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PROCEEDINGS

Seminar on: “Method of Writing Scientific Article and Publishing in International Journal”

Conducted by English Study Program of
Teacher Training and Education Faculty of
Nommensen HKBP University
Pematangsiantar
20th April 2017

Editors:
Prof. Dr. Selviana Napitupulu, M.Hum
Dr. Sanggam Siahaan, M.Hum
Drs. Bloner Sinurat, M.Hum
David B. Manalu, S.Pd., M.Pd

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PREFACE

This book reports the proceedings of Local Seminar on “*Method of Writing Scientific Article and Publishing in International Journal*” held by English Study Program of Teacher Training and Education Faculty of Universitas HKBP Nommensen at Menza of FKIP UHN Pematangsiantar on April 20th, 2017. The specific purpose of this seminar is to response the government policy (SK Dirjen Dikti No. 152/E/T/2012 tanggal 27 Januari 2012) stated that S1 graduates should have at least 1 (one) published scientific article.

The content of this proceeding includes the main articles and plenary articles. The main articles were delivered by the keynote speakers (Prof. Dr. Selviana Napitupulu, M.Hum., and Dr. Sanggam Siahaan, M.Hum). The first keynote speaker described theoretical method of writing scientific article. Meanwhile the second keynote speaker showed the feasible steps of publishing article in international publications (both reputable and non reputable). The plenary articles were presented in the plenary session by S1 graduates of English Study Program of Teacher Training and Education Faculty of Universitas HKBP Nommensen Pematangsiantar along with their lecturers.

The editors would like to thank all authors for their contributions to this proceeding. Many thanks go as well to the Rector of Universitas HKBP Nommensen, Dr. Ir. Sabam Malau for promoting and providing the facilities of the seminar. Special thanks go to the chairman and secretary of English Study Program, Prof. Dr. Selviana Napitupulu, M.Hum., and Bertaria S. Hutauruk, S.Pd.,M.Hum for initiating this scientific program.

We are looking forward to the next seminar that will be held on October 2017 at the same location. We hope that it will be an interesting and enjoying at least as its predecessor.

Pematangsiantar, April 2017

The Editors

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The Effect of Riddle Game on Students' Vocabulary Mastery

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Abstract: This research focused on effect of riddle game on students' vocabulary mastery at grade seven in SMP Swasta Tamansiswa Pematangsiantar. This research used the quantitative analysis. The population were grade seven students in SMP Swasta Tamansiswa Pematangsiantar. The researcher took 60 students as the sample of data where VII-A as experimental group and VII-B as the control group. The instrument for collecting data was essay test, the material of the test was taken from the subject matter which taught to the student. The result showed that T -test (8,45) was higher than the T -table(1,67). It is concluded that the application of riddle game significantly affected on students' vocabulary mastery. The researcher suggests the teachers to apply riddle game as a media to improve students' achievement in English Vocabulary, develop students' cognitive and give students a challenge.

Keywords: Riddle game, vocabulary mastery.

I. INTRODUCTION

Background

Language is a means of communication of one people with the other people. According to Brown (1980:5) language is a systematic means of communicating ideas or feelings by the used of conventionalized sign, sound, and gestures, or marks having understood meanings. According to Lado, (1964:7) Language is the chief means by which the human beings express it and fulfills their basic needs for social interaction with other persons.

When students learn English, they are 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, writer 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. There are many such sets of words which add greatly to our opportunities to express subtle shades of meaning at various levels of style. So English vocabulary has a remarkable range, flexibility and adaptability.

Based on the researcher's experience in the field program experience when teaching training, the researcher found some problems especially in vocabulary, the student's poor vocabulary. Vocabulary is important for the students. It is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic words. Without having proportional

English vocabulary, students will get some difficulties in using English. It has to be realized that the student's ability to read, to write, to listen, and to speak is conditioned by their vocabulary. In reading ability, vocabulary helps learners in comprehending the text. In writing, it helps them to expand their ideas based on the topic sentence that they want. In addition, that vocabulary is central and critical importance to typical language learner. It makes vocabulary becomes the basic element to master the four language skills, namely listening, speaking, reading and writing. Without having adequate vocabulary, a language learner will not be able to master the language skills. The meaning shows that vocabulary mastery has important roles in communication. 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. A riddle is one of language games that used for language learning process especially in teaching vocabulary. From the definition above, it can be concluded as the writer's definition, riddle is a question that used to test someone's ingenuity or something like puzzle.

Problem

Does riddle game significantly affect on students' vocabulary mastery at grade seven in SMP Swasta Tamansiswa Pematangsiantar?

II. REVIEW OF RELATED LITERATURE

Vocabulary

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. Vocabulary is one of the language aspects which should be learnt. In learning vocabulary automatically we have to know the meaning of words itself and can use it in sentences. Wilkins (1974:19) states that vocabulary learning is learning to discriminate the meaning of words in the target language from the meanings of their nearest 'equivalent' in the mother tongue. It is also learning to make the most appropriate lexical choices for particular linguistics and situational context.

According to McCarthy (2000:2) Vocabulary is one important aspect in learning a foreign language. Without a shred of doubt, the writer said that the acquisition of vocabulary would help people in gaining, understanding and also enhancing the process of knowledge transferred for a better life. Indisputably the chances for progress in any kind of fields, like computers, technology, economy, politics, tourism, and educational increase with the size and applications of vocabulary. In the past, vocabulary teaching and learning were often given little priority in second language programs, but recently there has been a renewed interest in the nature of vocabulary and its role in teaching and learning. Vocabulary is commonly defined as all the words known and used by a particular person. Vocabulary usually grows and evolves with age and serves as a useful and

fundamental tool for communication acquiring an extensive vocabulary is one of the largest challenges in learning a second language. Vocabulary is language component which contain all on of information about meaning and using of words in language which are processed by a speaker, a writer or listener.

Kinds of Vocabulary

A. Receptive Vocabulary

Receptive vocabulary can be called passive vocabulary. Receptive vocabulary refers to words which students understand or recognize when they occur in a context but do not use them.

B. Productive Vocabulary

We use in our speech and writing are called productive or active vocabulary. Productive vocabulary refers to words which the students understand can pronounce correctly and use constructively in speaking and writing.

Teaching Vocabulary

Harris (1969:71) in English teaching and learning processes, vocabulary is considered as a systematic and principle approach to enable students in mastering English. There are major reasons to judge vocabulary as it is. First, because of the considerable research on vocabulary we have good information about what to do with vocabulary and what is focused on vocabulary. Second, there must be a good understanding of the way deals with vocabulary, the principle behind it, and its theoretical and experimental justification. Third, vocabulary has systematic and principle approach in which both learners and teachers consider vocabulary as being important, if not the most important element in language learning. Simply, increasing vocabulary is needed to get learners do students' language task efficiently. Some exercises that can be done are by doing completion task and finding synonym of unfamiliar words. He stresses the importance of vocabulary in learning English to enable students' having the real meaning of a word successfully. If students' do not know the meaning of the word, they will find difficulties in both receptive and productive language.

Based on Lado (2003:32) this is the way how to teaching vocabulary:

1. Recognizing Degrees of Difficulty

Teaching vocabulary varies for easy words which resemble those of the first language in form, meaning, and distribution word of normal difficulty which has a form that does not resemble that of the first language and special problem, which are particularly difficult to master.

2. Hearing The Word

The students hear the words in isolation and in a sentence. If the sounds of the word have been mastered, the students will hear it correctly with two or three repetition. If new sound or new sequences of sound are involved, more exposures will be necessity. Slow pronunciation without distortion will help. Breaking the word into parts and building up to the whole word will also help. If major trouble persists, it is a matter for the pronunciation lesson rather than for vocabulary.

3. Pronouncing The Word

The students pronounce the word even their aim is only reading or listening. Pronouncing the word helps them remember it longer and identify it more readily when they hear or see it.

4. Grasping The Meaning

Get the meaning to the class without using translation except possibly as a last resort. This is not advocated on the ground that translation may or may not render the meaning of the word accurately. It is purpose because if we use the first language every time any real communication is necessary, the target language will remain a useless curiosity rather than the vital communication system that it is.

5. Self Defining Context

Make situation clear and this in turn illuminates the meaning of the new word.

Riddle

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, riddle, etc. Riddle games is one of the language can be applied as one of teaching vocabulary method. Swanell (1989:470) says, riddle is question designed to texts ingenuity in divining answer or meaning, puzzling fact or thing or person the defections above, it can be concluded as the writer's definition, riddle is a question that used to test someone's ingenuity or something like puzzle. A riddle is one of language games that used for language learning process especially in teaching vocabulary. Riddle games can give cognitive endowments and help the students develop their linguistic skill. That's why a riddle is suitable to use for teaching vocabulary method to students. Besides that, riddles also give an exercise to the student's ingenuity, so that, it is not only can give a positive sense for the language teaching and learning process but also it can give a result where the students become more ingenious and have a spirit to learn language especially.

III. RESEARCH METHODOLOGY

Design

This research is experimental research. The experimental design must have two groups. They are: an experimental group and control group. They are treated in different way. The experimental group is taught by using Riddle games on students' vocabulary mastery in SMP Swasta Tamansiswa Pematangsiantar and for control group is taught by using conventional technique. And the population in this study is the students of grade seven in SMP Swasta Tamansiswa Pematangsiantar. This research is quantitative research that deals with the research methodology, which focuses on the result and process.

Sample

The researcher took the first grade of SMP Swasta Tamansiswa Pematangsiantar. The sample were two classes or groups at grade seven of SMP Swasta Tamansiswa Pematangsiantar to do the research, they are: VII-A which consist of 30 students as experimental class and VII-B which consist of 30 students as control class.

Instrument

Instruments are designed to collect the data. The instrument that will be used was test. This research gives pre-test and post-test to the experimental and control group. The pre-test was given to find out the result of the teaching process in both groups. The researcher also uses some instrument in collecting the data such as essay test, the researcher in getting the data in teaching the students in applying teacher explanation.

IV. FINDING AND DISCUSSION

Findings

Based on data analysis, the researcher found that:

1. The effect of Riddle Game on students' vocabulary mastery at grade seven in SMP Swasta Tamansiswa Pematangsiantar is higher than taught with using conventional method.
2. The students of experimental group used Riddle Game and the students of control group used conventional method. The mean of experimental group was 76.66 and the mean of control group was 50.66.

It showed that the score of the students in experimental group was higher than in control group. Based on the result of the research, the researcher concludes that teaching vocabulary by using Riddle Game on students' vocabulary mastery at grade seven in SMP Swasta Tamansiswa Pematangsiantar is higher.

3. The Riddle Game significantly affects the students' vocabulary mastery at grade seven in SMP Swasta Tamansiswa Pematangsiantar. From the analysis of the data, T-observed is higher than T-table ($8.45 > 1.67$) at the level of significant is 0, 05 with $df = 58 (N_x + N_y - 2)$. It means that the test is significant. It means that there is a significant effect by using Riddle Game on the students' vocabulary mastery at grade seven in SMP Swasta Tamansiswa Pematangsiantar.

Discussion

Teaching riddle in language learning takes the important role especially in junior high school because the focuses on teaching and learning language are thinking and remembering. A riddle is one of language games that used for language learning process especially in the teaching vocabulary.

Swanell (1989:470) says, riddle is question designed to texts ingenuity in divining answer or meaning, puzzling fact or thing or person. Bruner (1983:122)

points out that riddle does play a role in the child's linguistic development, but that is preceded by systematic and abstract pre-linguistic forms of communication of equal or even greater importance, which together with certain cognitive endowments and suitable social encouragement, first provide the support needed for the child to develop linguistic skill.

One of the language games is riddle that can be applied as one of teaching vocabulary method. From the defections above, it can be concluded as the writer's definition, riddle is a question that used to test someone's ingenuity or something like puzzle.

A riddle is one of language games that used for language learning process especially in teaching vocabulary. The teaching vocabulary by using Riddle Game significantly effect on students' vocabulary mastery.

Based on the explanation above, the researcher used two classes from five classes as the sample that consists of 30 students of each class. One class was chosen to be the experimental group that the group that received treatment by using Riddle Game and the other one as the control group that the group is received different treatment or conventional method. After teaching students in SMP Swasta Tamansiswa Pematangsiantar at grade seven the researcher still found difficulties such as the students still get confused to write the vocabulary.

So, to solve problem the teacher teaches the students with method especially with Riddle Game that make the students interesting to study and the students have responsibility and feel enjoyable in learning process.

V. CONCLUSION

According to the result of the data analysis, which has been stated in chapter IV, so the researcher concludes that alternative hypothesis is accepted since the t-test is higher than the t-table ($8.45 > 1.67$). Therefore it can be concluded that the riddle game significantly affects the Students' vocabulary mastery at SMP Swasta Tamansiswa Pematangsiantar.

The success in teaching does not depend on the lesson program only, but more important is how the teacher presents the lesson and uses various techniques to manage the class more lively and enjoyable. Regarding to the teaching vocabulary by using Riddle Game, the researcher gives some suggestions for the teachers as follows:

- a. to choose the material that is appropriate and not too difficult for the students.
- b. To make sure that the students have fully understood and have the information they need.
- c. to keep controlling the students' activities.
- d. to present the language, improve the vocabulary in an enjoyable, relax and understandable way.

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