THE EFFECT OF USING RIDDLES ON THE SEVENTH GRADE STUDENTS' VOCABULARY ACHIEVEMENT AT SMPN I JENGGAWAH IN THE 2012/2013 ACADEMIC YEAR

THESIS

Proposed to Fulfill One of the Requirements to Obtain the Degree of S1 at the English Education Program of Language and Arts Education Department
Faculty of Teacher Training and Education
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DEDICATION

This thesis is honorably dedicated to:

1. My beloved father, Sajid and my beloved mother, Paisem.
2. My beloved sisters, Nanik Lestari, Katini Ningsih, and Dwi Lestari.

MOTTO

"By words we learn thoughts, and by thoughts we learn life."

(Jean Girard)

CONSULTANT'S APPROVAL

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I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve the thesis will be wisely appreciated.

Jember, May 30th 2013 The Writer

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SUMMARY

The Effect of Using Riddles on the Seventh Grade Students' Vocabulary Achievement at SMPN 1 Jenggawah in the 2012/2013 Academic Year; Siti Aisyah, 080210401017; 2013:43 pages; English Language Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Vocabulary is one of the language components that cannot be separated from learning English in general. It is the key aspect of the four language skills. According to Tarigan (1993:2) the quality of someone's language skills depends on his quality and quantity of the vocabulary mastery. It means that the students have to enlarge or enrich their knowledge of vocabulary besides mastering all aspects of the English language skills. In order to motivate students to learn English especially vocabulary, the English teacher should use the appropriate techniques in teaching learning process. The appropriate and interesting teaching techniques will encourage students to spend more attention so that the teaching learning process will run more effectively and efficiently.

One of the techniques that can be used to teach vocabulary is riddles. Riddles can make the students enjoy in teaching learning process and make the students interested and motivated in learning English. In other words, if the students are interested and motivated in learning English, they will be easier to understand and comprehend the words they learn so that it can influence their achievement.

This research was quasi experimental research. The purpose of this research was to investigate whether or not there was a significant effect of using Riddles on the seventh grade students' vocabulary achievement at SMPN 1 Jenggawah in the 2012/2013 academic year. The area of this research was SMPN 1 Jenggawah. It was chosen purposively because the use of riddles had never been applied in teaching

learning process in this school. The populations of this research were the seventh grade students of SMPN 1 Jenggawah in the 2012/ 2013 academic year. The research respondents were determined by cluster random sampling through a lottery. The total number of the respondents was 78 students that consisted of 40 students of VII-C as the experimental group taught vocabulary by using riddles and 38 students of VII-A as control group taught vocabulary by using lecturing and question-answer techniques.

The data of this research were collected from the students' scores of vocabulary achievement test, interview and documentation. The vocabulary achievement test was collected from the post test to know the mean score of the two groups, and the result was analyzed by using t-test formula through SPSS. Based on the calculation, the mean score of the experimental group was higher than the mean score of the control group. The result of the t-test analysis with significant level of 5% shows that the significant value is 0.033 that is lower than 0.05. It means that there was a statistical difference between the experimental and the control groups. It indicated that there was a significant effect of using riddles on the seventh grade students' vocabulary achievement at SMPN 1 Jenggawah in the 2012/2013 academic year. Therefore, it is recommended for the teacher to use riddles as a technique in teaching vocabulary.