Using Riddle Game to Teach Vocabularies for Tenth Graders

Syaiful Rohman
Universitas Islam Madura, Indonesia
rsyaiful102 @gmail.com

Abstract

Innovative and engaging teaching methods are always sought after in education. One method that has been recognized for its effectiveness is the Riddle Game in the vocabulary learning process. This approach is not only adds excitement to the traditional classroom atmosphere but also taps into students' cognitive and linguistic minds. Based on the preliminary study, it was found that students at Ma Miftahul Ulum Bettet have low vocabulary mastery and it cause the students' find it difficulties in learning English. In this research, the researchers employed a descriptive qualitative research methodology. The result showed that the Riddle Game can improve students' vocabulary mastery in MA Mifthaul Ulum Bettet. The games that teachers apply to students also make it easier and help students in learning, the students feel enthusiast to learn vocabulary.

Key words: *riddle game, teaching vocabulary, vocabulary mastery*

Introduction

An important component of human expression and communication is language. It's a means of communicating ideas, feelings, and data. It is impossible to exaggerate the importance of language because it is important to shape communities, make learning easier, and strengthen interpersonal relationships. This conversation looks at the importance of language and how to improve your language skills. Language is the acquisition of understanding, attitudes, and ideals that are fundamental to individuals, groups, and societies in general (Octaviarnis, 2020). In learning languages, it's important to find techniques that fit our circumstances.

Innovative and engaging teaching methods are always sought after in education. One method that has been recognized for its effectiveness is to include Riddle in the vocabulary learning process. This new approach not only adds excitement to the traditional classroom atmosphere but also taps into students' cognitive and linguistic minds. The function of the Riddle Game technique has proven to be effective in increasing students' vocabulary acquisition through a fun and dynamic approach (Difa & Suriaman, 2020). So that the riddle method can melt students' minds, resulting in students being able to increase their vocabulary easily.

Furthermore, The Riddle Method presents a distinctive method for problem-solving and intellectual engagement. It is frequently connected to the craft of creating and deciphering riddles. Apriandari (2022) said, the riddle game demands more creativity and analytical thinking to solve. This approach, which has its roots in the antiquated practice of asking perplexing questions with evasive answers, pushes people to think critically, imaginatively, and frequently, whimsically in vocabulary.

The foundation of language, vocabulary provides the fundamental building pieces that enable us to express our thoughts, communicate, and understand the world around us. According to Rahayu, (2020) vocabulary plays a crucial role in all language skills, including listening, speaking, reading, and writing. Despite this significance, many students struggle to engage in English as a communicative language during their practice. Vocabulary is the primary tool used to convey ideas, opinions, and feeling. Proficiency in using clear and concise language enables people to communicate clearly and effectively. By mastering the language, a person can express themselves more clearly and make it possible for listeners or readers to understand them with ease.

Meanwhile, there were two previous similar studies conducted by Yuliarsih, (2022) with the title "Use of Riddle Games to Increase Students' Vocabulary". Based on these findings, researchers revealed that the riddle method really helps students improve their vocabulary mastery because the Riddle can make students more active in class. The second previous study was conducted (Puspita, 2019) with the title " Improving The Students' Vocabulary By Using Riddle Game At Smp It Nurul Ilmi, Medan Area, Medan" with the finding that there are many methods that can be used to improve vocabulary but Riddle Game are the only method that can increase vocabulary skills through students' interest in playing.

Based on the result of preliminary study, it was found that students at Ma Miftahul Ulum Bettet have low vocabulary mastery and it cause the students' find it difficulties in learning English. From this problem, the English teacher at Ma Miftahul Ulum Betet applies the riddle method to improve students' English vocabulary mastery skills.

In addition, every language learner must prioritize the acquisition of vocabulary, as it is a fundamental component for proficiency in listening, speaking, reading, and writing. Undoubtedly, the proficiency in vocabulary holds a significant role in all four language skills. Mastering vocabulary is indispensable for achieving language mastery, making it the focal point of English language education, (Yuliarsih, 2022). While understanding the language structure is valuable, true communication capability in English cannot be guaranteed without a solid grasp of vocabulary. Given its essential role in facilitating communication, the mastery of vocabulary should be regarded as a top priority, ranking seventh in the hierarchy of English language teaching and learning. Failure to attain proficiency in vocabulary poses challenges in mastering other language skills.

Method

In this research, the researcher employed a descriptive qualitative research methodology. Additionally, Pristiwo (2023) mentioned that qualitative research is characterized as naturalistic, generating descriptive data in the form of words or visuals. The presentation of research findings involved the utilization of documents, field notes, and interviews. The research applied descriptive techniques with the specific goal of illustrating the effectiveness of incorporating Riddle in vocabulary instruction for student of class X at MA Miftahul Ulum Bettet. The primary focus was on examining how teacher implement riddle games as a strategy for teaching vocabulary in class X.

The setting for this research is at MA Miftahul Ulum Bettet Pemekasan and the researcher took class X students at MA Miftahul Ulum Bettet as research subjects. The researcher gathered data to acquire insights into the utilization of the riddle strategy for teaching vocabulary. The data collection process involved employing three specific methods, namely observation, interviews, and documentation, as outlined by Creswell and Creswell (2018).

Observation serves as a valuable instrument for gathering comprehensive data in qualitative research. In the context of this research, the term "observation" was specifically employed to signify a method used for conducting research.

The researcher directly observed the strategies implemented by English teachers for teaching vocabulary at MA Miftahul Ulum Bettet. During the research process, the researcher collected documents using photos and notes to obtain more complete data about a particular study. Thus, conducting interview and documention is surely needed.

Ria Rezeki et al., (2022) stated that the interviews served as a means for the researcher to explain the techniques used by teacher in the classroom, highlighting the strategies teacher used to overcome challenges in the vocabulary teaching process. In this particular study, the researcher conducted a structured interview with an English teacher and students, the teacher and student taught in X class at MA Miftahul Ulum Bettet Pamekasan. Documentation is a method of collecting data by analyzing documents sourced from images and videos, or writte (Meyta and Ratnawuri, 2018).

During the research process, during observations and interviews the researcher collected documents using photos and notes to obtain data related to the research, with the documentation obtained the researcher was proven to have conducted research with teacher at MA Miftahul Ulum Bettet Pamekasan.

After the data is collected through observation, interviews and documentation. The research data use three stages proposed by Miles, Huberman, and Saldaña (2014), namely data reduction, data display and conclusion drawing.

Results and Discussions

Based on the analysis from the two sources above, the researcher has presented research findings based on the results of data collection from interviews. This research focuses on responses from students, how to teacher implement the Riddle game in vocabulary learning and riddle game can increase student's vocabulary in class X MA Miftahul Ulum Bettet Pamekasan. After the researcher carried out observations and interviews, the researcher obtained the findings as described below.

Learning methods are planning and implementation procedures. When the research observed the teacher's process in implementing the Riddle game in vocabulary learning, in the process there were steps as explained in the research findings above, including praying, grouping students, providing explanations and instructions, discussing with the group, writing vocabulary on the board. The steps in implementing the Riddle game at MA Mifthul Ulum Bettet are not in line with the findings of (Safitri, 2019). The factor of the dissimilarity in the steps used is because the students'

conditions and abilities are lower.

In Mr. Mubarak's explanation, he said that there are 5 steps used in the Riddle game method in teaching vocabulary in class X "There are five steps that I use to implement the Riddle game in vocabulary learning, including reading prayers, grouping explanations and giving instructions and observations. In Mr. Mubarak's explanation, he said that there are five steps used in the Riddless game method in teaching vocabulary in class X *"There are five steps that I use to implement the Riddle game in vocabulary learning, including reading prayers, grouping explanations and giving instructions and observations."*

The Riddle game technique changes the way students think, influences students' actions based on logic, works creatively and increases students' ability to analyzed and observe things. Riddle offer word games that lead students to think based on reality. Riddle games can also relieve students' stress in vocabulary. Riddle games have important educational value (Octaviarnis, 2020). Riddle help the learning process because Riddle games collect different experiences and views on life that are passed down from generation to generation, introducing us to the characteristics of -certain human characteristics. Riddle games enrich students' awareness and experience and activate thinking processes such as analysis, comparison and conclusion.

Among the students' responses and attitudes regarding the Riddle game in the results of interviews with students in class X, Moh Riski who is a student of class X, said that.

" I really agree that this Riddle game is implemented for vocabulary learning because vocabulary is very difficult to learn just by memorizing vocabulary, but the Riddle game can make the process of learning vocabulary more fun and more active in class."

From the responses and attitude of students in class X above, it can be concluded that there is a positive response to the Riddle game method, including Moh Rizki saying that with the Riddle game method he can memorize vocabulary more easily and understand vocabulary practically.

According to research findings, the Riddle game implemented at MA Miftahul Ulum Bettet can improve vocabulary mastery, because the Riddle game makes students more active and easier to memorize the vocabulary that has been solved in the process of implementing the Riddle game to increase vocabulary in the classroom. This finding is supported by student exam results which show that the exam results in ependix 4, students after applying the Riddle game increased their vocabulary higher than when applying other games. This finding is in line with Octaviarnis, (2020) findings which stated that Riddle games can improve the quality of students' vocabulary, because Riddle can make students think more creatively and actively in the learning process.

Based on the results of interviews conducted with Ma Miftahul Ulum Bettet Pamekasan by dividing the types of Riddle into two, namely enigma and conundrum. Ma Miftahul Ulum uses Enigma, that in line with the findings of (Difa & Suriaman, 2020), research which states that there are two types of riddles, Enigma and Conundrum, but in this research used Enigma.

Conclusion

The researcher can conclude that the game used by the teacher in teaching vocabulary at Ma Miftahul Ulum Bettet in is the Riddle game, this game can improve students in the process of learning vocabulary for students in Class X at Ma Miftahul Ulum Bettet Pamekasan.

The games that teachers apply to students really make it easier and help students to master vocabulary. With this Riddle game, students become more active and enthusiastic in honing their ability to memorize vocabulary. Therefore, from the results of the discussion, Riddle games help improve students' vocabulary mastery.

References

Apriandari, T. (2022). *FACULTY OF EDUCATION AND TEACHER TRAINING AR-RANIRY STATE ISLAMIC UNIVERSITY BANDA ACEH 2019 M/1440 H.*

Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (fifth). SAGE Publications, Inc.

Difa, N., & Suriaman, A. (2020). *THE IMPLEMENTATION OF RIDDLE GAME TO IMPROVE STUDENTS' VOCABULARY MASTERY.*

Meyta Pritandhari, M. P., & Ratnawuri, T. (2018). ANALISIS PEMBELAJARAN MONOPOLI EKONOMI (MONOKOMI) PADA SISWA BOARDING SCHOOL. *PROMOSI (Jurnal Pendidikan Ekonomi)*, *6*(2). https://doi.org/10.24127/pro.v6i2.1696

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (Third edition). SAGE Publications, Inc.

Octaviarnis, I. (2020). *ENHANCING THE STUDENTS VOCABULARY MASTERY BY USING RIDDLES GAME AT SMP AR-ROHMAH PUTRI. 3*(1).

Octaviarnis, I. (2020). Riddle Games To Enhance Vocabulary Mastery. *Education of English as Foreign Language*, *3*(1), 57–66. https://doi.org/10.21776/ub.educafl.2020.003.01.6

Pristiwo, S. B. (2023). *ENGLISH EDUCATION STUDY PROGRAM EDUCATION DEPARTMENT FACULTY OF TARBIYA AND TEACHER TRAINING STATE ISLAMIC UNIVERSITY PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO 2023.*

Puspita, S. (2019). *IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH RIDDLE GAME OF THE EIGHTH GRADE STUDENTS AT SMP IT NURUL ILMI, MEDAN AREA, MEDAN.* 2019.

Rahayu, D. S. (2020). *TEACHING VOCABULARY BY USING ENGLISH SONG.*

Ria Rezeki, Sujarwo, & Muliaty Ibrahim. (2022). The Teacher's Strategies in Overcoming Students' Speaking Problems at SMAN 1 Selayar. *EDULEC : EDUCATION, LANGUAGE AND CULTURE JOURNAL*, *2*(1), 67–79. https://doi.org/10.56314/edulec.v2i1.33

Rijali, A. (2019). ANALISIS DATA KUALITATIF. *Alhadharah: Jurnal Ilmu Dakwah*, *17*(33), 81. https://doi.org/10.18592/alhadharah.v17i33.2374

Safitri, E. (2019). *TEACHING VOCABULARY BY USING RIDDLE GAME.*

Sahir, Syafrida Hafni. (2021). *Metodhology Research* (1st ed.). KBM Indonesia. http://repository.uma.ac.id/handle/123456789/16455

Sugiyono. (2015). *Metode penelitian kualitatif, kuantitatif dan R&D* (22nd ed.). Alfabeta.

Yuliarsih, Y. (2022). THE USE OF RIDDLE GAME TO IMPROVE STUDENTS' VOCABULARY. *The Ellite of Unira*, *5*(1). https://doi.org/10.53712/ellite.v5i1.1400