The Effect of Rıddles Game Toward Student's Vocabulary Mastery At The Eighth Grade of SMPN 1 Cihara Lebak Banten Academic Year 2023/2024

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ABSTRACT

This research aims to investigate a significant Effect of Riddle Game Toward Student's Vocabulary Mastery at the Eighth Grade of SMPN 1 Cihara Lebak Banten in Academic Year 2023/2024. The research used the quantitative approach and quasi-experimental design. This research used two classes, they are control class and experimental class. The technique in choosing the sample is cluster random sampling, the researcher used VIII A (34 students) as experimental class and VIII B (33 students) as control class. The experimental group was taught by Riddle Game, while the control group was taught by Crassword Puzzle Game. In the technique Collecting of the data, the researcher gives pre-test and post-test. The score pre-test of control group are 2274, the score pre-test of experimental class are 2324. Then, the score post-test of control group are 2552, the score post-test of experimental group are 2842. In analyzing the data, the researcher used SPSS 25 statistical computation and used the result of the post-test both control class and experimental class to analyze the hypotheses test. The finding showed that the result of Significant two-tailed = 0.000 Therefore, the researcher concluded that the usage of Riddle Game has a significant impact on students vocabulary mastery in SMPN 1 Cihara Lebak Banten.

INTRODUCTION

English vocabulary is the beginning of learning English, there is a lot of English vocabulary to understand. Thus mastering the language is important, but some students feel that reading vocabulary is difficult, thus educators should be creative in providing vocabulary memorization to students. Learning vocabulary is the most important part of a language, because vocabulary is the main capital for students to start learning. By understand a lot of vocabulary students would not

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experience difficulties in learning because students will understand what students hear, read and write. Vocabulary mastery is one component of mastering a foreign language, the more vocabulary is mastered by students, the better the appearance of the language. However, vocabulary is very important in learning English, because vocabulary is the main step and it is considered basic in learning English, it is undeniable that it would be difficult to master a language without mastering vocabulary comprehension.

According to Hamer & Rohimajaya (2018:169) vocabulary is a core component of language proficiency and provides many foundations for how well learning to speak, listen, read and write. Vocabulary is the most important part for language skills, if students already have a lot of vocabulary students will not experience difficulties in learning because students can understand what is heard, written and read.

Then, according to Juhendi (2011) in Apriandari (2019:7). Vocabulary is an important aspect of language, because it appears in every language skill which includes listening, speaking, reading and writing skills. Vocabulary is the most important thing to learn because vocabulary is the beginning of all language learning, if students have sufficient vocabulary it will make it easier for them to start learning foreign languages, because all language skills really need vocabulary.

Then according to Novari at all (2021:30) Vocabulary is an important component that must be mastered by people to master English. With vocabulary, people can say or write something even in limited words. Meanwhile, without vocabulary, people cannot say or write whatever we want to convey. Without vocabulary, it will also be difficult for people to master basic skills in English such as listening, speaking, reading and writing. Vocabulary is very important in English language skills, because with vocabulary students will be more confident with their skills in speaking English. By having vocabulary students can write, speak and read.

According to Nasution P. S (2019:2). The vocabulary is one of important aspects in learning a foreign language. It is the basic competence for students in order to get the other competences like listening, speaking, reading and writing. The vocabulary cannot be separated from other elements of English in teaching learning process especially in junior high school, because vocabulary influences the ability of students in studying English language. Students can communicate and express their ideas, emotions, and feelings well by an adequate number of words that they have stored in mind.

Then, according to Ashari A. at all (2019:2) Vocabulary is an essential need for students as their first step to go to on studying English. To development students' language skill in listening, speaking, reading, and writing, the leamers must master vocabulary. The mastery vocabulary cannot sometimes be reached optimally. Without learning the basic vocabulary, no one successful in that language. In other words, if the students want to have good English, students have to improve their vocabulary the words that support communication and language learning. By learning vocabulary, the students can communicate in English and use the language well.

Furthermore, Takac (2008) in sinaga at all (2022:6) Vocabulary can be interpreted as a dictionary or group of words. Vocabulary plays an important role in learning a foreign language, because with sufficient vocabulary students can easily understand what is heard, read and written, and also makes it easier to interact with other people.

METHOD

This researcher would used quantitative approach. Creswell (2009:47) also recommends that researcher who applied this type of quantitative research should use non-demographic variables such as attitudes, behavior, and so on as research variables, unless student deliberately want to examine the impact of certain demographic variables such as gender, age, and so on as predictors or independent variables, in psychological research and other social research demographic

variables are commonly used as intervention variables, mediator variables, or moderator variables, not as the main independent variables.

In addition, it is also suggested that the same choice of words and formulation patterns be use between research questions and hypotheses to make it easier for readers to grasp the relationship or consistency between research questions and hypotheses as well as identify the main variables studied.

The population of this study was class VIII students at SMPN 1 Cihara, divided into three classes totaling 100 students. Meanwhile the sample was 67 students. The sample collection technique used was purposive sampling. Therefore, the first class is class VIII A as an experimental class which uses the Riddles game, while the second class is class VIII B as a control which uses the CrassWord Puzzle Game.

Table 1 Research Design

Group	Pre – test	Treatment	Post – test
Experimental	O1	X1	O2
Control	O1	X2	O2

The Description :
O1   : Pre – Test
X1   : Treatment of experimental group (Using Riddles Game)
O2   : Post – Test
X2   : Treatment of Control Group (Using CrassWord Puzzle Game)

The instrument used in this study was Multiple Choice, Fill im the Blank and Matching of Vocabulary. The blue print instrument is as follows :

Table 2 Blue Print Instrument

No	Indicator	Dimension	Number of question	Total of question	From of the test
	Students are able to know some english	Verbs	1,2,3,4,5,6,7, 8,9,10,	10	Multiple choice
	language vocabulary correctly using	Verbs	11,12,13,14, 15,	5	Fill in the Blank
	Riddles game	Noun	16,17,18,19, 20,21,22,23, 24,25.	10	Matching Vocabulary
			Total question	25	

Table 3 Assessment Vocabulary

	Poor 1 pts	Fair 2 pts	Good 3 pts	Excellent 4 pts
Match Words to Definitions	Poor Students is able to match only a few words to their definitions	Fair Students is able to match some of the words to their definitions	Good Students is able to match most of the words to their definitions	Excellent Students is able to match all of the words to their definitions

	Poor	Fair	Good	Excellent
Complete Sentences	Students is able to complete only a few sentences with the correct vocabulary words	Students is able to complete some of the sentences with the correct vocabulary words	Students is able to complete most of the sentences with the correct vocabulary words	Students is able to complete all of the sentences with the correct vocabulary words
Write Definitions	Students is able to write only a few definitions	Students is able to write some of the definitions	Students is able to write most of the definitions	Students is able to write all of the definitions
Write Original Sentences	Students is able to write a sentences for only a few words	Students is able to write a sentences for some of the words	Students is able to write a sentences for most of the words	Students is able to write a sentences for all of the words
Mechanics	Students often misspells,does not capitalize,does not use correct punctuations	Students sometimes misspells, does not capitalize, does not use punctuations	Students seldom misspells, does not capitalize, does not use correct punctuations	Students never misspells, does not capitalize, does not use correct punctuations

The technique of collecting the data in this study was pre-test, treatment and post-test. The analysis data used was normality, homogeneity and hypothesis. The study was carried out for nine months. It's started from January until September.

RESULT AND DISCUSSION

In this researcher like to present a description of the data obtained. As explained by the researcher in the previous chapter, the population in this study was class VIII students at SMPN 1 Cihara Lebak Banten, totaling 100 people. The sample was 34 students in class VIII A as the experimental class and 33 students in VIII B as the control class. In this research. researchers carried out quantitative data analysis. Data was obtained by giving tests to the experimental class and control class. Tests are divided into two types, namely pre-test and post-test.

Researcher identified several results to determine the effect of using the Riddles game on students' vocabulary skills. Researcher obtained students' pre-test scores before being given treatment, while students' post-test scores were obtained after being given treatment. The researcher describes the data in the control class and experimental class in the following table. The following is descriptive data based on SPSS 25 calculations.

Table 4 Descriptive Statistics

Descriptive Statistics					
	N	Min	Max	Mean	Std. Deviation
Pre-Test Control	33	60	100	74,85	10,921
Post Test Control	33	60	100	75,82	10,421
Pre-Test Experiment	34	60	100	74,76	11,032
Post Test Experiment	34	60	100	76,06	10,168
Valid N (listwise)	33				

From table above, the minimum score obtained by the experimental class in the pre-test is 60 and the maximum for the pre-test experimental class 100. While the experimental class post-test requires a minimum score of 60 and a maximum score of 100, the control class pre-test requires a minimum score of 60 and a maximum score of 100. While the control class's post-test minimum and maximum score are 60 and 100.

To analysis normality test, the researcher used SPSS 25, if the significance value of p>0.05 data is a normal but if the significance value of p-05 data is not normal. The result of normality tests the effect of riddles game toward students' vocabulary mastery is normally distributed. The table of test normality the table a follow.

Table 5 Tests of Normality

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test Control	0,143	33	0,086	0,936	33	0,052
Post Test Control	0,129	33	0,175	0,942	33	0,075
Pre-Test Experiment	0,135	33	0,136	0,933	33	0,042
Post Test Experiment	0,118	33	.200*	0,952	33	0,153
*. This is a lower bound of the true significance.						

Based on the output normality test table 5 showed of the normality test obtained p-value (0,86, 0.175, 0.136, 0,200) are higher than a 0.05, it means that HO is accepted.

To analysis homogeneity test, the researcher uses SPSS 25 with the result data the following table.

Table 6 The Result of Homogeneity of Pre-Test Experiment & Control

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Pre-Test Experiment & Control	Based on Mean	0,034	1	65	0,854
	Based on Median	0,041	1	65	0,839
	Based on Median and with adjusted df	0,041	1	64,908	0,839
	Based on trimmed mean	0,031	1	65	0,862

Table 7 The Result of Homogeneity of Post-Test Experimental & Control.

Test of Homogeneity of Variances		Levene Statistic	df1	df2	Sig.
Post Test Experiment & Control	Based on Mean	0,026	1	65	0,873
	Based on Median	0,025	1	65	0,875
	Based on Median and with adjusted df	0,025	1	64,985	0,875
	Based on trimmed mean	0,028	1	65	0,867

From the data above, it can be inferred that whether it is a pre-test experiment and control group or a post-test experiment and control group, this is the case because the values are 0.862 and 0.867respectively, which are higher that alpha 0.05.

The hypothesis test used in this research is a statistical test (t-test) paired samples test which aims to test paired samples (pre-test and post-test in control class and experimental class pairs) using the SPSS program 22 for windows with test, a test result (t-test) could be seen on the following table.

Table 8 Paired Samples Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test Control – Post-Test Control	-2,303	2,404	0,419	-0,156	-1,451	-5,503	32	0,000
Pair 2	Pre-Test Experiment – Post-Test Experiment	-2,235	2,731	0,468	-3,188	-1,282	-4,773	3	0,000

Based on the date above, so it could be concluded that: Is there any significant the Effect of riddle game toward students' vocabulary mastery at the eighth grade of SMPN 1 Cihara Lebak Banten?

The statistical hypothesis as follow:

Ha: There is a significance Effect of riddle game toward students' vocabulary mastery at the eighth grade of SMPN 1 Cihara Lebak Banten.

Ho: There is no significance Effect of riddle game toward students' vocabulary mastery at the eighth grade of SMPN 1 Cihara Lebak Banten.

The estimations are:

If p-value > =0.05 (Ho is accepted and Ha is rejected)

If p-value < =0.05 (Ha is accepted and Ho is rejected)

Based on the output SPSS 25 on table 4.5. Conclusion the significance value (p-value) = 0.00 at pair. Ha is accepted and Ho is a rejected so that there is an influence Riddle Game on vocabulary mastery.

Based on data analysis findings. If Riddle Games have a significant impact on students' vocabulary mastery, that is the research question. The results show the great contribution of riddle

games to students' vocabulary development. Based on calculations, students who are taught using riddle games have better performance than students who are taught using crossword puzzle game.

Several experts explained that vocabulary is a list of words that have meaning and is one of the language components that is considered important for language skills. Consequently, vocabulary can be defined as any word that has meaning. According to Novari at all (2021:30) Vocabulary is an important component that must be mastered by people to master English. With vocabulary, people can say or write something even in limited words. Meanwhile, without vocabulary, people cannot say or write whatever we want to convey. Without vocabulary, it will also be difficult for people to master basic skills in English such as listening, speaking, reading and writing. Therefore it is very important for students to master it before studying other components.

Apart from that, the number of students between the two subjects (VII A and VII B) is 64 people. Class VII A and Class VII B each have 34 students, and all 33 students receive attention. In the process of teaching VII A, the experimental class received a riddle game while the control class received the crossword puzzle game.

CONCLUSION

Based on the evidence gathered and the hypothesis put forward in the preceding chapter, the researcher would want to draw the following conclusions. According to test results, the total pre-test experimental class score is 2324 and the pre-test control class score is 2274 of the students' vocabulary proficiency in SMPN 1 Cihara Lebak Banten. The experimental class scored 2842 on the post-test, while the control class scored 2552 indicating that the experimental class had better vocabulary mastery than the control class. The researcher treated the classes by using the Riddle Game in the experimental class and the Crassword Puzzle Game in the control class.

The usage of a Riddle Game in SMPN 1 Cihara Lebak Banten. Vocabulary mastery It has been demonstrated that the mean score from the experimental class received a higher score than the control. (2842 2552). The researcher results from using the SPSS 25 t-test yielded a significance level of 0.00 0.05, meaning that Ho is rejected and Ha is accepted, indicating that the Riddle Game had an effect on students' vocabulary mastery.

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