Based on the result of t-test, the writer obtained some data, the mean of experiment group is 87.9 and the mean of control group 74.93. besides, the value of t-test is 9.06 and t-table is 1.67. moreover, the researcher compared t_0 with t_t on degree of significance 5% and the result showed t-test is bigger than t-table, $t_0 > t_t$ or $9.06 > 1.67$. In other words, we can draw the conclusion that there is significant difference between group which use riddle game and group which did not use riddle game in enriching students' vocabulary.

CONCLUSION

After accomplishing the entire steps of the quantitative research method, the writer made the conclusion and suggestion based on the result of this research.

1. Before giving treatment, the researcher conducted preliminary study. The researcher found that the students' problems in mastering vocabulary at the seventh grade of MTsN 1 Kota Serang were as follows: (1) Some students do not interest in learning English. (2) Some students have low motivation to learn English. (3) Some students admit that they do not know the objective of learning vocabulary at school. (4) Some students state that they are bored in learning English because, teacher delivers materials in old fashioned. (5) Some students said that the teacher never given new vocabularies which related to the instructional materials. And researcher got mean score of pre-test both of experimental class and control class was 68.83 from experimental class and 68.56 from control class. It mean that the students' vocabulary in MTsN 1 Kota Serang at seventh Grade taken as sample of the research relatively same both of experimental and control class.
2. the teacher gave the treatment used riddle game to the experimental class. (1) The teacher asked the students to listen the explanation the procedure of riddle game. But before the teaching learning process run, the teacher had been going explanation about the implementation of Riddle game their mind, in order they would understand about the technique. (2) The teacher giving the topic to

the student. It means the teacher was thought them about vocabulary, automatically they had a new words. It made them easily to understand the sentence. (3) The Students' in experimental play as Riddle Game with a flash card, the students make a group, each group consist six students. in the flash card there was a feature a job, and the students' ask to guess what the professions is. the teacher gives the first clue and let the students to guess the riddles. The group who can answer the first clue will get maximum score.

3. The use of 'Riddle game' to enrich students' vocabulary mastery on MTsN 1 Kota Serang it could be seen from that means score from experimental class after giving treatment used Riddle game got higher score $87.9 > 74.93$.

REFERENCES

- Brassel, Danny and Leena Furtado. (2008). *Enhancing English As A Second Language Students' Vocabulary*, Vol. 8, No. 1.
- Brown, James. Theodore S. Rodgers. (2003). *Doing Secondary Research*, New York: Oxford University Press: 211.
- Edge, Julian. (1993). *Essentials of English Language Teaching*. London: Addison Wesley Publishing Company.
- Frankel, Jack R, and Norman E. Wallen. (2007). *How to design and evaluate research in education. 6th edition*, Singapore: McGraw Hill: 271.
- Marzano, R.J. (2004). *Building Background Knowledge for Academic Achievement.*, "Alexandria, VA: Association for Supervision and Curriculum Development", 28.
- Muijs, Daniel. (2004). *Doing Quantitative Research in Education : experimental and quasi-experimental research*, London: Sage Publications, first published, 13.
- Nunan, David. (1992). *Research Methods in Language Learning*. Cambridge: Universuty Press, 41.
- Nurmala. (2019). The Influence of Listening English Pop Songs to Improve Learners' Vocabulary. *Journal of Loquen: English Sudies Journal. Vol. 12, No. 01, 3*.
- Read, John. (2000). *Assessing Vocabulary: Research on Vocabulary Assessment*, New York: Cambridge University Press, 74.
- Thornbury, Scott. (2002). *How to Teach Vocabulary*, Longman: Pearson Education Limited. 13-30.
- Sudijono, Anas. (2012). *Pengantar Statistik Pendidikan*. Jakarta: Raja Grafindo Persada, 324-326.
- Sugiyono. (2014). *Metode Penelitian Pendidikan,*, Bandung: Penerbit Alfabeta, 297.
- Utsman Rachman, Fathor. (2015). *Panduan Statistika Pendidikan*, Jogjakarta: Diva Press, 153.
- Wiwi, Gatot sutapa, Eni Rosnija. (2014). *Teaching vocabulary through 'Riddle*, <http://jurnal.untan.ac.id>.
- Wright, Andrew, D. Betteridge, and Michael buckby. (1984). *Games For Language Learning*. New York: Cambridge University Press, Available: www.teflgames.com/why.html.
- Yaspi, Y. Evita, Welya Roza, and Fitriana Hermaini. (2014). *Building the Students' Vocabulary Through Riddles*, Vol. 3, No. 5.