

TEACHING VOCABULARY BY USING RIDDLE GAME

AN ARTICLE

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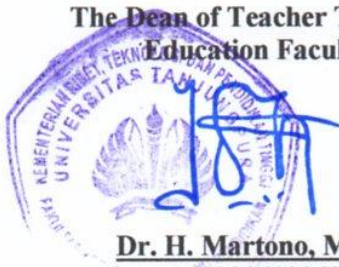
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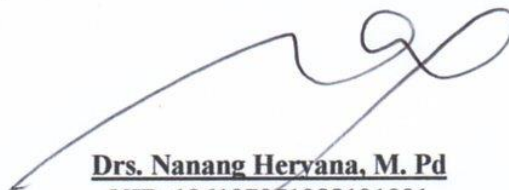
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Abstract

The aims of this research was to find the empirical evidence of riddle game in teaching English vocabulary to the seventh grade students of SMP Negeri 7 Sungai Raya in Academic Year 2018/2019.. This study employed Pre-Experimental with one group pre-test and post-test design. The writer took the sample by using cluster random sampling to determine the participant of reseach consisted of 30 students. The data were collected by measurement technique and the tool of data collection was multiple choice test. Referring to the research findings, it was showed that the technique was effective in increasing the students' vocabulary achievement with t-test calculation resulted which was higher the t-critical and the effect size was 1.97 categorized as strong effect. To conclude, the use of riddle game for teaching vocabulary has a very strong effect in increase students' vocabulary achievement due to the learning process where the students played with each other, interacted and as a result they cooperated in learning new words and could learn from their classmates a lot.

Keywords: *riddle, vocabulary*

INTRODUCTION

One of the challenging aspects in teaching English as a foreign language is to teach vocabulary. It is the basic competence that has correlation to other skills such as listening, speaking, reading and writing. Harmer (2007) pointed out that a major reason for teaching vocabulary in the class is to give students new language input. When the students have basic knowledge about a word, they were not going to take much time to think about the appropriate word that must be used, they just have to use the word appropriately.

Teaching vocabulary is important to support support students in English lesson. Vocabulary is central to English language teaching because without knowing a number of vocabulary students cannot understand others or expresss their own ideas. Teaching vocabulary plays important role in learning foreign language. According to Pikulski and Templeton

(2004,p. 5), "one reason teachers are concerned about teaching vocabulary is to facilitate the comprehension of a text that students will be assigned to read." If students do not know the meaning of many of the words that they will encounter in a text, their comprehension of that selection is likely to be compromised.

Teaching vocabulary is very essential for students to support them in English lesson. The teacher needed to pay attention to some principles of teaching vocabulary. Nation (2015) explained several general principles that mostly used in teaching vocabulary as follows: 1)keep the teaching simple and clear ,don't give complicated explanations, 2)relate the present teaching to past knowledge by showing a pattern or analogies, 3)use both oral and written presentation - write it on the blackboard as well as explaining, 4)give most attention to words that are already partly known, 5)tell

the learners if it is a high frequency word that is worth noting for future attention, 6) don't bring in other unknown or poorly known related words like near synonyms, opposites, or members of the same lexical set. The school where the subject of this research are studying at implement the curriculum 2013. Moreover, English language learning in Junior High School focuses on vocabulary teaching, it can be seen from the syllabus and competence being applied in 2013 curriculum. Thus, in this study the writer gave the limitation of vocabulary teaching is about noun and adjective because those word mostly used in constructing the sentences and also it related to the material that taught in the seventh grade student in the first semester, so it is in line with the syllabus and competence that written in 2013 curriculum.

In teaching vocabulary, there are many techniques which can be used by teacher such as using song, picture, and games. Teaching vocabulary by using games is one of the suitable technique for junior high school because of their age. Bakhsh (2016, p.120) stated that "Games are one of the methods that could be used in order to avoid boredom in the classroom" The students are more involved and enjoy the class more and they are not easily bored. There are so many games that can be used in teaching vocabulary.

The writer decided to apply riddle game because this technique could help students learn vocabulary in a fun and active way. Riddle game is one of many vocabulary games. Buchoff (1993) stated that riddle actually have great potential in the classrooms for developing higher level thinking skills because they are offer an opportunity to experiment with language in unusual ways. Riddle game is a fun way in learning vocabulary especially in learning the meaning and spelling the word. It can help students to memorize the meaning of the words by the clues which are given. The clues are the description of the related word. Through the application of riddle game, the teacher leads students to activate their background knowledge which already stored in their mind which may come from their own experiences. By answering the

question, the students learn how to spell the word in correct order. This game is not only help students master the vocabulary but also motivate the students to learn vocabulary.

Some similar studies was done concerning about teaching vocabulary by using riddle game. For example, Safitri (2014) studied the effectiveness of guessing game towards students' writing skill on descriptive text. She found that implementing guessing game significantly improves students' mastery on writing descriptive text. Another research was conducted by Episiassi (2017) studied about the use of riddles game to teach speaking to the students. As in the result of her research, she found that riddle game could develop the eleventh grade students' speaking skills.

Pierce (2017) elaborated some features of riddle game as follows; 1) riddles use introductory formulas in order to attract attention by placing words at the beginning to attract the students' attention such as challenge the reader; 2) they present guiding elements that awaken the students' imagination until they find the solution. When the clues are presented in confusing way, the students need to associate, memorize, compare and formulate their knowledge in order to find the correct answer; 3) riddles are used to entertain by building puzzles of words until the students reach the meaning of riddle.

Applying riddle game in the classroom required students to know the words meaning and also related information such as the kind of the words and how to spell these words. According to Moshier as cited in Silvana (2015, p.10), there are some advantages using riddle game in English teaching learning process as follows: 1) riddle game is a fun way of learning English because it can motivate students to actively participate in teaching learning process because, 2) riddle provide unique and huge collections words that are meaningful for students, 3) it is a brain training because it can help students to learn and memorize the vocabulary easily. When the students presented with the riddle they have to comprehend the clues with their basic knowledge to solve the mystery. This

activity can help the students to memorize the words.

However, there is no exception that games have no weakness and also riddle game. Sabiqoh (2016) in her study stated that riddle game has its weakness that is riddle requires a lot of time to prepare. Before the teacher implement this game, the teacher needed to prepare the material before coming to the class. However, the strength of riddle game is more than the weakness. Therefore, this game is effective technique to teach vocabulary as well as students enjoyed the lesson.

In the process of teaching vocabulary by using riddle game, the writer apply several procedures in using this technique as follows: 1)Opening ; the teacher began the teaching learning process by greeting and checking students attendance, the students responded to teacher's greetings, 2)Main activities; the teacher started the lesson by dividing the class into 4 groups based on their lines, the teacher explaining the riddle games and how to play it, then the teacher gave the example of riddle game to know how far the students understanding about the riddle game, the teacher began to delivered the riddle game by giving the first clues, the teacher gave the second clue and let the students to discuss the riddle, the teacher

gave the third clue and let the students to answer the riddle, the teacher gave the last clue and let the students to answer the riddle, the teacher showed the picture if the group cannot answer the riddle, then the teacher asked the student to write the answer on the whiteboard, the writer continued delivered the riddle until all the riddle had been answered, 3)closing; the teacher count the score of the group which had been answered the riddle, the team who has the most points at the end of the class period or when all of terms are completed wins, the teacher ended the class by concluding the material.

METHOD

The writer used pre-experimental study with one group pre-test and post-test design. A pre-experimental study aims to know whether or not the treatment can effect to the students. The writer chose experimental study because as Bluman (2009, p.14) stated that experimental study have the advantage that the researcher can decided how to select subjects and how to assign them to specific group. It means that the writer controlled the independent variable. The one group pre-test and post-test design can be represented as follows:

Table1. One group pre-test and post-test design

<i>Pre-test</i>	<i>Treatment</i>	<i>Post-test</i>
O ₁	X	O ₂

The population in this research were all seventh grade students in academic year 2018/2019 with the total number 120 students. In this study, the writer used cluster random sampling technique where the sample was chosen as a group, not as an individual. In conducting this technique, the writer made four rolls of paper that are VIIA, VIIB, VIIC, and VIID. After that, the writer took one of roll the paper randomly to decide the class. The writer got class VIIB of SMPN 7 Sungai Raya which consisted of 30 students as the sample in this research. The tool of data collection was a simple vocabulary test. The test was used in this

study is multiple choice test about miscellaneous animals consisted of 30 items with four alternatives (a,b,c, or d). The indicators of the test were to build students' vocabulary especially in meaning and spelling.

Every test, even though the test is short, should be proven to be valid. Before the test item for tool was used to collect the data, the writer need to Try-out test to the class D which has same characteristic with the sample of this research. The try-out is addressed in order to make a good test for tool.

There were several factors of language assessment that needs to be considered to

build a good test such as validity, reliability, level difficulty, discrimination power. In order to measure the validity of the test, the writer used content validity. In this research, the writer were more concerned to the content validity to make sure whether the test cover what the students have learned or not. Questions were made based on the table of specification made by the writer which contains the material of each unit of the test. The writer made the table of item specification based on 2013 curriculum and one of the language elements that included in syllabus such as vocabulary. Thus, in this study the writer gave the limitation of vocabulary teaching is about noun and adjective, so it is in line with the syllabus and KD that written in 2013 curriculum.

The first vocabulary teaching that being focused in this study is noun. Noun is a word describing who or what in a sentence; it can be a person, place or thing. A noun is usually an essential part of any basic sentences According to Seaton (2007, p.8), “nouns are divided into common noun and proper noun.” Common nouns are the words that refers to people, animal, place or things. Proper nouns are the words that refer to names for particular people, place, or things. Therefore, this research only focused on common nouns because it is word that mostly used in constructing the sentences. Commons noun that mostly used in this research such as: cat, rabbit, dog and other animals that used in this research.

In this study, the writer also taught adjectives. Adjectives are descriptive words used in sentences to modify or describe nouns or pronouns. Adjectives help add

meaning to messages delivered in sentences by helping readers to better visualize or understand specifics about the nouns or pronouns they modify. An adjective tells what kind, how many, how much, or which one(s). In this study, the writer used the adjectives to describe the animals that must be guess by the students. Examples: sharp teeth, large eyes, hairy tufts, leg horn.

The writer needed to know how reliable the test for data collection. Heaton (1988, p.162) stated that “reliability is necessary characteristic of any good test for it to be valid at all, a test must first be reliable as a measuring instrument”. The writer used inter-rater reliability. That is how consistent test scores or other evaluation results are from one measurement to the other.

Referring to the calculation of Master TAP, the writer found that the reliability of the test is 0.539 categorized as low reliability and the mean item discrimination of the test item is 0.264 categorized as mediocre. It means that, the test item needed to be rechecked or reviewed. After the writer review some of the test, then the writer gave the test to the sample of this study.

Furthermore, the result was obtained using t-test and effect size. The writer analyses the difference of pre-test and post-test to determine the significance after the students being treated using riddle game by t-test. After obtaining the t-test, the writer found how significant the difference of pre-test and post-test after being treated by riddle game by using effect size formula. Then, the result of the ES computation was classified in classification of effect size by Cohen, Manion, & Morrison (2007, p.521)

Table 2. Classification of Effect Size

Effect Size	Qualification
0 – 0.1	Weak effect
0.2 – 0.3	Modest effect
0.4 – 0.5	Moderate effect
0.6 – 0.8	Strong effect
> 0.8	Very Strong

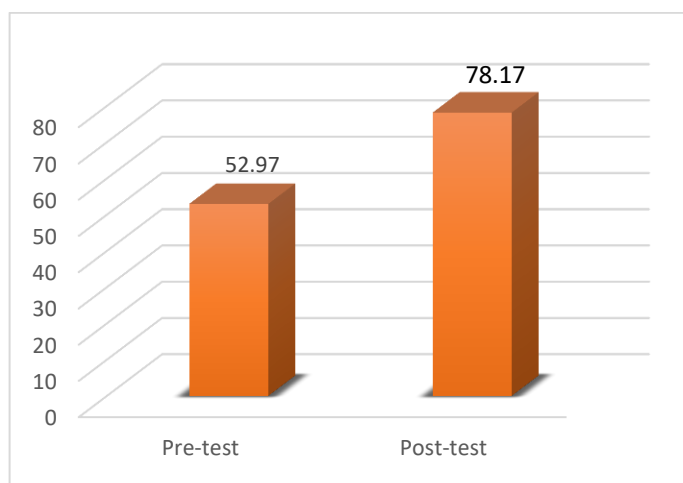
The classification of the effect size above used to measure the magnitude of a treatment effect. Regarding to table classification above, the value of effect size considered to be small, medium and large. A small effect size (≤ 0.20) indicates riddle game is not effective to teach vocabulary. It means that the treatment effect is not significant to the result. A medium effect size ($\geq 0.40 \leq 0.60$) indicates that riddle game is effective. It means that the treatment effect is quite significant to the result. A large effect size (≥ 0.80) indicates that riddle

game is significantly effective. It means that the treatment effect is significant to the result. The calculation of effect size is 2.36. Referring to Cohen (2007, p.521) the criteria It can be concluded that the application of riddle game strongly affected students' vocabulary achievement.

FINDINGS AND DISCUSSION

Findings

There was a significant difference in students' achievement. It is shown by the students' post-test score was higher than the students' pre-test score.



Graphic 1. Students' Mean Score Pre-test and Post-test

Pre-test is the test that is given before the treatment. Pre-test aimed to find out the students' vocabulary achievement before the implementation of riddle game. The students did the pre-test in form of 30 items multiple choice test. In the pre-test, the students' score ranges from the lowest score (24) to the highest score (77). The total of the students' pretest score is 1589. The mean score of pre-test is 52.97. After the pre-test was assigned, the next step was implementing the treatment. The treatment was started by giving the explanation about riddle game. First, the writer gave the example of riddle game, during the teacher gave the example of riddle game, all of the students pay attention to the writer. Some

of them were tried to discuss and guess the riddle. The writer asked the students to answer the riddle and the writer asked them to write the answer on the whiteboard.

During the process of implementation of riddle game, the students were more enthusiastic in teaching learning process. However, not all the groups has the opportunity to answer the riddle because the other groups were faster to solve the riddle. Another reason was the students lacked knowledge of vocabulary. As the teacher, the writer guided them to answer the riddle. When the student seemed confused about the clue that was given by the teacher, the teacher explained the word

“leg, horn, neck” are called as noun, then the writer also explained the clue in Bahasa Indonesia especially the adjectives that were being focused in this research. She also gave them the use of correct spelling of the vocabulary. Because there are some of students who still confused about riddle game, the writer concluded that the students need one more meeting for the treatment.

Same with the first treatment, the material that was used is about animals riddle. Based on the problem found on the first treatment, in the second treatment the writer paid more attention to the group who still confused about riddle game. The students were more active than in first treatment because the students understood more about the riddle game and its rules. The students were able to answer the riddle and write the word in correct spelling, this can be seen from the acquisition of groups that can guess the riddle with the same amount. Because of that reason the writer discontinued the process of implementing the treatment.

Post-test was the last step in conducting this research. Post-test aimed to know there was any improvement of the students' vocabulary mastery after the application of riddle game in teaching vocabulary. The test given to the students was same with the test used in pre-test. The students' score ranges from the lowest score (68) to the highest score (90). The total of the students' post-test score is 2345. The mean score of post-test is 78.17 which showed that, there was a significance score between pre-test and post-test.

The writer analyses the difference of students' mean score between pre-test and post-test to determine the significance after the students being treated using riddle game by t-test. The calculation of t-test indicates 11.59. After obtaining the t-test, the writer calculated how significant difference of pre-test and post-test after being treated by riddle game by using effect size formula. The result of the ES computation is 2.36 was classified according to Cohen et al (200, p.521) as very strong effect.

To know how likely the writer is to be right or wrong in rejecting the null

hypothesis, the writer needed to set the probability level. The writer compared the result of t-test in this research by applying the significance level 0.05 with the degree freedom ($df = N - 1$ ($30 - 1 = 29$)). After that, the writer checked the t distribution table of significance (t-table) the writer found the t-table value is 2.045.

Then, the writer determine $t_{critical}$, where $\alpha = 0.025$, because the writer analyses the data before and after treatment. Since the result the t-table value is 2.045, then the writer compared between t_{ratio} and $t_{critical}$ and the result of statistical analysis shows that t_{ratio} is higher than $t_{critical}$ ($11.59 > 2.045$).

Discussion

Most of the students were actively participated in learning vocabulary English by using riddle game. Most of the students were actively participated in playing riddle game and discuss it with their group. It can be seen when the writer asked them to guess and write the answer on the whiteboard, most of them participating actively. According to Hapsari (2014) riddle game makes the students active in learning process. Riddle game technique can bring positive atmosphere in the classroom. Most of them showed good attention and involvement during teaching and learning process. As the result they were increasing their vocabulary achievement.

In this research, the use of riddle game was highly effective to increase students' vocabulary achievement. Based on the data analysis, there was an increasing of the students' vocabulary after being taught by riddle game. Januseva & Lozanovska (2016) stated that riddles offer great material useful for enrichment of the vocabulary, for correct articulation of speech sounds and words. From the riddle description, the teacher taught how to pronounce the word correctly from the description. The findings also extend similar result of previous research done by Wiwin (2012) conducted a study entitled “Teaching Vocabulary through Riddles”. The aim of her study is to provide information about the effectiveness of teaching vocabulary through riddle. The results of her study found that using riddle game technique contributes a positive

influence to increase students' vocabulary mastery which is measured from their ability in answering riddle question related to the material. Similarly, Afrianti (2015) conducted a study on effect of using riddle game in vocabulary achievement of the eighth grade students. The research aims to investigate experimentally whether or not there is significant effect of using riddles on vocabulary achievement. The result found that riddle is one of activities that can make the students enjoy in the class when they are learning the material. Based on the result of another writer in conducting the research by using riddle game, it was shown that riddle game gave the positive contribution to the students in learning achievement.

Besides, the writer found the limitation of riddle game in teaching vocabulary. It can be explained that; first it took a lot of time to prepare this game; second, the class was noisy because the students were competing with each other to answer the riddle; third, there were some students who were still confused to answer the riddle correctly because of the limitation of their vocabulary.

Moreover, in order to increase students' vocabulary, the writer revealed the use of riddle game is recommended to be used in teaching vocabulary because it engaged students' participation from being passive students into active students. As Rahman (2012) said that riddle game requires higher level of critical thinking which often needed in language learning.

To sum up, the use of riddle game is effective to teach English vocabulary to the seventh grade students of SMPN 7 Sungai Raya in academic year 2018/2019, because this technique can make the teaching and learning activities become lively, enjoyable, fun and interesting for students. The computation of t-ratio was 11.59 and t-critical was 2.045 (see on table distribution), by comparing the data above the writer concluded that t-ratio was higher than t-critical. It indicates that there is an improvement of students' score between pre-test and post-test. Finally, it gave a significant impact on the students' score due to the increasing of their understanding.

CONCLUSION AND SUGGESTION

Conclusion

Referring to the research findings and discussion in this research, there was a significant difference in students' achievement after being taught by riddle game. Riddle game can help the students to increase their vocabulary knowledge.

Riddle game helps them to understand which word is called noun and which word is called adjectives. This study also emphasized on teaching spelling because mostly students choose the wrong answer in spelling part. Through riddle game, the students can learn how to write the word in correct order.

The use of riddle game contributes a positive impact on student's participation during teaching learning process. They were really excited and enjoyed the learning process. Their involvement was also high and they showed great attention during teaching and learning process.

Suggestion

Riddle game is one of the alternative technique to teaching English vocabulary. Regarding on the results of this research, the writer suggests in teaching vocabulary to junior high school students, the teacher should select the appropriate technique in teaching vocabulary. Riddle game is recommended by the writer because it can provide interesting and enjoyable in teaching and learning process.

For another researcher who have any intention to apply this technique to different kinds of material which are appropriate with students' characteristic and curriculum of the school. This technique can be used for another skill, such as speaking.

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