

# THE EFFECT OF TEACHING USING RIDDLESON VOCABULARY MASTERY OF THE EIGHTH GRADE OF MTs BAITUL HIKMAH IN THE 2017/2018 ACADEMIC YEAR

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## ABSTRACT

This reserach is aimed to find the effect of Teaching Using *Riddles* on students' *Vocabulary Mastery*. It tries to investigate whether students who taught by using *Riddles* technique have significant different vocabulary than students who taught by lecturing method or not. This research is classified as a quasi-experimental research. The subjects of this research were 44 students of eight grade at MTs Baitul Hikmah where 22 students of VIII D and 22 students of VIII E. Class VIII D was chosen as the Experimental Group which was taught by using *Riddles* technique as the treatment while Class VIII E was chosen as the Control Group which was taught by using lecturing method. Both of Experimental and Control Groups were given a vocabulary test in the formed of 30 items of multiple choose and 10 items of fill in the blank to measure their vocabulary mastery. The data collection technique of this research is by giving pre-test and post-test. After the data were tested and found to be homogeneous variance and distribution of the data is normal, the hypothesis was tested using *Independent Sample T-test*. The computation of the data statistics used the computer program SPSS. Based on the result, it can be concluded that there is a significant effect in the students' vocabulary mastery of the students who are taught using Riddles Technique and those who are not at the 0,010 level of significance. It means that the use of Riddles Technique has significant effect on the students' Vocabulary Mastery.

**Key words:** Riddles technique, Vocabulary Mastery

## Introduction

The first language component that should be mastered by the students is vocabulary, because vocabulary is the key of the four language skills. Shoebottom (20-11) states that learning vocabulary is a very important part of learning a language

because vocabulary comprises in four things, and these are writing, reading, listening, and speaking.

In learning vocabulary especially in Junior High School, most students still find difficulties in some aspects such as comprehending the meaning, grouping, and applying in the sentences; and most of the

students still forget the words that teacher give before. Thornbury (2002:26) states that students forget the words; up to 80 percent of material is lost within 24 hours of initial learning. If it happens the teaching and learning process does not run effectively. The teacher should try to introduce English vocabulary by using some techniques or strategies. And the techniques or strategies have to effective in teaching vocabulary such as Riddles strategy.

Riddle can be used as teaching aids in teaching vocabulary in order to make the students give more attention in the teaching learning process. Riddles are word puzzle, they are a fun way to bring games into the English in classroom and still learn language skills. According to Barr (2011) Riddles give enough information to determine the answer using logic and deductive reasoning. Teachers can use Riddles to make students' interest and help them think through the clues to find the answer. In addition, the teacher also can use Riddles in any subject area and any levels. It means that Riddles can be used in teaching English especially teaching vocabulary in junior high school.

Based on the ideas above, it is clear that the use of Riddle can motivate the students in teaching vocabulary will be conducted a research entitled; "The Effect of Teaching Using Riddles on Vocabulary

Mastery of the Eight Grade of MTs Baitul Hikmah in the 2017/2018 academic year".

### **Review of Related Literature**

Vocabulary is a number of words that are known and used by human in a certain language, including English. Vocabulary is the knowledge of words and word meanings. Thornbury (2002:13) said that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It can be concluded, if the learners study about grammar continually, their English will not improve very much. They can say very little with grammar, but they can say anything with words. Students must have acquired the vocabulary well and need to increase their vocabulary mastery to achieve four skills of language. It is clear that vocabulary is a fundamental of language. Therefore, there is no language without vocabulary. So, the students must be master in vocabulary. Norton (1990:276) affirmed that vocabulary mastery is the ability to use words in expressing a particular thought or idea. the research stated that vocabulary mastery is the achievement of students to understanding the meaning, grouping the word into noun, verb, adverb, and adjective; and the students can applying the words into sentence. The words were chosen based on the material taught for the eighth grade students according to

the 2006 Institutional Based Curriculum / KTSP 2006 for SMP.

According to Harmer (2004:37) a noun is a word (or group of words) that is the name of a person, a place, a thing or activity or a quality or idea; noun can be used as the subject or object of verb. This research only focused on common nouns and abstract nouns. Harmer (2004:37) said that verb is a word or group of words which is used in describing an action, experience or state. This research focused on ordinary verbs which covered regular verbs and irregular verbs. Harmer (2004:37) stated that adjective is a word that gives more information about a noun or a pronoun. The type of adjectives used in this research was qualitative adjectives. Harmer (2004:37) stated that an adverb is a word (or group of words) that describes or adds to the meaning of a verb, an adjective, another adverb, or a whole sentence. In this research, adverbs of manner, adverbs of place, and adverbs of time were chosen. These materials were chosen based on the material taught for the eighth grade students according to the 2006 Institutional Based Curriculum / KTSP 2006 for SMP.

Riddle can help the teacher in teaching vocabulary. It can also help the students to understand the words and imagine the description of the object. Hasbullah (1986:2.34) stated Riddle is puzzling question that contain of describ-

ing a word. It is a kind of puzzle that visualizes a description of a person, thing, situation, etc. The application of the Riddles in teaching learning process can be guided into some ways such as (1) Introduce the riddle that will be used. (2) Recognize the vocabulary that will be used. (3) Grouping the vocabulary such as noun, verb, adverb, and adjective. (4) Giving appropriate time for students. (5) Asking the students to make the sentences for the following activity. Riddle is 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 Riddle. Puzzles are a challenge but they are also fun as is the case with language learning.

### **Research Method**

This research deals with quasi experimental research. The design of experimental research which uses in this research is nonrandomized control group, pretest-post-test design. The research uses this design because the research will be conducted in the real class. The research uses two classes in the same level. According to Ary, et al. (2010:316) the procedures of the research are as follow: (1) Taking one class as an experimental class and one class as a control class. (2) Giving pretest for both experimental and control

group then calculating the mean of each group. (3) The experimental groups receive the treatment that is teaching vocabulary by using Riddles, while the control group is not given the treatment. It is taught by using lecturing technique. (4) The post-test is given to both groups. And (5) Comparing the different between posttest of experimental group and control group. This research was conducted at MTs Baitul Hikmah. The population of this research was the eighth grade students of MTs Baitul Hikmah. VIID and VIII E are chosen as sample which VIII D as an experiment group and VIII E as a control group. This research uses objective test in the form of multiple choice and fill in the blank as the data collection. This research uses SPSS (Statistical Package for Social Sciences) to analyze the data obtained.

### **Finding**

The researcher has done the Pre-Test on May 14<sup>th</sup> 2018. The means score of experiment group in pretest is 65,57, the standard deviation is 11,258, the maximum score is 80 and the minimum score is 40. Meanwhile, the mean score of control group in pretest is 68,86, the standard deviation is 10,110, the maximum score is 83 and the minimum score is 40. The researcher has done the Post-Test on June 7<sup>th</sup> 2018. The means score of experiment group in post-test is 75,23, the standard

deviation is 10,348, the maximum score is 90 and the minimum score is 53. Meanwhile, the mean score of control group in post-test is 66,70, the standard deviation is 10,645, the maximum score is 80 and the minimum score is 43.

The statistics used in this calculation are test of normality, test of homogeneity and parametric test. For the normality of post-test is the significance of the Experiment group post-test is 0,159 and the Control group post-test is 0,093. It means that the Post-Test score from both experimental and control group are normal. The homogeneity of variances indicates that the significance value of Post-Test is 0,800. It means that the Post-Test variances are homogenous. And for the independent sample t-test has the significance value is 0,010. It can be concluded that  $H_0$  is rejected, so the Post-Test score from both experimental and control group has a difference means. The researcher has the final conclusion for those result, it can be said that the  $H_0$  is rejected, means that  $H_a$  is accepted. In other word, there is a better influence teaching by using Riddles for eighth grade students' vocabulary after given treatment.

### **Discussion**

The result of those finding confirmed the literature that the researcher took as reference. Riddles can be an

effective teaching and learning strategy if designed and implemented properly relative to the specific teaching and learning context it can be highly recommended to be used in helping students with their vocabulary mastery and also it is an effective medium to provide the students with real audience since it creates good learning atmosphere among students, and between students and teacher. According to Zipke M (2012) Riddles are the perfect medium for learning how to manipulate language for many reasons, including students' familiarity with them and motivation for reading them.

The implementation of teaching by Riddles was done by focused on meaning and classifying of words in learning descriptive text and applying the words into sentence. The total number of the test items was 40 in the form of multiple choices consisting of 30 items and 10 items of fill in the blank.

Based on the teaching vocabulary by using Riddles as the treatment of experimental group, the students were very enthusiastic and motivated in vocabulary activity than the students of control group who were taught vocabulary by using Lecturing. The students of experimental group also could predict the meaning of vocabulary used because the descriptions of the Riddle used familiar words. Zypke

(2008) said that Humor enhances the learning environment, gives children an incentive to read, and promotes critical thinking skills as well as vocabulary and language development. So the students could comprehend all the vocabulary used. In the other word, Riddles was interesting for them, increased their motivation and created relax atmosphere. Riddles can provide an entertaining way for students to identify words. This was a good technique to teach vocabulary to the students. The students of control group who were taught vocabulary by using Lecturing technique only read and listen to the teacher's explanation. So, in teaching vocabulary this technique gives less good effect for the students.

From the discussion above, it could be concluded that Riddle was a helpful technique for teaching vocabulary. It was proved by the result of this research that indicated the use of Riddle had positive significant effect on the eighth grade students' vocabulary mastery of MTs Baitul Hikmah.

## **Conclusion**

Based on the data analysis of the post test result, hypothesis verification and discussion in the previous chapter, it can be known that there is significant different vocabulary between students who taught by riddles and students who are not. So, it

can be concluded that there was a significant effect of using Riddles of the eighth grade students' vocabulary mastery at MTs Baitul Hikmah in 2017/2018 academic year.

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