

**THE EFFECT OF RIDDLE GAME ON STUDENTS' VOCABULARY
MASTERY AT GRADE TEN OF SMK SWASTA HKBP
PEMATANGSIANTAR**

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ABSTRACT

This research was aims to see effect of riddle game on students' vocabulary mastery at grade ten of SMK Swasta HKBP Pematangsiantar. This research use 20 multiple choice with using pre-test and post-test in experimental and control group but different treatment. This research design was quantitative research. As experimental research, aimed to know the effect of techniques that given, whether in influenced to the object or not. The sample of this research took from two classes that consist of 56 students (28 students in experimental group in class X TBSM1 and 28 students in control group was X TBSM2). The researcher found that the mean of pre-test in experimental group was 80,16 and the mean of pre-test in control group was 56 and the research also found that t-test was higher than t-table. It showed from df:54 (28+28-2) with the table was 1,67 and the level of significances 0,05. It showed that t-test was higher than t-table (2,08 > 1,67). Therefore, the null hypothesis (H0) was rejected and the alternative hypothesis (Ha) was accepted. Finally, the research concluded that there was significant effect of riddle game to the students' vocabulary mastery at grade ten of SMK Swasta HKBP Pematangsiantar.

Keyword: Vocabulary, Riddle Game and Descriptive Text.

I. INTRODUCTION

Language is a formal system that can be profitably studied independently from the people who use it. It is the method of human communication, either spoken or written, consisting of the use of the words in a structural and conventional way. Language is a formal system that can be profitably studied independently from the people who use it. It is the method of human communication, either spoken or written, consisting of the use of the words in a structural and conventional way.

In learning English student can not only master one skill but they have to master all of the four skills. To support all of the four skills one of the most needed elements is vocabulary. When students learn English, they focus on mastering four language skills: Listening, Speaking, Reading, and Writing. When we study about the four the skills we use grammar, vocabulary, spelling and pronoun. This research, researcher gives attention to vocabulary. Vocabulary is best learnt when someone feels the researcher in a certain thing and person in the classroom. English seems to have far more words in its core vocabulary than others language.

Vocabulary Mastery is one of the components to master English as a foreign language. Vocabulary mastery also plays an important part in English skills: listening, speaking, reading, and writing skill. The more vocabulary the students master, the better they perform their language. It means that the students need to only to learn a

lot of words, but also to remember them. Vocabulary mastery also plays an important part in English skill. In fact, many students or learners find problem in mastering English. Perhaps because English is not our national language, therefore, it is not easy to learn it one of the basic problem face is lack of vocabularies.

General vocabulary is best learned when someone feels that a certain word is needed, to be able to teach as affectively as possible it is important to know how words are remembered and stored in students mind and how long term memory is organized. The problem faced when learning vocabulary is the low ability of speaking English skills because they are not used to it, some students are still reluctant and even keep their mouths shut when they are invited to speak in English.

Specialized vocabularies are those vocabularies used in certain fields. The medical and legal fields are the two research think of most often when research think of specialized vocabularies, though there are many other fields. Less mastery of students in writing, even less intention to read in the classroom. Students also do not understand vocabulary and when the teacher speaks the students do not understand the meaning.

There are so many of language games to increase the students' vocabulary. There are puzzle, mixed story, and Flash Card, find the sentence, Riddles, etc. One of great strategies of teaching vocabulary that may arouse students' motivation and increase their vocabulary is the use of games, According to Moursund (2006:21) for many students' games are intrinsically motivating. Game is an activity which entertaining and engaging, often challenging, an activity in which the learners play and usually interact with others. The choice in vocabulary selection and methods used in teaching vocabulary are important factor. From the definitions above, it can be concluded that vocabulary is the total numbers of words, a list or set of words in a particular language that a person knows or uses.

To overcome the problem above the riddle game is effective to use. According to Davis (2010:4), riddle game can help the students in learning vocabulary, especially in recognizing meaning and spelling of the word. By using this game, the students may remember the meaning of words and the students know how to spell the words. In short, using riddle game could make students interest and easy to remember vocabulary based on material given. Considering the problems faced by the students in dealing with English vocabularies and the thought that riddle game concept can be a good strategy in teaching vocabularies, thus the researcher is interested to conduct a research entitled: The Effect of Riddle Game Students' on Vocabulary Mastery. Based on the problems identification above, the scope of this research in the meaning of synonym, antonym in descriptive text.

II. REVIEW OF LITERATURE

2.1 Definition of Vocabulary

Vocabulary is one of English language components which has to be mastered by the students. Vocabulary is everything in English and cannot be separated from other English language skills. According to Hiebert and Kamil (2005:3), "Vocabulary is the knowledge of meaning of words". Then according to Takac (2008:4) "vocabulary could be defined as a 'dictionary' or a set of words." Bogards and Laufer (2004:40), stated, "Vocabulary is an essential part of language learning". Furthermore, Diamond and Gutlohn (2006:8) define vocabulary as knowledge of words and word meaning. Vocabulary has an important role in language teaching. If the students master enough English vocabularies, they would be easy in understanding English.

According to Thornbury (2002:13), “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. Therefore, vocabulary is important in English because without mastering vocabulary, the student cannot convey their aim when they want to talk about something to others.

2.1.1 Kinds of Vocabulary

Vocabulary can be divided into two types, passives and actives vocabulary. The first is active vocabulary refers to items which the learner can use appropriately in speaking or writing and it also called as productive vocabulary. It is important to and it also called as productive consider previous learning of the mother tongue, other languages, or early course in English when selecting and teaching vocabulary, and to avoid "un teaching" particularly as a result of organizing and presenting vocabulary. It means that to use the productive vocabulary, students must know how to pronunciation it well, they also must familiar with collocation and understand the meaning of the word. This type is often used in speaking and writing skills. According to Webb (2012:113-126).there are two kinds of vocabulary there are:

a. Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.

b. Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

2.1.2 Aspect of Vocabulary

According to Thornbury (2002:9) there are several aspect of vocabulary:

a. Synonym and Antonym

Synonyms are related to the same meaning, more than one word has the same meaning different words Synonyms are words that same meaning. Examples of synonyms are as follows:

Lazy = Indolent

Glitter = Sparkle

Antonyms such as synonyms relation between opposites is not always black and white. Antonym is a word that means opposite. They present interest problem for anyone really interested in semantic feature analysis.

Clever = Stupid

Tall = Short

From the example above, we conclude that by using synonym and antonym, the students can improve their vocabulary because by using one word they will know the other vocabulary with finding the synonym or the antonym of one word indolent when they finding it as the synonym of the lazy, because it has the same meaning.

2.1.3 Teaching Vocabulary

Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning.

Teaching words is a crucial aspect in learning a language as languages are based on words Thornbury (2002:370). It is almost impossible to learn a language without words, even communication between human beings is based on words. Both teachers and students agree that acquisition of the vocabulary is a central factor in teaching a language Walters (2004:243-252).

Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, problems would appear to the teachers. They have problems of how to teach students in order to gain satisfying results. The teacher should prepare and find out the appropriate techniques, which will be implemented to the students.

2.1.4 Vocabulary Mastery

In order to understand the language, vocabulary is crucial to be mastered by the learner Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings According to Webb (2012:113-126) mastery refers to:

- a. The authority of a master dominion,
- b. The upper hand in a contest or competition, superiority, ascendancy and
- c. Possession or display of great skill or technique,
- d. Skill or knowledge that makes one master of a subject comment.

According to Thornbury (2002:93) stated that vocabulary learning is deemed as an issue of remembering long lists of English words as the goal language. Languages first appear as a word, whole languages have words. However, when we are more familiar with vocabulary, we not only know about the meaning of the word, but also to know more about the meaning of the word obtained for use in speech or writing. The students cannot do well in comprehension without large vocabulary, for the passages and questions involve a range of words much wider than that of daily conversation.

2.2 Riddle Games

In language teaching, there are so many of language games to increase the students' vocabulary. They are puzzle, mixed story, and flash card, find the sentences, riddles, etc. One of the language games is Riddle that can be applied as one of teaching vocabulary method by the According to Davis (2010:4), riddle game can help the students in learning especially in recognizing meaning and spelling of the word. By using this game, the students may remember the meaning of words and the students know how to spell the words.

According to Brassel (2008:78) a riddle is a statement or question or phrase having a double or veiled meaning, put forth as a puzzle to be solved. As a kind of game, the advantages of using riddle in teaching vocabulary are:

1. Students are more interested in learning the material because when they are interested in learning the material, they will pay attention to the lesson;
2. Students also feel more challenge because to solve the riddle need a critical thinking; and
3. Students get many vocabularies and also the meaning of vocabularies because the teacher provides vocabularies in the riddle and the students have to know the meaning first to answer the question.

2.2.1 Types of Riddle Game

In general, riddles can be divided into two main sections namely enigmas and conundrums. The former is a type of a question that is presented in a metaphorical language. These can be cracked or solved only after careful observation of the

problem statement. Most of the ancient English poems had these kind of enigmas embedded within them. Conundrums are similar to enigmas but for the fact that the answer lies hidden in the question itself and application of the concept of punning can bring out the real answer hidden within the question. The usage of different meanings with a common spelling too, can extract the hidden truth.

2.2.2 Procedure of Riddle Games

Many procedure to play riddle game, Ramadanta et al., (2018:36) said that, procedure of using riddle game are:

1. The research who acts as teacher prepares the students to learn in the class.
2. Teacher tells and explain the lesson about. For example: Profession, animals, or anything that related.
3. Teacher explains the rules of riddle technique to be practiced as clearly possible so that all students may understand and familiar. The rules are:
 - a) Students are divided into two groups.
 - b) Every group write many words about: Profession, animal, or anything.
 - c) After that one by one by one of the member write it in the white board.
 - d) Then the group answers the word. If she/ he can do the challenge, so she/ he gets the score and changes give the challenge. But if she/ he fail, so won't get score and will be punished.
 - e) The challenge is the word that given by member of group, one member the other group removes the letter from the word, but still remains English and has meaning.

2.2.3 The Advantages of Using Riddle Game

According to Ramadanta et al., (2018:39) there are some advantages of using riddle games, they are:

1. Can introduce the students to intellectual humor.
2. Work their brains, problem solving and critical thinking skills are two of the most important and sought after abilities in society today.
3. Reading Comprehension, everybody can read to some extent, but this doesn't mean that they can read quickly enough or understand difficult content that will enable them to be useful in the workforce. Riddles can help out with this by expanding vocabulary and increasing the ability to understand context.
4. Expand their vocabulary, when everyone encounters words that they don't understand they figure them out through context.
5. Giving them the opportunity to teach, teaching students riddle allows them to know and understand something that most other people do not, giving them an opportunity to repeat them and teach them to others.

2.2.4 The Disadvantages of Using Riddle Game

According to Wiwin et., al (2015: 39) the disadvantages of riddle are: first, it spent a lot of time, because take a time to prepare this game. Second, the class was noisy. Third, there are some of students still confused to answer the riddle correctly.

Based on the explanation above, the writer concludes that disadvantages of using riddle games are: need a long time as long as teaching learning process in the classroom, the class was noisy, has limited time, and some students still confused to answer the question.

III. RESEARCH METHODOLOGY**3.1 Research Design**

This research used quantitative research methods, with a design. This research was an experimental research used to see the effect that occurs when a class used riddle game when learning to vocabulary. The research design used in this study was the nonequivalent control group design. The basis for choosing this research design is that the sample selection used a simple random sampling media through random selection or shuffling first. This research used two sample classes that have different treatments, namely the experimental class and the control class. Before the experiment, both classes was given the same pre-test. Furthermore, the experimental class was given treatment using riddle game. While the control class was not given treatment using riddle game, after the two classes carry out the learning process, they gave the same post-test.

3.2 Research Setting

The research was conducted at SMK Swasta HKBP Pematangsiantar. The school was located in Jl. Ahmad Yani No.153 Pematangsiantar. The reason for choosing this school was because students have difficulty in vocabulary.

3.3 Research Population and Sample

The population and samples that will be used in this research are:

a. Population

The population is defined as all members of any well-defined class of people, events, or objects (Ary et al., 2014). The population that used in this research was all students of grade ten at SMK Swasta HKBP Pematangsiantar for the academic year 2022/2023 which consists of 7 classes, each class has an average number of 30 students. The total number of students in class X was around 174 students.

b. Sample

Sample is part of population as the subject of a research (Ary et al., 2014). Sample is individuals who are participated to be investigated in a research. In choosing the sample, the researcher uses random sampling. Random sampling is a method of choosing a sample of observations from a population to make assumptions about the population.

3.4 Research Variable

Variables are the conditions or characteristics that the experimenter manipulates, control and observes. There were two kinds of variables in this study: dependent and independent variables. The dependent variable is an attribute or characteristic that was dependent on or influenced by independent variable (Creswell, 2012:115)

1. Independent Variable (X)

The independent variable/independent variable is a variables that affects or causes the dependent variable to arise. The independent variable in this study was using riddle game.

2. Dependent Variable (Y)

The dependent variable/dependent variable is the variable that is influenced or that becomes the result because of the independent variable. The independent variable in this study was riddle game.

3.5 Research Instrument

In this research instrument there were two kinds as follows:

a. Test

It is designed to measure the students' vocabulary mastery. The researcher used pre-test and post-test as the instruments of this research. The form of pretest and post-test was multiple choice. Researcher gave multiple choice test about synonym and antonym there are 20.

b. Test Specification

In test specification was how to scoring rubric in multiple choice

N o	Test Items	Reading Text	Number Question	Total
1	Synonym	1	1-10	10
2	Antonym	2	11-15	5
		3	16-20	5
		Total		20

$$N = \frac{n}{20} \times 100$$

Notes:

N: The final score

n: The number of the correct answer

3.6 Validity and Reliability of Test

The instrument which are used to collect the data should be valid and reliable. In other words, all good tests should have two qualities, they are validity and reliability.

a. Validity

Validity testing aims to see the level of constraints or validity (accuracy) of a measuring instrument. According to the definition of validity, it is the appropriateness, correctness, significance, and utility of the specific inferences that researchers draw from the data they gather (Purpura et al., 2015). Validity testing can be done by factor analysis, which is to correlate the item scores with the total score using the Pearson Product Moment formula. Obtained directly the correlation coefficient for each item. After knowing the correlation coefficient (r_{xy}), then the next step is to consult with the value of r product moment table at 95% confidence interval with n-2 degrees of freedom. The Pearson Product Moment correlation formula is as follows:

$$r = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

Explanation:

r : Validity of coefficient

n : Number of students

x : Item scores

y : Total Scores

b. Reliability Test

Reliability testing is carried out to measure the determination of the instrument or student determination in answering the evaluation tool. To find out whether a test has high, medium or low reliability can be seen from the value of the reliability

coefficient. To determine the reliability of the test used reliability analysis with formula, namely:

$$r_{11} = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum pq}{S^2} \right)$$

Information:

r_{11} = Internal reliability coefficient of all items

r_b = The correlation between odd-even hemispheres or the beginning of the end. Next consult with $t=0.05\%$ and $dk = N-2$. If $>$ than means the item is reliable.

3.7 Technique of Data Collection

In order to collect the data, the researcher will applied:

a. Pre-test

In the pre-test, the researcher gave a test for the experimental class and the control class before the treatment to measure the students vocabulary. The researcher gave test about synonym and antonym there are 20. Same test was given to both experimental and control class to get the preliminary data to be compared with the post test.

b. Treatment

After conducting the pretest, the researcher conducted a treatment. Experimental class taught by using media, while in control class, there was not treatment.

c. Post test

Same test was given to both experimental and control class as post-test. The form of pretest and post-test was match word synonyms and antonyms. Research gave test about synonym and antonym there are 20.

3.8 Technique of Data Analysis

After the researchers collected the data, the researcher analysis the data according to the theory of Hatch & Farhady (1982: 57), with the following steps

1. Scoring test

$$S = \frac{T}{n} \times 100$$

Explanation:

S : Score

T : Correct answer

N : Number of student.

2. Finding mean score of each group

$$\bar{X} = \frac{\sum fx}{N}$$

Explanation:

$\bar{X}$ = the average score

$\sum fx$ = sum of the raw

N = number of students

3. Finding standard deviation of each group

$$S = \frac{\sqrt{\sum d^2}}{N - 1}$$

Explanation:

S : standard deviation

$\sum d^2$: sum of mean deviation

N : number of student

1 : Constant number

4. Finding standard error of difference of mean

$$SE(X_e - X_c) = \sqrt{\left(\frac{se}{\sqrt{N_1}}\right)^2 + \left(\frac{sc}{\sqrt{N_2}}\right)^2}$$

Explanation:

SE (X_e-X_c) : standard error

Se : standard deviation of experimental

Sc : standard deviation of control

N₁ : number of student of experimental

N₂ : Number of student of control

5. Testing Hypothesis

$$t_{test} = \frac{\bar{X}_e - \bar{X}_c}{SE(\chi_e - \chi_c)}$$

Explanation:

$\bar{X}_e$: Mean of Post Test in Experimental

$\bar{X}_c$: Mean of Post Test in Control

SE ($\chi_e - \chi_c$) : Standard error

IV DATA ANALYSIS, FINDING AND DISCUSSION

4.1 The Data Analysis

The data were taken from the sample in SMK Swasta HKBP Pematangsiantar from the test. There were two classes that the researcher used, namely X TBSM1 and TBSM2. X TBSM1 as experimental group and X TBSM2 as control group. Then the researcher gave the test to students to get the data about students' vocabulary. The test was pre-test and post-test after given a treatment. The completed data on student's vocabulary mastery in experimental group that were taught by using riddle game and control group that were taught by conventional method.

4.1.1 The Result Score of Students' Pre-test and Post-test in Experimental Group

After applied the pre-test and post-test to the experimental group the data gained from the students' score. There were 20 items of the vocabulary test.

Mean of pretest in experimental class

$$X = \frac{\sum FX}{N} = \frac{985}{28} = 41.786$$

Mean of posttest in experimental class

$$X = \frac{\sum FX}{N} = \frac{2000}{28} = 83.750$$

The achievement results of the vocabulary mastery in the pre-test and post-test in Experimental group. The total scores in pre-test was 950, the average score was 41.786. Then, in post-test there score was 2000 where the average score was 83.750.

4.1.2 The Results Score of Students' Pre-test and Post-test in Control Group

After applied the pre-test and post-test to control class, the researcher checked the test and got the score of the students.

Mean of pretest in Control class

$$X = \frac{\sum FX}{N} = \frac{1635}{28} = 58.393$$

Mean of posttest in Control class

$$X = \frac{\sum FX}{N} = \frac{2235}{28} = 79.821$$

The achievement results of vocabulary mastery in the pre-test and post-test in control group from the data. The total scores in pre-test was 1635, the average score

was 58.393. Then, in post-test there score was 2235 where the average score was 79.821.

4.1.3 The Progress of Students After Treatment

Table 4.3
The Progress of Students' Vocabulary Mastery After Treatment

Group	Pre-test	Post-test	Improvement
Control	58.393	79.921	21.528
Experimental	41.786	83.750	41.964

It can be seen that the average pre-test was 51.785 and post-test was 79.821 in control group, while the average pretest was 41.786 and post-test was 83.750 in experimental group. So it can be seen there was improvement in control and experimental group. The experimental group had a higher improvement than control group.

4.1.4 The Difference Score in Experimental and Control Group

The student's scores in post-test in control group and experimental group. Control group the total score 2195 and the average score was 78.393. While the experimental group, the total score was 2360 and the average scores was 84.285. The difference for the improvement as the whole students got in post-test from control to experimental group was with the average was 5.892.

4.1.5 Variance and Standard Deviation of Experimental Group

It was found that the total sum squares of the respondents at the time of administering the post-test in experimental group was 981.250. The points were necessarily required in order to determine the standard variation for post-test in experimental group which was in turn compared to the same data at post-test in control group. The following was the standard deviation of post-test in experimental group.

$$S^c = \frac{\sum d^2}{N-1}$$

$$S^c = \frac{981.250}{28-1}$$

$$S^c = \frac{981.250}{27}$$

$$S^c = \sqrt{36.34259259}$$

$$S^c = 6.029$$

It was found that the total sum squares of the respondents at the time of administering the post-test in experimental group was 624.107. The points were necessarily required in order to determine the standard variation for post-test in control group which was in turn compared to the same data at post-test in experimental group. The following was the standard deviation of post-test in experimental group

$$S^c = \frac{\sum d^2}{N-1}$$

$$S^c = \frac{624.107}{28-1}$$

$$S^c = \frac{624.107}{27}$$

$$S^c = \sqrt{23.11507407}$$

$$S^c = 4.800$$

4.1.6 Testing Hypothesis

Standard Error of the difference of mean

$$SE(\chi e - \chi c) = \frac{se}{\sqrt{N1}} + \frac{sc}{\sqrt{N2}}$$

$$SE(\chi e - \chi c) = \frac{6.029}{\sqrt{28}} + \frac{4.800}{\sqrt{28}}$$

$$SE(\chi e - \chi c) = \frac{6.007}{\sqrt{5.292}} + \frac{4.800}{\sqrt{5.292}}$$

$$SE(\chi e - \chi c) = \sqrt{1,400} + 0.909$$

$$SE(\chi e - \chi c) = \sqrt{2500}$$

$$SE(\chi e - \chi c) = 1,581$$

Finding out the T-Test:

$$t_{test} = \frac{\bar{\chi e} - \bar{\chi c}}{SE(\chi e - \chi c)}$$

$$t_{test} = \frac{83.750 - 79.821}{1.581}$$

$$t_{test} = \frac{3.292}{1.581}$$

$$t_{test} = 2.08$$

Finding out the degree of freedom (df):

$$df : (Ne-1) + (Nc-1)$$

$$: (28-1) + (28-1)$$

$$: 27 + 27$$

$$: 54$$

The results of data analysis using hypothesis testing (independent t test) was 2,08. The value of the t-table with two tails calculated using the degrees of freedom (df) was 54, therefore, the result of the t-table is 1.67. Test Criteria: If the value of t-test same or higher than the value of t-table, so H_a was accepted and H_0 was rejected. The result was:

$t_{test} \geq t_{table}$ $2,08 > 1,67$
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From the calculation results, it turns out that $t_{test} > t_{table}$ at level $\alpha = 0,05$ that was $(2,08 > 1,67)$ therefore H_a is accepted and H_0 is rejected.

4.2 Research Finding

Based on the work of the analysis on the data, it is found that, there was a significant effect of riddle game on student's vocabulary mastery at grade ten of SMK Swasta HKBP Pematangsiantar. The difference or the improvement as the whole students got in post-test from control to experimental group was 165 or 5.892 point in average. With the pre-test 41.786 and post-test is 83.750 in experimental group mean while pre-test is 58.393 and post-test is 79.821 in control group. with the total sum squares of the respondents at the time of administering the post-test in experimental group was 981.250 points where its standard deviation was 6.029, meanwhile, the total sum squares of the respondents at the time of administering he post-test in control group was 624.107 points where its standard deviation was 4.800. Testing hypothesis showed that t-test (2.08) was higher than t-table (1,67) at level of significant 5% for two tailed test.

4.3 Discussion

Finally, after analyzing the data, the researcher found the answer to the problem, namely knowing which media is more effective in teaching English vocabulary Mastery. And as a result, the experimental group was more effective in vocabulary mastery than the control group of class X TBSM students of SMK Swasta HKBP Pematangsiantar because the scores obtained from the calculation results of the hypothesis (H_a) were accepted and the hypothesis (H_0) was rejected.

The result of the research showed that the use of guessing games effected the students' vocabulary achievement. It was proved by the value of the t-test 17.683 which was greater than the value of t-table 1.70 the level of significance (p)= 0.05 and degree of freedom ($n-1$) =27. This proves that there is a significant effect of riddle game on students' vocabulary mastery.

V. CONCLUSION AND SUGGESTIONS

5.1 Conclusion

The findings of this study indicated that the use of riddle games was effective in improving students' vocabulary skills. This evidenced by the value of students in the experimental class is higher than the control class. Based on the results of the study and supported by several previous studies, then it can be concluded that the use of riddle games was very effective in improving students' vocabulary skills especially synonym and antonym in the tenth grade of SMK HKBP Pematangsiantar. The result of t-test has proved the significant means of experimental class and control class. The result of t-test = 2,08, while t-table = 1,67 at $df = 54$ and at the level significant $\alpha = 0,05$. So, concluded that using riddle game significantly effects to the students' vocabulary mastery.

5.2 Suggestions

In conducting this research, the researcher faced several obstacles, namely class conditions that are not conducive when working in groups learning. Many students talk outside the topic of learning. Based on the problems above, the researcher suggests that when using this learning strategies, researchers must often control students directly from one group to another. It can also help students to understand the learning material because the researcher can provide direct direction to each group in accordance with the students' difficulties in each group.

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