



**IMPROVING THE EIGHTH GRADE STUDENTS' VOCABULARY ACHIEVEMENT
AND PARTICIPATION BY USING RIDDLES IN PLAYING SNAKES
AND LADDERS GAME AT SMPN 3 BALUNG JEMBER**

THESIS

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JEMBER UNIVERSITY**

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THESIS

Presented as One of the Requirement to Obtain S1 Degree of the English
Education Program of the Language and Arts Education Department of
The Faculty of Teacher Training and Education
Jember University

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DEDICATION

I proudly dedicate this thesis to:

1. My grandparents, Khotidjah and Baidowi.
2. My parents, Muhammad Dhomiri Alwisyah and Mimik Hari Siswanti.
3. My sister, Husniatur Rizqiyah Dhomiri.
4. My brother, Abdul Aziz Noor.

MOTTO

Words mean more than what is set down on paper. It takes the human voice to infuse them with shades of deeper meaning.¹

(Maya Angelou)

¹ <http://www.goodreads.com/quotes/24284>

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author herself. Hence, all materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of my work which has been carried out since the official commencement date of the approved thesis title, this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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ACHIEVEMENT AND PARTICIPATION BY USING RIDDLES
IN PLAYING SNAKES AND LADDERS GAME
AT SMPN 3 BALUNG JEMBER

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Jember, February 20th, 2015
The writer

TABLE OF CONTENT

	Page
TITLE PAGE	i
DEDICATION	ii
MOTTO	iii
STATEMENT OF THESIS AUTHENTICITY	iv
CONSULTANT'S APPROVAL	v
APPROVAL OF THE EXAMINATION COMMITTEE	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS	viii
LIST OF DIAGRAM, TABLES, AND GRAPHS	xi
LIST OF APPENDICES	xii
SUMMARY	xiii
CHAPTER 1. INTRODUCTION	
1.1. Background of the Research	1
1.2. Problems of the Research	6
1.3. Objectives of the Research	7
1.4. Significance of the Research	7
1.4.1. The Students	7
1.4.2. The English Teachers	7
1.4.3. The Future Researchers	7
CHAPTER 2. REVIEW OF RELATED LITERATURE	
2.1. Definitions and Functions of Vocabulary	8
2.2. Classification of Vocabulary	9
2.2.1. Nouns	9
2.2.2. Adjectives	10
2.2.3. Verbs	11
2.2.4. Adverbs	11

2.3.	The Problems of Vocabulary	12
2.4.	The Rules of Teaching vocabulary	13
2.5.	The Importance of Vocabulary Achievement	15
2.6.	The Definition of Game	16
2.6.1.	The Definitions of Riddles	17
2.6.2.	The Definition of Snakes and Ladders Game	18
2.6.3.	The Use of Game in Language Teaching and Learning	20
2.6.4.	The Advantages of Using Riddles in Playing Snakes and Ladders Game	21
2.6.5.	Applying Riddles in Playing Snakes and Ladders Game in Teaching Vocabulary	23
2.7.	The Students' Participation	26
2.8.	The Hypothesis of Research	27
CHAPTER 3. RESEARCH METHODS		
3.1.	Research Design	28
3.2.	Research Area Determination Method	31
3.3.	Research Subject Determination Method	32
3.4.	Data Collection Methods	32
3.4.1.	Vocabulary Achievement Test	33
3.4.2.	Observation	34
3.4.3.	Interview	36
3.4.4.	Documentation	37
3.5.	Operational Definition of the Key Terms	37
3.5.1	Vocabulary Achievement	37
3.5.2	Riddles in Playing Snakes and Ladders Game	38
3.6.	Research Procedure	38
3.6.1.	Planning of the Action	38
3.6.2.	Implementation of the Action	39
3.6.3.	Observation and Evaluation	39

3.6.4. Data Analysis and Reflection of the Action	40
CHAPTER 4. RESEARCH RESULT AND DISCUSSION	
4.1 The Result of the Actions in Cycle 1	42
4.1.1. The Implementation of the Action in Cycle 1	42
4.1.2. The Result of Observations in Cycle 1	44
4.1.3. The Result of Students' Vocabulary Achievement Test in Cycle I	45
4.1.3. The Result of Reflection in Cycle I	48
4.2. The Result of the Actions in Cycle II	50
4.2.1. The Implementation of the Action in Cycle II	50
4.2.2. The Result of Observations in Cycle II	50
4.2.3. The Result of Students' Vocabulary Achievement Test in Cycle II	52
4.2.4. The Result of Reflection in Cycle II	53
4.3. Discussion	54
CHAPTER 5. CONCLUSION AND SUGGESTIONS	
5.1. Conclusion	58
5.2. Suggestions	58
5.2.1. The Students	59
5.2.2. The English Teacher	59
5.2.3. The Future Researchers	59
REFERENCES	60
APPENDICES	63

THE LIST OF DIAGRAM AND TABLES

	Page
Diagram	
3.1. The Research Design of the Classroom Action Research	30
Tables	
3.1. The Observation Checklist of the Students' Participation	35
4.1. The Result of the Students' Participation in Cycle I	44
4.2. The Result of the Students' Vocabulary Test in Cycle I	46
4.3. The Problems of Cycle I and Revisions for Cycle II	49
4.4. The Result of the Students' Participation in Cycle II	51
4.5. The Result of the Students' Vocabulary Test in Cycle II	52

THE LIST OF APPENDICES

	Page
A. Research Matrix	63
B. The Result of Interview	65
C. Lesson Plan Cycle 1 Meeting 1	67
D. Lesson Plan Cycle 1 Meeting 2	81
E. Vocabulary Achievement Test Cycle 1	96
F. Lesson Plan Cycle 2 Meeting 1	101
G. Lesson Plan Cycle 2 Meeting 2	116
H. Vocabulary Achievement Test Cycle 2	129
I. The Result of Observations in Cycle 1	134
J. The Result of Observations in Cycle 2	135
K. The Result of the Students' Vocabulary Achievement Test in Cycle 1	136
L. The Result of the Students' Vocabulary Achievement Test in Cycle 2	137
M. The Eighth Grade Students' Previous Score of Vocabulary Achievement	138
N. The Research Permission Letter from the Faculty	139
O. The Statement Letter of Accomplishing the Research from the School	140

SUMMARY

Improving the Eighth Grade Students' Vocabulary Achievement and participation by Using Riddles in Playing Snakes and Ladders Game at SMPN 3 Balung Jember; Ruqoyyah Yulia Hasanah Dhomiri, 100210401129; 2014; 60 pages; English Language Education Study Program, Language and Arts Department, The Faculty of Teacher Training and Education, Jember University.

This research was a classroom action research focusing on the use of riddles in playing snakes and ladders game to improve the eighth grade students' vocabulary achievement and participation. The subjects of this research were the students of class VIII-B at SMPN 3 Balung Jember in the 2014/2015 academic year. This class was chosen because the students in that class experienced difficulties in learning vocabulary. They also had the lowest mean score of vocabulary achievement compared with the other eighth grade classes.

In this research, the researcher used riddles in playing the snakes and ladders game in teaching vocabulary to the students because the researcher believed that both riddles and snakes-ladders game could improve the eighth grade students' vocabulary achievement. Playing snakes and ladders game by solving some clues in the form of riddles was given to the students in this research. It was intended to help the students to enrich their vocabulary both from the words asked in the clues of riddles in the problem cards and the words of the riddles answer.

This research was conducted on November 20th - December 5th, 2014 in 2 Cycles. Each Cycle consisted of two meetings and a vocabulary achievement test. In this classroom action research, the researcher taught vocabulary by using riddles in playing snakes and ladders game to the students in two meetings and did the observation collaboratively with the English teacher.

There were two kinds of important data in this research: primary data and supporting data. The supporting data were gathered through interview and documentation while the primary data were collected through observation and vocabulary achievement test. After analyzing the result of observations and the result

of vocabulary achievement test in Cycle 1 quantitatively, it was known that both of them did not achieve the target percentage required that was 70%, although the mean score of the students was more than 75, that was 76.63, but 64% of 33 students who had achieved the standard minimum score and there were 69% of the students that were identified as active, those results were below from the target percentage that was 70%. Therefore, the researcher conducted Cycle 2 by revising some problems in Cycle 1 to give a better result in Cycle 2.

From the observation of the students' active participation done during the teaching learning process of vocabulary by using riddles in playing snakes and ladders game, the average result of the students' active participation showed an improvement from Cycle 1 that was 69% to 78.7% in Cycle 2. It can be seen that the improvement of the students' active participation from Cycle 1 to Cycle 2 was as many as 9.7%. The students' active participation in this research could achieve the target percentage required that was 70% in Cycle 2. Therefore, it can be concluded that the use of riddles in playing snakes and ladders game in teaching vocabulary could improve the students' participation during the teaching learning process of vocabulary.

Further, the result of vocabulary achievement test in Cycle 1 indicated that only as many as 21 students (64%) out of 33 students achieved the standard minimum score that was 75 and it was increased in Cycle 2 that was as many as 24 students (72.7%) out of 33 students could achieve the standard minimum score that was 75. The improvement of the students who got score 75 in vocabulary achievement test from Cycle 1 to Cycle 2 was as many as 9%. This result revealed the fact that the target of success of this research that was 70% of the students got score 75 had been achieved in Cycle 2 and it proved that the use of riddles in playing snakes and ladders game in teaching vocabulary could improve the eighth grade students' vocabulary achievement at SMPN 3 Balung Jember in the 2014/2015 academic year.

Based on the results above, the hypotheses of this research were accepted and it is suggested to the English teacher to use riddles in playing snakes and ladders

game in teaching vocabulary to the students in order to improve their vocabulary achievement. It is also suggested to the future researchers to conduct a further research dealing with similar problem by using different research designs such as an experimental research and a descriptive research or even the same research design that is a classroom action research but to other level of students of different schools.