



THE EFFECT OF RIDDLE ON TEACHING VOCABULARY OF THE SEVENTH YEAR STUDENTS OF MTS NEGERI STABAT

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ABSTRACT

This study was purposued to find out the effect of riddle on teaching the vocabulary of the seventh -year students of MTs Negeri Stabat. The design of the study was experimental research. The population of this study was the seventh year students of MTs Negeri Stabat. There are six classes of the seventh year students consisting of 200 students. Since the population is large, the writer will take 70 students into her sample, namely two classes. To know the difference between the groups, the researchers used a comparative analysis technique between two groups which compared the means by applying the t-test formula. The observed data using t-test was 2.73 for the degree of freedom 68 ($n_1 + n_2 - 2 = 35 + 35 - 2 = 68$). In the row of 68 of the t-table was 1.671 $\alpha = 0.05$. The result showed that the t-observed was lower than the t-table, namely $2.73 < 1.671$. Therefore, Riddles affects the Vocabulary achievement of the seventh- year students of MTs Negeri Stabat.

Keywords: Riddle, teaching vocabulary, experimental research.

I. INTRODUCTION

Teaching English as a foreign language is having problems for Indonesian teachers. Many teachers complained about the result of the teaching. It is found to get worse. This can be proved by the facts that most of the students are unable to write and read even simple English. Giving the skill and knowledge to the students are the teaching and learning process. Theoretically, teaching is conveying science and skill to other people by using a particular strategy. Teaching strategy has an important role in the teaching and learning process besides other components such as the purpose, material, and methods. Roestiyah states: "The teacher must have the strategy to create the study to be effective and efficient, which is based on the objective expected". (Roestiyah, 2008: 2)

For this reason, the strategy is essential to the teacher. She will be unsuccessful in teaching if she does not use one of the teaching strategies. Some of the teachers only focus on one teaching strategy. Sometimes, they only conduct the teaching as their duty without thinking about the effect of their teaching to the students' achievement in learning. Of course, the students will be bored and lazy to study. According to the problem, the teacher has to be able to use a variety of teaching strategies and make rational decisions about when each of the teaching strategies is likely to be most effective. The teacher cannot hope to improve her



teaching if she is not prepared to experiment with the strategies and to learn from her experience.

Vocabulary plays an important role in language. Johnstone asserted the importance of vocabulary. Therefore, in studying English, to master it, it is absolutely needed. A student who is poor in vocabulary and lacks structural skill never speaks well. It is written that “lexical knowledge has been identified as the most important factor on all of the assessment tasks, students who have the highest scores are also adequate knowledge of vocabulary”.(Richard, 2000: 12). To facilitate the students’ succeed in learning vocabulary, teachers try hard to find effective and efficient ways of teaching it through the selection of materials and methods. In the teaching of vocabulary, there are, of course, many methods that can be applied. This research is trying to use the effect of riddle on teaching the vocabulary of the seventh-year students of MTs Negeri Stabat.

Some problems arise from the background of the study. In short, they are listed in as the following:

1. Most of the students could not read and write in English.
2. Students achievement were low.
3. The teacher had an unsuccessful strategy in teaching English.

Of the three identified problems, the writer chooses only one of them as her focus in this study. It is done for the sake of the limitation of the study as the narrowing the problem to be searched. Hence, she will research the teacher unsuccessful strategy in teaching English. Specifically, the problem is in the effect of riddle on vocabulary mastery. The writer formulates the problem of this study as follows: “Does riddleon teaching the vocabulary of the seventh year students of MTs Negeri Stabat?. This study is purposed to find out the effect of riddle on teaching the vocabulary of the seventh-year students of MTs Negeri Stabat. The results of this study are very useful for teachers of English and others concerned with the success of the teaching of English. By knowing the effective methods, teachers are able to evaluate which ones they wish to apply in teaching vocabulary. Riddle plays as parts of the plays are always seen in our everyday life. People play these games to spend their leisure time to be relaxing. Sometimes they are done just for fun. The term “riddle” (as a noun) according to Longman Dictionary of the English language is “defined as a question, problem or contrivance designed for testing ingenuity”.(Longman, 2004: 3).

While according to BBC English Dictionary, “riddle is a question, game or toy which you have to think about carefully in order to answer it correctly or put it together properly”. (BBC English Dictionary, 2002: 4). It is clear that riddle plays are interesting to be done. People are eager to do them and they may take a position of increasing importance nowadays. It can be concluded that riddle plays are done as enjoyable activities in a relaxing manner though they are designed for testing ingenuity. Since there are only a few books discuss riddle plays particularly, the researcher also takes the scorebooks of plays as the literature of riddle plays. Riddle plays can be used to any age, language level and education background of the students. The hundreds of riddle play that can be used in connection with teaching language especially in teaching vocabulary. But some riddle plays are more suitable for certain students and make an instant classroom successful. Therefore, teachers should select only the best and the most suitable riddle plays for her/his students to make her/his teaching successful.\



Crossword riddle play provides many contributions to the teaching-learning process, especially in teaching vocabulary. It contributes the students' comprehension in the new vocabulary taken from the passage they are learning. The aspects of meaning and spelling are mostly emphasized. The students are supposed to be trained through these two aspects while doing crossword riddle play. Just as cross word riddle play, theme riddle play also contributes students' comprehension on the new vocabulary taken from the passage they are learning. It focuses on the ability of the students to master the aspect of meaning and spelling. It is expected that the students are able to apply them to spoken and written English.

Definition riddle play is one of the plays that help the students to elicit family groups of certain words. The students are supposed to be able to collect the words which belong to one family group's words. In doing definition riddle play, the teacher needs to read the definition of the word to the students. O'Rourke says: "The key to making plays acceptable to any group of students is suitability." (O'Rourke, PJ, 2000). He further says, "age, language levels, interest, and educational background all affect what they can hope through the use of language plays. Learning vocabulary effectively is closely bound up with a teacher's understanding, and a learner's perception of, the difficulties of words. The difficulty of a word may result from the relations it can be seen to contract with other words, either in the native or target language, whether it is learned productively or receptively; as well as from its polysemy, the associations it creates, its pronounceability, whether it lends itself to key-word teaching techniques and, in the case of advanced learners, from the nature of the context in which it is encountered. The kinds of interplay between these and other complex factors cannot be adequately explored here.

Lexical meaning is that found in the dictionary when we want to know what a word means. The meaning is given in terms of the relationship of the symbol to our cognitive experience in the real world. For example, the question "What does *porch* mean?" conjures up in the mind of a speaker of English a picture of a structurally attached appendage to a house. The meaning can be further specified by the addition of other lexical items: *screened, enclosed, side, front, upstairs*. Grammatical meaning is derived from a syntactic or grammatical relationship within the language. For example, the lexical item *man* in utterance *the man hit the dog* brings with it, in addition to the lexical meaning 'an adult male human being,' the meaning of 'agent' or 'doer' because of its relationship in that particular utterance to the verb *hit*.

However, in the sentence *the car hit the man* the word *man* while retaining the same lexical meaning as in the sentence above, now has the grammatical meaning of 'receiver' because it bears a different relationship to the verb *hit*. On the other hand, the lexical item *man* in the sentence *the man saw the dog* has the grammatical meaning of 'experiencer' or 'receiver' because of the peculiar properties of the verb *saw* which are different from those of the verb *hit* in the previous example. In addition to lexical and grammatical meaning, there is the very special interpretation that is brought to each word by both speaker and hearer because of each person's own particular, personal experiences and those experiences that are common to the culture of which he or she is a part.



It is not always enough to know how the lexical meaning of a word in order to understand and be understood completely. The lexical meaning of the word *dog* is quite easy to comprehend; 'a four-footed animal, domesticated, often kept as a pet'. But there are special connotations to the individual speaker and hearer which are part of the meaning of that word. Thus, what may connote a lovable, happy, affectionate family friend to one person may be thought of as a mischievous, dirty, dangerous enemy to another. This difference will certainly result in a different total understanding of the simple sentence *someone killed the dog yesterday*. These differing interpretations result from experiential meaning, which is part of the total semantic system. They provide relaxing and introduce the elements of competition into the lessons. Berman quoted that through riddle plays teacher is available to assist if require, making the correction and offering extra clues.(Berman, 1997:31)

II. RESEARCH METHOD

The design of the study was experimental research. Nazir states that an experimental research deals with observation under artificial conditions in which the condition is made by the research.(Nazir, 2009: 32). It means that the researcher manipulates the variables. Since the sample was large, the writer conducted the experiment and control group design. It means that the writer firstly applied a treatment to the experimental group using a riddle, then she applied a treatment to the control group using a conventional method. Arikunto says that population is all the research subject. It is also any set of items, individuals, etc. that share some common and observable characteristics and from which a sample can be taken.(Arikunto, Suharsimi, 2006). The population of this study was the seventh year students of MTs Negeri Stabat. There are six classes of the seventh year students consisting of 200 students. Since the population is large, the writer will take 70 students into her sample.

The writer collected the data on the vocabulary through the Multiple-Choice Test consisting of 25 items. Each item was scored 1 if it was right, and 0 if it was wrong. The maximum score was found by:

$$\frac{25}{25} \times 100 = 100$$

To know the differences between the groups, the researchers used a comparative analysis technique between two groups which compared the means by applying the t-test formula. The t-test formula used to analyze the data was as the following. The technique used in this research was applying the t-test formula as follows:

$$T_o = \frac{M_1 - M_2}{SE_{M_1} - SE_{M_2}}$$

Where:

M_1 = mean of the experimental group

M_2 = mean of the control group

SE_{M_1} = deviation score of the experimental group



SE_{M_2} = deviation score of the control group

The writer applied the test to the sample after the treatment to know the improvement of the treatment. After administering the test, the writer observed the following data which was taken from the test to the experiment group.

III. ANALYSIS AND FINDING

After collecting the data, the author calculates the mean of the experimental group and the control group. The score was explained in the following table.

Table I
The Calculation of Mean and Deviation Standard of Experiment Group

No	Sample Codes	X_1	$X_1 - X_1$	$(X_1 - X_1)^2$
1	001	15	-6.87	47.1969
2	002	10	-11.87	140.8969
3	003	15	-6.87	47.1969
4	004	25	3.13	9.7969
5	005	5	-16.87	284.5969
6	006	15	-6.87	47.1969
7	007	5	-16.87	284.5969
8	008	10	-11.87	140.8969
9	009	5	-16.87	284.5969
10	010	15	-6.87	47.1969
11	011	10	-11.87	140.8969
12	012	15	-6.87	47.1969
13	013	5	-16.87	284.5969
14	014	5	-16.87	284.5969
15	015	5	-16.87	284.5969
16	016	15	-6.87	47.1969
17	017	15	-6.87	47.1969
18	018	5	-16.87	284.5969
19	019	5	-16.87	284.5969
20	020	15	-6.87	47.1969
21	021	10	-11.87	140.8969
22	022	15	-6.87	47.1969
23	023	25	3.13	9.7969
24	024	5	-16.87	284.5969
25	025	30	8.13	66.0969
26	026	15	-6.87	47.1969
27	027	15	-6.87	47.1969
28	028	15	-6.87	47.1969
29	029	5	-16.87	284.5969
30	030	20	-1.87	3.4969
31	031	-15	-36.87	1359.3969
32	032	5	-16.87	284.5969
33	033	35	13.13	172.3969
34	034	5	-16.87	284.5969
35	035	15	-6.87	47.1969
	Total	415	-350.45	6213.2915



Table II
The Calculation of Mean and Deviation Standard of Control Group

No	Sample Codes	X_2	$X_2 - \bar{X}_2$	$(X_2 - \bar{X}_2)^2$
1	036	10	-3	9
2	037	5	-8	64
3	038	10	-3	9
4	039	5	-8	64
5	040	10	-3	9
6	041	15	2	4
7	042	0	-13	169
8	043	10	-3	9
9	044	-5	-18	324
10	045	15	2	4
11	046	0	-13	169
12	047	10	-3	9
13	048	10	-3	9
14	049	5	-8	64
15	050	5	-8	64
16	051	10	-3	9
17	052	0	-13	169
18	053	5	-8	64
19	054	-5	-18	324
20	055	10	-3	9
21	056	5	-8	64
22	057	10	-3	9
23	058	5	-8	64
24	059	10	-3	9
25	060	15	2	4
26	061	0	-13	169
27	062	10	-3	9
28	063	-5	-18	324
29	064	15	2	4
30	065	0	-13	169
31	066	10	-3	9
32	067	10	-3	9
33	068	5	-8	64
34	069	5	-8	64
35	070	10	-3	9
	Total Amount	230	217	2535



Based on the calculation above, the t-test was applied to find the critical value for both groups as the basic of hypothesis testing of the study. It was as the following calculation:

Deviation Standard of Variable X:

$$SD_x = \sqrt{\frac{\sum X^2}{N}}$$

$$SD_x = \sqrt{\frac{6213.29}{35}}$$

$$SD_x = \sqrt{177.52}$$

$$SD_x = 13.32$$

Deviation Standard of Variable Y:

$$SD_y = \sqrt{\frac{\sum X^2}{N}}$$

$$SD_y = \sqrt{\frac{2535}{35}}$$

$$SD_y = \sqrt{72.43}$$

$$SD_y = 8.51$$

From the calculation above, it proved that:

$$SD_x = 13.32$$

$$SD_y = 8.51$$

$$N_1 = 35$$

$$N_2 = 35$$

$$X_1 = 415$$

$$X_2 = 230$$

$$\bar{X}_1 = 11.86$$

$$\bar{X}_2 = 6.57$$

$$(X_1 - \bar{X}_1)^2 = 6213.29$$

$$(X_2 - \bar{X}_2)^2 = 2535.0$$



The next step was using the following formula:

$$SE_{M1} = \frac{SD^1}{\sqrt{N_1 - 1}}$$

$$SE_{M1} = \frac{13.32}{\sqrt{35 - 1}}$$

$$SE_{M1} = \frac{13.32}{\sqrt{34}}$$

$$SE_{M1} = \frac{13.32}{5.83}$$

$$SE_{M1} = 2.29$$

$$SE_{M2} = \frac{SD^2}{\sqrt{N_2 - 1}}$$

$$SE_{M2} = \frac{8.51}{\sqrt{35 - 1}}$$

$$SE_{M2} = \frac{8.51}{5.83}$$

$$SE_{M2} = 1.46$$

The error of Deviation Standard of M_1 and M_2 was:

$$SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2}$$

$$SE_{M1-M2} = \sqrt{2.29 + 1.46}$$

$$SE_{M1-M2} = \sqrt{3.74}$$

$$SE_{M1-M2} = 1.93$$

The result was used to test the hypothesis by applying the t-test as follows:

$$T_o = \frac{M_1 - M_2}{SE_{M1} - SE_{M2}}$$

$$T_o = \frac{11.86 - 6.57}{1.93}$$

$$T_o = \frac{5.29}{1.93}$$

$$T_o = 2.73$$

IV. CONCLUSION

The observed data using t-test was 2.73 for the degree of freedom 68 ($n_1 + n_2 - 2 = 35 + 35 - 2 = 68$). In the row of 68 of the *t-table* was 1.671 $\alpha = 0.05$. The result showed that the t-observed was higher than the t-table, namely $2.73 < 1.671$. Therefore, Riddles affects the Vocabulary achievement of the seventh year students of MTs Negeri Stabat.

Based on the conclusion above, the writer comes to the suggestion of the study as follows:



1. Riddle is an advisable technique in teaching English for junior high students.
2. The choice of teaching method is very important in teaching English since the method plays the classroom activity run well.
3. It is advised to other researchers to conduct further research on the related topic.

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