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Forewords

Praise and gratitude to Allah SWT, because of Allah's love for us so that we are still given a long life and can carry out our various daily activities. May all our activities become our acts of worship, Aamiinnn

We are also be proud that the number of submitted manuscripts is quite large, but only a few are acceptable and worthy of publication. This means that Jurnal Serambi Ilmu has become one of the scientific publications that are considered by experts and education enthusiasts.

For this reason, Jurnal Serambi Ilmu is committed to continuing to maintain the quality, service and discipline that applies in scientific publications.

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Improving Students' Vocabulary Mastery By Using Riddle Games

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Abstract
The purpose of this study is (1) to find out whether the use of riddles results in an effective game in improving students' vocabulary. (2) What is the significance of students' responses when learning vocabulary using riddle games? This study used a quasi-experimental design. The number of students in the school was 38 students. This research technique used purposive sampling. The researcher's sample amounted to 20 students from class IX. The class was then divided into two levels experiment and control. Data analysis was conducted using student vocabulary tests to obtain students' vocabulary performance, which was then analyzed using inferential statistics using SPSS version 22. The post-test score at the end of the experiment was significantly higher than the pre-test score which was 70.50>59.50. The difference between the two scores was statistically significant. Based on the test results at a significant level of 0.05, the probability of the results is greater than the significant threshold (0.02<0.05). H1 is accepted and H0 is rejected. It can be stated that the use of riddles is an effective game to improve students' vocabulary, and students also give positive feedback when learning vocabulary using riddles.

Keywords: vocabulary mastery, riddle games

INTRODUCTION

Vocabulary is the variety/richness of words possessed by a language. Learning a language will not be separated from vocabulary, because vocabulary is a strong role in determining fluency in communication. In this case, one of the most important aspects of learning English is developing one's ability to say things in English. The more vocabulary in English that is created, the easier it will be to learn and understand a foreign language. Learners just starting to learn English has good and

adequate vocabulary knowledge. As a result, learners will be able to learn the basics of the English language.

According to (Stigler, and Hiebert, 2009), Vocabulary is the knowledge of how words are formed. This definition implies that to use words in communication, we must first understand what words are. Vocabulary acquisition is a gradual process. One must go through a process to achieve the best possible vocabulary of words. It can be defined as knowledge of the words of a particular language. Learners' vocabulary mastery is shown in producing and understanding words in daily life. This means that every time a student returns to a topic they have learned, they gradually improve their understanding of the topic.

Vocabulary mastery is a very important thing in achieving language mastery; the more vocabulary one has, the more ideas and notions one masters. (Yunisah, 2007) states that vocabulary mastery is a measure of a person's understanding of the vocabulary of a language and his ability to use that vocabulary either orally or in writing. Vocabulary mastery is part of language mastery because language masters the person mastering the vocabulary. Vocabulary mastery exists in a person in infancy and when able to respond to words spoken by others.

The National Accreditation Board of Higher Education (BAN-PT) assessment of the English Language Education Study Program at the Faculty of Teacher Training and Education (FKIP), Universitas Serambi Mekkah (USM) Banda Aceh gave encouraging results, namely with the title "B". This assessment, among others, depends more or less on the number of students who reach 800 people. This number, when viewed from the quantitative side, means that a very serious learning system is needed here with a more credible and applicable learning model and system. If this does not happen, it will significantly impact the quality of English language teachers, as expected. In connection with this, the teachers want to improve the English learning model that can be implemented by students during the learning process, especially for non-English major students at USM Banda Aceh. Is there an English language teaching program for non-native English-speaking students, such as at Serambi Mekkah University (USM) Banda Aceh? Based on these findings, educators will be more inclined to conduct research, which will enable them to recruit new students in the form of more robust syllabi and learning materials, as well as serve as a resource for students and teachers. (Rajab, 2017)

It is hard to deny that many school-age children enjoy playing video games; this goes hand in hand with the growth of children who visibly enjoy playing video games. Children will be very interested in so-called games, and this article will explain how to turn the games that children enjoy into a fun and engaging method of learning English. Mastering English is a necessity and a must nowadays. This is evidenced by the establishment of Lembaga Ketrampilan Kerja (LPK), Pusat Kegiatan Belajar Masyarakat (PKBM), and various English courses in various regions, including in many schools, especially in big cities, where English is taught

since Early Childhood Education (PAUD) as a regional language. If this is true, then senior high school students should be wary. If you enjoy playing games, there is no reason why you shouldn't use them to learn new things. By doing so, they will be able to pursue an active, non-boring, creative, educational, enjoyable, and rewarding learning experience with minimal effort, as well as the many obstacles they will face when learning English. (Julia, 2020)

As previously mentioned (Razali, and Ibrahim, 2017) The importance of language in everyday life is characterized by its use as a means of communication. Aceh language as one of the regional languages in Aceh Province also plays a role in the social interaction activities of its people. Aceh is also the first language (B-1) for some Acehnese people. Therefore, it is only natural that the Aceh language should be nurtured, maintained, and developed. This can be done through education and teaching. In addition, the Aceh language can also be developed through mass media and society. In this study, the target of fostering and development is focused on implementation through the teaching of Aceh language in Junior High School (SMP). The teaching of Aceh language in junior high schools is one of the teaching fields grouped into academic education programs. This can be clearly seen in the curriculum

Vocabulary learning can be developed by using techniques in learning English vocabulary (Thornbury, 2004). To provide techniques that can improve students' vocabulary by providing vocabulary materials through the use of games. This method is very simple and effective in helping students improve their writing skills. It is also used to provide material to students through the use of vocabulary games.

According to the findings of the research conducted by (Wahyuni and Oktaviani, 2022), the number of people using the Riddle Game is increasing. Based on the findings and conclusions of this study, it is possible that students can improve their vocabulary by using Riddle Game during the learning process. Based on the research findings, students are more active and enthusiastic in the vocabulary learning process, because vocabulary learning through the use of riddle games can help students learn faster. (Ningrum, Riyanti, Regina, 2019)

"Improving vocabulary by using games has several advantages," writes (Yuliana, 2011). For starters, most students enjoy playing games. In their daily lives, they are constantly playing video games. They have set aside more free time to play. Moreover, games provide a familiar mode of communication among players. When they play games, they do feel not bored. Fourth, games can motivate students to continue learning foreign languages. In addition, games can be used as a review of previous learning. It makes the teacher's job easier".

Based on previous observations, researchers face some problems when teaching their students. One of those problems is the increasing use of vocabulary on the part of students. The purpose of this study (1) is to find out whether using riddle-generating games is effective in students' vocabulary improvement. (2) How do students' attitudes change towards riddles when they learn vocabulary?

From the experts' opinions on vocabulary or vocabulary acquisition, the researcher concludes that without mastering a lot of vocabulary people will have difficulty understanding or listening to the interlocutor, especially speaking in English so it is necessary to use interesting techniques in improving vocabulary acquisition.

METHODS

This method of research employs an experimental approach. The type of experimental method that researchers use is Quasi-Experimental Design, where the first stage is orientation or observation of the school then determining the sample and population to be used as research material, the sample selection stage is students whose scores are dominantly superior in learning English which would have made as an experimental class. Developing learning tools such as lesson plans, student worksheets, description tests, and instruments given to students in the form of essay riddles.

Subjects to be studied

Ninth-grade high school students aged 14 to 15 years old will be researched. The reason researchers chose class IX as the research sample is because class IX is a class that is in the process of learning how to master the use of vocabulary compared to class VII and class VIII. The research location is SMPN 7 SATAP MASAMBA, which has a population of 38 students and a class size of 20 students.

Procedure

1) Pre-test

On the first day, 20 students were given a trial test based on the vocabulary essay topic, for them to understand their preferred vocabulary types. After the initial test, the participants were divided into two groups of ten each.

2) Treatment

For example, an Experiment class or a class that would have provide the student material would have to provided material for 5 meetings totaling 10 people. The material title for the introductory experience is Parts of speech (Noun, Verb, Adverb, Adjective) using the same type of riddle as the other materials.

3) Post-test

At the end of the post-test, participants from both the control and experimental groups would have been asked to write an essay in the same format as the pre-test. The results of the post-test scores are compared with the pre-test scores if the post-test scores of the experimental class are higher than the pre-test scores then vocabulary acquisition using riddle games is effective, if the control class scores are higher than the experimental class scores then vocabulary acquisition using riddle

games is not effective. All the proces use the latest version of SPSS Statistics 22 to calculate averages, deviations, and significance levels.

RESULT

Based on the results of data collection and processing, the process of data analysis starts as follows.

Table 1
Shows each participant's score on the pre-test for the Experiment.

No	Classification	Score	Experiment class	
			N	%
1.	Very Good	90 to 100	0	0
2.	Good	80 to 89	0	0
3.	Average	70 to 79	2	20%
4.	Bad	60 to 69	4	40%
5.	Very Bad	<59	4	40%
	Total		10	100

Source: 2022 Research Results

Table 1 displays the results of students' pre-test scores in the experimental class who received Very good, good, average, bad, and very bad classifications. For students who get an average pre-test score with a total of 2 (20%), bad 4 (40%), and very bad 4 (40%).

Table 2
Shows the post-test results for the Experimental class.

No	Classification	Score	Experiment class	
			N	%
1.	Very Good	90 to 100	0	0
2.	Good	80 to 89	3	30%
3.	Average	70 to 79	4	40%
4.	Bad	60 to 69	3	30%
5.	Very Bad	<59	0	0%
	Total		10	100

Source: 2022 Research Results

Table 2 shows the results of students' post-test scores in the experimental class and the results of students who are in the classification of Very good, good, average, bad, and very bad. Post-test scores in the experimental class have increased for students who got post-test scores in the good classification with a total of 3 students (30%), an average of 4 (40%), and bad 3 (30%).

Table 3
Shows the number of pre-test participants for the control class.

No	Classification	Score	Control class	
			N	%
1.	Very Good	90 to 100	0	0
2.	Good	80 to 89	0	0
3.	Average	70 to 79	1	10%
4.	Bad	60 to 69	3	30%
5.	Very Bad	<59	6	60%
	Total		10	100

Source: 2022 Research Results

Table 3 displays the pre-test results of students in the control class and the students who got Very good, good, average, bad, and very bad classifications. For those who got a pre-test score, the distribution was average 1 student (10%), bad 3 (30%), and very bad 6 (60%).

Table 4
Shows the post-test results for the Control class

No	Classification	Score	Control class	
			N	%
1.	Very Good	90 to 100	0	0
2.	Good	80 to 89	0	0
3.	Average	70 to 79	3	30%
4.	Bad	60 to 69	5	50%
5.	Very Bad	<59	2	20%
	Total		10	100

Source: 2022 Research Results

Table 4 shows the results of students' post-test scores in the Control class. post-test scores in the control class distribution are average 3 (30%), bad 5 (50%), and very bad 2 (20%). This means that the post-test scores in the control class increased but did not exceed the post-test scores of the experimental class. After completing the pre-test and post-test, the mean scores and standard deviations are reported in the table below:

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Table 5
shows the mean and standard deviation of the pre-test and the post-test of the experimental class students.

Test	Mean Score	Standard Deviation
Pre-test	59.50	7.976
Post-test	70.50	8.317

Source: 2022 Research Results

Table 6
shows the mean and standard deviation of the pre-test and the post-test of the Control class students.

Test	Mean Score	Standard Deviation
Pre-test	55.50	8.960
Post-test	64.00	9.068

Source: 2022 Research Results

The table below shows the pre-test and post-test results of students in the experimental class with a total of 10 students, as well as student responses during learning by using the riddling method in class IX students of SMP N 7 SATAP MASAMBA.

Table 7
Pretest And Posttest Results

No	Students' Code Name	Pre-test score	Post-test score	Students' Response
1	ARL	60	75	Very happy
2	CHY	55	60	Happy
3	ERV	75	80	Very Happy
4	IST	60	80	Very Happy
5	KSY	60	70	Happy
6	LST	70	80	Very Happy
7	MRD	55	70	Very Happy
8	RHN	50	60	Happy
9	SLS	60	70	Very happy
10	WHY	50	60	Happy

Source: 2022 Research Results

Based on the table above, the method used is effective for improving student learning outcomes with the riddling method, where the scores from the pre-test to the post-test have increased from several students. The 10 students who participated in the learning process showed good performance when using the riddling method. Because playing while learning can reduce boredom, the learning process with students is well established.

DISCUSSION

Based on the test results, the researchers found that the correlation P of the post-test at the end of the experiment was greater than (0.02<0.05) the test value at the end of the experiment. This shows that the alternative hypothesis (H1) is accepted, and the hypothesis (H0) is rejected. It has been established that the use of riddles increases the effectiveness of the game.

This is in line with one of the results of Shofyatun Wahyuni's research (2022: 3), the number of people playing the riddle game is increasing. The researcher suggests that there are problems in class VIII SMP N 21 Merangin. First, students have a strong motivation to learn English. Second, students have difficulty in learning English because of the difficulty of the language. By playing the riddle game using the Classroom Action method, participants can increase their self-confidence.

Nevertheless, several studies provide different results from the research conducted by Anggun Kurnia Ningrum. riddle games have been applied to help fifth-grade students of SD N 17 Pontianak Kota to help the teaching and learning process. This was done by the rules of action research. The use of the riddle game method in teaching vocabulary to students in class V of SD N 17 Pontianak Kota has resulted in a situation where students are not happy and not eager to learn vocabulary. The atmosphere of cooperation is limited, so positive interdependence between students is less developed. Their vocabulary achievement was low and most did not pass the minimum standard score. Based on the findings from two separate studies, the findings were summarized using quantitative and qualitative data. Qualitative data was obtained from checklist observations and field notes, while quantitative data was collected by administering vocabulary tests.

Based on the results of the checklist and field notes analyzed during the research process, the team responded positively from the first step to the third step, indicating that the team improved. Based on the research findings, students are more active and enthusiastic in the vocabulary learning process, because vocabulary learning using riddle games can help students learn faster. One of the many theories about why people play while learning is that it provides encouragement to learn. Researchers used riddle games with experimental methods in this study. The theory that researchers give to students in playing riddles is to improve vocabulary mastery by giving questions to students about riddle questions and providing answers including translating answers to riddle questions so that from the many riddle questions given by answering including translating into English students can master more vocabulary.

CONCLUSION

This data shows that the use of riddle games increases effective vocabulary. The number of participants in the experimental class post-test phase increased, but the

number of participants in the control class post-test phase did not increase. The post-test scores of the experimental class can be seen from the post-test results to proven it. The use of riddles showed that this game improved students' learning outcomes. The students' post-test scores were higher than the pre-test scores (70.50>59.50), indicating that the difference was significant. Learning with riddles is a historical first at SMP N 7 SATAP MASAMBA and can be recommended by teachers to be used as a method in the learning process and student response with riddles in improving vocabulary in English learning.

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