The Effect of Riddle Teaching Technique on The Eleventh Grade Students' Vocabulary Mastery at SMK Swasta GKPS 2 Pematangsiantar

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Abstract

The aim of this study is to assess the impact of the Riddle Teaching Technique on vocabulary mastery among eleventh-grade students at SMK Swasta GKPS 2 Pematangsiantar. The research employs a quasi-experimental design to gauge the effectiveness of this technique in enhancing students' vocabulary skills. The research population comprises 75 eleventh-grade students from SMK Swasta GKPS 2 Pematangsiantar. The sample is divided into two groups: the experimental group (XI TKR) with 30 students who employed the Riddle Teaching Technique, and the control group (XI TBSM) with 30 students who followed conventional learning methods. Data were gathered through writing tests administered as pre-tests and post-tests. The analysis was conducted using SPSS Version 26, which included descriptive analysis, tests for normality, the Wilcoxon test, homogeneity tests, and the Mann-Whitney test. The analysis results, particularly from the Mann-Whitney test, revealed an Asymptotic Significance (2-tailed) value of 0.025, which is less than the threshold of 0.05. This indicates that the alternative hypothesis (Ha) is accepted while the null hypothesis (Ho) is rejected. Therefore, it concludes that the Riddle Teaching Technique has a significant positive effect on the vocabulary mastery of eleventh-grade students at SMK Swasta GKPS 2 Pematangsiantar.

Keywords: Vocabulary, Riddle, Tehnique

INTRODUCTION

Language is an essential tool for human interaction, serving as the primary means of communication both individually and socially. According to Pringgawidagda, as cited in Budiyono et al. (2021), language is crucial for communication in human life. Zubaidah, cited in Feldman (2019), emphasizes that language enables young learners to connect, share experiences, and enhance their intellectual abilities, thereby developing their knowledge and language skills. Additionally, language aids vocational high school students in comprehending the material provided by teachers and interacting with their environment (Natsir et al., 2022).

In learning English, students must master four key skills: reading, listening, speaking, and writing. Rahmah et al. (2023) highlight that these skills are interconnected and require the use of grammar, vocabulary, pronunciation, and pronouns, as noted by Brown (2000), cited in Kusrini and Amalia (2021). This study focuses on vocabulary, which is best learned through direct experience with specific objects or people, according to Gultom et al. (2022).

Vocabulary is vital for mastering English, as it underpins the four language skills: listening, speaking, reading, and writing (Seventilofa, 2021). Alqaftani (2015) describes vocabulary as a crucial component of language learning. Mastery of vocabulary is necessary for constructing words, sentences, and conversations, as students cannot form sentences without it (Simamora et al., 2022). Susanto (2017) asserts that vocabulary is the most critical factor in teaching and learning English as a foreign language.

During the Kampus Mengajar Program at SMK GKPS 2 Pematangsiantar, researchers observed that students struggled with English vocabulary. This was evident in classroom activities where students had difficulty responding to teachers' questions and understanding English texts. The conventional teaching methods, relying heavily on textbooks and blackboards, contributed to student boredom and disengagement. To address this, teachers need strategies to enhance vocabulary mastery and introduce more engaging learning materials.

To tackle the vocabulary challenges, riddles were chosen as a technique to improve students' vocabulary mastery. Richard, cited in Rini (2011), describes riddles as questions designed to puzzle and challenge students. Wright (1984), cited in Bardhi (2023), notes that riddle games offer an engaging way for students to learn vocabulary by requiring them to define words to solve riddles. Davis (2010), cited in Sabriana et al. (2015), suggests that playing riddles helps students learn vocabulary, particularly in spelling and understanding new words.

Riddle games require creativity and critical thinking, fostering excitement and motivation in students. According to Zipke (2008), cited in Wiwin & Rosnija (2014), riddles are confusing questions that turn into jokes with surprising answers, stimulating imagination. Rogow (2005), cited in Apriandari (2019), states that riddles help build word concepts and indicate a child's awareness of word meanings.

Previous studies have shown the positive impact of using riddles on students' vocabulary mastery. For instance, research by Silalahi and Tanjung (2019) and Sinaga et al. (2022) demonstrated improvements in vocabulary skills through riddle techniques. This study differs from previous research by focusing on eleventh-grade students at SMK Swasta GKPS 2 Pematangsiantar, highlighting the unique context and population.

Based on the background above, the researcher tries to conduct a research with the title **"The Effect Riddle Teaching Technique on the Eleventh Grade Students' Vocabulary Mastery at SMK Swasta GKPS 2 Pematangsiantar"**

METHOD

This study employs a quantitative research method with a quasi-experimental design to investigate the impact of the Riddles teaching technique on the vocabulary mastery of eleventh-grade students at SMK GKPS 2 Pematangsiantar. According to Creswell, quantitative research aims to enhance knowledge by focusing on specific variables, formulating hypotheses and questions, exploring cause-and-effect relationships, testing theories, and utilizing measurement and observation.

The researcher utilized a purposive sampling method to select participants for the study. Two classes were involved: one served as the experimental group, while the other acted as the control group. Both classes underwent pre-tests and post-tests to evaluate their vocabulary mastery. The experimental group received instruction using the Riddles technique, whereas the control group was taught using traditional lecturing methods. Following the treatment, post-tests were administered to both groups to assess the effectiveness of the Riddles technique on vocabulary mastery.

For data collection, the researcher employed pre-tests and post-tests to measure students' mastery of English vocabulary, specifically focusing on countable and uncountable

nouns. The tests consisted of multiple-choice questions, with a total of 20 items related to countable and uncountable nouns.

RESULT AND DISCUSSION
Data Description
For this quantitative study, the pre-test and post-test results were collected from both the experimental and control classes, requiring comprehensive data analysis. The analysis was performed using SPSS version 26, a robust statistical software commonly utilized for data management and analysis in research.

Normality Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest Experimental	.120	30	.200*	.972	30	.592
Posttest Experimental	.112	30	.200*	.942	30	.101
Pretest Control	.143	30	.119	.956	30	.237
Posttest Control	.190	30	.007	.962	30	.340

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

In this study, the dataset consists of more than 50 entries, leading to a focus on the significance value (Sig.) from the Kolmogorov-Smirnov test. The results of the normality test indicated a value less than 0.05, suggesting that the data do not follow a normal distribution. Consequently, the Wilcoxon and Mann-Whitney tests were conducted.

Wilcoxon Test

Test Statistics

	Post-test Experimental Pre-test Experimental	Post-test Control Pre-test Control
Z	-4.583[b]	-4.792[b]
Asymp. Sig. (2-tailed)	.000	.000

a. Wilcoxon Signed Ranks Test

The analysis revealed differences in the mean effects of the therapy based on the probability value of Asymp. Sig. If the Asymp. Sig (2-tailed) value is 0.000 or less than 0.05, it indicates that the treatment applied to the experimental group had a significant effect.

Homogenity Test

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Students Learning Outcomes	Based on Mean	1.846	3	116	.143
	Based on Median	1.569	3	116	.201
	Based on Median and with adjusted df	1.569	3	109.398	.201
	Based on trimmed mean	1.821	3	116	.147

The significance value (Sig.) derived from the homogeneity test was 0.143, which is greater than 0.05. This result indicates that the variances of the data are homogeneous.

Mann Whitney Test

	Post-Test
Mann-Whitney U	299.500
Wilcoxon W	764.500
Z	-2.246
Asymp. Sig. (2-tailed)	.025

To evaluate the hypothesis regarding the significant effect of the treatment, the Asymp. Sig. (2-tailed) value was calculated at 0.025, which is less than 0.05. This finding confirms a statistically significant effect of the treatment implemented.

Findings

After conducting the data analysis, several key findings emerged that address the research questions.

1. The study aimed to determine whether the application of the Riddle Teaching Technique significantly affects the vocabulary mastery of eleventh-grade students at SMK Swasta GKPS 2 Pematangsiantar. The analysis revealed that the Asymp. Sig. (2-tailed) value from the Mann-Whitney test was 0.025, which is less than 0.05. This indicates a significant effect of the Riddle Teaching Technique on the students' vocabulary mastery.

2. Additionally, the research sought to explore the impact of the Riddle Teaching Technique on vocabulary mastery. The analysis showed differences in the effects on the samples that utilized the technique compared to those that did not. In the experimental class, the average pre-test score was 45.67, while the post-test score increased to 71.67, with no students experiencing a decrease in scores or ties. Conversely, the control class, which did not use the Riddle Teaching Technique, had an average pre-test score of 53.00 and a post-test score of 63.83, also with no decreases or ties. Both classes demonstrated an increase in scores, with the experimental class showing a mean rank of 35.52 and a sum of ranks of 1065.50, compared to the control class's mean rank of 25.48 and sum of ranks of 764.50. The Wilcoxon test confirmed an Asymp. Sig. (2-tailed) value of 0.025. These results indicate that while both classes improved, the experimental class that employed the Riddle Teaching Technique exhibited a more significant enhancement in vocabulary mastery compared to the control class.

Discussion

After conducting the research and analyzing the data, several findings were identified that address the research questions. The study aimed to determine whether the Riddle Teaching Technique significantly impacts the vocabulary mastery of eleventh-grade students at SMK Swasta GKPS 2 Pematangsiantar. Vocabulary is essential for learning English, as mastering it enhances the four key skills: listening, speaking, reading, and writing. Therefore, teachers should be innovative in selecting media, techniques, approaches, methods, and strategies.

By employing quantitative methods and a quasi-experimental research design, the analysis allowed for hypothesis testing, leading to the conclusion that students taught vocabulary using the Riddle Teaching Technique outperformed those who were instructed solely through teacher explanations. The experimental class, which utilized the Riddle Teaching Technique, achieved a mean rank of 35.52 with a sum of ranks of 1065.50, compared to the control class, which had a mean rank of 25.48 and a sum of ranks of 764.50.

The Mann-Whitney test results indicated an Asymp. Sig. (2-tailed) value of 0.025, which is less than 0.05, leading to the acceptance of the alternative hypothesis (Ha) and the rejection of the null hypothesis (Ho).

These findings are consistent with previous research, which also concluded that the Riddle Teaching Technique positively affects students' vocabulary mastery. This reinforces the conclusion that the Riddle Teaching Technique significantly enhances the vocabulary mastery of eleventh-grade students at SMK Swasta GKPS 2 Pematangsiantar.

CONCLUSION

The findings of this study demonstrate that the Riddle Teaching Technique is effective in enhancing students' vocabulary mastery. This is supported by the observation that the scores of students in the experimental class were higher than those in the control class. Additionally, the Mann-Whitney test yielded an Asymp. Sig (2-tailed) value of 0.025, which is less than 0.05, leading to the acceptance of the alternative hypothesis (Ha) and the rejection of the null hypothesis (Ho). Based on the results of this study, along with support from previous research, it can be concluded that the Riddle Teaching Technique is an effective method for improving the vocabulary mastery of eleventh-grade students at SMK Swasta GKPS 2 Pematangsiantar. The use of this technique benefits both teachers and students. For teachers, it simplifies the explanation of material, making it easier to convey concepts to students. For students, the technique aids in their understanding of the material being taught. While both the Riddle Teaching Technique and traditional teacher explanations contribute to vocabulary mastery, the Riddle Teaching Technique has proven to be more effective.

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