IMPROVING THE STUDENTS' VOCABULARY MASTERY THROUGH RIDDLE GAME TECHNIQUE AT THE EIGHT GRADE OF JUNIOR HIGH SCHOOL STUDENTS OF SMP SWASTA R.A KARTINI TEBING TINGGI

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Abstract

This research was aimed to improve the students' vocabulary mastery by using riddle games. The subjects of this study were 25 students at eight grade in smp swasta R.A Kartini Tebing Tinggi. This research was conducted by using classroom action research that consist of 2 cycles. The technique of analyzing data for quantitative data was the students' score of test. While for qualitative data, the researcher used observation and interview. The result of this research showed that the mean of the students score was 51,6 in which there were 4 from 25 students (16%) who passed the minimum criteria of mastery learnings (KKM). In the post test I, there were 10 from 25 students (40%) who improved and the score mean was 63,6. Meanwhile, in the post test II, the mean score was 84,8. There were 23 students (92%) passed the minimum criteria of mastery learnings (KKM). It is indicated that riddle game could improve the students' vocabulary. This result is strength by the observation and the interview result that students were more active in the class and enjoy the learning process

Keywords: Vocabulary Mastery, Using Riddle Game

INTRODUCTION

There are four language skills that students learning English must master. One of them is vocabulary. Vocabulary is the words of the person understands or all the words the person is more likely to use to construct a new sentence. Budi said,

in mastering vocabulary, the students achieved 750-800 words.[1] The objective of teaching English for students of junior high school according to ministry of education curriculum is students must be able to master a vocabulary of 500-1500 words.[2] It can be concluded that students must master a lot of vocabulary, because vocabulary is more important than other skills in English. However, In fact, the goals above have not been achieved in the field. Students cannot have vocabulary in the numbers mentioned above.

There are still many students whose vocabulary does not reach the 2013 curriculum standard. This can be proven from the researcher's experience when conducting research at SMP SWASTA R.A KARTINI TEBING TINGGI, many students mispronounce words, they don't understand the meaning of words, and cannot apply or use the word in the right context.The low vocabulary mastery in SMP SWASTA RA KARTINI TEBING TINGGI is caused by several factors, including internal and external factors. Internal factors include interest, motivation, IQ etc., one of which is the lack of application of learning methods that attract students to take part in learning English specifically in vocabulary. While external factors are parents, materials, technical methods and teaching strategies, as well as the use of media in learning.

LITERATURE REVIEW

1. Vocabulary Mastery

a. Mastery

According to Ellis mastery is the use of a subject or instruments, vocabulary is also comprehensive knowledge, mastering words means having word knowledge. Ellis also summarized that what is meant by the word knowledge is meaning, verbal form as well as written forms, grammatical behavior , word derivation, word lists, etc.

While Longman states that the word means 'Mastering' comes from the word 'master', which means to be skilled or proficient in use. Mastery is power over someone or something through good understanding and skills. If students master a lot of vocabulary, students will be able to have conversations, or write simple sentences well. Vocabulary mastery is needed to express their ideas as well as to be able to understand what people are saying.

In addition, According to Butterfield, mastery means knowledge or skills that make someone master it well. Then, philosophical mastery of learning is based on an approach to designing a classroom environment which currently creates controversy in educational research and community development.

From the definition above, it can be conclude mastery is the knowledge or ability that a person has, a subject can be mastered if that person has the knowledge, skills and abilities in the subject itself.

RESEARCH METHODOLOGY

This chapter will discuss the research design, the research setting and subject, the research procedures, the research instruments, technique of collecting data, and technique of data analysis in this research.

A. Research Setting

This research will be conducted on April 2019/2020. The subjects in this research are the students at eighth grade of SMP SWASTA R.A KARTINI Tebing Tinggi. The address of the school is on Tebing Tinggi, North Sumatra. The researcher chose this location because some reasons: (1) this school was not far from the researcher's house, (2) The problem of research is found in this school.

B. Data and Data Source

The data of this research is 30 students consist of 16 females and 13 males. The researcher chose this location because some reasons, they are: (1) There is no researcher that conducts study in this school with same the title before. (2) The English teacher still used the traditional method in teaching English. (3) Students' ability in teaching vocabulary mastery is still low. (4) The school is near from my house.

While the data sources is from teacher and students when teaching learning process activity. (1) Students is as a learner, in this research students is the important object as a source of the data, (2) Teacher is a collaborator, the collaborator assists the researcher in conducting the action research.

C. Research Method

This research used classroom action research (CAR). Hopkins state that classroom action research is a forms of self-reflective investigations carried out by participants in social situation in order to improve the rationality and fairness of: (a) their understanding of this practice, (b) their own social or educational practices While according to Arikunto, CAR consist of three part, the first is research is a problem-solving process that is carried out systematically, empirically and in control. Systematic can be interpreted as a coherent process in accordance with certain rules.[18] Hoping the research process must be carried out gradually starting to be understood the problem until the process of solving it through certain analytical techniques to draw conclusions. Empirical implies that research must meet certain data. The process of drawing conclusions is not based on the investigative audience's imagination, it will be supported and supported by findings and facts.

Second, the action can be interpreted as a particular treatment performed by researchers, namely teachers. Actions aimed at improving teacher performance. Thus, CAR not only wants to know something, but is encouraged by the importance of improving performance to achieve maximum learning outcomes.

Third, the class shows where the learning process takes place. This means that CAR is carried out in a class that does not disappoint for special research purposes, but for the real without engineering.

From the explanation above, CAR can be interpreted as a process of studying learning problems in the classroom through self-reflection in an effort to solve these problems by carrying out various planned actions in conducting research and analyzing each outcome of the research.

This research used classroom action research designed by Kemmis& Taggart model. This model is a development of the basic concept introduced by Lewin, it's just

that the acting and observing components are made together because they are inseparable actions, occurring at the same time. In its planning, Kemmis uses a spiral system of self-reflection that starts with a plan (planning), action (acting), observation (observation), reflection (reflecting), and re-planning which is the basis for a square off problem solving. These steps conducting in two cycles.

The research procedure was carried out in two cycles. Each cycle consists of four steps, namely planning, action, observation, and reflection. Before the cycle is conducted, researchers provide pre-tests for students to identify basic knowledge

1) Planning

This stage is set to do something, which is considered or prepared before it is carried out. Its purpose as a handle that will be used in class to take action. Activities carried out in planning, as follows: They are: a. Preparing the materials. b. Preparing lesson plan and designing the steps in doing the action .c. Preparing list of students' name and scoring. d. Preparing sheets for classroom observation. It will be prepared to know the situation of teaching learning process when the technique will be applied. e. Prepare the media f. Prepare the test.

2) Action

At this step, the researcher takes action based on the lesson plan that has been made. In the implementation the researcher acts as an English teacher in the class. The researchers teach vocabulary by using riddle game techniques.

3) Observation

Observing that is watching, paying attention to the teaching and learning process in class. This observation was carried out by an English teacher as an observer. The aspects that must be considered, such as: student attitudes, student activities, student responses and class situations. In this phase, the researcher must record all activities that occur during the teaching and learning process.

4) Reflecting

After the implementation action and observation are carried out, reflection will be doing. As follows: a. Reflected the evaluation of teaching learning process. b. Reflected and evaluated of what had been done.

Cycle II

After planning, action, observation, and reflection in cycle I, the researcher proceeded to cycle II. The procedure in cycle II is similar to cycle I. This cycle researchers will teach vocabulary with riddle game techniques in depth. Cycle II is carried out if there are students who do not have an increase in vocabulary in cycle I, then in reflection, the researcher check the score of the students' in the post-test, it found the different score between pre-test and post-test I. Now, which one of the score higher in the pre-test and post-test I. If the score in post-test II higher than pre-test and post-test I, it means that the students, vocabulary mastery was improved. But If in this cycle there are still problems, the researcher must continue the next cycle until the problem is solved.

D. Technique of Collecting the Data

In this research, the data collect by using quantitative data and qualitative data. The quantitative data is collected by using a vocabulary test. Qualitative data is collected by using vocabulary test, observation, interview, and documentation.

1. Vocabulary test

To constructed vocabulary test the researcher determined the conceptual definition, the operational definition, specification of vocabulary test, and the collaboration.

RESEARCH FINDINGS AND DISCUSSION

A. The Description of the Data

In this research, the kinds of the data evaluate are qualitative and quantitative. The quantitative data was taken from the mean of the students' score in taking vocabulary

test. While the qualitative data was taken from observation sheet, interview sheet, and documentation. This research was conducted at the eight grade of SMP SWASTA R.A KARTINI Tebing Tinggi with 25 students. This research was conducted two cycle, every cycle consists of four steps: Planning, Action, Observing, Reflecting). The first cycle consists of three meetings, each of which contains a pre-test, material, and post-test I. Two meetings, material, and a post-test II were included in the second cycle. In the first cycle, students took a pre-test, and in the second cycle, they took a post- test. The exam was given to students as a post-test at the end of each cycle's meeting.

1. **Preliminary Study**

In the preliminary study, the researcher provided a vocabulary test to the students to assess their ability to use riddles. The results showed that the students' vocabulary abilities are still low, that they were still confused what vocabulary was, and that the majority of the respondents did not know vocabulary. The minimum passing grade at that school was 75. The number of students who followed the test was 25 students. The result of the pre-test was 1,311 and the mean of student score was 52,44. The quantitative data could be seen by the overall student score of 52,44 and the proportion of the student exam score was 20 % (5 students) who were good (sucessed) or scored up to 75. Then, 80 % (20 students) didn't get score up to 75 (unsucessed). The qualitative dataobtained by observation and interviews can be used to complement the quantitative data. The observation was carried out prior to the researcher using the technique in the learning process. The following data show the outcome of observation: when the researcher examined some students, I saw that the students were difficult in vocabulary and that the students could not write and memorize yet the provided by the researcher. Because the students were unable to write and memorize a large amount of vocabulary. And this interview was conducted prior to the start of the first cycle. The interview also informed that the students' in ability in vocabulary was still low. It can be concluded that the students' vocabulary mastery was bad, so the researcher wants to use a riddle game technique to improve the students' vocabulary mastery.

2. **The Students' Score In Pre- Test Before Treatment**

The data were obtained from the tests given to all of students' at the end of each meeting. Based on the result of each cycle, it can be seen that the students' grades improved from the first to the last meeting. This can be seen in the increased

from the pre-test to post-test cycle II. The students' post-test score must be greater than the result of the final test in cycle I.

Based on the data above, the result showed the improvement of the students' score from the pre-test to the post-test I and post-test II. In the pre-test, the students who got the score of up to 75 was 4 from 25 students (16%). In the post-test I who got the score of up to 75 was 10 students (40%) and the post-test II who got the score of 90 was 15 students (92%).

3. The Qualitative Data

The observation sheet, interview sheet and documentation, were used togather qualitative data. They were completed twice. We've completed four meetings. The research was divided into two cycles, each of which had two meetings.

a. Observation Sheet

The researcher observed and investigated the students, and the problems of the students during teaching and learning process. Observations sheet was used to see all of conditions and activities during the lesson. The next observation sheet got good results. Using the Riddle game helps students to focus more on the teacher's instructions and listen to all the explanations given. Students are able to memorize vocabulary and remember them. Then the observer continued on cycle II.

In cycle II students' abilities increased, students listened to all teacher instructions and explanations given, then students also gave feedback such as questions and answers to the teacher, even though some students did not do that, but the Riddle game was considered successful.

b. Interview Sheet

Before conducting the first cycle, the study conducted interviews with teachers and students. The researcher saw from the results of the interviews obtained, that the students' vocabulary skills were still very low and not good. I interviewed the students. It can be proven from the following data: "Kurang suka, karena saya kurang tau bagaimana caranya menulis dalam bahasa inggris dan apa yang di tulis beda yang di ucapkan". From the data above, it showed that he could

difficult to write and talk yet. Therefore, he was not motivated in learning English especially in write in memorize vocabulary, "Tidak semangat, karena dalam bahasa inggris sulit di ucapkan dan di hafal". From the second students' information above, she said that she got difficult in vocabulary English, it made her not motivated in learning English, especially vocabulary, "Tidak, karena saya tidak pandai mengucapkan nya, jadi tidak semangat dan tidak menyukai bahasa inggris."

From the answer of the third student, it was almost the same with the previous students, they don't know how to memorize vocabulary quickly and easily.

To support the data above, the researcher has done interview the English Teacher. It could be seen from the following data: "Sebenarnya banyak siswa yang ketika pelajaran bahasa inggris tak serius dan banyak yang takut. Dan di kelas juga jarang ada di ajarkan tetang vocabulary yang khusus , jadi siswa banyak tak tahu apa itu vocabulary, apa lagi mengunakan media yang khusus seperti itu". Therefore, after seeing the results of the interviews conducted by the researcher, the researcher wants to help the teacher by conducting the research to improve the student vocabulary mastery by using Riddle game.

Then after implementing the game, the students' vocabulary skills increased, the teacher saw that some students who were less motivated, less interested in English lessons became better after playing this game. This is the first time this puzzle game is applied to them. With this game they become fun to memorize and write vocabulary, they also have a lot of vocabulary. The interview is over and the teacher also likes this game. It was taken from the result of the interview with the English teacher, the teacher said, "Yes, student activity has greatly increased in this second cycle and there is a significant increase, it can be seen how the students work on the questions with their respective abilities. Their motivation, participation and enthusiasm also increase in learning vocabulary, and they also become more active when studying in groups using this method, because this method also makes it easier for students to learn. The researcher motivated the students, it made the students' score improved. Most of students' score improved from the first test to the third test. It made the researcher felt to stop until this cycle (cycle II) because the students' score in the second cycle had improved than in the first cycle improved using the riddle game.

c. Documentation

Take a photo is a source of documentation or observation responses for researchers to capture every moment. It is taken when students do vocabulary test and during the teaching and learning process at the classroom. From these photos, students responses will be found that students more energetic and enthusiastic in the learning process.

4. The Activity of the First Cycle

The researcher have done some steps in the first cycle. They were planning, action, observation and reflecting. In the first cycle consist of two meetings. The first meeting was to conduct a pre test to the students. The following activities have been completed in steps:

a. Planning

In this step, the researcher had prepared all of the materials about in the learning process, such as: (1) preparing observation, (2) interview guide, (3) conducting the test, (4) preparing the material that was used riddle game and (5) preparing the camera to take the photograph.

There were some points that had been done by the researcher, all the points are put in the lesson plan, they were: competency standard, basic competences, indicator, the objectives of learning, prepare the text in subject matter, learning method, steps of learning activities, learning sources, assessment.

b. Action

In this step, there were some activities which were done by the researcher, including: pre activity, main activity, and closing. In introduction, there were some activities that had done by the researcher, they were: (1) The researcher did appreciation by greeting the students, instructing to praying before start the learning process, checking the students' attendance list, and checking the cleanness of the classroom. (2) The researcher explained the objectives of learning.

All plan that had arranged were conducted in teaching learning process in vocabulary mastery by using riddle game and the students played riddle game with the steps: (1) Teacher divides students into 2 groups. Question groups and answer groups. (2) The question group is given a keywords. (3) The group answer is

welcome to answer the proposed riddle. One of the students must guess successfully given by the answer group. (5) The teacher around the class and during the game, the teacher must correct the vocabulary they are saying, so that the speaking is also good. By using riddle game, students can memorize vocabulary more easily.

Before teacher gave them a test in cycle I, teacher and students' concluded the material together. And the last activity of the action was closing part. In closing there were some activities that had done by the researcher, they were: (1) The researcher gave the conclusion about the lesson, (2) The researcher closed the meeting by saying the greetings.

c. Observation

Observations were made to see how the students behaved in the classroom and what problems existed during in teaching and learning process in pre-main activities and closing activities in vocabulary learning. At the first meeting, observers observed how many students were interested in learning through riddle game technique. However, there are several problems, like a divided students into 4 groups containing noisy classes so that students cannot focus on the teacher, therefore they are still confused about the application of riddle game techniques.

d. Reflection

At this point, researchers evaluated the teaching and learning process. The students were asked about their difficulties in learning vocabulary. According to the results, the researcher continued the second cycle because the total score of students 1590 in the post test I with a mean of 63.6, and this test was followed by 25 students and 10 students who got an up score of 75. But based on the previous test, the score students increase, and it can be stated that the Post-Test I was successful.

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the study, it can be concluded that :

B. Suggestion

Based on the result of this research, the following suggestions that researcher addressed for :

1. The students

   Students should always be active in teaching learning process. When the teacher explains the material, students should pay attention to the explanation. The students should study hard and feel motivated to develop their writing skill. They should practice writing either inside or outside of the class without hesitating and being afraid of making mistakes.

2. The English teacher.

   The beyond centers and circle time method could increase students' Riddle game of vocabulary. It is recommended that English teacher implement such strategy in the For The Future Researcher.

3. They have been known from the result of the study that using Riddle game could improve the students' vocabulary mastery. The researcher would like to suggest upcoming researcher, the result of the study can be used as additional reference for further research with the different sample and occasion.

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