

Use Of Riddles Games To Improve Students' Vocabulary Class Xii Ma Miftahul Ulum Bettet

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ABSTRACT

This research observes that the word search riddles game has become an innovative approach to teaching vocabulary in class 12 MA Miftahul Ulum. The aim of this research is to determine the use of this game as a learning tool and how well students receive it. The research subjects were 12th grade students who were involved in teaching sessions using word search riddles games for one semester. Through the application of classroom action research (PTK) in increasing students' vocabulary using riddles games, classroom action research can be used effectively. The results showed that students were very minimal in students' vocabulary mastery which provides new insights regarding the use of riddles games to increase the vocabulary of MA miftahul ulum bettet students. The results of implementing Riddles are very well implemented and can even be seen an increase in students' vocabulary. This is proven by the increase in students' vocabulary in mastering vocabulary from cycle 2 to cycle 3. The increase in cycle 1 reached 60%, reaching the limit of completeness with 16 students from 31. In cycle 3rd, as many as 80% of students were able to reach the limit of completeness using this method, with 29 participants out of 31 students.

INTRODUCTION

Education is the main foundation in the formation of intellectual skills in students. One of the challenges in learning is increasing students' vocabulary in an interesting and effective way. Based on initial observations carried out by researchers carried out by researchers carried out by researchers at MA Miftahul Ulum Bettet, several problems were found, including the lack of active involvement of students in the learning process and teaching methods. which is less interesting for students so that students have minimal mastery of students' vocabulary. This obstacle creates a gap in students' ability to communicate effectively, so with this the researcher took an innovative approach by using puzzle games (riddles) as a tool to increase students' vocabulary mastery .

Students' vocabulary mastery is an important foundation in developing language skills. Realizing the complexity of the challenges in motivating students to be actively involved in the vocabulary learning process, this research takes an innovative approach by using puzzle games as a tool to improve students' vocabulary mastery. The main challenges faced in vocabulary learning include the lack of active involvement of students, the inability to relate vocabulary to the context of daily use, and obstacles in the use of conventional learning methods.

In this context, playing riddles is considered an interesting and effective solution.

With its challenging and entertaining nature, this game can stimulate students' minds, increase motivation, and create a more dynamic learning environment. Actively involving students in puzzle solving can pave the way for them to understand and remember vocabulary more effectively.

Meanwhile, research according to Ria Sabrina (2015) concluded that vocabulary taught using the Riddle game had increased by 76.20%, playing Riddles as a vocabulary learning tool, providing examples of implementation in the classroom, and evaluating its impact on students' vocabulary mastery. By focusing on this innovative approach, it is hoped that the results of this research can make a positive contribution to students' vocabulary learning and open the door to more interesting and effective learning methods. However, there are drawbacks that need to be considered. There are disadvantages to using puzzle games, namely that it takes a lot of time in the process of preparing puzzle games and using puzzle games can create a noisy classroom situation, disrupting order and student focus.

RESEARCH METHOD

The type of research carried out is classroom action research, Latief in Agus DM. (2018) PTK is a research design specifically designed to improve the quality of learning practices in the classroom. Researchers in PTK are teachers who want to improve the quality of learning in their classes. held in the odd semester of the 2023-2024 academic year in class XII MA girls. Miftahul Ulum, betet Pamekasan

Sample / Participants / Group

The sample for this research was class XII students in the odd semester of the 2023-2024 academic year, with a total of 31 students.

Instruments and Procedures

The measuring tools used include the syllabus and lesson plans, while the data collection method involves pretest and posttest. Classroom action research (PTK) is a research methodological approach carried out by teachers or teaching staff in the classroom with the aim of improving the quality of learning and overcoming problems that arise in learning situations.

Data Analysis

The PTK process usually involves repeated cycles of planning , action, observation, and reflection. Research on classroom classroom action has primarily focused on improving the teaching and learning process.

RESULTS AND DISCUSSION

Results

Description of Initial Conditions

Before starting research to understand how well students have mastered learning, the teacher will conduct an action test to assess students' vocabulary acquisition abilities . Test This action is given after students receive lessons and instructions about vocabulary. Time taken to understand the starting point of negotiations before full vocabulary negotiations and before implementation of

understanding-enhancing actions. The results of action tests or training data are used to form a score table as follows:

Table 1: Pre-action Test Scores

No	Numerical Results	Letter Results	Meaning of Coat of Arms	Number of Students	Percentage
1	91-100	A	Very good	2	3.11%
2	82-90	B	Good	5	9.39%
3	73-81	C	Enough	9	24%
4	<74	D	Not enough	15	63%

From the results of the research carried out in the table above, it can be seen that the number of students who achieved a score of 91-100 were 2 people, there were 5 people with a score of 82-90, a score of 73-81 there were 9 people, while there were 15 who achieved a score of <74. people, covering the entire class.

From the results of the observations and explanations above, it can be concluded as follows:

- Students' persistence in attending class hours was 27.14 %.
- Only 11 people actively participated in learning activities.
- Students' vocabulary acquisition ability reached 38.50 %.

Cycle 1

The observation stage is carried out to find appropriate methods to improve students' vocabulary skills, involving the following steps: searching for methods that suit students' needs and observing what the teacher should do.

In this cycle, planning was held from meetings 1 to 3, the results of which were as follows: the teacher said hello to the students and started the vocabulary lesson using conversations that were asked by the students and the teacher also repeated the written vocabulary so that the students knew how to pronounce it. Based on observations from the first to third meetings, the teacher concluded that the method needed by students was a method that could make them enthusiastic in class, and the appropriate method was riddles.

Cycle 2

The following are the preparation stages for starting riddles with a focus on improving the quality of understanding: understanding the theme, making a list of words related to the theme, categorizing words, choosing the right words, enriching vocabulary with synonyms, using unusual words. In this cycle, planning was held from meetings 1 to 3, the results of which were as follows: the teacher gave an apperception to the students and divided the students into groups of five, paying attention to differences in their abilities and ordered each group to take turns writing down the vocabulary they had acquired. Second meeting: the teacher provides understanding and gives students riddles. Next, students look for words in the riddles in the English dictionary.

Table 4: Cycle 3 Assessment Results

No	Numerical Results	Letter Results	Meaning of Coat of Arms	The number of students	Percentage
1	91-100	A	Very good	3	4.10%
2	82-90	B	Good	6	8 , 40 %
3	73-81	C	Enough	7	24 %
4	<74	D	Not enough	15	63%

From the results of the analysis of the table above, it can be seen that the number of students who got a score of 91-100 was 3 There are 6 students who achieved a score of 82-90 There were 7 students , who achieved grades 73-81 students , and students who achieved a score <73 were 15 student . With an average score of 75, this means that there are 15 students or 50% who have completed the KKM. Meanwhile, 50% or 14 students were declared incomplete.

Conclusions that can be drawn from the results of observations and analysis :

- Student participation in learning was 40 % or 11 active students.
- Students' vocabulary mastery is 60 %.

Cycle 2 Reflection

The results of our research found that educators are more dominant in the classroom, but students should be more active in the classroom and Vocabulary Mastery using riddles in the first cycle aims to improve and resolve problems encountered when there is no treatment in the classroom. Although students' ability to master professional vocabulary has increased compared to the pre- action test. However, this was not completely successful and had to be improved in the second cycle. This happened because there were obstacles in the learning process. These obstacles include students not participating enough in the learning process, some students not listening to the teacher's explanation, students not being able to discuss well and even some students not daring to ask questions. The students' vocabulary mastery scores did not change much, the students' average score was 71.25. This shows that the average student score does not exceed the KKM.

Cycle 3

In this cycle, planning is held from meetings 1 to 2, the results of which are as follows: meeting one, the teacher explains the function of things after that the teacher divides the group into four and each group contains 8 students. Group 1: vocabulary in school group 2: vocabulary in the library Group 3: vocabulary in the room group 4: vocabulary in the kitchen after that students record the results of the discussion on the whiteboard . On the next day the educator explains how to fill in the riddles and students in groups fill in the riddles and the group that fills in the fastest is given a prize.

Table 3: Cycle 3 Assessment Results

No	Result 1 Number	Result 1 letter	Meaning of Coat of Arms	Number of students	Percentage
1	91-100	A	Very good	6	19.74%
2	82-90	B	Good	8	26%
3	73-81	C	Enough	15	45.88%
4	<73	D	Not enough	2	8.41%

Cycle 3 Reflection

Learning activities have undergone many changes, both in terms of students' learning outcomes in mastering vocabulary and also students' activeness in learning. The learning process only involves students, the teacher is only an intermediary in learning.

Inter-Cycle Description

Increase in the Magnitude of Vocabulary Mastery Results

If we compare the initial conditions of cycle two and cycle three, it can be seen that the average score for students' vocabulary mastery is still not above the KKM in pre-action with a score of 40%.

Tabel 4. Comparison of Pre-Cycle, Cycle I, and III Value Results

Results (numbers)	Result 1 (letter)	The meaning of the symbol	Pre-action	Cycle II	Cycle III
91-100	A	Very good	2	3	6
82-90	B	Good	5	6	8
73-81	C	Enough	9	7	15
<73	D	Not enough	15	15	2
Number of students			31	31	31

Discussion

The results of this research can be seen that there were 2 students in the pre-action who achieved a score of 91-100, 5 students who achieved a score of 82-90, 9 students who achieved a score of 73-81, and 15 students who achieved a score of <73. .. In action phase 2, there were 3 students who achieved a score of 91-100, 6 students who achieved a score of 82-90, 7 students who achieved a score of 73-81, and 15 students who achieved a score of <73. . In action phase 3, there were 6 students who achieved a score of 91-100, 8 students who achieved a score of 82-90, 15 students who achieved a score of 73-81, and 2 students who achieved a score of <73. . And it can be seen that there is an increase in the scores obtained by class XII MA Miftahul Ulum Bettet students.

The difference between the article on using riddles games to increase students' vocabulary using the PTK (classroom action research) method and other articles may lie in the research approach and implementation method. These articles tend to focus on

concrete actions taken in the classroom environment to improve learning, while articles with quantitative approaches and quasi-experimental designs can provide a statistical picture of the effectiveness of riddles games in improving students' vocabulary. Involving both control and experimental groups, these studies may attempt to determine the direct impact of playing riddles by measuring test results or other quantitative parameters.

The main difference lies in the methodological approach: PTK emphasizes concrete actions in the classroom and teacher reflection, while the quantitative approach is more oriented towards statistical measurements and the direct effect of playing riddles on increasing students' vocabulary. Both provide valuable insights, but their different focuses and approaches can influence the emphasis and interpretation of research findings.

CONCLUSION

The results of the application of Riddles were very well implemented and one could even see an increase in students' vocabulary, proven to increase vocabulary from cycle 2 to cycle 3. The increase in cycle 1 reached 60%, reaching the limit of completeness with 16 students out of 31. In the 3rd cycle, as many as 80.49 % of students were able to reach the limit of completeness using this method, with 29 participants out of 31 students. The results of this research are not yet perfect in achieving optimal results in increasing students' vocabulary, by considering other aspects for future researchers regarding the use of game riddles to increase students' vocabulary.

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