Improving Students' Vocabulary Using Riddles Game
A Classroom Action Research

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Abstract
This research was aimed to find out how can riddles game improve students' vocabulary. This research was conducted through classroom action research (CAR) design. This research used observation and measurement as the technique of data collection. The tools of data collection were observation checklist, field note, and vocabulary test. Then, the analysis strategy used in this research was qualitative analysis to analyze qualitative data and quantitative analysis to analyze quantitative data. The result of this research displayed that the students' vocabulary mastery improved. Students were more enthusiastic in the learning process. They were more active in following the vocabulary learning process. Then, the mean score and individual score of students also improved. Based on the research findings, it can be concluded that riddles game can improve students' vocabulary. The teacher can apply riddles game in teaching vocabulary.

Keywords : Riddles Game, Vocabulary, CAR

1. INTRODUCTION

The interesting technique which is used in teaching vocabulary will make the students enjoy and avoid them from getting bored in English class. One of the ways which can be used for these problems is riddles game which the researcher gets from several resources. According to Andrew in Yuliana (2011: 3), "Improving vocabulary by using games has some advantages. First, in general students are fond of games. They always play game in their lives. They spend of more free times to play. Second, games offer natural communication context among them. By playing games they sometimes forgot about their shyness. Third, games can motivate students to speak in foreign language they learn. In additional, games are able to use as a review for the previous lesson. It makes teacher's work easier".

In this research the researcher would like to use riddles game for teaching English vocabulary because in riddles game require ingenuity to solving riddles, so it can make students' more training their brain, with it students can be more have motivation to learn vocabulary. The researcher intended to investigate how riddles game can improve students' vocabulary to the fifth-grade students of SD N 17 Pontianak Kota. Therefore, the researcher conducted a classroom action research entitled "Improving Students' Vocabulary by Using Riddles Game to The Fifth Grade Students of SD N 17 Pontianak in the Academic Year of 2016/2017".

2. PURPOSE OF RESEARCH

The researcher formulated the research purpose is "To find out how riddles game can improve students' vocabulary on the V B grade students of SDN 17 Pontianak Kota".

3. LITERATURE REVIEW
3.1 Vocabulary

Vocabulary is one of English language components which has to be mastered by the students. Vocabulary is everything in English and cannot be separated from other English language skills. According to Hiebert and Kamil (2005, p. 3), "Vocabulary is the knowledge of meaning of words". Then according to Takac (2008, p. 4) "vocabulary could be defined as a 'dictionary' or a set of words." Bogards and Laufer (2004, p. 40), stated, "Vocabulary is an essential part of language learning". Furthermore, Diamond and Gutlohn (2006, p. 8) define vocabulary as knowledge of words and word meaning.

Vocabulary has an important role in language teaching. If the students master enough English vocabularies, they would be easy in understanding English. According to Thornbury (2002, p. 13), "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed". Therefore, vocabulary is important in English because without mastering vocabulary, the student

cannot convey their aim when they want to talk about something to others.

3.1.1 Aspect of Vocabulary

There are several aspects of vocabulary which should be know by the students. According to Qian (2005, p. 35), "The dimension of depth of vocabulary knowledge comprises various aspect of lexical characteristics such as phonemic, graphemic, morphemic, syntactic, semnatic, collocational, and phraseological properties. Then Ur (1999, p. 60-62), "The aspect which needed to be taught such as form (pronounciation and spelling), grammar, collation, aspects of meaning (denotation, connotation, appropriateness), aspect of meaning (meaning relationship), and word formation.

3.1.2 Types of Vocabulary

Stephard in Setiawan (2012, p.12) classified vocabulary into two kinds: a receptive vocabulary and productive vocabulary. The receptive vocabulary is also called a passive process because the learner only receives thought from others. In language application, the receptive vocabulary is considered as the basic vocabulary. Meanwhile, the productive vocabulary is defined as the words used when the learner speaks and writes. Furthermore, Haycraft (1978, p.44) divided two kinds of vocabulary, namely receptive and productive vocabulary. Receptive vocabulary is the words that the students recognizes and understands when they occur in context, but which he or she cannot produce correctly himself or herself. Meanwhile, the productive vocabulary is the words which the student understands, can pronounce correctly and uses constructively in speaking and writing.

3.2 Riddles Game

Richard in Rini (2010) states that a riddle is a question deliberately worded in puzzling manner and presented as a problem to be solved. In addition, Frost in Rini (2009) states that a riddle is mysterious questions about a person, thing, and situation that the students should guess based on the descriptions given. Riddles are one of the effective techniques in teaching language, including the teaching of English because the students commonly love puzzle, and one kind of puzzle is a riddle. Additionally,Afrianti (2014, p. 1) state that riddles is one of activities that can make the students enjoy in class when they are learning material.

3.2.1 Procedure of Riddles Game

Riddle is interesting, but the teacher must select it which is appropriate for presenting the material. Dealing with teaching vocabulary, it is proper that the teacher selects the riddle for presenting new vocabulary.
Therefore, the researcher adopted some steps in order to make students more interested with the riddles. The procedures that applied in this research as follows:
1. Dividing the class into 5 groups, each group consists of 6 or 7 students.
2. The teacher gives the clue and let the students to guess the riddles.
3. The group who can answer the clue must write the answer at the worksheet
4. The group who can guess it correctly until last clue gets the

3.2.2 Advantages of Riddles Game

The researcher concluded that the advantages of using riddle in teaching vocabulary are:
1) Students are more interested in learning thE material.
2) Students also feel more challenged, because to solve the riddle need a critical thinking.

3.2.3 Disadvantages of Riddles Game

Riddles game also have some advantanges in teaching and learning process, but the researcher always try to minimize the disadvantages of riddles game. Disadvantages of riddle game are :
1) The class be quite noisy when the teacher implement riddles game.
2) There still some students confused with clue of riddles.

4. RESEARCH METHODOLOGY
4.1 Methodology of Research

In this research, the researcher used Classroom Action Research (CAR) method. Action research conducts to see and investigate the improvement by using riddles game in the class to improve students' vocabulary. In classroom action research, the researcher should be able to increase the teaching and learning process in classroom, and the implication of riddles game expected to improve the students' ability in the vocabulary mastery. The researcher should be able to increase the performance to find out the influence of the action to the students achievement in learning English especially in vocabulary and the researcher can be solve the problems that appears in the class.

4.1.2 Procedure of Classroom Action Research

In conducting the research, the researcher used Kemmis & McTaggart cycling. According to Kemmis & McTaggart as cited in Burns (2010, p.9), "Action research typically involves four broad phases in a cycle of research. The first cycle may become continuing, or iterative, spiral of cycles which recur until the action researcher has achieve a satisfactory outcome and feels it is time to stop". The Kemmis's & McTaggart's cycling have four phases, namely planning, acting, observing and reflecting.
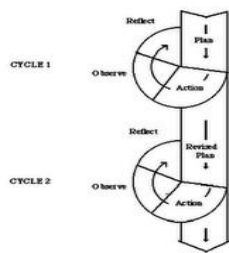

Figure 1
Cycling procces of
Classroom action research
Kemmis & McTaggart in
Burns (2010, p.9)

4.2 Techniques and Tools of Data Collection
4.2.1 Techniques of Data Collection
a) observation

According Koshy (2005, p. 98) state that observation is a natural process, we observe people and incidents all the time and based on the observations, we make judgements. Futhermore *Ary et al.* (2010, p. 431) stated that observation is a basic method for obtaining data in qualitative research and is more than just 'hanging out… Qualitative observations rely on narrative or words to describe the setting, the behaviors, and the interactions. The goal is to understand complex interactions in natural settings.

b) **Measurement**

According to Stevents in Ary *et al.* (2010, p. 101), "measurement is the assignment of numerals to objects or events according to rules". Additionally, Creswell (2012, p. 113) said that measurement means that the researcher records information from individuals in one of two ways:

1) Asking them to answer questions on a questionnaire.
2) Observing and individual and recording scores on a log or checklist.

4.2.2 Tools of Data Collection
a) Observation Checklist

Observation checklist contains lists of aspects or factor being observed. All of the aspects made before the researcher doing teaching and learning process. It was arranged by the researcher systematically.

b) Field Note

Field note is aimed to obtain the information related with learning process in details. According to Lodico, *et al.* (2010, p. 118), "most qualitative researcher write down their observations in the form of field notes, which are written descriptions of what the researcher observes in the field and his or her reactions and feelings". Futhermore, Singh (2006, p. 402) stated, "notes taken by researcher to record unstructured observations they make in the field and their interpretation of those observations".

c) Test

According to Scott & Morison (2005, p. 245), "Various types of standardized and non-standardized tests have been developed and these aim to measure a wide range of individuals' skills, aptitudes, traits and behaviors". Furthermore, Ary *et al.* (2010, p. 201) stated that a test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.

4.3 Techniques of Data Analysis
4.3.1 Qualitative Analysis

According to Denscombe (2007, p. 289),"The qualitative data can be analyzed from the various kinds of data formats, namely interview transcript, texts, field notes, and photographs. The researcher used technique of analyzing the qualitative data from Mile and Huberman in Hopkins (2008: 138) as follow:
a) Data Reduction .
b) Data Display
c) Conclusion Drawing / Verification

4.3.2 Quantitative Analysis
a) Individual score

To calculate the individual score the researcher used this formula. Here is the formula to measure of individual score :

$$X = \frac{A}{N} \text{x } 100$$

Note:

X = an individual score
A= the students' right answer
N = The number of test items
Adapted from Cohen (2007:423)

b) Mean Score

To analysis the mean score the researcher used formula as follow :

$$M = \frac{\sum X}{N}$$

Note :
M = The students' mean score
$\sum X$ = The total score of students
N = The total number of students

Adapted from Singh (2006: 138)

5. FINDINGS AND DISSCUSSION
5.1 Research Findings
Riddles game has been implemented to improve the teaching and learning process on the fifth grade students of SD N 17 Pontianak Kota. It was done in cyclical stages of action research. The conventional technique has been used in teaching vocabulary in the fifth grade students of SD N 17 Pontianak Kota has resulted in a condition, in which the students seemed unenthusiastic, and uninterested in learning vocabulary. There was limited cooperative atmosphere, so positive interdependence among students was less developed. Their achievement in vocabulary were low and most of them did not pass the minimum standard score.

The researcher conducted this research in two cycles are compared to identify the similarities, the difference, and the cured in every cycles. The implementation of riddles game resulted in different learning atmosphere in vocabulary class. The better learning atmosphere gave positive impact in improving the students' achievement in vocabulary mastery.
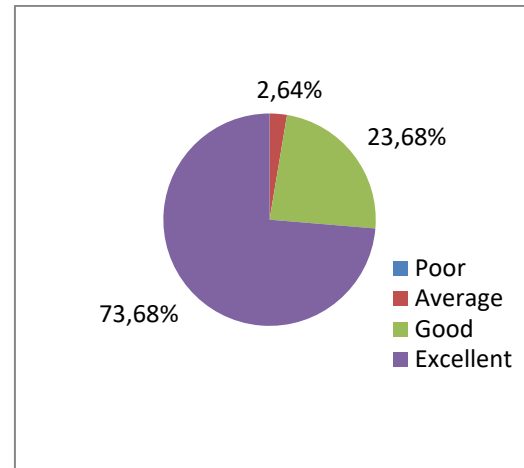
Graph 1
Students' Score Qualification in the First Cycle
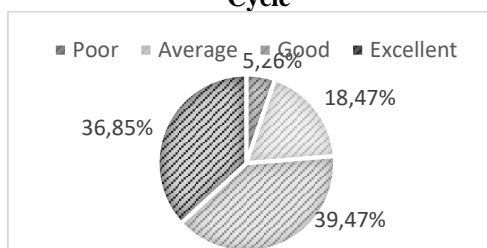
Graph 2
**Students' Score Qualification in the Second Cycle**

5.2 Research Discussions
Based on research conducted by the researcher during two cycles, the result were described by the findings of qualitative and quantitative data. The qualitative data derived from observation checklist and field note and the quantitative data was conducted by giving the vocabulary test. Based on the result of observation checklist and field note which have been analyzed in research findings, the student give the positive response from the first cycle until the last cycle.it means that the students were improved step by step.

Then, the quantitative data that was conducted from the students' vocabulary test also showed that the students had good improvement in their vocabulary mastery. It means that the students score was increased. The improvement of can be seen in students' mean score. The improvement of the students' were increased from first cycle to second cycle as can be seen in graph 3 :

Graph 3
The Students' Mean Score
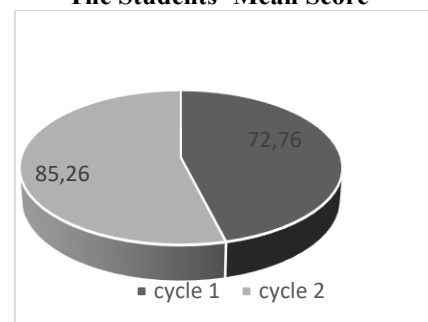
From the graph above, it can be inferred that the students had significant improvement in the mean score from the first cycle to the second cycle. The result of students' mean

score in the first cycle was 72,76 which were categorized as good and the result of students' mean score in the second cycle was 85, 26 were categorized as excellent.

Finally, from the data analysis result, the students' problem in vocabulary mastery could be improved. The students were able to find the meaning of word, knowing the spelling correctly, and how to use word in sentence. It means the learning indicators of this research were achieved. It means that the aspects want to be improved of this research were achieved. It was shown from the student mean score which were improved from cycle to cycle. Furthermore, the teaching learning process could develop the student' activeness and the students' group working. The improvement indicated that the action hypothesis had already accepted.

Through riddles the learners were more engaged in the classroom activities. A research has suggested that better engagement in the classroom can make the learners learn better (Ikhsanudin, Sudarsono, & Salam, 2019). Whereas, engagement can be a part of the foundation of motivation (Riyanti, 2019).

6. CONCLUSION

Based on the result which had been discussed in research findings, the students were more active and enthusiastic in the vocabulary learning process, because teaching vocabulary by using riddles game could directly involve the students in the teaching learning process. At the same time, the students could cooperate well to finish their task and presented their task in front of the class. Next, the learning process and the the vocabulary learning become more fun and interesting. Furthermore, the students became more enthusiastic in following the learning process and showed a good interest in the vocabulary learning process in the classroom.

Therefore, it can be concluded that the application of riddles game in teaching vocabulary gave a significant improvement for the students' vocabulary. In addition, the teaching and learning process in the class become more active. It means that the class climate improved. The students can interact well with their friends and did not shy to ask the teacher if they did not understand about something during the learning process. It indicated a goog interaction between student with student and students with teacher.

In addition, during two cycles which was done in this classroom action research, the students' vocabulary improved from cycle 1 to cycle 2. It was shown from the students' score which had improved. In the second cycle, the students' mean score can be categorized as excellent and the students' individual score technically the improved however there were several students whose the score good and average. In general, it gave the researcher a significant sign that the students' vocabulary was improve.

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