

The Effect of Using Riddles on the Eleventh Grade Students' Vocabulary Achievement at SMKN 1 Jember

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ABSTRACT

This research was intended to know whether or not there was a significant effect of using riddles on the eleventh grade students' vocabulary achievement. The research design was Experimental Research. The area and subjects of this research were chosen purposively by using purposive method. The data were collected from vocabulary post test, interview, and documentation. The result was that the post test were analyzed statistically by using SPSS with independent sample t-test to know whether the mean difference between the experimental group and the control group was significant or not. The value of significant column of Lavene's test was 0.521. It was higher than 0.05. It was indicated that the variance of scores of both population was equal. Beside that, in t-test column, the value of significant (2 tailed) was less than 0.05 that was 0.029. It meant that there was a statistical difference between the experimental group and the control group. In other words, there was a significant effect of using Riddles on students' vocabulary achievement. It meant that the null hypothesis (Ho) formulated: "there is no significant effect of using riddles on the eleventh grade students' vocabulary achievement at SMKN 1 Jember" was rejected, while the alternative hypothesis (Ha): "there is a significant effect of using riddles on the eleventh grade students' vocabulary achievement at SMKN 1 Jember" was accepted.

Keywords: Experimental research, Riddles, Vocabulary achievement.

English has an important role in education based on many references written in English and many books in education using English. Realizing that English is important, the government takes English as a compulsory subject. English is taught as a compulsory subject in the junior high school and senior high school. Furthermore, English consists of four language skills (listening, reading, speaking, and writing) and three language components (vocabulary, structure and pronunciation). Therefore, students need to be taught those four language skills and three language components to be able to master English well.

One of the language components that cannot be separated from learning English is vocabulary. Vocabulary is the key aspect of the four language skills. According to Tarigan (1993:2), the quality of someone's language skills depends on his quality and quantity of vocabulary mastery. It means that students can achieve their language skills if they have good quality and quantity of vocabulary, they will be able to speak and write English without any difficulties, they will not face many problems to express all of their ideas or opinion. Therefore, it is important for the students to understand vocabulary or words to support all aspects of the English language skills.

Hatch and Brown (1995:1) define that vocabulary is a list or set of words for particular language or list or set of

words that individual speakers of a language might use. It means that vocabulary is a number of words that are known and used by an individual or group of people in certain language.

Knowing that vocabulary is important, English teachers should have media that can make the students interested in learning vocabulary. There are many media that can be used in teaching vocabulary, such as riddles, song, real object, picture, game, nursery rhyme, etc. In this study, the researcher only chose one of the media above that was a riddle. By presenting riddles, the students can be more careful in finding the answer of the clues. They should solve the mystery of the answer and they feel challenged to guess the riddles.

Based on the preliminary study done by the researcher by interviewing the eleventh grade English teacher on December 15, 2014, the researcher got many information about English learning in that school. In interview session, the English teacher revealed that the main problem faced in the teaching and learning English was that the students were lack of vocabulary so they often did not understand the material given. To help students' mastery on vocabulary, before discussing the main material the teacher wrote the difficult words in the white board and

discussed the meaning. Moreover, sometimes he gave a list of vocabulary and asked the students to memorize the vocabulary. The teacher also asked the students to look for the meaning in their dictionary. He said that He had never used any media in presenting vocabulary. However, the teacher explained that it did not give much effect to the students. The students easily forgot the vocabulary which had been memorized. Thus, lack of vocabulary became the basic problem in English teaching and learning.

In this study, the researcher only chose one of the media that was a riddles. This media has the effectiveness for this level of the students. According to Malia Sullivan (quoted in Anderson, 2009:2), riddles are a wonderful and fun way for children to understand that words can have more than one meaning. It is because riddles can create the relaxing atmosphere in learning English and this media is effective for the eleventh grade students. Students need relaxing atmosphere because it can increase their interest and motivation during teaching and learning process. By presenting riddles, students can be more careful in finding the answer of the clues. They should solve the mystery of the answer and they felt be challenged to guess the riddles. Based on the background of the research above, experimental research entitled "*The Effect of Using Riddles on the Eleventh Grade Students' Vocabulary Achievement at SMKN 1 Jember*" was conducted.

RESEARCH METHOD

The research design applied in this research was quasi experimental design with nonequivalent-groups post-test-only design. The design was determined because the researcher wanted to investigate whether or not there was a significance effect of using riddles on the eleventh grade students' vocabulary achievement. This research focused on the eleventh grade students' vocabulary achievement at SMKN 1 Jember.

In this quasi experimental research, there were two groups that were tested, the control group and the experimental group. The first group was chosen as the experimental group and the second group was used as the control group. They were XI PM-3 as the experimental group and XI PM-2 as the control group. One group of subjects received the treatment, while the other group acted as a control. The two groups were selected by taking two classes that had the same or at least having closest mean difference. In deciding the experimental and control group, the researcher used lottery. In this research, the experimental group was given a treatment by teaching vocabulary using riddles meanwhile the control group received no treatment. After that, the post test was given to the two groups to know the mean difference of the vocabulary achievement. The result of vocabulary post test from both groups was analyzed to know the significant difference of vocabulary achievement between the experimental and control groups.

Area determination method deals with the place where the research is conducted. The purposive method was

chosen to determine the research area. This research was conducted at SMKN 1 Jember because of the following some reasons. First, the teacher at SMKN 1 Jember had never used riddles in teaching vocabulary. The last the Headmaster give permission to the researcher to conduct the experimental research.

Determining the subject was an important step that must be done by the researcher. McMillan, (1992:69) states that sample is the group of elements, or a single elements, from which data are obtained. Referring to the research design, two groups were taken as the samples, one group as the experimental group and another one as the control group. Cluster random sampling by lottery was used to determine which one the experimental and control groups. To define the subjects of research, the researcher used the score of UAS from the teacher to the whole eleventh grade students. Then, the researcher analyzed the result of the score by using Anova. They were XI PM-3 as the experimental group and XI PM-2 as the control group.

The implementation of riddles as media to teach vocabulary. According to Makofsky (2013), there are four steps used in teaching vocabulary by using riddles to the students in the classroom. Here are some steps of using riddles in teaching vocabulary:

1. Repeating the riddles in the text

In implementing riddles as media of teaching vocabulary, the first step that must be done was repeating the riddles in the text. In this step, the researcher read the text. After that, the students were asked to repeat what the researcher said by reading the text given. During reading the text, the researcher played the words as well as using her body language to express or give clues to be guessed by the students. From this activity, students could be excited and motivated during the teaching learning process. Therefore, this relax atmosphere made the students received the lesson easier.

2. Focusing on the words of the riddles

The second step of using riddles as media of teaching vocabulary was focusing on the words of the riddles. In this step, the researcher asked the students to focus the words of the riddles. The researcher explained noun, verb, adjective and adverb using the words of riddles. From this activity, it was expected that the students could be better in memorizing words.

3. Finding the meaning of some words in the riddles

The third step was finding the meaning of some words in the riddles. In this step, the researcher asked the students to find the meaning of some words in the riddles. The researcher asked the students to find the codes of the underlined words in the riddles given (code 1 refers to noun, 2 refers to verb, 3 refers to adjective, and 4 refers to adverb). It helped the students to understand about noun, verb, adjective, and adverb easily.

4. Discussing the answer together

The last step of using riddles as the media of teaching vocabulary was discussing the answer together. In this step, the students were asked to discuss and check the correct

answers together after finding the codes of the underlined words in the riddles given. Some students were invited to answer orally. If there was a mistake in answering the question, the researcher directly corrected it. Therefore, the students knew the correct answers and did not do the same mistake in the future.

In vocabulary achievement test, the researcher used teacher-made test in the form of multiple-choice with five options. The form of test is an objective test in the form of multiple choices. The reasons of choosing multiple choices is simple, more rapid, and more effective than other forms of written test. The number of the test items is 40 items with the distribution as follows, the use of nouns 10 items, verbs 10 items, adjective 10 items, and adverb 10 items. The time to do the test is 60 minutes.

RESEARCH FINDINGS

In this research, the researcher used the result of the English final examination test for the odd semester of the eleventh grade students at SMKN 1 Jember as the result of the homogeneity test. After the researcher got the data of that previous score, the researcher analyzed the data by using Anova provided in SPSS to know whether the classes of the eleventh grade were homogeny or not.

Based on the calculation, the result of the computation statically by using Anova could be seen that there was no significant mean difference among the classes. The mean scores from all classes were 74. The test of homogeneity of variance also showed that the Sig. Value was 0.619. It meant that there was no significant difference between the three classes. Thus the population was homogeneous. After the researcher knew that all the classes of the eleventh grade at SMKN 1 Jember were homogeneous, the researcher used lottery to choose the classes which belong to experimental class and control class. Finally, two classes chosen were XI PM-3 as the experimental group and XI PM-2 as the control group.

The Results of vocabulary post test. The post test result were analyzed statistically by using SPSS with Independent sample t-test to know whether the mean difference between the experimental group and the control group was significant or not. The total number of the test takers of the experimental group was 36 students and the control group was 36 students. The mean score of the post test of the experimental group was 76.5833 with standard deviation 9.17878. Meanwhile, the mean score of the post test of the control group was 71.9722 with standard deviation 8.04802.

The value of significant column of Lavene's test was 0.521. It was higher than 0.05. It indicated that the variance of scores of both populations was equal. Consequently, the row that had to be read was the first row of t-test column. In t-test column, the value of significant (2 tailed) was less than 0.05 that was 0.029. It meant that there was a statistical difference between the experimental group and the control group. In other words, there was a significant effect of using riddles on students' vocabulary achievement.

In this research, the hypothesis verification based on the analysis of the post-test scores with SPSS, the result of this research showed that there was a significant effect of using riddles on the eleventh grade students' vocabulary achievement at SMKN 1 Jember. It was proven by mean score of the experimental group was higher than the control group. The result of the t-test analysis with significant level of 5% showed that the significant value is 0.029 that is lower than 0.05. It meant that the null hypothesis (H_0) formulated: "there is no significant effect of using riddles on the eleventh grade students' vocabulary achievement at SMKN 1 Jember" was rejected, while the alternative hypothesis (H_a): "there is a significant effect of using riddles on the eleventh grade students' vocabulary achievement at SMKN 1 Jember" was accepted.

DISCUSSION

The result of the data analysis showed that teaching vocabulary using riddles had a significant effect on the eleventh grade students' vocabulary achievement. It was proven that there was significant mean difference between experimental and control groups.

Riddles successfully increased the students' vocabulary achievement. According to Moshier (2011) it is a fun way of learning. It can motivate students in learning vocabulary. Riddles can make the students active in teaching learning process because the students feel challenged to guess the riddles.

The students in the experimental group had great enthusiasm to learn vocabulary. The first step that must be done was repeating the riddles in the text. In this step, the researcher read the text. After that, the students were asked to repeat what the researcher said by reading the text given. During reading the text, the researcher played the words as well as using their body language to express or give clues to be guessed by the students. From this activity, students could be excited and motivated during the teaching learning process. Therefore, this relax atmosphere made the students received the lesson easier.

The second step of using riddles as media of teaching vocabulary was focusing the words of the riddles. In this step, the researcher asked the students to focus the words of the riddles. The researcher explained noun, verb, adjective and adverb using the words of riddles. From this activity, it was expected that the students could be better in memorizing words.

The third step was finding the meaning of some words in the riddles. In this step, the researcher asked the students to find the meaning of some words in the riddles. The researcher asked the students to find the codes of the underlined words in the riddles given (code 1 refers to nouns, 2 refers to verbs, 3 refers to adjectives, and 4 refers to adverbs). It helped students understand about noun, verb, adjective, and adverb easily.

The last step of using riddles as the media of teaching vocabulary was discussing the answer together. In this step, the students were asked to discuss and check the correct

answers together after finding the codes of the underlined words in the riddles given. Some students were invited to answer orally. If there was a mistake in answering the question, the researcher directly corrected it. Therefore, the students knew the correct answers and did not do the same mistake in the future.

All the steps in the riddles successfully motivated and made students active in teaching learning process. When the teacher presented riddles, students carefully found clues that helped them solved the mystery. The students had been challenged to guess the riddles.

Meanwhile the control group did not feel this excitement as what they did only reading the text and memorized the vocabulary. As a result, they felt bored because it was monotonous.

From the analysis above, the result showed that riddles were significantly effective to teach vocabulary. It could be seen that the experimental group who was taught vocabulary by using riddles got better mean score compared to that of the control group without any treatment. It happened because of some process that made the students enjoying the class and learning better in experimental class.

On the other hand, the students still had a problem in understanding the riddles when it had many unfamiliar words. Therefore, some extra helps were needed from the researcher such as giving further explanation about the unfamiliar words.

In conclusion, riddles were good alternative media for teaching vocabulary. It was proven by the result of this research that indicated the use of riddles had positive significant effect on the eleventh grade students' vocabulary achievement.

CONCLUSION AND SUGGESTION

The result of this research had proven that using riddles had significant impact toward students' vocabulary achievement. This media also let the students be active in teaching learning process. This conclusion was based on the mean of the post test in which the experimental group had higher mean (76.5833) than control group (71.9722).

Regarding the results of data analysis, hypothesis verification, and the discussion in the previous chapter, it could be concluded that there was a significant effect of using riddles on the eleventh grade students' vocabulary achievement at SMKN 1 Jember. It meant that the experimental students who were taught by using riddles got better vocabulary achievement test scores than those in the control students.

Since there is a significant effect of using Riddles on the eleventh grade students' vocabulary achievement, riddles can be used as a media in teaching English especially teaching vocabulary. Thus, the researcher proposes some suggestions to the following people:

1. The English Teachers

It is suggested that the English teachers of SMKN 1 Jember use riddles as media in teaching vocabulary to increase the students' vocabulary achievement. In addition, this media is easier for students to understand new vocabularies by using Riddles.

2. The Students

The students are suggested to use Riddles when they learn vocabulary. It helps them to memorize new vocabulary which they learn.

3. The Other Researchers

The other researchers are suggested to use this research result as a reference to conduct a further research dealing with a similar topic by using different language skills or language components with a different research area and research design to improve the students' vocabulary achievement by using Riddles.

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