IMPROVING STUDENTS' ENGLISH VOCABULARY THROUGH THE USE OF RIDDLES TECHNIQUE

(An Experimental Research for the Second Year of Students at MTs Darul Ihsan Aceh Besar in Academic Year 2018/2019)

THESIS

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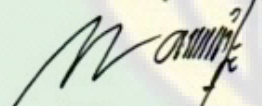On Teacher Education

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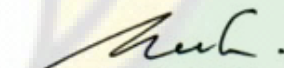**Department of English Language Education**
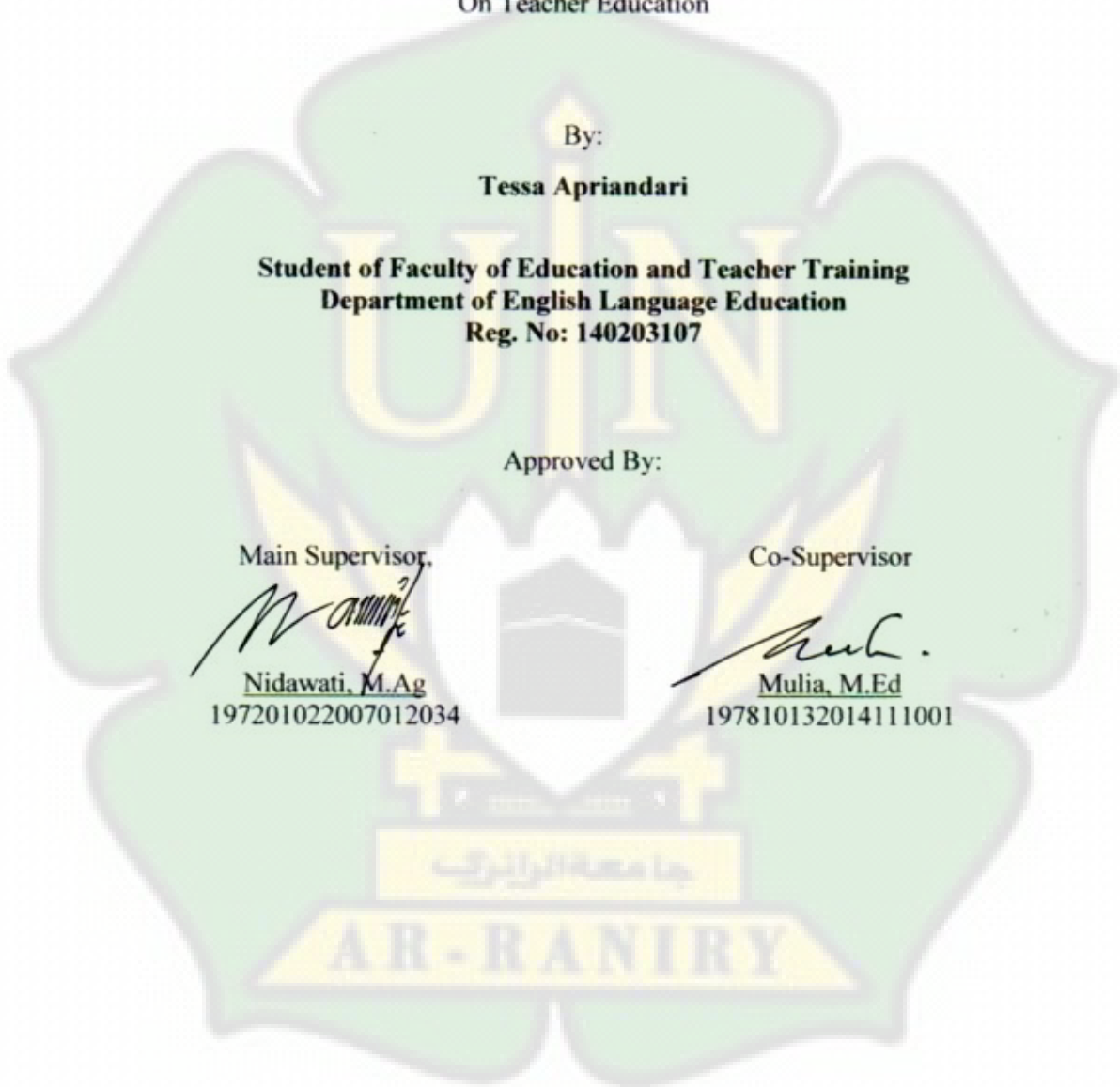**Reg. No: 140203107**

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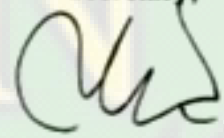On Teacher Education

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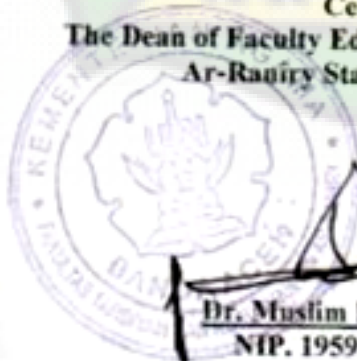
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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul: IMPROVING THE STUDENTS' ENGLISH VOCABULARY THROUGH THE USE OF RIDDLES TECHNIQUE adalah benar-benar asli karya saya, kecuali lampiran yang disebutkan sumbernya.

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Yang membuat pernyataan,

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

In the name of Allah, the Most Gracious and the Most Merciful!

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Last but not least, the writer realizes that this thesis is still far from perfection. Therefore, corrections, constructive criticism and suggestions from the readers are invited to complete this thesis.

May Allah guides and blesses us forever. Aamiin.

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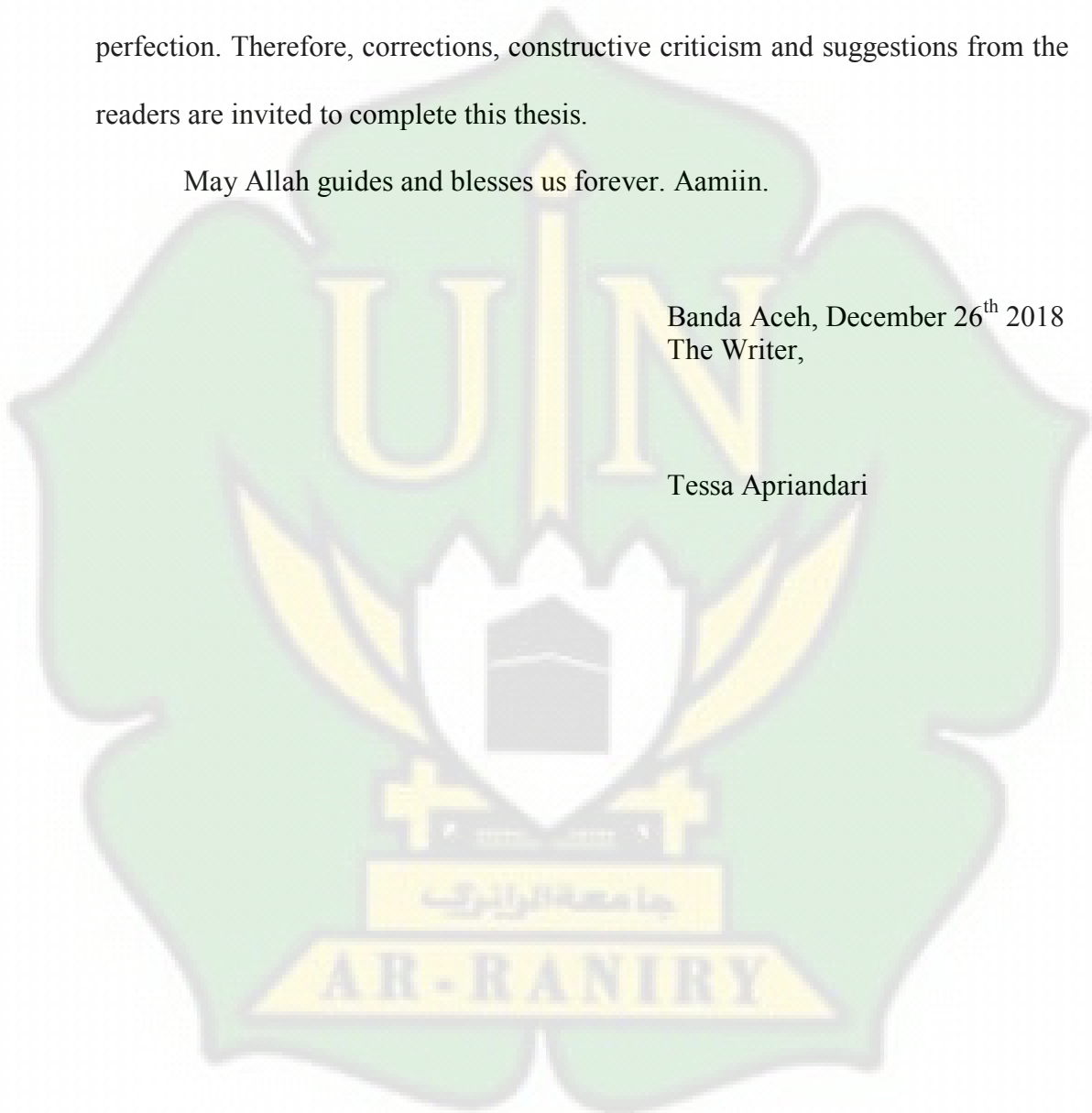
ABSTRACT

The aim of the study to find out whether the students can improve their vocabulary using riddles technique or not. Besides, it is also to find out students' responses in learning vocabulary by using riddles technique. The population of this experimental research was the second grade of students at MTs Darul Ihsan, Aceh Besar in the academic year 2018/2019. Then, by using purposive sampling the reseacher chose VIII-E to be the sample of this research totaling 29 students. The instruments of this research were tests and questionnaire. After analyzing the result of the test, it was found that there was a significant different between the result of pre-test and post-test. It can be seen from their tests score of the post-test was 80 whereas the pre-test score was 65. The result showed that the mark that has been gotten from the post test is higher than the mark from pre-test. Summarily, by using riddles technique, the vocabulary mastery of the students was improved. Here, the students can be easily remembered the vocabulary that has been taught and the majority of the students had positive responses toward the use of riddles technique in improving students' vocabulary.

Keywords: Improve, Vocabulary, and Riddles

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CHAPTER I

INTRODUCTION

A. Background of study

Language is needed to communicate. There are thousands types of language spoken, one of them is English Language. English, as one of international languages, has become the most familiar language in the world. Chomsky (1998, p.1) stated that "language is the system of words or signs that people use to express thoughts and feelings to each other. Language is basic for the acquisition of the understanding, attitudes, ideals that are important to individuals, groups, and society in general. Language is like vehicle of communication and speech; it makes possible the keeping of records and the creation of knowledge."

In learning a language, vocabulary besides grammar, plays a fundamental part. It definitely builds a language become meaningful and more understandable. Phillips (1996, p. 74) stated that "both vocabulary and grammar need to be taught in context and the children should always to be given plenty of opportunities to use the language that they have learned in class. This means that they do not just learn the rules superficially, but put them into practice in order to communicate." For each level of students' grade, vocabulary is the basic element that needs to be learned first, despite grammar.Especially when they are at the lower degrees of school and age. The earlier the students learn vocabulary, the more they become good in building languages up, though they cannot arrange the vocabulary with the proper grammar yet.

In general, the researcher found that students still had difficulty in comprehending the text because lack of vocabulary. The researcher also found that most of English teacher in junior and senior high school pay less attention in teaching vocabulary. The technique that the teacher use in teaching vocabulary known as monotonous, because it is only has a few number of vocabulary with the reading text in the text book. It means that during the process of study in class the teacher only gives the material to the students, then the teacher asked to the students to write difficult word then write the meaning. After that, students do the work individually. It was about 20 minutes teacher asked to write vocabulary on the cupboard. This type of teaching vocabulary activity did not create the students to be active to respond the text. Consequently, not all of the students take in part in this learning process and the students often feel bored in learning vocabulary.

In English teaching vocabulary, there are many techniques which can be used by teacher to improve students' vocabulary, such as using songs, pictures and games. The success of using a technique is a success of teaching learning process that had the function is to determine quality of education. Teaching vocabulary by using games as the technique is better choice for junior high school. The students will be more cheerful and joyful and they will not get bored. It will be easier for them to master and increase their vocabulary. In the other hand, there are many kinds of games could be used in teaching learning process with many variations.One of the games as the teaching strategy in vocabulary is the riddles technique.

Slavin (1995) said that in a riddle is one of the vocabulary games. Riddles game requires more ingenuity and critical thinking to solve it. Besides, riddles also foster a sense of excitement about words and motivate students to be interested in playing while learning. Riddles games also have rules that must be followed by every player. In addition, Zipke (2008, p. 131) stated that "a riddle is a question that turns into a joke because riddles have puzzling question and the answer is surprising and unpredictable."

Some research revealed that riddles technique gives significant improvement for the students to learn especially in vocabulary (Angelia Meliani Wiwin, Y. Gatot Sutapa Y, Eni Rosnija, 2014; Lukas Yudha Setyawan, 2015; Abdul Ghaffar, 2017). It has been applied in some school in Indonesia that related to the newest curriculum in which the students should be active in teaching learning process (Kemendikbud, 2016). In addition, this technique also can be applied in MTs Darul Ihsan. Therefore, it is very likely to be used as a strategy in learning vocabulary.

B. **Research Question**

Based on the background the study, the problems of the study are formulated as follows:

1. Does riddles technique improve students' vocabulary?

2. What are students' responses toward riddles technique applied in the classroom?

C. The aim of study

Based on the problems of the study, the objectives of the study are formulated as follows:

1. Discovering whether riddles technique improves the students' vocabulary or not;

2. Finding out the students' responses toward riddles technique applied in the classroom.

D. Significance of the Research

Hopefully this study will help both the teacher and the student in teachinglearning process to improve the students' vocabulary. For Englishteachers,this research willhelp the teachers to provide students' vocabulary with cheerful and joyful atmosphere instudying English, especially in improving their vocabulary. And finally, this study may contribute the further investigation about the riddles technique to improve students vocabulary. These implications can be used by teachers and even other researchers as the relevant study related to riddles technique in English teaching.

E. Terminology

In order to avoid misperception of this research, the researcher explained the meaning of some words mention in this thesis:

1. Improve

Improve is to make something to be grown, increased and enriched. In this study the improved meant to enrich students' vocabulary by using riddles technique.

2. Vocabulary

    Vocabulary is one aspect of language which should be learned by the students. In Oxford dictionary (1987), vocabulary is described as all the words that a person knows or uses, while in Webster (1995), it is described as all the words used in a language or by person, group, and etcetera. In this research, vocabulary referred knowledge about the words which is known by the students and they can use it in daily activities.

3. Riddles technique

    Riddles is a words game, the way to play it are solving the statement or question or phrase which have a double meaning. According to Rogow (2005, p. 135) stated that "riddle can build word concepts and riddle also important indicators of the level of child's awareness of word meanings. Riddle are trick questions and the answer are depends on recognizing the trick in the question."

F. **Scope of study**

The research focused on Riddles technique do improve students' in vocabulary. Riddles technique focused on descriptive text in second grade of Junior High School student Level. Darul Ihsan Junior High School will be chosen for this research.

G. Hypothesis

A hypothesis is a supposition formulated from proved data and presented as a temporary explanation occurrence, in order to establish a basic for further research. So, the hypothesis in this research is the riddles technique is one of improving technique in mastering vocabulary for students of MTs Darul Ihsan.
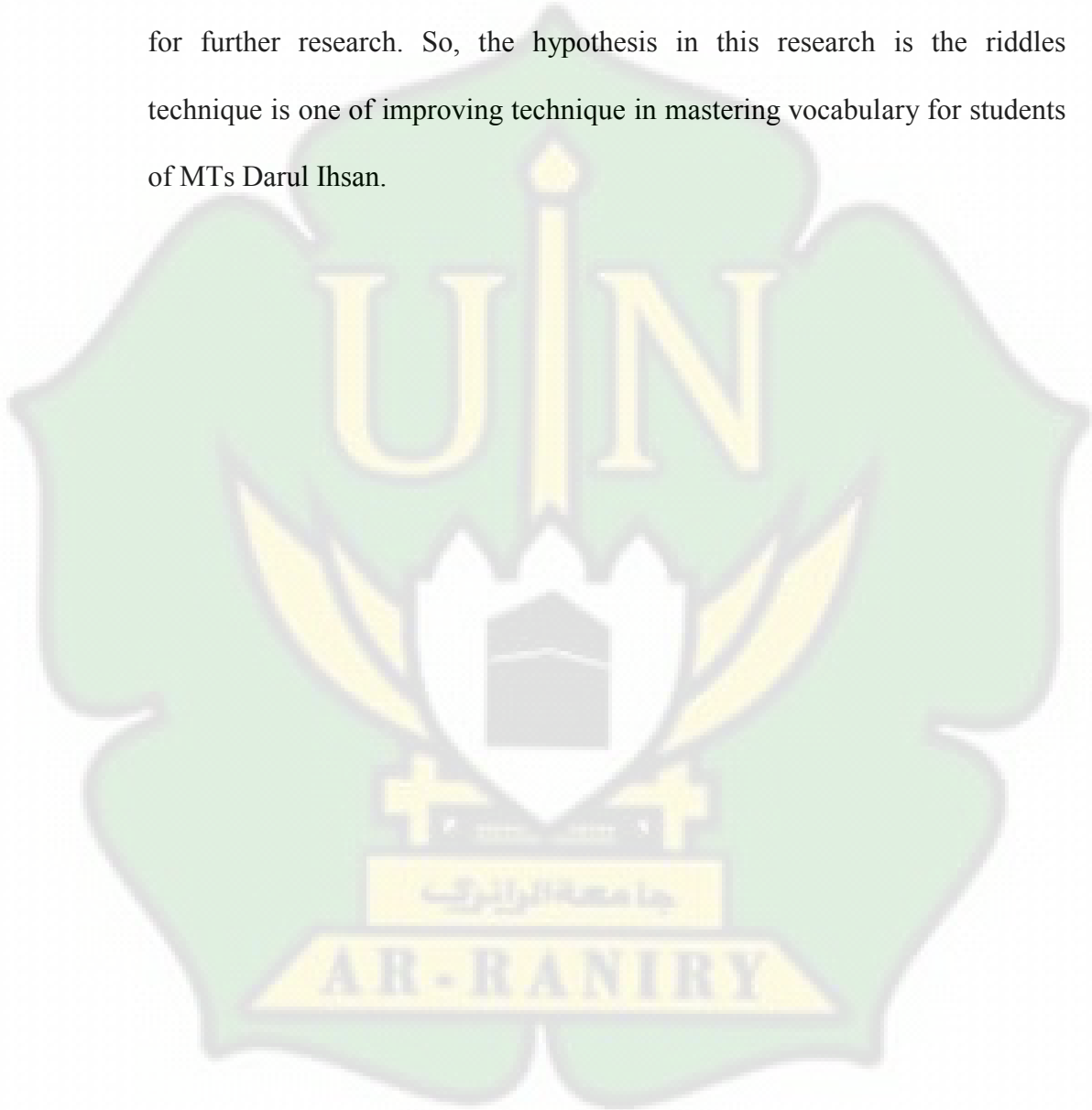
CHAPTER II

LITERATURE REVIEW

In this chapter the writer reviewed the related literature theories from the previous studies. The first: vocabulary, the definition of vocabulary, the importance of vocabulary, the types of vocabulary, vocabulary items for SMP students, technique in teaching vocabulary and The Principle of Vocabulary Teaching and Learning. And then: Riddles, the definition of riddles, types of riddles, riddles for teaching vocabulary, advantages of riddles. The last, the researcher write about previous study. The researcher provides the collection of sufficient references for giving the theoretical explanations in order to carry out this research.

A. Vocabulary

1. Definition of Vocabulary

As explained in the background of the study, vocabulary takes such a fundamental role in mastering English as foreign language well. There are some definitions of vocabulary proposed by some experts. Juhendi (2011) stated vocabulary is a vital aspect in language, because it appears in every skill of language including listening, speaking, reading and writing skill.

According to Ur (1996) vocabulary can be defined roughly as the words teacher teaches in the foreign language. The term "words" here means that the new item of vocabulary maybe more than a single word, for example, *father-in-law* and *police office*, which are made up from two or more words but express

single definition or idea. In other case there are also compound words called as multi-word idioms, for example *call it a day*.

From the definition above, it can be concluded that vocabulary is a set/list of words of a particular language including single words, compound words and idioms that individual speakers of a language might use. This research took second grade students of MTs Darul Ihsan as the subject and English vocabulary as an object. Vocabulary in this research is limited into a set/list of English words which is related to the theme that should be taught in term of describing people, describing place, and describing object around the students.

2. The Importance of Vocabulary

Through years, methods for teaching English have focused on the teaching of grammatical structures, giving thus priority to grammar so students cannot distract from learning them, and in this way the teaching of words was kept fairly low. Vocabulary, supposed to be learnt, was just demonstrated because they were part of the "structure of the day lesson".

According to Hornby (2006, p. 1645) "vocabulary is all the words that a person knows or uses and it is all the words in particular language. In using the language, students who rich in vocabulary will be successful both in expression skill: speaking and writing, and receptive skills: listening and reading. But those who are poor in vocabulary will get trouble in those skills".

Another definition comes from Thornburry (2002, p. 14) stated that "vocabulary means a large collection of items". He adds learning vocabulary is important because it enriches someone's knowledge of words. This implies that.

The success of the learner in learning a language depends on not only the size of vocabulary but also vocabulary building.

Furthermore, Cameron (2001, p. 72) believed that "building a useful vocabulary is central to the learning of a foreign language at primary level." Building vocabulary means both understanding the meanings of words and learning to decode those words. Thus, the students can also enlarge their vocabulary mastery by using vocabulary building.

To show how important vocabulary is, Bromley (2004, p. 3-4) stated that "vocabulary holds some important roles in teaching learning process." They are as follows:

1) Promoting fluency

Students who recognize and understand many words read more quickly and easily than those with smaller vocabularies.

2) Boosting comprehension

Vocabulary knowledge strongly influences comprehension. On a component analysis of comprehension, word meanings were found to make up 74% of comprehension.

3) Improving achievement

A large vocabulary means a large of conceptual knowledge which makes academic learning easier. Students with large vocabulary score higher on achievement test then those with small vocabularies.

4) Enhancing thinking and communication

Words are tools for analyzing, inferring, evaluating and reasoning. A large vocabulary allows for communicating in ways that are precise, powerful, persuasive and interesting.

In conclusion, realizing that the knowledge of vocabulary is very important, learners have to pay a greater attention to the vocabulary teaching. If someone can master vocabulary well, He or she will be able to promote fluency, boost comprehension, improve achievement and enhance thinking and communication.

3. The Types of Vocabulary

A. Active vocabulary

This type of vocabulary makes reference to the ones students have learn and that are expected to be used, that is, to be put into practice. Thus with the students at basic level, it will be an excellentidea to provide them of vocabulary that they will use (active); however, with the upper level students the acquisition of basic vocabulary will not be very notorious, this is expressed by Harmer (2010) who states that with the students of the intermediate and advanced level, this will be more difficult since they have already acquired more vocabulary and therefore, it will be hard to distinguish which words are active and which ones are passive, sometimes they believe they are not making much progress nor are learning fast.

B. Passive vocabulary

With this vocabulary, students will just have to understand; there will not be need to use them frequently. For example; when students read a text or a piece of writing, they do not learn all the words, but the main ones.

However, there can also be some passive words that suddenly become active if the situation or context provokes their use. On the other hand, if a person does not have a stored word in his/her passive vocabulary, it will be difficult that that word becomes part of his/her active vocabulary.

4. **Vocabulary Items for the SMP Students**

Vocabulary items based on the theme consist of words that should be learned in context. It is also taught in a different theme. The theme which is related with vocabulary is considered to fill the target of competence. Moreover, vocabulary items are produced from genre: descriptive, narrative, recount, procedure, report, etc. For the second grade student of SMP, genre is classified based on the semester. In the first semester for example, students are learning narrative text and for the second semester, students are learning descriptive text. In descriptive text, the social function is to describe a flora and fauna, place or thing.

5. **Teaching Vocabulary**

The teaching of vocabulary is not easy to do. Some people think that vocabulary teaching only wastes the time because vocabulary number is unlimited. The English teachers had better teach English vocabulary first than other aspect of this language, such as grammar, speaking, reading and writing. If students know more vocabulary, it will be easy for them to learn another aspect of English language. Vocabulary is a central of English language acquisition, as according to Celce and Murcia (2001, p. 285) stated that vocabulary learning is a central to language acquisition whether the language is first, second, or foreign. Teaching is

defined as giving instruction to somebody's knowledge, skill, etc. Based on that explanation, teaching vocabulary is an activity where the teacher gives the students' knowledge about vocabulary and how to use it in daily life (Hornby, 1995).

6. The Principle of Vocabulary Teaching and Learning

When teaching or learning vocabulary, several principles should be kept in mind. Cameron (2001, p. 93) wrote down the general principles to help children for learning vocabulary:

a. Teachers can model how to use strategies and draw children's attention explicitly to aspect of strategy use. Example: teacher can show how to find clues to the meaning of a new word in a picture.

b. Teacher can teach the sub skill needed to make use of strategies. Example: to use a dictionary efficiently requires knowledge of alphabetical order and lots of practice with it.

c. Classroom task can include structured opportunities for using strategies. Example: when teacher reads a story, teachers explicitly encourage prediction of the meaning of new word.

d. Independent strategy used can be rehearsed in classrooms. Example: students can be helped to prepare list of words that they want to learn from a lesson, can show ways of learning from lists and a letter can be put in pairs to test each other.

e. Young learners can be helped to reflect on the learning process through evaluating their achievement. Example: at the end of a lesson, students can be asked how many new words they have learned and which words they needs to learn more about.

Brown (2002, p. 377) proposed some guidelines of communicative instructions in teaching and learning vocabulary:

a. Allocate specific class time to vocabulary learning.

b. Help students to learn vocabulary in context.

c. Play down the role of bilingual dictionaries.

d. Encourage students to develop strategies for determining the meaning of words.

e. Engaged in "unplanned" vocabulary teaching.

B. Riddle Technique

1. The Definition of Riddles

There are some definitions of riddle according to some experts. According to Zipke (2008, p. 131) stated that "a riddle is a question that turns into a joke because riddles have puzzling question and the answer is surprising and unpredictable". In addition, Rogow (2005, p. 135) stated that "riddle can build word concepts and riddle also are important indicators of the level of child's awareness of word meanings. Riddle are trick questions and the answer are depends on recognizing the trick in the question". In the other hand, a riddle is mysterious questions about a person, thing, and situation that the students should guess based on the descriptions given (Frost, 2009).

`   According to Nachtigal (2010) states riddles are excellent ESL/EFL tools because they require students to practice a variety of language skills in order to find a solution. Riddles require higher level critical thinking skills, which are often underused in language learning, especially in the early stages of language acquisition where a significant amount of time is devoted to memorization and repetition. Riddles not only ask students to think logically and creatively, it also fun challenge for students, who will be motivated to solve the clues in riddles.

        Meanwhile Wright (1984) said that riddle game provides an entertaining way for students to identify vocabulary words, use the definition of a vocabulary word to create a riddle, for example, a riddle for the word "umbrella" might go, *"When the drops start to fall, you protect me to keep dry"*. Vocabulary riddles work as an oral activity for the class or as a written assignment in the form of a worksheet. Based on that statement, riddle can be used as an oral activity or as written assignment for the students.

        The purpose of this research was found out whether the use of riddle in English teaching vocabulary is effective or not. By this research, the researcher hoped that the result of the research useful and considered as one of the best technique in order to teaching vocabulary to students especially in a level junior high school.

2. The Types of Riddles

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.

3. Riddles for Teaching Vocabulary

Riddles game provide an entertaining way for students to identify vocabulary words. Use the definition of a vocabulary word to create a riddle. For example, a riddle for the word "umbrella" might go, *"When the drops start to fall, I come in handy. My waterproof top is really quite dandy."* Whether or not the riddles rhyme, use a playful tone to appeal to the students. Vocabulary riddles work as an oral activity for the class or as a written assignment in the form of a worksheet based on that statement, the riddles can implemented to teaching vocabulary as an oral activity or as a written assignment in the form or worksheet

In the other hand, riddles for second grade junior high school usually used for teachingthe descriptive text. The descriptive riddle usually describes an animal, person, plant, or object in an intentionally enigmatic manner, to suggest

something different from the correct answer. "What runs about all day and lies under the bed at night?" suggests "A dog," but the answer is "A shoe." The description usually consists of one general and one specific element. The general element stands first and is to be understood metaphorically.

Descriptive riddles deal with appearance, not function. Thus, an egg is "A little white house without door or window," not something to eat or something from which a chicken hatches. Paradoxical riddles provide descriptions in terms of action. Common examples of these are: "What grows bigger the more you take from it?"—"A hole"; and "The man who made it did not want it; the man who bought it did not use it; the man who used it did not know it"—"A coffin".

4. Advantages of Riddles

Based on the ideas above, riddles gave certain advantages in language teaching, such as listening, vocabulary and speaking. The students listen to the description toldby the teacher. Then, the riddles also gave the students some vocabularies. It seemsthat in the riddles there are many words presented contextually. The riddles also givespeaking listening activity to the students. Here, it could give a certain activity inlearning language. There are some advantages of riddles:

1. Riddles are useful to obtain new vocabularies.

The description of the riddle seems to be repeated in the learners' ears when theteacher reads the description twice or more. Sometimes, the teacher also translatesthe meaning of the difficult words to help the

students to get the meaning of thedescription. It can make the students easy to comprehend and familiar with thenew words.

2. Riddles are interesting and challenging.

The unexpected answer of riddle can create the students challenged to find theanswer until they find it. In addition, it makes the students interested in the riddlebecause they directly play with it.

3. Riddles are stimulative and imaginative.

From the riddle description, the teacher can stimulate the students to imagine thedescription to find the answer, without imagining it the students is difficult to findthe answer.

To sum up, the use of riddles makes the vocabulary teaching more concrete inachieving the major objective, and tend the students' interest in learningvocabulary. Those advantages could be gained if the teacher could be creative inusing riddles in the teaching and learning of vocabulary.Further, the riddle is interesting, but the teacher must select it which isappropriate for presenting the material. Dealing with teaching vocabulary, it is properthat the teacher selects the riddle for presenting new vocabulary, Karim and Hasbullah (1986) gave some criteria in selecting good riddles in the classroom activities as follows:

a) Riddle must be suitable with the teaching purpose

b) Riddle must be simple

Based on the criteria above, there are some ways in selecting riddles:

1) Write some riddles that can be applied in teaching language.

Not all riddles can be applied in the class. There are many riddles that are not standard language and inappropriate to the students. The riddles should be suitable for the students' ages or levels. Besides, at the beginning, the teacher should use familiar words in simple descriptions.The examples of the riddle:

a. The first letter of me is "E".The last letter of me is "E".You can put a stamp on the right corner of me.What I am? **(Envelope)**

b. I have strips colour on my body.The color is white and black. I have four legs.

Who am I? **(Zebra)**

2) Write the vocabulary that must be known by students.

It can help them learn the language in a riddle. In the riddle above, the students can practice the vocabulary by trying to write the answer of "envelope" and "zebra". Furthermore, they can asking the students to write the answers on the black board/ white board. As the variation at the end of applying the riddles, the teacher asks the students to make sentences by applying the answers of the riddles.

From those suggestions, the researcher adopted some steps in order to makestudents more interested with the riddles. So, the procedures that applied in thisresearch are formulated as follows:

1. Dividing the class into eight groups, each group consists of 4 students.

2. The teacher gives the first clue and let the students to guess the riddles.

3. The group who can answer the first clue will get maximum score.

4. If there are no groups can answer it, the teacher will continue to the next clue.

5. The group who can guess it correctly gets the score. And the group who gets the highest score will be the winner.

C. Previous Studies

The following information discusses about some studies conducted before that relevant to this research. First, Angelia Meliani Wiwin, Y. Gatot Sutapa Y, Eni Rosnija (2014) conducted a research entitled Teaching Vocabulary through Riddles. The aim of this research is to provide information about the effectiveness of teaching vocabulary through riddle. The method of this research is a pre-experimental research. The data were taken from the objective test that was given to students. The test consists of 25 items of pre-test and 25 items of post-test, in the form of short-answer questions (riddle). This research was done to 31 students as the sample. From the result of the analysis, the researcher found that there is the improvement of the students' mean score. The students' mean score of post-test is higher than the students' mean score of pre-test. The result of t-test was higher than t-table. The effect size of the using riddle in teaching vocabulary on the eighth grade students of SMP N 1 Bengkayang in academic year 2013/2014 is 1.97 (One point ninety seven) which qualified high. Based on that, it can be concluded that the use of riddle in teaching vocabulary can increase students' English vocabulary.

Lukas Yudha Setyawan (2015) also did the research concerning riddles technique entitled Improving Students' Vocabulary Mastery Using Riddles Game. The purpose of his study was to find out whether riddles game can improve vocabulary mastery at seventh grade students of SMP Negeri 5 Pekanbaru in 2014/2015 academic year. The method used in this research was classroom action research. The research was conducted in two cycles at the seventh grade students of SMP Negeri 5 Pekanbaru on August 2014. There are two techniques of collecting data: qualitative and quantitative data.

From the result of the research, it can be shown that the students' vocabulary and the quality of teaching and learning have improved. It means that the use of riddles game can improve the students' vocabulary and the quality of teaching and learning process. The students are more active and the score of the test are increasing. Teaching vocabulary using riddles game is effective to attract the students toward the lesson.

The last, the research on English vocabulary games had been done by some English Department students of UIN Ar-Raniry. The previous study that I found related to this research was the thesis conducted by Abdul Ghaffar (2017) conducted research about the influence of hangman game in increasing students' vocabulary. Abdul Ghaffar took the second year students of MTsN Model Banda Aceh, he took two classes as the research class sample. Is thesis discussed about the use of English games as the one of the suitable methods and technique in teaching vocabulary. He concluded that English games were one of the effective ways for students in improving their vocabulary.

CHAPTER III

RESEARCH METHOD

A. BriefDescription of Research Location

This research was conducted at MTs Darul Ihsan, which is located at Krueng Kalee Siem, Darussalam, Aceh Besar.

1. Historical Background

MTs Darul Ihsan is an educational institution of Islamic boarding school system. The institution named Darul Ihsan. Located at Krueng Kalee Siem, Darussalam, Aceh Besar. This school lead by Rahmawati, S.Pd.I., M.Pd.

2. The Teacher

The teacher is a center in teaching learning process. There are about 34 teachers in MTs Darul Ihsan. Especially for English teachers, there are 2 English teachers for the first grade, 2 English teachers for second grade and 1 English teacher for the third grade of MTs Darul Ihsan. However, there are also part time teacher in carrying the educational process in MTs Darul Ihsan.

3. The Students

This school has 672 students which consists of 323 students for the first year students, divided into eight classes (VII-A, VII-B, VII-C, VII-D, VII-E, VII-F, VII-G, VII-H). Then, 198 students for the second year students, divided into six

classes (VIII-A, VIII-B, VIII-C, VIII-D, VIII-E, VIII-F) and 151 students for the third year ones, divided into five classes (IX-A, IX-B, IX-C, IX-D, IX-E).

4. The Facilities

According to data which is given by Tata Usaha of MTs Darul Ihsan, MTs Darul Ihsan has qualified facilities to encourage the process of teaching and learning especially for English teaching. Many sources of books there were provided to learn English in the library and also language laboratoriumto learn specific skills in English such as listening and speaking.

B. Research Design

A research design used in this study is experimental design. An experimental design is the approach for conducting quantitative research (Creswell, 2012). This type of experiment is true experimental study design in form of pre-test and post-test group design. There two classes are chosen, both classes are given pre-test in the beginning. Furthermore, the experimental class is given a certain treatment while the control class is not. The treatment refers to the use of riddles technique in teaching Vocabulary. Development can be seen from the improvement of students' score in the post-test. The scores are taken by the writer after students had been given the treatments.

The writer used one kind of pre- experimental teaching designs, namely the one-group pre-test and post-test design that describes a project in which data are collected from the treatment group taking pre-test and post-test. Then, the researcher compares before-treatment score to after-treatment score (Sowell,

2001). Cohen, Manion and Marrison (2000) illustrated the one group pre-test and post test design as follows:

$$\boxed{0_1 \quad \text{x} \quad 0_2}$$

Note: 0_1 : Pre-test 0_2 : Post-test

X   : Treatment

The pre-test is given before undergoing the treatment (0_1) and the post test is given after the treatment (0_2). The treatment is done between the pre-test and post-test in order to determine the development of the participants after the treatment. In this research, the tests are only given to the treatment group without any control group. The effectiveness of the treatment is established after comparing the pre-test and the post test results.

C. Population and Sample

1. Population

A population is a group of individuals who have the same characteristic (Creswell, 2008). Therefore, a population is the total of all the individuals who have certain characteristics and are being the interest a researcher. The population in this research was all the second year students of Darul Ihsan in academic year of 2018/2019. The total number of population was 198 students, which were divided into six classes (VIII-A, VIII-B, VIII-C, VIII-D, VIII-E, VIII-F) Each class consisted of 27-39 students.

2.   Sample

A sample is a smaller proportion which assumed to represent the characteristic of population. According to Cohen, Manion, and Morrison (2005, p. 93) stated that "sample is the small group that is observed". The sample of this research was obtained from two classes of the second grade students at MTs Darul Ihsan. The sample of this research was the students of VIII-E and VIII-F of MTs Darul Ihsan. They were divided into two groups. The first group was class VIII-E as the Experimental Group (EG) consisted of 29 students, and the second group was class VIII-F as the Control Group (CG) consisted of 34 students. The total sample of this research was about 57 students.

D. Sampling Technique

To choose the sample, the researcher used purposive sampling. According to Arikunto (2010), purposive sampling is the process of selecting sample by taking subject that is not based on the level or area, but it is taken based on the specific purpose. The researcher chose this technique, because she wanted to solve students' problem faced in class VIII-E (Experimental group) by using riddles technique and hopefully the riddles technique can improve students' vocabulary. This sample chose based on the observation done by the researcher before the experiment, the researcher assumed that the students in class VIII-E were active in learning and cooperative in teaching learning process. The class was reading comprehension class taught by Mrs. Yenni Yunizar, S.Pd.I. In this case, the numbers of students were 29 students.

E. Data collection

Collecting the data, the writer used some steps that are:

1. Test

    According to Postlethwaite (2005) test is an instrument aimed to get students' response. In this research, the pre-test is used in order to know the students pre-existing ability, meanwhile the post test is used to identify the improvement of the implementation of riddles technique in improving students' vocabulary. The pre-test and the post-test will be administered and scored in a consistent manner. There are pre-test and post-test as follow:

    a. Pre-Test

        In the first meeting, both classes (experiment and control) are given the pre-test. This pre-test aimed to find out the students' ability in vocabulary before the treatment is given.

    b. Post-test

        Post-test gave to both classes (experiment and control) after the treatment using prediction strategy has been conducted. This post-test aimed to measure students' ability in vocabulary after the treatment is given.

        There are two kind of class in this research:

        ✓ Experimental class teaching

        The researcher taught vocabulary by applying riddles technique to the experimental class. The students will be taught how to learn vocabulary through prediction strategy. It will be conducted in five meetings, and the time allocation for each meeting is 90 minutes.

✓ Control class teaching

In control class, the writer taught the students with the same material as in experimental class. However, the writer does not applied riddles technique in teaching learning process.

2. Questionnaire

Questionnaire is distributed to the experimental class in the last meeting after the post-test has been collected. Questionnaire used in this study was based on Likert Scale. According to Sugiyono (2015) Likert Scale is used to measure attitudes, opinions, and perceptions of a person or group of people on social phenomenal. In this study, the questionnaire which is used Likert Scale aimed to find out the students' responses about learning vocabulary through prediction strategy.

F. Procedures of Data Collection

The research was conducted at MTs Darul Ihsan, which the researcher took one class to be the sample, then treated in experimental class by using riddles technique. Experimental teaching was done for five meetings which are three meetings for experimental teaching and two meetings for giving pre-test and post-test. During the experimental teaching, the researcher used riddles technique in teaching vocabulary. The following are the details of each meeting in experimental teaching:

1. First meeting

In this meeting, the researcher introduced herself as well as told the students about the purpose of her presence. The researcher asked students' condition and what they had learned in their last meeting. Then, the researcher explained to the students what they would do in the next four meetings. The last, the researcher distributed the pre-test sheet and gave a clear instruction in order to know their ability before treatment. In this meeting, the writer gave the students pre-test sheet about vocabulary consisted of 10 questions that had to be answered by them.

2. Second Meeting

In this meeting, the researcher started to teach vocabulary by using riddles technique. First, the researcher attracted students by asking some questions such as, do you have play riddles game? This process was strategy aimed to activate students' background knowledge. Then, the researcher asked students to listen the example of riddles around the class. After listen the riddles, the researcher started to explain the riddlesto the studentsby asking them to think and generate what they had listen,then the researcher write the clue on the whiteboard. First, the researcher asked the students' to repeat the clue that have given by researcher. Then, the researcher wrote it on the whiteboard and asked to the students' to guess the answer.

After the students' answer the riddles, the researcher asked to write a sentence from the vocabulary. Then, The reseracher gave some explanations and feedback from the students' answer. Then students were divided into

small groups and worked together to finish the task. And finally the students presented their discussion result in front of the class and the researcher gave feedback.

3. Third Meeting

In this meeting, the researcher taught students about the types of vocabulary. The researcher asked the students what they had learn last meeting telling them that in this meeting would also have relation with previous material. The researcher contributed short descriptive text about an object in the class then asked students to read the descriptive text. After understanding the text, students were asked to answer the question. The reseracher wrote the student's answer on the whiteboard like the previous meeting. Then, the students did the discussion in small groups to clasify the right answer for short descriptive text. The last, the students presented their discussion in front of classroom and the researcher gave the feedback.

4. Fourth Meeting

In this meeting, the researcher used laptop and projector as media in teaching. The researcher taught the students also by using riddles. First, the students were asked to watch the short video about riddles displayed by the researcher. Next, the researcher played the video then pause it to asked the students' to answer the riddles. Then, the students were asked to rewrite the short riddles based on their own language. Finally, the students presented to

retell the short riddles that they had made in front of classroom and the researcher gave the feedback.

5. Fifth Meeting

In the last meeting, there were two activities undertaken by the students. First, the post-test was administered in order to know their improvement after doing the treatment as the comparison data for the pre-test. The post-test consisted of 10 questions which the same level as the pre-test. After answering the questions, the students were asked to fill the questionnaire in order to know their perspectives after following the treatment.

G. Technique for Data Analysis

Data Analysis is the process of systematically applying statistical techniques to describe and illustrate, condense and recap, and evaluate data. The following is the Data analysis of this research :

1. The Analysis of Test Result

The data analysis involved independent sample t-test. Independent sample$t$-test aims to know the comparison of two groups that do not depend on each others. In analyzing the test results, the writer used several formulas. The formulas are necessary for finding out the mean score, standard deviation, and t-score.

a. Mean

The mean of students' score was calculated by using some formulas. The formula is as follow:

$$X = \frac{\sum fixi}{\sum fi}$$

Where:

fi　　:　refers to frequency

xi　　:　refers to the middle score interval class

fixi　:　the amount of multiplication between the frequencies and the middle scores of interval class

b. Standard Deviation

Steven (2007, p. 1) argues that **standard deviation** is a statistic that describes the amount of variation in a measured process characteristic. Specifically, it computes how much an individual measurement should be expected to deviate from the mean on average. As shown below, the larger the standard deviation, the more dispersion there is in the process data.

The formula of standard deviation is as follows:

$$SD^2 = \frac{\sum f\,(X - \overline{X})^2}{N - 1}$$

Note :

SD   :   Standar deviation

$\sum f$:   The sum of frequency

$\overline{X}$:   Mean

$\sum X^2$:   The sum of score squared

N :   The number of sample

    c. T-score

The writer used t–score to find out whether pre-test and post-test have a significant difference. The formula for t–score was taken from Sudijono (2011). The formula was:

$$t - score = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SD_1^2}{n_1}\right) + \left(\frac{SD_2^2}{n_2}\right)}}$$

Note: t   : T-Score

                   $\bar{x}_1$: Mean of the Post-test

                   $\bar{x}_2$: Mean of the Pre-test

                   SD_1 : Standard Deviation of Post-test

SD$_2$: Standard Deviation of Pre-test

N : Total students

2. The Analysis of Questionnaire

The result of questionnaires was analyzed by using the formula as follows:

$$P = \frac{f}{n} \, x \, 100\%$$

Which:

P = percentages

f = frequency of respondent

n = number of sample

100 = constant value

The questionnaires consisted of ten questions and it was given at the last meeting after applying the experimental teaching. The questionnaires were designed to obtain students' perception toward the use of riddles technique in improving students' vocabulary.

CHAPTER IV

FINDING AND DISCUSSION

This chapter discussed about the finding of the research related to Improving The Students' English Vocabulary Through The Use Of Riddles Technique to the students that was done at MTs Darul Ihsan, Aceh Besar. Here are the explanation related to finding and discussion of the research as well as the analysis of the test, the analysis of questionnaire and hypotheses testing.

A. Finding of the Research

1. The Analysis of Test Result

The data got from both pre-test and post-test are statistically calculated in order to identify the mean of the scores, the reliability of the tests, and to analyze whether there is a significant difference between pre-test and post-test.

The first step of calculating the data is tabulating the result of both pre-test and post-test as described in the table below.

Table 4.1: Pre-test and post-test scores of students class VIII-E

No	Student's Initial	Pre-Test Score	Post-Test Score
1	AD	65	80
2	AK	55	85
3	AS	60	75
4	AR	70	80
5	AM	50	65
6	BAA	60	70
7	BB	65	70
8	CUH	65	90
9	DAK	50	70
10	DNSQ	60	80

11	FNR	60	75
12	HAT	55	65
13	IJ	60	70
14	MLA	70	85
15	MR	70	85
16	MRA	50	75
17	NTP	70	80
18	NMR	70	80
19	NR	75	75
20	NA	65	80
21	RN	70	80
22	RMP	65	80
23	RU	70	85
24	SZ	50	75
25	SNR	65	90
26	SMR	70	80
27	SM	60	70
28	SR	65	70
29	ZU	65	85

Based on the table presented above, it can be seen that the highest score for the pre-test was 75 and the lowest one was 50. Meanwhile, the highest score for post-test was 90 and the lowest one was 65.

Following is the further statistical analysis of each test result, pre-test and post-test:

a. Result of Pre-Test

The researcher showed the score of Pre-Test from the lowest score up to the highest score to calculate the mean of the pre-test score:

50	50	50	50	55
55	60	60	60	60
60	60	65	65	65
65	65	65	65	65
70	70	70	70	70
70	70	70	75	

Then the writer determined the range of pre-test presented above by using the following formula:

R = Hs-Ls

= 75-50

= 25

After finding the range score, the researcher finds out the number of interval, and the result is:

K = 1+3.3 Log n

= 1+ 3.3 Log 29

= 1 + 3.3 (1.46)

= 1+ 4,82

= 5,82 (taken 6)

So, the length of interval is 6. After knowing the length of interval, the researcher counted the class interval by using the following formula:

$$P = \frac{R}{K}$$

$$= \frac{25}{6}$$

= 4,16 (taken 5)

Based on the calculated data, the frequency distribution of pre-test can be formulated as follows:

Table 4.2. The Frequency Distribution of Students' Pre-test Score

No.	Students' Score	F	X_1	$X_1 \text{-} \bar{X}$	$(X1 - \bar{X})^2$	$F_1[X1\bar{X})^2$
1.	50-54	4	52	-13	169	676
2.	55-59	2	57	-8	64	128

3.	60-64	6	62	-3	9	54
4.	65-69	8	67	2	4	32
5.	70-74	8	72	7	49	392
6.	75-79	1	77	12	144	144
	Total Score	29	-	-	-	1426

Moreover, in order to calculated the mean of pre-test the following formula is used.

$$\bar{X} = \frac{\sum Fi.Xi}{\sum Fi}$$

$$= \frac{1.883}{29}$$

$$= 64,93 = 65$$

After calculating the mean of students' pre-test, the researcher used standard deviation to measure how much an individual measurement should be expected to deviate from the mean on average. The formula of the deviation standard of pre-test is as shown below:

$$SD^2 = \frac{\sum f (X - \bar{X})^2}{N - 1}$$

$$SD^2 = \frac{1.426}{29 - 1}$$

$$SD^2 = \frac{1.426}{28}$$

$$SD^2 = 50,93$$

$$SD = \sqrt{50,93}$$

$SD = 7,136$

Because all needed calculations for pre-test result have been done, the researcher would like to identify the reliability of the pre-test. In order to analyze the reliability of pre-test, the writer would use formula as suggested by Heaton (1988, p. 164), as follows:

$$r_{11} = \frac{N}{N-1}\left(1 - \bar{X}\frac{(N-\bar{X})}{N(SD)^2}\right)$$

$$r_{11} = \frac{29}{29-1}\left(1 - 65 \frac{(29-65)}{29(7,136)^2}\right)$$

$$r_{11} = \frac{29}{29-1}\left(1 - 65 \frac{(29-65)}{29(50,92)}\right)$$

$$r_{11} = \frac{29}{28}\left(1 - 65 \frac{(-36)}{(1.476,68)}\right)$$

$$r_{11} = \frac{29}{28}(1 - 65(-0,024))$$

$$r_{11} = \frac{29}{28}(1 - (-1,56))$$

$$r_{11} = \frac{29}{28}(1 + 1,56)$$

$$r_{11} = 1.03 x 2,56$$

$$r_{11} = 2,63$$

According to the interpretation of r-score proposed by Sudijono (2011) as in the following,

a) If r_{11} is bigger than 0.70, it means that the test holds a high reliability or is reliable.

b) If r_{11} is smaller than 0.70 means that the test does not hold a high reliability or is unreliable.

It can be concluded that the pre-test is reliable because the r-score result is 2,63 which is bigger than 0.70.

b. Result of Post-Test

In order to calculate the mean of the post-test score, it is required to arrange the score from the lowest up to the highest as follows:

65	65	70	70	70
70	70	70	75	75
75	75	75	80	80
80	80	80	80	80
80	80	85	85	85
85	85	90	90	

Then the writer determined the range of post-test presented above by using the following formula:

R = Hs-Ls

= 90-65

= 25

After finding the range score, the researcher was found out the number of interval, and the result is:

K = 1+3.3 Log n

= 1+ 3.3 Log 29

= 1 + 3.3 (1.46)

= 1+ 4,82

= 5,82 (taken 6)

So, the length of interval is 6. After knowing the length of interval, the researcher counted the class interval by using the following formula:

$$P = \frac{R}{K}$$

$$= \frac{25}{6}$$

= 4,16 (taken 5)

Based on the calculated data, the frequency distribution of post-test can be formulated as follows:

Table 4.3. The Frequency Distribution of Students' Post-test Score

No.	Students' Score	F	X_1	X_1-$\bar{X}$	$(X1 - \bar{X})^2$	$F_1[X1\bar{X})^2$
1.	65-69	2	67	-13	169	338
2.	70-74	6	72	-8	64	384
3.	75-79	5	77	-3	9	45
4.	80-84	9	82	2	4	36
5.	85-89	5	87	7	49	245
6.	90-94	2	92	12	144	288
	Total Score	29	-	-	-	1.336

Moreover, in order to calculated the mean of post-test the following formula is used.

$$\bar{X} = \frac{\sum Fi.Xi}{\sum Fi}$$

$$= \frac{2.308}{29}$$

$$= 79,58 = 80$$

After calculating the mean of students' post-test, the researcher used standard deviation to measure how much an individual measurement should be expected to deviate from the mean on average. The formula of the deviation standard of post-test is as shown below:

$$SD^2 = \frac{\sum f (X - \overline{X})^2}{N - 1}$$

$$SD^2 = \frac{1.336}{29 - 1}$$

$$SD^2 = \frac{1.336}{28}$$

$$SD^2 = 47,71$$

$$SD = \sqrt{47,71}$$

$$SD = 6,907$$

Since all required calculations for post-test result have been done, the writer would like to identify the reliability of the post-test. To analyze the reliability of post-test the writer used formula as suggested by Heaton (1988, p. 164), as follows:

$$r_{11} = \frac{N}{N-1} \left(1 - \overline{X} \frac{(N - \overline{X})}{N(SD)^2} \right)$$

$$r_{11} = \frac{N}{N-1} \left(1 - \overline{X} \frac{(N - \overline{X})}{N(6,90)^2} \right)$$

$$r_{11} = \frac{29}{29-1}\left(1 - 80 \; \frac{(29-80)}{29(47{,}61)}\right)$$

$$r_{11} = \frac{29}{28}\left(1 - 80 \; \frac{(-51)}{(1.380{,}69)}\right)$$

$$r_{11} = \frac{29}{28}(1 - 80\,(-0.036)$$

$$r_{11} = \frac{29}{28}(1 - (-2{,}88))$$

$$r_{11} = \frac{33}{32}(1 + 2{,}88)$$

$$r_{11} = 1.03x\; 3{,}88$$

$$r_{11} = 3{,}99$$

According to the interpretation of r-score proposed by Sudijono (2011) as in the following,

a) If r_{11} is bigger than 0.70, it means that the test holds a high reliability or is reliable.
b) If r_{11} is smaller than 0.70 means that the test does not hold a high reliability or is unreliable.

It can be concluded that the post-test is reliable since the obtained r-score is 3,99 which is bigger than 0.70.

c. **T-score Calculation**

The writer used t–score to find out whether there is a significant difference between pre-test and post-test. The calculation is as follows:

$$t - score = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SD_1^2}{n_1}\right) + \left(\frac{SD_2^2}{n_2}\right)}}$$

$$t - score = \frac{80 - 65}{\sqrt{\left(\frac{47,71}{29}\right) + \left(\frac{50,93}{29}\right)}}$$

$$t - score = \frac{15}{\sqrt{1,64 + 1,75}}$$

$$t - score = \frac{15}{\sqrt{3,39}}$$

$$t - score = \frac{15}{1,84}$$

$$t - score = 8,15$$

2. The Analysis of Questionnaire

To analyze the questionnaire, the following formula was used:

$$P = \frac{f}{n} x\ 100\%$$

Which:

P = percentages

f = frequency of respondent

n = number of sample

100 = constant value

The questionnaire consisted of ten questions and it was given at the last meeting after the students had been given the treatment at first, second, third and

fourth meeting. Closed-ended questions were used in this questionnaire. The questionnaire was designed to obtain students' opinion toward the implementation of Riddles technique in improving students' vocabulary. Here are the result of questionnaire analysis:

Table 4.4. **Students are Interested in Learning Vocabulary By Using Riddles Technique**

No.	Options	Frequency	Percentage %
Q1	a. YES	25	86,20%
	b. NO	4	13,79%
	Total	29	100%

Based on the table above, there were 25 students (86,20%) who were interested or happy learning vocabulary by using riddles technique and 4 students (13,79%) who were not really interested or happy learning vocabulary by using riddles technique. It showed that most of students indicated by more than 50% of students were happy in learning by using riddles technique.

Table 4.5.**The students' agreement toward learning vocabulary using riddles technique is easier.**

No.	Options	Frequency	Percentage %
Q2	a. YES	27	93,10%

b. NO	2	6,89%
Total	29	100%

Based on the students' answer, there were 27 students (93,10%) who thought that learning English vocabulary by using riddles technique was easier to be implemented in the classroom. While only 2 students (6,89%) answer "NO" it means that riddles technique is difficult.

Table 4.6.The student's obstacles in learning vocabulary

No.	Options	Frequency	Percentage %
Q3	a. YES	18	62,06%
	b. NO	11	37,93%
	Total	29	100%

From the table we know that 62,06% students' had obstacles in learning vocabulary. The result showed that 18 students admit that they have many obstacles in learning vocabulary. While 11 students (37,93%) did not have obstacles in learning vocabulary.

Table 4.7.The students' agreement that riddles technique is appropriate media in   learning vocabulary

NO.	Options	Frequency	Percentage %
Q4	a. YES	24	82,75%
	b. NO	5	17,24%
	Total	29	100%

From the describtion on the table obove, there were 24 students (82,75%) thought that riddles technique was appropriate to be used for improving students' vocabulary. While, only 5 students (17,24%) stated that riddles technique was not really appropriate media to be used. So, we can conclude that riddles technique is appropriate to be used for improving students' vocabulary.

Table 4.8.The students' agreement toward if riddles technique will be (often) applied in learning vocabulary

No.	Options	Frequency	Percentage %
Q5	a. YES	27	93,10%
	b. NO	2	6,89%
	Total	29	100%

The table showed that most of students (93,10%) agreed if the Riddles technique would be (often) applied in learning vocabulary. Besides, 6,89% other students did not agree if riddles technique (often) applied in learning vocabulary.

Table 4.9. **Students' agreement about the improvement of their English language competence after learning by using riddles technique.**

No.	Options	Frequency	Percentage %
Q6	a. YES	23	79,31%
	b. NO	6	20,68%
	Total	29	100%

According to the table above, it showed that there were 23 students (79,31%) claimed that applying the riddles technique in teaching English Vocabulary really improved their English vocabulary while 6 students (20,68%) stated that their English vocabulary were not really improved. It meant that many students agreed that riddles technique in teaching English Vocabulary really improved their English language vocabulary competence.

Table 4.10. Students' opinion about **found difficult word in understanding clues to answer riddles that given.**

No.	Options	Frequency	Percentage %
Q7	a. YES	24	82,75%
	b. NO	5	17,24%
	Total	29	100%

According to the table above, most the students often finding difficult words in understanding clues to answer "riddles" that given, it showed by the result of percentage was reach out for 82,75% from the student feel like that.

Table 4.11. Students' agreement about **learning vocabulary using riddles technique make students' easy to remember vocabulary**

No.	Options	Frequency	Percentage %
Q8	a. YES	26	89,65%
	b. NO	3	10,34%
	Total	29	100%

By implementing riddles technique in teaching vocabulary, most of the students easier to remembering new vocabularies that given in the riddles. It based on the percentage which reach out for 89,65% students earned "yes".

Table 4.12. Students' opinion about **Riddles technique makes students' relaxed and felt enjoyable in learning vocabulary.**

No.	Options	Frequency	Percentage %
Q9	a. YES	27	93,10%
	b. NO	2	6,89%
	Total	29	100%

The table showed that 93,10% students were felt enjoyable in learning English vocabulary. Even though not all of students got excellent score in pre-test and post-test, almost all students agreed that learning vocabulary using riddles technique was enjoyable, only 6,89% or 2 student mentioned it less enjoyable.

Table 4.13. Students' agreement about **riddles technique used for teaching English vocabulary to improve students' vocabulary**

No.	Options	Frequency	Percentage %
Q10	a. YES	27	93,10%
	b. NO	2	6,89%
	Total	29	100%

Based on the students' answer, 27 students (93,10%) agreed that riddles technique used for teaching English vocabulary. While, only 2 students (6,89%) disagreed. So, the riddles technique should be applied in teaching English vocabulary in the classroom to improve students' vocabulary.

B. Discussion

Based on the analysis of two data collections above, the writer would like to answer the research questions of this study that are 1). Does riddles technique improve students' vocabulary? And 2). What are the students' responses toward riddles technique applied in the classroom?

The first discussion deals with how does riddles technique improve student's vocabulary. After conducting the test, the writer found that both results

of pre-test and post-test were different. It showed that inthe average scores of pre-test was 65and post-test was 80. It means that the post-test result was higher than the pre-test. Thus, it answered the first research question that riddles technique can improve student's vocabulary.

The second research question was to know the students' responses in learning vocabulary by using riddles technique. After distributing the questionnaire, the writer found varied students' response toward riddles technique in improving vocabulary.

According to the results of questionnaire, the writer concluded that all of students had positive responses toward riddles technique in improving vocabulary. All of them stated that they felt glad to learn vocabulary by using riddles technique. They showed their enthusiastic to speak in classroom and done all the assignment. Furthermore, they assumed that they felt relax and enjoyable in answer riddles that given by researcher. Regarding to research findings, the writer concluded that the students' vocabulary improved and most of them can answer the riddles fluently. It is also supported by the result of questionnaire in table 4.11 which showed that riddles helped them to remember vocabulary.

In addition, after comparing the questionnaire result in table 4.5, it could be seen that 93,10% of the students agreed that learning vocabulary using riddles technique is easier. They said it is not a boring media and it offers good plot to follow.

Moreover, as it is showed in table 4.4 and 4.8, almost all students agreed that riddles technique is interesting media to be applied. In fact, they arguedthat riddles technique is good to be often applied in learning vocabulary. All in all, the writer concluded riddles technique not only could motivate students in learning vocabulary but also appropriate material for students learning vocabulary in classroom
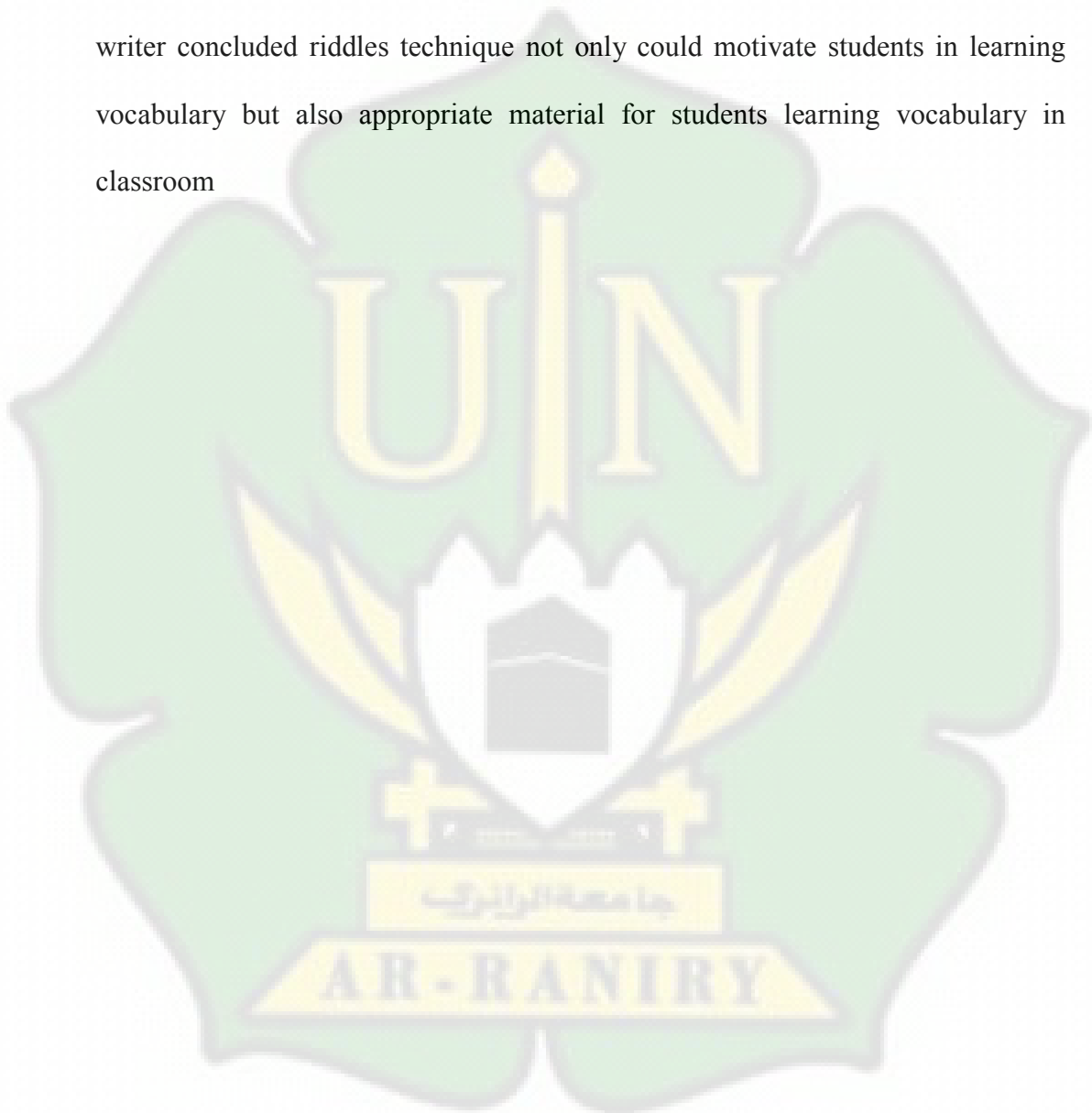
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is divided into two parts, namely conclusion and suggestion.Based on the findings and discussion on the previous chapter, the writer drew someconclusion of the use riddles technique in teaching vocabulary to improve students' vocabulary. Meanwhile, the last section proposes some suggestion for teachers and other researcher. The conclusion and suggestions are presented as follows:

A. Conclusions

Based on the results of the study and discussions in the previous chapter, the writer would like to state some conclusions as follows:

1. The riddles technique improved the students' vocabulary. The students' ability in vocabulary improved after they were taught by using riddles technique. It can be seen from their tests score of the post-test was 80 whereas the pre-test score was 65.

2. By using the riddles the students' vocabulary can improve, because by using riddles in teaching vocabulary, the students can be easily remember the vocabulary that has been taught.

3. Based on the result of questionnaires, the majority of the students had positive responses toward the use of riddles technique in improving students' vocabulary.

B. Suggestions

After conducting experimental teaching and analyzing tests and questionnaire, the writer would like to present some suggestions, they are:

1. The teacher is suggested to provide interesting material in teaching english, especially in teaching vocabulary class. Using riddles technique could help the students improving their vocabulary. Thus, the students will be motivated in learning without feeling bored.

2. The researcher recommended teachers to use riddles technique to use as a way in their teaching especially in improving students' vocabulary. Because the riddles technique affected a positive influence to the students. It was able to upgrade students' interest in learning vocabulary by making them felt curious, happy, interesting, fascinating, more being motivated and active in the classroom.

3. Hopefully this thesis would be useful for education purpose and could be considered as reference for the next research.

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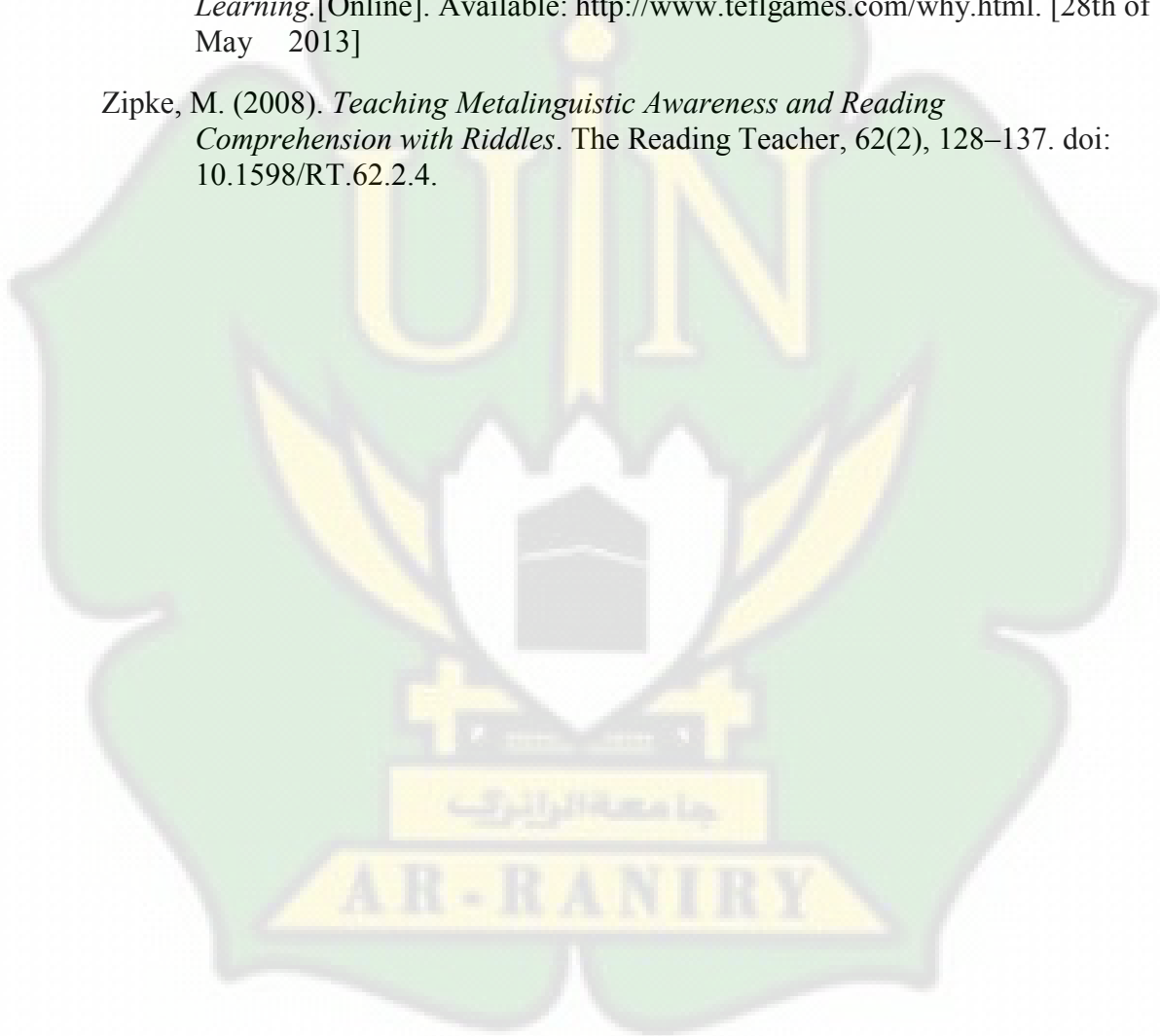
SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 12473/UN.08/FTK/KP.07.6/11/2018
TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 14 Desember 2017

MEMUTUSKAN

Menetapkan :

PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-592/UN.08/FTK/KP.07.6/01/2018 tanggal 12 Januari 2018

Menunjuk Saudara:
1. Nidawati, M.Ag   Sebagai Pembimbing Pertama
2. Mulia, M.Ed   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama   : **Tessa Apriandari**
NIM   : **140203107**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Improving the Students' English Vocabulary through the Use of Riddles Technique**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 15 November 2018
An. Rektor
Dekan,

Muslim Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

Nomor : B-12931/Un.08/Tu-FTK/TL.00/11/2018   23 November 2018
Lamp : -
Hal   : Mohon Izin Untuk Mengumpul Data
         Menyusun Skripsi

Kepada Yth.

Di -
   Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

Nama   : Tessa Apriandari
N I M   : 140 203 107
Prodi / Jurusan   : Pendidikan Bahasa Inggris
Semester   : IX
Fakultas   : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t   : Jl.Lingkar Kampus Lr.Lam Ara 2 Rukoh Banda Aceh
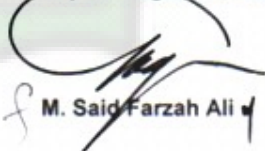
Untuk mengumpulkan data pada:

MTs Darul Ihsan

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Improving the Student's English Vocabulary through the Use of Riddles Technique

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali

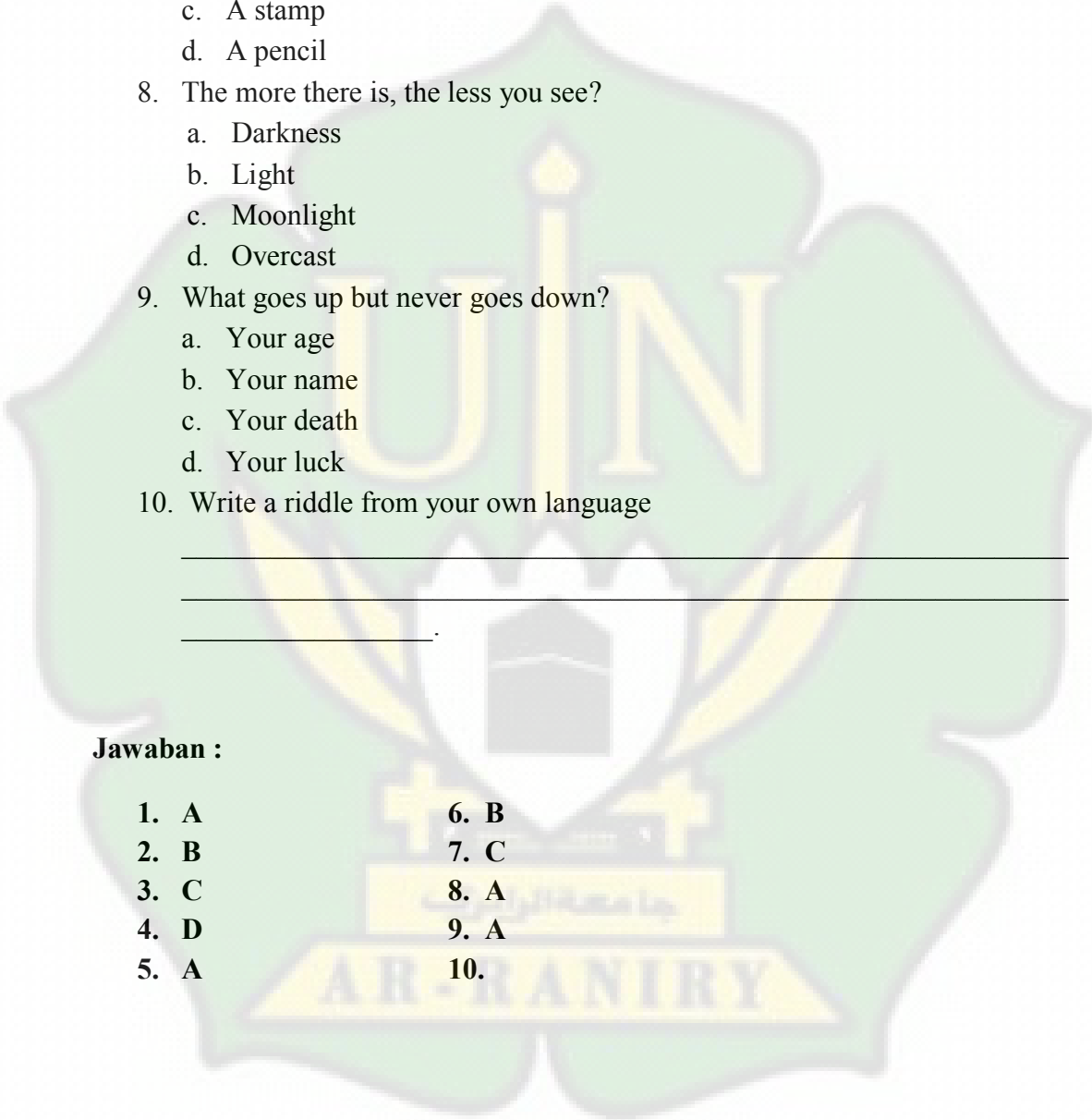Kode 6321

PRE-TEST

**IMPROVING THE STUDENTS' ENGLISH VOCABULARY THROUGH
THE USE OF RIDDLES TECHNIQUE**

Nama   :

Kelas   :

Questions :

1. The more of them you take, the more you leave behind. What are they?
   a. Footsteps.
   b. Hand
   c. Head
   d. Flower
2. What flies without wings?
   a. Birds
   b. Time
   c. Chicken
   d. O'clock
3. What's full of holes but still holds water?
   a. A floor
   b. A ship
   c. A sponge
   d. A chair
4. Give it food and it will live, give it water and it will die. What is it? (Fire)
   a. Lamp
   b. Cloth
   c. Flower
   d. Fire
5. I run, yet I have no legs. What am I?
   a. A nose
   b. A ear
   c. Lips
   d. Eyes
6. What gets wetter, the more it dries?
   a. A blanket
   b. A towel
   c. Clothes

d. A bag
7. What goes around the world and stays in a corner?
   a. A glue
   b. A pen
   c. A stamp
   d. A pencil
8. The more there is, the less you see?
   a. Darkness
   b. Light
   c. Moonlight
   d. Overcast
9. What goes up but never goes down?
   a. Your age
   b. Your name
   c. Your death
   d. Your luck
10. Write a riddle from your own language

_____

_____

_____.

Jawaban :

1. **A**	6. **B**
2. **B**	7. **C**
3. **C**	8. **A**
4. **D**	9. **A**
5. **A**	10.

POST-TEST

IMPROVING THE STUDENTS' ENGLISH VOCABULARY THROUGH THE USE OF RIDDLES TECHNIQUE
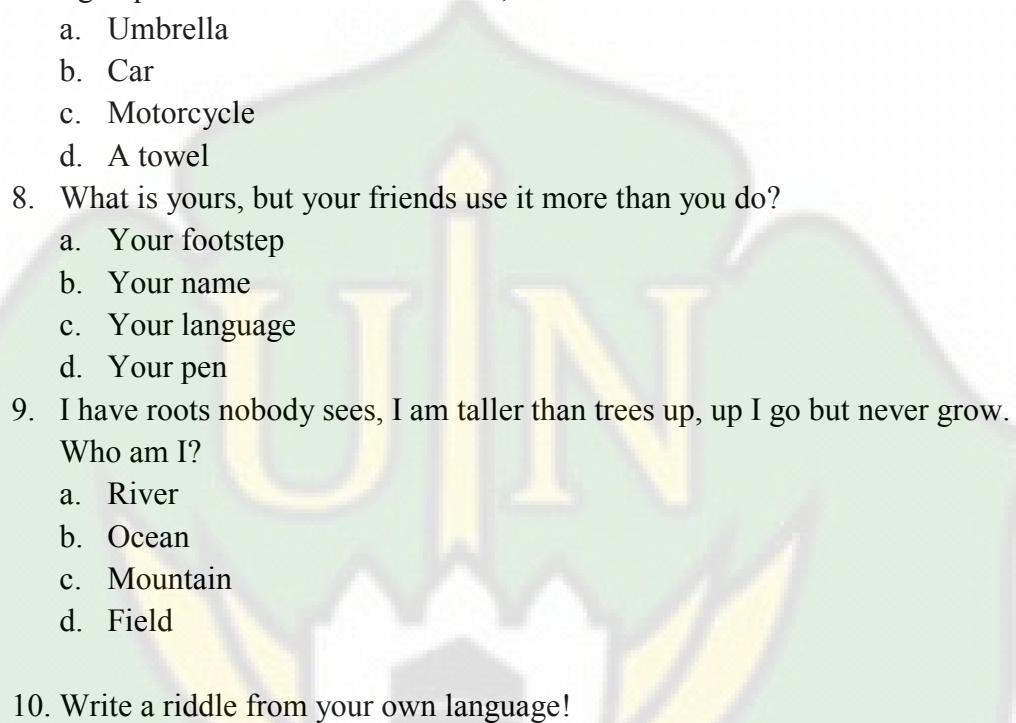
Nama :

Kelas :

Petunjuk :

1. Pada tes ini terdapat 10 pertanyaan. Pertimbangkan baik-baik setiap pertanyaan dan jawablah dengan jawaban yang tepat
2. Pertimbangkan setiap pertanyaan secara terpisah dengan orang lain.

Question:

1. You answer me, although I never ask you question. What am I?
   a. A telephone
   b. A pen
   c. A bag
   d. A pencil
2. What has to be broken before it can be used?
   a. A vegetable
   b. An umbrella
   c. An egg
   d. A spoon
3. What question can you never answer "yes" to?
   a. Are you my neighbor?
   b. Are you asleep?
   c. Where are you?
   d. How old are you?
4. Take off my skin, I won't cry, but you will. What am I?
   a. An onion
   b. A tomato
   c. Oil
   d. A chili
5. Big as biscuit, deep as cup, even a river can't fill it up. What's it?
   a. A kitchen strainer
   b. A spoon
   c. An iron
   d. An umbrella
6. If you have it, you want to share it. If you share it, you don't have it.

a. A pencil
b. A secret
c. A bag
d. A flower

7. I go up when the rain comes down, what am I?
   a. Umbrella
   b. Car
   c. Motorcycle
   d. A towel

8. What is yours, but your friends use it more than you do?
   a. Your footstep
   b. Your name
   c. Your language
   d. Your pen

9. I have roots nobody sees, I am taller than trees up, up I go but never grow. Who am I?
   a. River
   b. Ocean
   c. Mountain
   d. Field

10. Write a riddle from your own language!

   _____

   _____.

Jawaban:

1. A
2. C
3. B
4. A
5. A

6. B
7. A
8. B
9. C
10.

QUESTIONNAIRE

IMPROVING THE STUDENTS' ENGLISH VOCABULARY THROUGH THE USE OF RIDDLES TECHNIQUE

Nama :

Kelas :

Petunjuk :

- ✓ Pada kuestioner ini terdapat 10 pertanyaan. Pertimbangkan baik-baik setiap pertanyaan dan jawab sesuai dengan yang kalian rasakan dan alami.
- ✓ Pertimbangkan setiap pertanyaan secara terpisah dengan orang lain.
- ✓ Jawablah setiap pertanyaan dengan jawaban ya/tidak.

1. Are you interested in learning Vocabulary using riddles technique?
   (Apakah Anda tertarik Vocabulary menggunakan teknik riddle?)

   A. Yes   B. No

2. Do you agree that learning Vocabulary using riddles technique is easier?
   (apakah kalian setuju bahwa belajar vocabulary menggunakan teknik riddle lebih mudah?)

   A. Yes   B. No

3. Do you have obstacles in learning Vocabulary?
   (Apakah kalian mendapat kesulitan dalam mempelajari vocabulary?)

   A. Yes   B. No

4. Do you agree that riddles technique is an appropriate media in learning vocabulary? (Apakah kamu setuju bahwa teknik riddles merupakan media yang cocok untuk mempelajari vocabulary?)

A. Yes B. No

5. Do you agree if riddles technique will be (often) applied in learning Vocabulary?

(apakah kamu setuju jika teknik riddles (sering) diterapkan dalam mempelajari vocabulary?)

A. Yes B. No

6. Do you agree that learning vocabulary using riddles technique can improve your English language?

(Apakah kamu setuju belajar vocabulary menggunakan teknik riddles dapat meningkatkan kemampuan berbahasa Inggris kamu?)

A. Yes B. No

7. Riddles technique are not important, because students can learn vocabulary by using other technique.

(Teknik riddles tidak penting, karena siswa dapat belajar vocabulary menggunakan teknik lain.)

A. Yes B. No

8. Do you agree that learning vocabulary using riddles technique make you easy to remember vocabulary?

(Apakah kamu setuju belajar vovaulary menggunakan teknik riddles memudahkan kamu untuk mengingat vocabulary?)

A. Yes B. No

9. Riddles technique make students relaxed and felt enjoyable in learning vocabulary.

(Teknik riddles membuat siswa relax dan santai dalam belajar vocabulary).

A. Yes B. No

10. Do you agree that riddles technique used for teaching English to improve students' vocabulary?

(Apakah kamu setuju teknik riddles digunakan untuk mengajar bahasa Inggris untuk meningkatkan pemahaman kosa kata siswa?)

A. Yes   B.No

INSTRUMENT PENELITIAN (LESSON PLAN)

IMPROVING THE STUDENTS' ENGLISH VOCABULARY THROUGH THE USE OF RIDDLES TECHNIQUE

NO.	DAY	ACTIVITIES		Media	Alocation of Time
		Researcher	Students		
1.	Hari Ke-1	1. Peneliti memperkenalkan diri kepada siswa/i dan menjelaskan tentang penelitian yang akan dilaksanakan beberapa hari kemudian	Menyimak, mengingat dan menanggapi	• Absensi • Lembar soal pre-test • Papan tulis • Alat tulis	15 menit
		2. Peneliti menanyakan beberapa aktivitas siswa/i selama liburan dan mengaitkan dengan tema yang akan diteliti dan juga sebagai pemanasan	Siswa/i menceritakan aktivitas mereka Mengerjakan soal **Pre-test** yang telah diberikan oleh guru		15 menit
		3. Selanjutnya, peneliti meminta kepada	Menyimak, mengingat dan menanggapi		45 menit

		siswa/i untuk menjawab pertanyaan yang ada di lembaran yang diberikan sebagai nilai **Pre-test**			
		4. Penutup, memberikan gambaran materi untuk pertemuan selanjutnya.			15 menit
2.	Hari Ke-2	1. Peneliti mengabsensi kembali siswa/i di kelas dan menanyakan kabar siswa/i sebagai warming up dan mereview kembali materi yang telah dipelajari	Menyimak, mengingat dan menanggapi	• Absensi • Papan tulis • Alat tulis • Print out gambar	15 menit
		2. Peneliti melakukan Tanya jawab seputar riddles yang akan dipelajari	Menyimak, mengingat dan menanggapi		10 menit
		3. Peneliti menjelaskan dan memberikan contoh riddles kepada siswa/i	Menyimak, mengingat dan menanggapi		20 menit
		4. Peneliti meminta siswa membuat kalimat			30 menit

		dari kata riddles secara kelompok	Mengerjakan soal yang telah diberikan oleh peneliti		
		5. Penutup, peneliti memberikan feedback dari soal yang telah siswa/i kerjakan dan memberikan gambaran materi untuk pertemuan selanjutnya.	Menyimak, mengingat dan menanggapi		15 menit
3.	Hari Ke-3	1. Peneliti mengabsensi seperti biasa menanyakan perkembangan yang telah dipelajari oleh siswa/i	Menyimak, mengingat dan menanggapi	• Absensi • Alat tulis • Papan Tulis • Print out	15 menit
		2. Peneliti menjelaskan tentang short descriptive text (Who Am I)	Menyimak, mengingat dan menanggapi		20 menit
		3. Selanjutnya, peneliti meminta siswa untuk mengerjakan lembaran soal secara berkelompok	Mengerjakan soal yang telah diberikan oleh peneliti		40 menit

		4. Penutup, peneliti memberikan feedback dari jawaban yang telah siswa/i kerjakan dan memberikan gambaran materi pertemuan selanjutnya.	Menyimak, mengingat dan menanggapi		15 menit
5.	Hari Ke-4	1. Peneliti mengabsensi seperti biasa menanyakan perkembangan yang telah dipelajari oleh siswa/i	Menyimak, mengingat dan menanggapi	• Absensi • Infokus • Laptop • Papan tulis • Alat tulis	15 menit
		2. Peneliti memperlihatkan beberapa short video tentang riddles dan meminta siswa untuk menjawab bersama-sama	Menyimak, mengingat dan menanggapi		40 menit
		3. Peneliti meminta siswa menulis kembali riddles yang telah diberikan	Menulis kembali riddles yang telah diberikan		15 menit

		4. Penutup, peneliti memberikan feedback dari jawaban yang telah siswa/i kerjakan dan memberikan gambaran materi pertemuan selanjutnya.	Menyimak, mengingat dan menanggapi		20 menit
6.	Hari Ke-5	1. Peneliti mengabsensi seperti biasa dan menjelaskan tentang Post-test yang akan siswa/i kerjakan nantinya	Menyimak, mengingat dan menanggapi	• Absensi • Alat tulis • Lembar soal • Papan tulis	20 menit
		2. Peneliti membagikan lembaran soal dan meminta kepada siswa/i untuk menjawab pertanyaan yang ada di lembaran yang diberikan sebagai nilai **Post-test**	Mengerjakan lembar soal yang telah dibagikan oleh peneliti		45 menit
		3. Peneliti mengakhiri kelas sekaligus penutupan kepada seluruh siswa/i yang telah berpartisipasi atas penelitian selama 5	Menyimak, mengingat dan menanggapi		25 menit

		pertemuan yang berlangsung di MTs Darul Ihsan, Siem, Aceh Besar.			

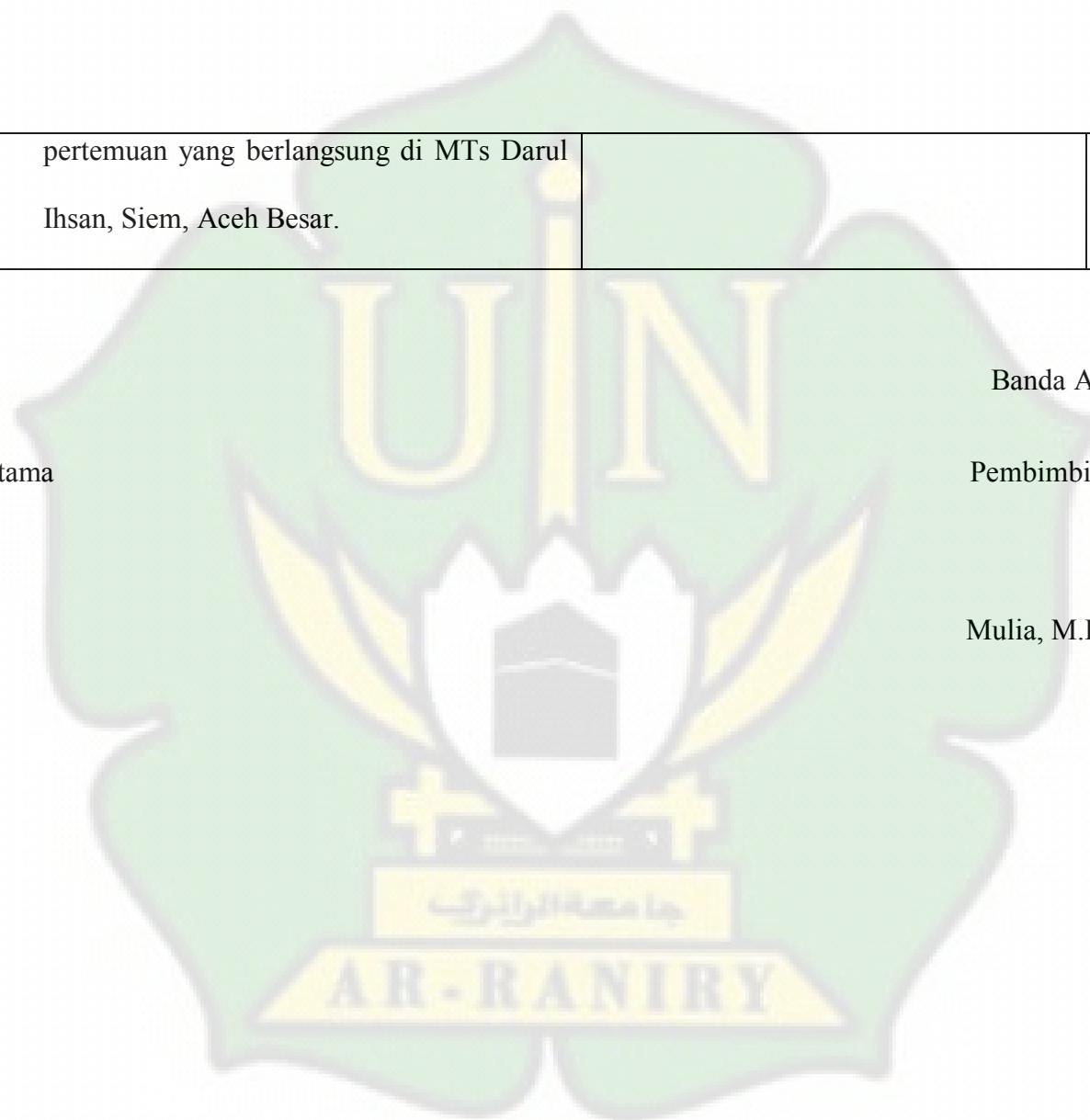Banda Aceh, 02 November 2018

Pembimbing Pertama   Pembimbing Kedua
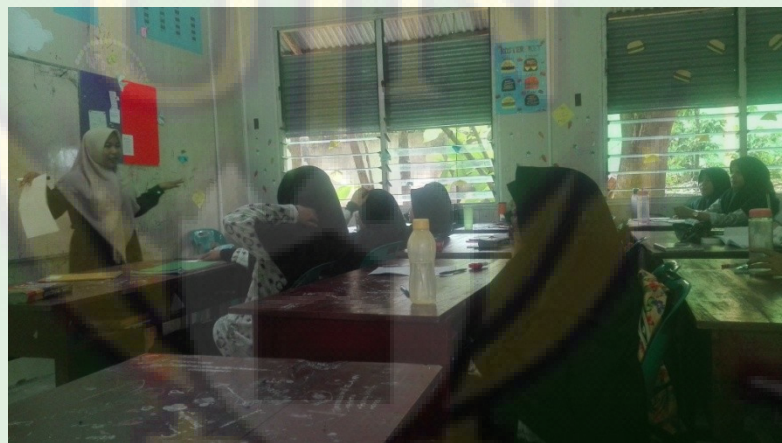
Nidawati, M.Ag   Mulia, M.Ed

Picture 1. Researcher explain about Riddles

Picture 2. Researcher gives examples of Riddles

Picture 3. Researcher give post-test sheet

AUTOBIOGRAPHY

1. Name : Tessa Apriandari
2. Place / Date of Birth : Labuhanhaji / 28 April 1997
3. Religion : Islam
4. Sex : Female
5. Nationality / Ethnic : Indonesia / Aceh
6. Marital Status : Single
7. Occupation : Student
8. Address : Jl. Lingkar Kampus, Darussalam, Rukoh, Lr. Lam Ara
9. E-mail : tessa.apriandari27@gmail.com
10. Parents' Name
    a. Father : Jalinus
       Occupation : Pensiun PNS
    b. Mother : Erniati
       Occupation : Housewife
11. Address : Desa Hulu Pisang, Labuhanhaji, Aceh Selatan
12. Education Background
    a. Elementary School : SD Peulokan, graduated year: 2008
    b. Junior High School : MTsS Al-Munjiya, graduated year: 2011
    c. Senior High School : SMA Insan Madani, graduated year: 2014
    d. University : Islamic State University Ar-Raniry, graduated year: 2019

Banda Aceh, January 11th 2019
The Writer,

Tessa Apriandari