THE USING OF RIDDLE TECHNIQUE TO INCREASE STUDENTS' VOCABULARY MASTERY IN DESCRIBING PEOPLE AT SMA SWASTA KARTIKA 1-4 PEMATANGSIANTAR

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Abstract
The objective of the research is to analyze the effect of the using Riddle Technique to increase the students' vocabulary mastery. This research is conducted in SMA Swasta Kartika 1-4 Pematangsiantar. The population of this research is class X at SMA Swasta Kartika Pematangsiantar. In which total class X are 6 classes as many as totally is 228 students. In this research, the researcher uses random sampling. the sample of this research is students of X IS-1at SMA Swasta Kartika 1-4 Pematangsiantar, as many as 38 students and this research was just conducted one class with two cycle. This research method use a quantitative method and was designed in a Classroom Action Research. The focus of this research is intended to answer the problem about teaching vocabulary by using riddle technique to the tenth IS-1 grade students of SMA Swasta Kartika Pematangsiantar is effective or not. In this part, the data is calculated to show the total of score of pre-test and post-test, to show the avarage score of pre-test and post-test, to show the standart deviation and to show the significant difference.From the data analysis above the total score of pre-test is 1911 and the total score of post-test I is 3169. The avarage of post-test I is 83,39. Then the researcher do the post-test II and the total score is 3437. The avarage of the post-test II is 90,45. The value of mean score different is 7,06. The value of t-test is 9,29, the standart deviation is 8 and the significant difference is 0,9.Based on the result of the data analysis, it was obtained that there is difference of post-test I and post-test II namely : the mean score different is 7,06, t-test is 9,29, the standart deviation is 8 and the significant difference is 0,9. It means that the use of riddles technique is effective for teaching vocabulary to the tenth grade IS-1 SMA Swasta Kartika Pematangsiantar. From the result of the research can be conclude that riddle technique can give effect to increase students' vocabulary mastery in describing people.
Key Word : Riddle, Vocabulary

I. INTRODUCTION

Language is a very important tool that is needed by the people in interaction. According to Pringgawidagda (2002:4), language is the main tool for communicating in human life, both individually and socially. By using language, people can do the social interaction by expressing their desires, feelings and hopes.

Language is very helpful for young learners, especially when they are in primary school. According Zubaidah (2003), through language, young learners can connect share experiences and improve intellectuals, in order to their development of knowledge and language skills. Moreover, as a communication tool, language also helps primary school students to understand the material provided by teachers and even assists them in interacting in their environment.

Vocabulary is an important thing in learning English. Mastering vocabulary is important for increasing the four skills in English that include listening, speaking, reading and writing. Vocabulary is the one that the learnes need to improve their speaking ability. Because the learners must have a vocabulary to build a word, a sentence or a conversation. It is impossible for students to make a sentence without mastering vocabulary. For teacher who create English teaching effectly and efficiently is not easy job, therefore, the English teacher must be able to organize teaching learning activities. They have to present materials by using

a suitable teaching technique. A good teaching technique makes student understand and master the lesson like the other lesson which need a suitable technique an methods.

The focus of this research is intended to answer the problem about teaching vocabulary by using riddle technique to the tenth IS-1 grade students of SMA Swasta Kartika Pematangsiantar is effective or not

A riddle is one of the vocabulary technique. Riddles method requires more ingenuity and critical thingking to solve it. Wright (1984) said that riddle method provides an entertaining way for students to identify vocabulary words, use the definition of a vocabulary word to create a riddle, for example, a riddle for the word "umbrella" might go, "when the drops start to fall, you protect me to keep dry". Vocabulary riddle work as an oral activity the class or as a written assigment in the form of a worksheet. According Zipke (2008:131) states that a riddle is a question that turns into a joke because riddle have puzzling question and the answer is surprising and unpredictable.

Karim and Hasbullah (1986:34) state that a word used in riddles will have different context, so students can enlarge their vocabulary. Wright (1984) said that riddle game provide an entertaining way for students to identify vocabulary words, use the definition of vocabulary word to create a riddle.Riddle are an important part of child's up bringing in many parts of the world. According to Blachowicz and Fisher (2002:114) state that word riddles are questions with responses. Some people think that guessing riddles sharpens a child's wits; other believe that guessing a riddle right helps to make the crops grow and keeps the routine of daily life going right.

II. METHOD

This research method use a quantitative method and was designed in a Classroom Action Research. Ur (1996:328) states that classroom action research is carried out by teacher on phenomena in thier own classrooms.The researcher used Classroom Action Research design by using pre test post test with quantitative research, because this research was intended to analyze the effect of the using of Riddle Technique to increase students' vocabulary mastery in desribing people at SMA SWASTA KARTIKA 1-4 PEMATANGNSIANTAR by comparing between the students scores before and after they are taught by using Riddle Technique. The research was done at grade X IS-1who consist of 38 students, where total all class are 6 classes. So, in this apportunity the researcher want to look how far their ability in vocabulary.

In this research the researcher used pre test and post test. The test is a multiple choices. Pre test is taken before teaching Riddle technique and the second post test I is taken after teaching the Riddle technique. Post-test II is taken when the result of data is still low or the technique is not effective yet.

III.   FINDING AND DISCUSSION
FINDING

The focus of this research is intended to answer the problem about teaching vocabulary by using riddle technique to the tenth IS-1 grade students of SMA Swasta Kartika Pematangsiantar is effective or not. In this part, the data is calculated to show the total of score of pre-test and post-test, to show the avarage score of pre-test and post-test, to show different mean score, to show the standart deviation, to show the t-test and to show the significant difference.

Table 4.2
Students' Square Score of Pre-test and Post-Test

No	Name of students	Pre-test Y_1	Post-test X_1	Post-test X_2	Y_1^2	X_1^2	X_2^2	D $(X_2 - X_1)$	D^2
1	Adillah Novryanti	80	100	100	6400	10000	10000	0	0
2	Agung I Priono	26	80	90	676	6400	8100	10	100
3	Ahwis Yunanda	40	76	83	1600	5776	6889	7	49
4	Ainun Azhari	23	70	83	529	4900	6889	13	169
5	Alya N Harahap	53	73	86	2809	5329	7396	13	169
6	Anisah Putri	50	90	93	2500	8100	8649	3	9
7	Arimbi Damanik	16	90	93	256	8100	8649	3	9
8	Aulia H Lubis	26	63	70	676	3969	4900	7	49
9	Awi Eka	66	93	96	4376	8649	9216	3	9
10	Ayu S Ningsih	73	93	96	5329	8649	9216	3	9
11	Azura Tifani	33	86	90	1089	7396	8100	4	16
12	Dea Adisty	33	80	90	1089	6400	8100	10	100
13	Devi Amalia	86	100	100	7396	10000	1000	0	0
14	Dhea Nsyadiah	26	73	86	676	5329	7396	13	169
15	Dimas Prayoga	70	83	90	4900	6889	8100	7	49
16	Eci DAnanda	30	83	86	900	6889	7396	3	9
17	Fatika S Panjaitan	66	86	90	4376	7396	8100	4	16
18	Fitriani	36	86	90	1296	7396	8100	4	16
19	Inggit P A	73	93	100	5329	8649	1000	7	49
20	Kidwi R Wisesa	43	73	86	1849	5329	7396	13	169
21	Kiki Pratama	50	60	80	2500	3600	6400	20	400
22	Nabilah Damanik	33	90	96	1089	8100	9216	6	36
23	Nadhilah Nst	30	70	86	900	4900	7396	16	256
24	Nadia Nabila	73	86	96	5329	7396	9216	10	100
25	Nafa Maharani	73	100	100	5329	10000	10000	0	0
26	Rekha Arfadila	73	96	100	5329	9216	10000	4	16
27	Riska Lestari	36	60	70	1296	3600	4900	10	100
28	Rodiah Meilana	30	70	80	900	4900	6400	10	100
29	Roxonne R Tambunan	23	73	83	529	5329	6889	10	100
30	Sabila Putri A	36	83	86	1296	6889	7396	3	9
31	Sapta A Wardana	53	90	100	2809	8100	10000	10	100
32	Septya A Fadhilla	60	86	90	3600	7396	8100	4	16
33	Shindy Rahmatika	83	96	100	6889	9216	10000	4	16
34	Sintia Ningrum	20	76	86	400	5776	7396	10	100
35	Syifa L V Sinaga	86	100	100	7396	10000	10000	0	0

36	Yudha Arya	83	96	100	6889	9216	10000	4	16
37	Yuli Hariata	80	93	100	6400	8649	10000	7	49
38	Ziqni Ilma	40	73	86	1600	5329	7396	13	169

$Y_1 = 1911$ $X_1 = 3169$ $X_2 = 3437$ $Y_1^2 = 11453$ $x_1^2 = 269157$ $x_2^2 = 313297$ $D = 268$ $D^2 = 2748$

To get the average score, the researcher calculated the mean score by this formula :

$$\bar{x} = \frac{\Sigma x}{N} \text{(Arikunto, 2007:284)}$$

Where :

$\bar{x}$ = Avarage Score

N   = Totally of the students

x = Total of the Scores

First the researcher calculated the x□ to get the mean score of post-test I:

$$\bar{x}_1 = \frac{3169}{38}$$
$$\bar{x}_1 = 83,39$$

Then the researcher calculated the x□ to get the mean score of post-test II:

$$\bar{x}_2 = \frac{3437}{38}$$
$$\bar{x}_2 = 90,45$$

After calculating the mean score of post test I and post-test II, the computation as follows (source from Angelina Meilani Wiwin dkk's jornal) :

$$D = \bar{x}_2 - \bar{x}_1$$
$$D = 90,45 - 83,39$$
$$D = 7,06$$

After calculated the mean score of difference between post-test I and post test II, the researcher puts data into t-test formula. The computation as follows :

$$t = \frac{\bar{D}}{\sqrt{\frac{\Sigma D^2 - \left(\frac{\Sigma D}{N}\right)^2}{N(N-1)}}} \qquad \text{(Arikunto, 2007:395)}$$

$$t = \frac{7,06}{\sqrt{\frac{2748 - \left(\frac{268}{38}\right)^2}{38\,(38-1)}}}$$

$$t = \frac{7,06}{\sqrt{\frac{2748 - \left(\frac{71824}{38}\right)}{38\,(39)}}}$$

$$t = \frac{7,06}{\frac{\sqrt{2748 - (1890)}}{1482}}$$

$$t = \frac{7,06}{\frac{\sqrt{2748 - (1890)}}{1482}}$$

$$t = \frac{7,06}{\frac{\sqrt{858}}{1482}}$$

$$t = \frac{7,06}{\sqrt{0,58}}$$

$$t = \frac{7,06}{0,76}$$

$$t = 9,29$$

After calculated the students' mean score of post-test I and post test II, the researcher continue to calculate the standart deviation. The computation as follows :

$$SD = \frac{\sqrt{\sum X^2 - \left(\frac{\sum X}{N}\right)^2}}{N} \quad (\text{Arikunto,2007:339})$$

$$SD = \frac{\sqrt{313297 - \left(\frac{3437}{38}\right)^2}}{38}$$

$$SD = \frac{\sqrt{313297 - \left(\frac{11812}{38}\right)}}{38}$$

$$SD = \frac{\sqrt{313297 - 310867}}{38}$$

$$SD = \frac{\sqrt{2430}}{38}$$

$$SD = \sqrt{6394}$$

$$SD = 8$$

To analyze the effect size of using Riddle Technique in teaching vocabulary mastery in SMA Swasta Kartika 1-4 Pematangsiantar the researcher uses the formula as follows :

$$ES = \frac{\bar{X}_2 - \bar{X}_1}{SD} \quad (\text{Sutrisno Leo, dkk. 2008})$$

$$ES = \frac{90,45 - 83,39}{8}$$

$$ES = \frac{7,06}{8}$$

$$ES = 0,9$$

Based on the result of the data analysis, it was obtained that there is difference of post-test I and post-test IInamely : the mean score different is 7,06, t-test is 9,29, the standart deviation is 8 and the significant difference is 0,9. It means that the use of riddles technique is effective for teaching vocabulary to the tenth grade IS-1 SMA Swasta Kartika Pematangsiantar. From the result of the research can be conclude that riddle technique can give effect to increase students' vocabulary mastery in describing people.

DISCUSSION

There are some reasons why the students is lack of vocabulary, it is because the students are lazy to search the meaning of the word in their dictionary, the tehchnique to increase vocabulary is absurd and the dont know hoe to develop it. Then to read the long text and find that meaning is not interesting for them and the students just read it without understand about that meaning. In riddle they don't need to read long text, they just need read line by line. In every line has meaning who related to the next line after the read it at all they can find what the meaning of the riddle. The interesting way to look is in final word there is the same word but has different meaning. Some of the other reason is the old method to teach english in their class is so bored and they are not interesting to join the material. And then they think to study English is so difficult.

This part covers the discussion of the teaching vocabulary through riddle technique. The discussion is based on how the riddle technique effected to increase the students' vocabulary mastery. The finding of this research proved that riddle technique can retain students' vocabulary. It can be seen from the improvement of the students score. Besides, improving the students' score, the implementation of riddle technique got positive response from students in their teaching-learning process of vocabulary.

IV. CONLUSION AND SUGGESTION
CONCLUSION

Based on the result of the data analysis, it was obtained that there is difference of post-test I and post-test II namely : the mean score different is 7,06, t-test is 9,29, the standart deviation is 8 and the significant difference is 0,9. It means that the use of riddles technique is effective for teaching vocabulary to the tenth grade IS-1 SMA Swasta Kartika Pematangsiantar. From the result of the research can be conclude that riddle technique can give effect to increase students' vocabulary mastery in describing people.

Riddle technique can be used to teach vocabulary by helping students to learn and memorize new vocabulary in interesting way. Riddle technique provide a technique that can make the students learn actively and invoved to the whole process of teaching. The ambition to know why in the final word have a same letter or the same pronunciation is a possitive factor which is able to make student passionate to know and search the meaning and build the other word. This indirectly makes students put all their attention and concentration durong the learning process.

SUGGESTION

Based on the result of the research finding, the researcher would like to give some suggestion as follow :
a. For the students

   The researcher suggest to the students so that more be diligent to read a text of describing people with riddle technique so that they can discovery a new vocabulary. The way is they can read a text of describing people with the riddle technique from internet or article. They can make a text of describing people with the riddle technique, where to make a riddle they must know how to make it. To make a riddle they can build a sentence related to the next sentence and to make it interesting they must make the pronounciation is same in the final word.
b. For the teacher

   Teacher could use technique such as Riddle in their teaching proces because this technique is able to make students mire active in teaching process.

   But, the teacher should pay more attention to the shy student were not actively involved in sharing their ideas in the class in order to make them more active give them instruction to increase their confidence to be actively involved learning.
c. For the future researcher

   The other researcher are suggested to use this research result as a refference 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 mastery because from the result of the research, we can see the effect of riddle can increase students' vocabulary mastery.

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