THE USE OF RIDDLES GAME TO TEACH SPEAKING TO THE STUDENTS

Episiasi
English Education Study Program, STKIP PGRI Lubuklinggau
email: episiasi34@yahoo.com

Abstract

The objective of this study was to find out whether or not it was significantly effective to use Riddles Game to teach speaking at the eleventh grade students. The method applied was pre-experimental method with one group pre-test and post-test design. The sample was 29 students which taken through cluster random sampling. The writer used oral test as technique for collecting the data. The data obtained were analyzed through four techniques : (1) The mean students' score in the pre-test was 56.25, (2) The mean students' score in the post- test was 75.96, (3) The result of normality test in the pre-test was 6.79 and in the post-test was 8.73 and (4) The result of matched t-test was 7.61, which was higher than 1.701 value of the table with the degree of freedom (29-1) 28 with 5% signficant level for one tailed test. So, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It means that, it was sigificantly effective to use Riddles Game to teach speaking.

Key Words *: Teaching, speaking, Riddles Game*

1. INTRODUCTION

Today students are expected to be able to communicate in English since English is one of the international languages and it has become the language of global communication. English also plays important roles in international education because a lot of textbook in many technical and scientific fields are available only in English. In Indonesia, English is taught as a foreign language.

There are four skills that the students have to master. Those are listening, speaking, reading and writing. Among the four language skills, speaking is the most important skills in learning besides listening, reading and writing.

Speaking is the direct route from one mind to another, and is the way we usually choose when we want to ask a question, or give an explanation (Turk 2003:9). Speaking is a crucial part of

second language learning and teaching. Despite its importance for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues.

Speaking is productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of test taker's listening skill, which necessarily compromises the reliablity and validy of an oral proction test (Brown, 2004:218). If students want to able speak fluently in English, they need to able pronounce phonemes correctly, use aproriate stress and intonation patterns and speak in conected speech. Speakers of English especially where it is a second language will have to able to speak in range of different genres and situations and they have to be able to use a range of conversational and conversational repair strategies. They will need to be able to survive in typically functional exchanges.

Based on the interview to the teacher of English of the eleventh grade students of SMK Negeri 3 Lubuklinggau. Most of students got bored and confused in learning speaking because they seldom practiced in the class. They have less motivation in learning. Their vocabulary was limited. Therefore, it was difficult for students to be able to speak. It gives big influence to many students. In fact, many students do not like speaking subject in the classroom. They do not have motivation to talk in the class. Finally, the students just silent and do another activity in the classroom without understand in learning English.

There are many activities that can be used to transfer materials well to the students in teaching speaking. One of the activities is called Riddles Game. Riddles are verbal play which involves puzzling about "what is like what" (Isbell, 1977:20). Riddles are question or statements that are intentionally worded in puzzling or misleading way. They are puzzling statements in form description designed to make a person use his/her creative ingenuity. In other words, they contain descriptive elements or metaphor, which the listener has to puzzles out the solution. In most riddles, what is required is that the answerer should identify the object indicated in these allusive general statements.

Based on the explanation above, the writer was interested in conducting a research entitled "The use of Riddles Game to teach speaking at the eleventh grade students of SMK Negeri 3 Lubuklinggau ".

29

2. RESEARCH METHOD

In this study, the writer was used pre-experimental with the design is one group pre-test and post-test design. Pre-experimental method is a kind of experiment which is used to get the information about the experiment in the condition unable to control and manipulate all of the relevant variables. Latief (2014:96) states that an experimental research is conducted without a control groups.

There are two variables in this study, namely: independent variable and dependent variable. Fraenkel and Wallen (2009:42) stated that independent variable is those that the researcher chooses to study in order to assess their possible effect(s) on one or more other variables. Dependent variable is the variable that the independent variable is premised to affect. In this study, the independent variable is Riddles Games and the dependent variable is speaking achievement. The following chart shows variables of the study:
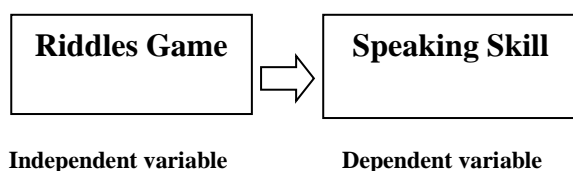
Riddles Game		Speaking Skill
Independent variable		Dependent variable

Figure 1: Variable of the Study

The population is the group of interest to the writer, the group to whom the writer would like to generalize the results of the study (Fraenkel and Wallen, 2009:91). It means to compare test score across a sample of a population of the students. The population of this study was the eleventh grade students of SMK Negeri 3 Lubuklinggau in the academic year of 2015/2016. At this school, there were ten classes of the eleventh grade students with the total number of the population were 252 students.

According to Arikunto (2010:174), sample is a part of population in the research. A sample is the group on which information is obtained (Fraenkel and Wallen 2009:90). Cohen (2007:15) states that there are many methods of selecting sample such as random sampling, probability sampling, systematic sampling, stratified sampling, cluster sampling, volunteer sampling, quota sampling and purposive sampling. In determining sample, the writer used the cluster random sampling. It was done by writing the names of the ten classes. After that, with a random way the writer took one of them which used as the sample in this investigation. The result was class XI TKJ 2 of the eleventh as the sample with the total number of 29 students.

The writer used the test to identity the student's abilities in learning speaking of expression asking for and telling profession. Test is a simple way to know something in related to student's abilities level; is a simple technique in education. According to Fraenkel and Wallen (2009:171), a test is common to test subjects at the beginning of the interventions.

In this study, oral test was used. It was administered twice, pre-test and post-test. The pretest was given before treatment and posttest was given after treatment. The writer gave instruction to the students for practicing the speaking test about animal. The writer gave 5 minutes for students to finish the test. While the students were speaking, the writer recorded the test while doing the speaking test.

3. FINDINGS AND DISCUSSION
Findings

This section describes and analyzes the result of the tests that were given to the students. The findings of this study were (1) the result of the test, (2) validity and reliability, (3) the hypothesis test. There were 29 students in the class XI TKJ 2 as the sample of the study. the students were given the pre-test and post-test. The writer got the data by giving the test. The material was given to the students was speaking about the expression of asking and telling profession.

In this study, the writer found out that the students' average score in the pre-test was 56.25 and in the post-test was 75.96. The writer also found that the result of matched t-test calculation was 7.61 while the critical value 5% (0.05) with 28 degree of freedom (df) was 1.701. It means that t-obtained was higher than the critical value of the t-table and it indicted that the null hypothesis (Ha) was accepted and the alternative hypothesis (Ho) was rejected. From explanation above, the writer concluded that it was significantly effective to use Riddles Game in teaching speaking to the eleventh grade students of SMK Negeri 3 Lubuklinggau in the academic year of 2015/2016.

The Result of the Test

In this part the writer presented the result of the test. The average of pre-test was 56.25 and in the post-test 75.96, the results of the pre-test were presented in order to know the effectiveness of treatment given. The result both of them was shown in the graph below
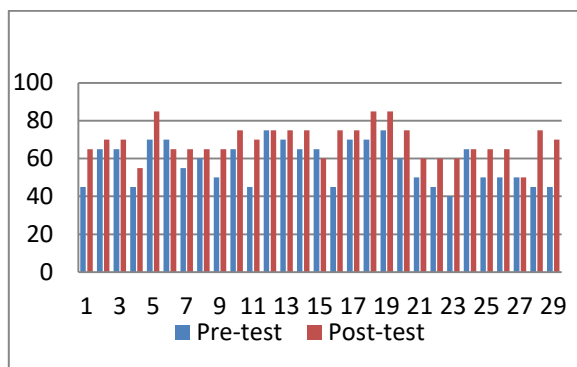
Episiasi …

Figure 2: The Result of Pre-test & Post-Test

The result of Pre-test

The Pre-test was given before the treatment. The number of students who took pre-test was 29 students. The test consisted of one item and the time to do the test was 2x45 minutes. From the calculation in the pre-test, the writer found that the higher score was 83.33 reached by two students and the lowest score was 37.50 reached by one student. The average of the students score in the pre-test was 56.25. After the students' scores were tabulated, and based on the students' minimum Mastery Criteria. The writer found that the students who got fail category were 25 students. The students who got pass category were 4 students. Based on the students' score (see in Table 4.1 in appendix B) can be categorized as shown on chart 3.1.
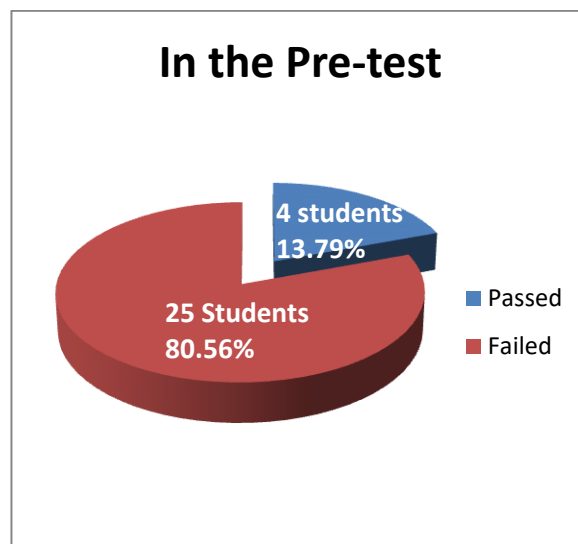

Figure 3: Percentages of the Students' Category in the Pre-test

The chart above showed that in the pre-test there are 25 students or 80.56% who were in fail category, and there were 4 or 13.79% students who got "pass" category.

The Result of the Post-test

After giving the pre-test, the students were given the treatment by using Riddles Game in teaching speaking and learning process in the classroom. The post-test was given after the treatment. The number of students who were given post-test was 29 students. The test consisted of one item in speaking test and the time to do the test was 2x45 minutes. Based on the tabulation of the post-test scoring, the writer found that the highest score was 89.58 by two students, and the lowest score was 57.29 which were by one student. The average score was 75.96. After the score had been

tabulated, based on the student category score the writer found that the students who got pass category were 19 students, and who got fail category were 10 students and the average from 56.25 to 75.96. The result is showed by chart 3.2 below.
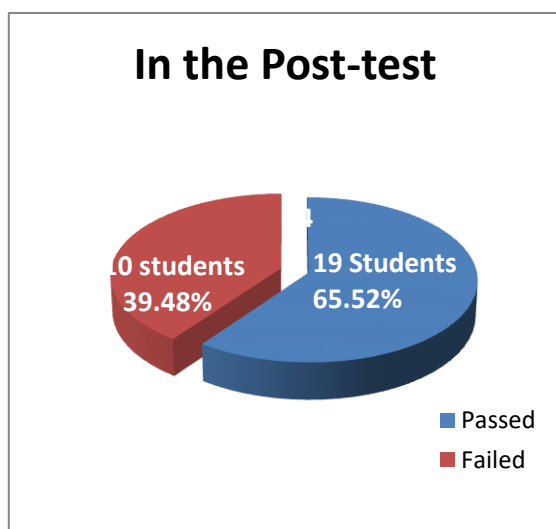
In the Post-test

19 Students
65.52%

10 students
39.48%

■ Passed
■ Failed

**Figure 4: Percentages of the Students'
Category in the Post-test**

The chart above showed that in the post-test, there were 19 students or 65.52 % who got pass category and there were 10 students or 39.48% who got "fail" category. It means that, the students' skill in speaking increased after the result of the pre-test and post-test found out.

Normality Test

The normality of the data was often tested in inferential statistics analysis for one until more than one sample group. It is assumed that the normality of the data become a requisite to determine what kinds of statistics will be used in

analyzing the next data. And the writer would like to show the students' data of the pre-test in speaking skill.

In the Pre-Test

Based on the data (see appendix B) the table of the frequency of observation and expectation of the students' scores in the pre-test, the writer found that $\chi^2{}_{obtained} = 6.79$ with degree of freedom (df) = 5 (6-1). Since level is 95% (0.05), and the data was normal, because $\chi^2{}_{obtained} < \chi^2{}_{table}$.

In the Post-Test

Based on the data (see appendix B) the table of the frequency of observation and expectation of the students' scores in the post-test, the writer found that $\chi^2{}_{obtained} = 8.73$ with degree of freedom (df) = 5 (6-1). Since level is 95% (0.05), and the $\chi^2{}_{table} = 11.070$. The data was normal, because $\chi^2{}_{obtained} < \chi^2{}_{table}$.

The table that showed the data score in the reading comprehension can be seen appendix B. Before the writer calculated test normality, she found that the highest score in the pre-test in the class was 83.33, it was reached by 2 student and the lowest score was 37.50, which was reached by 1 student. Besides, the writer

has some steps to calculate the normality test.

1) Calculated mean score:

$$\overline{X} = \frac{1631.29}{29} = 56.25$$

2) Make list of observation frequency and expectation frequency

Before the writer calculated test normality, she found that the highest score in the post-test was 89.58, it was reached by 2 students and the lowest score was 57.29, it was reached by 1 student. Besides, the writer has some step to calculated test normality:

3) Calculated mean score

$$\overline{X} = \frac{2203.05}{29} = 75.96$$

4) Make list observation frequency and expectation frequency

3. Matched t-test

Based on the students' scores in the pre-test and those in the post-test, the writer calculated the matched t-test to find out whether or not it was significantly effective to use Riddles Game to the eleventh grade students of SMK Negeri 3 Lubuklinggau in the academic year of 2015/2016.

The matched t-test calculation gave as the result. Meanwhile, the critical value of 95% (29-1) the significance level with t-table was 1.701. And t-obtained exceeds the t-critical value 7.61. (See in appendix B) showed the calculation between students' score in the pre-test and post-test.

Based on the table 4.4 (see in appendix B), it was found that N was 29, $\sum D$ was 571.76, $\sum D^2$ was 16583.9, $\sum X_1$ was 16631.29, $\sum X_2$ was 2203.05, $\overline{X}_1$ was 56.25, $\overline{X}_2$ was 75.96, before finding out t-obtained, the standard deviation (SD) must be calculated first, the result of SD = 18.67 (see in appendix B). The formula to calculate SD was as follows:

$$SD = \sqrt{\frac{\sum D^2 - (^1/_n)(\sum D)^2}{n-1}}$$

$$SD = \sqrt{\frac{\sum 16583.9 - (1/29)\left(\sum 571.76\right)^2}{29-1}}$$

$$SD = \sqrt{\frac{\sum 16583.9 - (0.034)(32909.4)}{28}}$$

$$SD = \sqrt{\frac{\sum 16583.9 - 11114.9}{28}}$$

$$SD = \sqrt{\frac{5469}{28}}$$

$$SD = \sqrt{195.32}$$

$$SD = 13.97$$

After the write found the result of the standard of deviation, then the writer found that the result of standard error differences was 1.78 and the process of the calculation is as follow:

$$S_{\overline{D}} = \frac{SD}{\sqrt{N}}$$

$$S_{\overline{D}} = \frac{13.97}{\sqrt{29}}$$

$$S_{\overline{D}} = \frac{13.97}{5.38}$$

$$S_{\overline{D}} = 2.59$$

Standard error differences had been found next the writer calculated the matched t-test. The matched t-test of pre-test and post test that found by the writer was 7.30. The process could be seen below:

$$t_{obt} = \frac{\overline{x_1} - \overline{x_2}}{SD}$$

$$t_{obt} = \frac{75.96 - 6.25}{2.59}$$

$$t_{obt} = \frac{19.71}{2.59}$$

$$t_{obt} = 7.61$$

In addition, the result of matched t-test calculation shows that the $t_{obtained}$ was higher than t_{table}. The $t_{obtained}$ was 7.61 while the t_{table} was 1.701. It means that the null hypotheses (Ho) was rejected and automatically the alternative hypotheses (Ha) was accepted. So in this study, Riddles Game was effective to be used in teaching speaking to the eleventh grade students of SMK Negeri 3 Lubuklinggau in the academic year of 2015/2016.

Discussion

Based on the data analysis, the writer interpreted the result of the data.

The result of both pre-test and post-test showed that there was significant difference between the students' average score in the pre-test was 56.25, the highest score was 83.33 which were achieved by 1 student and the lowest score was 37.50 which were obtained by 2 students. Referring the students' mean score, it can be interpreted that the students' previous ability was in the "Failed" qualification. In other words, there were still 25 students or 86.21% who were in "fail" category and there were 4 students or 13.79% who got "pass:" qualification.

Having analyzed the data got from the test, the writer interpreted that after doing the research by using riddles game, the student's achievement in speaking were increased. It can be seen from the differences between the student's score before treatment and after treatment. Before the treatment, the students' average score were 56.25, while the students' average scores in post-test were 75.96. In the pre-test the students still did some errors in pronunciation, accuracy, fluency, task completion, and comprehensibility. Since they did not know how to speak English well, they still used ungrammatical sentence and their pronunciation were still influenced by the dialect of their mother tongue. However,

after the writer applied Riddles Game, the students could minimize their errors; especially they could improve their speaking skill and express their idea in material about asking and telling profession. In conclusion Riddles Game can increase the students' skill speaking mastery.

Furthermore, because the students were taught through Riddles Game, the students had very high motivation in studying English. This can be seen from the activities learning of the students who have became very interested, enthusiastic, and were challenged in learning process at the classroom. As a result, the students' activeness in learning increased very significantly. A motivation is of particular interest to educational psychologist because of the crucial role it plays in student learning. However, the specific kind of motivation that is studied in the specialized setting of education differs qualitatively from the more general forms of motivation studied by psychologist in other fields. It means that the treatment by using Riddles Game could help the students in speaking. It can be seen that the students' average score increased after the treatment. So, using Riddles Game could increase the students' speaking skill.

Based on the result of post-test, the mean score in the post-test was 75.96. The highest scores were 89.58 achieved by 3 students and the lowest scores were 57.29 achieved by 1 student. It can be interpreted that their ability was only 19 students or 65.52% were in the "pass" qualification. It was found out that there were only 10 students or 34.48% who were in the "fail" qualification. It means that there was any increasing in their average score, where the students' score in the post-test was higher than in the post-test. It could be interpreted that the treatment by using Riddles Game can help the students increase their speaking skill.

The effectiveness of the Riddles Game in teaching speaking can be proved from the result of matched t-test calculation. The coefficient of $t_{obtained}$ was 7.61. It exceeded the coefficient of "t-table" (1.701) for the significant level of 5% for df=28. Therefore, the alternative to teach speaking used Riddles Game in cooperative learning to the eleventh grade students of SMK Negeri 3 Lubuklinggau in the academic year of 2015/2016 was accepted and the null hypothesis (Ho) which was stated that it is not effective to teach speaking used Riddles Game learning to eleventh grade

students of SMK Negeri 3 Lubuklinggau in the academic year of 2015/2016 was rejected. So, the Riddles Game could develop the eleventh grade students' speaking mastery of SMK Negeri 3 Lubuklinggau in the academic years of 2015/2016.

4. CONCLUSION

Based on the findings in chapter IV, it can be concluded that it was significantly effective to teach speaking by using Riddles Game to the eleventh students SMK Negeri 3 Lubuklinggau in the academic year of 2015/2016. It could be seen through matched t-test that the result was 7.61 exceeded than t-table 1.701 at 95% (0.05) level of significance for one tailed test. In the pre-test, the writer found that the average score was 56.25. The highest score was 83.33 that were gotten by two students and the lowest score was 37.50 reached by one student. In the post-test, the writer concluded that the average score was 75.96. The highest score was 89.58 reached by two students and the lowest score were 57.29 reached by one student. From the statements above, it can be concluded that the null hypothesis was rejected and the alternative hypothesis was accepted. It means that it was significantly effective to teach speaking

by using Riddles Game to the eleventh grade students of SMK Negeri 3 Lubuklinggau in the academic year of 2015/2016.

5. REFERENCES

Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*: Jakarta: Rineka Cipta

Brown. (2004). *Principles of Language Learning and Teachin*g. (4th ed.). New York: Longman.

Cohen, Louis. & Morrison, Keith. (2007). *Research Methods in Education*. New York: Routledge.

Fraenkel and Wallen. (2009). *How to Design and Evaluate Research in Education*. New York: McGraw-Hill, Inc.

Isbell, Billie jean. (1977). *The Ontogenesis of Metaphor:Riddles Games among Quechua Speaker Seen as Cognitive Discovery Procedures.Journal of Latin American Lore 3:1 (1977*), 19-49. USA.

Latief. (2014). *Research Methods on Language Learning An Introduction*. Malang: UM Press.

Turk, Christopher. (2003). *Effective Speaking : Communicating in Speech.* French: Spon-Press.