



**The Effect of Using Riddles on the Eleventh Grade Students'  
Vocabulary Achievement at SMKN 1 Jember**

**THESIS**

By:

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**ENGLISH EDUCATION PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
THE FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY**

**2015**



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2015**

**DEDICATION**

*This thesis is honorably dedicated to:*

- 1. My beloved parents (H. Soleh and Hj. Niswatin).*
- 2. My beloved sister and brothers (Ratna Herlina, Rudy Gunawan and Ronaldo Maulana).*



**MOTTO**

*“Riddles are a wonderful (and fun) way for children to understand that words can have more than one meaning “.*

(Malia Sullivan, speech language therapist)<sup>1</sup>



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<sup>1</sup> Anderson, D. 2009. *Reading is Funny! Motivation Kids to Read with Riddles*. Available at <http://www.ala.org/editions/extras/Anderson09577>. Retrieved on November, 12<sup>th</sup> 2013.

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Date : May 19<sup>th</sup> 2015

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**The Effect of Using Riddles on the Eleventh Grade Students'  
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**THESIS**

Composed to fulfill one of the requirements to obtain S1 degree at the English Education Study Program Language and Arts Education Department The Faculty of Teacher Training and Education Jember University

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The Writer



**TABLE OF CONTENTS**

<b>TITLE PAGE</b> .....	i
<b>DEDICATION</b> .....	ii
<b>MOTTO</b> .....	iii
<b>CONSULTANTS' APPROVAL SHEET</b> .....	iv
<b>APPROVAL OF THE EXAMINATION COMMITTEE</b> .....	v
<b>ACKNOWLEDGEMENT</b> .....	vi
<b>TABLE OF CONTENTS</b> .....	viii
<b>THE LIST OF APPENDICES</b> .....	xi
<b>SUMMARY</b> .....	xiii
<b>1. INTRODUCTION</b>	
1.1 The Background of the Research .....	1
1.2 The Problem of the Research .....	3
1.3 The Objective of the Research .....	3
1.4 The Significance of the Research .....	3
1.5 The Scope of the Research .....	3
<b>II. REVIEW OF RELATED LITERATURE</b>	
2.1 Vocabulary Achievement in Foreign Language Context.....	5
2.1.1 The Classification of Vocabulary.....	5
2.1.2 The Way of Teaching Vocabulary.....	9
2.2 Riddles as media in English language teaching.....	10
2.3 The Implementation of Riddles as Media to Teach Vocabulary.....	11

2.4 The Effect of the use of Riddles on Vocabulary Achievement.....	12
2.5 Research Hypothesis.....	13

**III. RESEARCH METHOD**

3.1 Research Design .....	14
3.2 Operational Definition of the Terms.....	16
3.2.1 Using Riddles in Teaching Vocabulary	16
3.2.2 Vocabulary Achievement .....	16
3.3 Area Determination Method.....	16
3.4 Respondent Determination Method.....	16
3.5 Data Collection Method.....	17
3.5.1 Vocabulary Achievement Test.....	17
3.5.1.1 The Validity of the Test.....	18
3.5.1.2 The Coefficient Reliability of the Test.....	19
3.5.1.3 The Difficulty Index.....	20
3.5.2 Interview.....	21
3.5.3 Documentation.....	22
3.6 Data Analysis Method.....	22

**IV. RESEARCH RESULTS AND DISCUSSION**

4.1 The Description of the Treatment .....	24
4.2 The Results of Supporting Data.....	24
4.2.1 The Results of Interview .....	24

4.2.2 The Results of Documentation.....	24
4.2.3 The Results of Homogeneity Test.....	25
4.2.4 The Results of Try Out Test for Vocabulary Post Test.....	26
4.2.4.1 The Analysis of Test Validity.....	26
4.2.4.2 The Analysis of Difficulty Index.....	26
4.2.4.3 The Analysis of Reliability Coefficient.....	26
4.3 The Results of Primary Data.....	27
4.3.1 The Results of Vocabulary Post Test.....	28
4.4 The hypothesis verification.....	29
4.5 Discussion.....	29

**V. CONCLUSION AND SUGGESTION**

5.1 Conclusion .....	32
5.2 Suggestions .....	32
5.2.1 The English Teacher.....	32
5.2.2 The Students.....	32
5.2.3 The Other Researchers.....	33

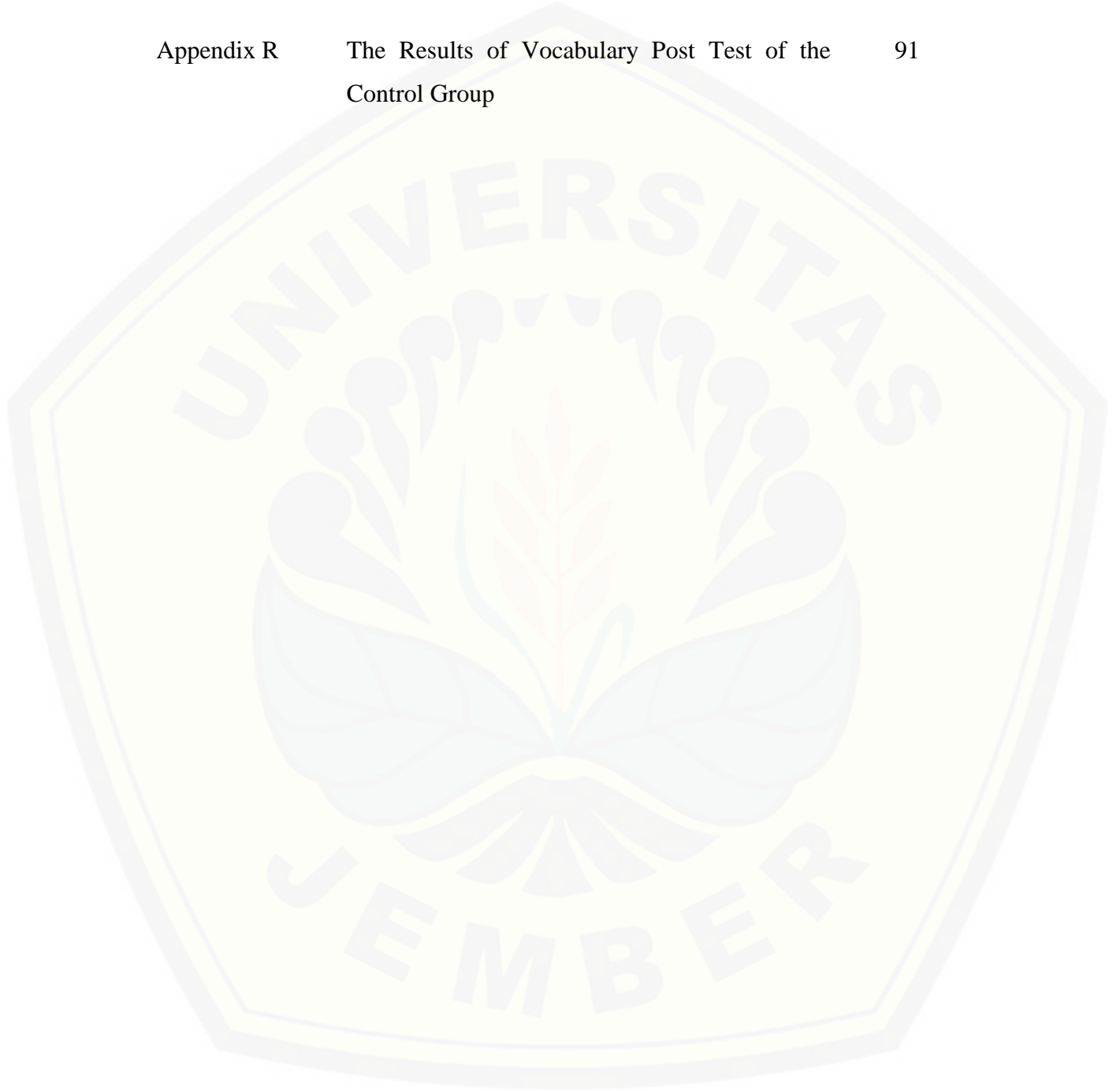
<b>REFERENCES</b> .....	34
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**APPENDICES**

## THE LIST OF APPENDICES

Appendix A	Research Matrix	37
Appendix B	The Schedule of the Research	38
Appendix C	The Guideline of the Instruments	39
Appendix D	The Names of the Reseach Respondents	41
Appendix E	The Score of the English Final Examination Test for the Odd Semester of the Eleventh Grade Students at SMKN 1 Jember	43
Appendix F	The Analysis of Anova Computation of the Score of the English Final Examination Test for the Odd Semester of the Eleventh Grade Students at SMKN 1 Jember	45
Appendix G	Difficulty Index of the Vocabulary Post Test Try Out	47
Appendix H	Post Test Try Out Results of Odd Numbers	49
Appendix I	Post Test Try Out Results of Even Numbers	51
Appendix J	The Division of Odd (X) and Even (Y) Numbers of Post Test Try Out	53
Appendix K	The Analysis of Reliability Coefficient of Try Out for Vocabulary Post Test	55
Appendix L	Lesson Plan for the First Meeting	56
Appendix M	The classification of noun, verb, adjective and adverb based on the riddles	71
Appendix N	Lesson Plan for the Second Meeting	72
Appendix O	The classification of noun, verb, adjective and adverb based on the riddles	85

Appendix P	Vocabulary Post Test	86
Appendix Q	The Results of Vocabulary Post Test of the Experimental Group	90
Appendix R	The Results of Vocabulary Post Test of the Control Group	91



## SUMMARY

**The Effect of Using Riddles on the Eleventh Grade Students' Vocabulary Achievement at SMKN 1 Jember;** Mega Silvana, 100210401131; 2015:36 pages; English Language Education Study Program, Language and arts Department, Faculty of Teacher Training and Education, Jember University.

This experimental research was intended to know whether or not there was a significant effect of using riddles on the eleventh grade students' vocabulary achievement at SMKN 1 Jember. The design used in this research was quasi experimental research, with nonequivalent posttest only design. The researcher used riddles as a media which was effective in teaching learning process. The respondents of this research were the eleventh grade students at SMKN 1 Jember. The research respondents were determined by students' English score final the odd semester. The total number of the respondents was 72 students consisted of 36 students from class XI PM-2 as control group without treatment and 36 students from class XI PM-3 as the experimental group that was taught by using riddles. Then, after giving the treatment twice to the experimental group and two times teaching to the control group, the post test was administered to both groups in the third meeting. The results of the post test were analyzed to find out the difference mean between the two groups. Further, the results of the posttest were analyzed by using t-test through SPSS.

There were two kinds of data in this research, namely main data and supporting data. The main data of this research were collected from the students' scores of vocabulary achievement test, while supporting data were collected from interview and documentation. The results of interview and documentation were used to support the main data. The scores from the results of vocabulary achievement test were used to compare the two groups after the treatment. Based on the calculation, the result of this research showed that there was a significant effect of using riddles on the eleventh grade students' vocabulary achievement at SMKN 1 Jember. It was proven by mean score of the experimental group was higher than the control group. The result of the t-test analysis with significant

level of 5% showed that the significant value was 0.029 that was lower than 0.05. It meant that the null hypothesis ( $H_0$ ) formulated: “there is no significant effect of using riddles on the eleventh grade students’ vocabulary achievement at SMKN 1 Jember” was rejected, while the alternative hypothesis ( $H_a$ ): “there is a significant effect of using riddles on the eleventh grade students’ vocabulary achievement at SMKN 1 Jember” was accepted.

Based on the results of this research, it was proven that there was a significant effect of using riddles on the eleventh grade students’ vocabulary achievement at SMKN 1 Jember. Therefore, it was recommended for the English teacher to use riddles in teaching vocabulary achievement.

## CHAPTER 1. INTRODUCTION

This chapter presents some aspects underlining the topics of the research. They include the background of the research, the problem of the research, the objective of the research, the significance of the research, and the scope of the research.

### 1.1 The Background of the Research

English has an important role in education based on many references written in English and many books in education using English. Realizing that English is important, the government takes English as a compulsory subject. English is taught as a compulsory subject in the junior high school and senior high school. Furthermore, English consists of four language skills (listening, reading, speaking, and writing) and three language components (vocabulary, structure and pronunciation). Therefore, students need to be taught those four language skills and three language components to be able to master English well.

One of the language components that cannot be separated from learning English is vocabulary. Vocabulary 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 vocabulary mastery. It means that students can achieve their language skills if they have good quality and quantity of vocabulary, they will be able to speak and write English without any difficulties, they will not face many problems to express all of their ideas or opinion. Therefore, it is important for the students to understand vocabulary or words to support all aspects of the English language skills.

Hatch and Brown (1995:1) define that vocabulary is a list or set of words for particular language or list or set of words that individual speaker of a language might use. It means that vocabulary is a number of words that are known and used by an individual or group of people in certain language.

Fisher and Blachnowicz (2008:5) state that having a low vocabulary can trap students in a vicious circle, since students who cannot read more advanced



texts miss out on opportunities to extend their vocabulary and are also less successful in using strategies for word learning.

It means that when students never learn language, they do not know anything about word or vocabulary. Meanwhile, the students should have enough vocabulary to master all of the language skills. In other words, students need to extend their vocabulary to be able to master English well.

Knowing that vocabulary is important, English teachers should have media that can make the students interested in learning vocabulary. There are many media that can be used in teaching vocabulary, such as riddles, song, real object, picture, game, nursery rhyme, etc. In this study, the researcher only chose one of the media above that was a riddle. By presenting riddles, the students can be more careful in finding the answer of the clues. They should solve the mystery of the answer and they feel challenged to guess the riddles.

According to Cahyono (1997:120), motivation can influence students' achievement in learning a language as the main factor to be success in learning a second or a foreign language. Furthermore, riddles are efficient to motivate the students to study English vocabulary and maintain the student's motivation that are very important in teaching language.

Hwa (2009:1) states that riddles give an alternative to refresh and add the student's vocabulary in more enjoyable way. Further, she states that riddles can stimulate and create more fun learning activities during the teaching learning process. In other words, applying riddles can create a livelier atmosphere in the study of English vocabulary because students can be actively involved in the teaching learning process. The example of applying riddles is guessing or making the riddles. Thus, riddles can help students learn vocabulary better in learning.

From the explanation above, the researcher was interested in conducting a research entitled "The Effect of Using Riddles on the Eleventh Grade Students' Vocabulary Achievement at SMKN 1 Jember".

## 1.2 The Problem of the Research

Based on the background of the study, the problem was formulated as follows “does the use of riddles have a significant effect on vocabulary achievement of the eleventh grade students’ at SMKN 1 Jember?”

## 1.3 The Objective of the Research

The objective of the research was to investigate whether or not there is a significant effect of using riddles on the eleventh grade students’ vocabulary achievement at SMKN 1 Jember.

## 1.4 The Significance of the Research

The research results were expected to give contribution for the following people:

a. The English Teacher

The result of the research was expected to be used as the considerations for the English teacher of SMKN 1 Jember to guide and motivate the students in teaching vocabulary by using riddles.

b. The Students

The treatment would be given to the students, especially in the eleventh grade students of SMKN 1 Jember. This treatment would make them interested in learning vocabulary by using riddles and they were motivated in learning English.

c. The Future Researcher

The researcher hopes that the result of this research would be useful as a reference for future researchers who are interested in vocabulary and riddles as information to do a further research with different research design such as a classroom action research and to conduct a further research with the same problem.

## 1.5 The Scope of the Research

This research focused on using riddles in teaching vocabulary in the eleventh grade students. This media was suitable for the eleventh grade students at SMKN 1 Jember because this media was effective for this level of the students.

They felt challenged to guess the riddles, and it was efficient to motivate the students to study English vocabulary.



## CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter includes the review of literature related to the topics of the research. They are vocabulary achievement in foreign language context, riddles as media in English language teaching, the implementation of riddles as media to teach vocabulary, the effect of the use of riddles on vocabulary achievement and research hypothesis. Those topics will be reviewed in the following parts.

### 2.1 Vocabulary Achievement in Foreign Language Context

Vocabulary is one of the important aspects in learning a foreign language. It is one of the language components that supports the four language skills of English (listening, reading, speaking, and writing). We should know the vocabulary when we communicate or share an idea with other people. According to Hatch and Brown (1995:1), vocabulary is a list or set of words for particular language or list or set of words that individual speaker of a language might use. Based on this idea, it can be concluded that vocabulary is a part of the language, because it is spoken by speakers of language which it will enable the people to communicate with others. It means that someone cannot communicate well or express their ideas without sufficient vocabulary.

McMilan (1992:117) states that achievement as the students' knowledge, understanding, and skill requires as a result of specific educational experience. Therefore, it can be concluded that vocabulary achievement is the achievement of students who succeed in efforts to understand the words after learning process.

In this research, vocabulary achievement was the students' achievement of vocabulary after learning vocabulary which was indicated by the students' scores after the vocabulary test. In teaching vocabulary, the researcher integrated it with the reading skill.

#### 2.1.1 The Classification of Vocabulary

William (1970:14) states that vocabulary is divided into two classifications: large reserved vocabulary and small reserved vocabulary. Large reserved vocabulary is the group of part of speech in which the words are often used in communication. It consists of noun, adjective, verb, and adverb. Then, small

reserved vocabulary is vocabulary that has been stored in a small quality or in a small number. It includes preposition, pronoun, conjunction, article, and interjection. There are five small reserved vocabularies. The explanation and the examples of them are as follows:

1. Preposition is a word which is used to show the way in which other words are connected, for example: for, of, in.
2. Pronoun is a word that is used in place of a noun or noun phrase, for example: her, she, him, and they.
3. Conjunction is a word that connects sentences, phrases or clauses, for example: and, so, but.
4. Article is a word that is used with a noun to indicate the type of reference being made by the noun, for example: a, an, the.
5. Interjection is a word added to a sentence to convey an emotion or a sentiment such as surprise, disgust, joy, excitement or enthusiasm, for example: yes, no, indeed, well.

In this study, the researcher focused on large reserved vocabulary, because it was easier to use large reserved vocabulary in riddles.

#### **a. Noun**

Harmer (2001:37) states that the first of large reserved vocabulary is noun. A noun is a word (a group of words) that is the name of a person, a place, a thing or activity or a quality or idea. Noun is divided into two parts including the meaning and the form. Based on the meaning, it consists of common noun, proper noun, collective noun, abstract noun and concrete noun, countable and uncountable noun. Meanwhile, it consists of simple noun and compound noun based on the form.

Based on the meaning, there are five classification of noun, including common noun, proper noun, collective noun, abstract noun and concrete noun, countable and uncountable noun. The researcher focused on common noun and abstract noun. The explanation and the examples of them are as follows:

1. Common noun refers to something that we can see, touch, hear or taste. They do not need capital letters and can be identified easily by placing a, an, or the, in front of the word. For example: a pencil.
2. Proper noun refers to names of people, places, days, months, and things. They always take capital letters. For example: Mega.
3. Collective noun is used for describing groups or organizations. For examples: family.
4. Abstract noun and concrete noun. Abstract noun refers to names of feelings or qualities, things that we cannot see, feel, or touch, but still exist. For examples: money, love hunger. Then, Concrete nouns refer to object that can be visualized or touched. For examples: flower, boy.
5. Countable and uncountable noun. Countable noun can be counted and therefore can make them plural by adding –s or –es. Uncountable noun cannot be counted and cannot be used in plural forms and we cannot put number in front of them. The examples of countable nouns are an apple, while the examples of non countable nouns are water, air, and hair.

Based on the form, noun can be divided into two classifications, including simple noun and compound noun. The researcher focused on simple noun. The explanation and the examples of them are as follows:

1. Simple noun. The simple nouns include all primary nouns in the language. For examples: girl, ship, agent and slave.
2. Compound noun. The compound nouns can be used in one word. For example: walking stick, cherry tree, town hall and boy friend.

#### **b. Verb**

According to Harmer (2001:37), the second of large reserved vocabulary is verb. Verb is a word (a group of words) which is used in describing an action, experience or state. There are two important types of verb: the auxiliary verb and ordinary verb. The researcher focused on ordinary verbs that include regular and irregular verb.

Harmer (2001:38) states that the auxiliary verb is used with main verbs which refer to be, do, have, and modal auxiliary verbs (can, could, may, might, must, ought, should, will, would). Ordinary verb can be divided into two types: regular verb and irregular verb. The explanation and the examples of them are as follows:

1. Regular verb refers to verbs that have '-ed' ending in the simple past and the past participle, e.g. 'talked' and 'walked'.
2. Irregular verb refers to verbs that have different form in the simple past and the past participle, e.g. 'ran', 'bought', 'ate'.

### **c. Adjective**

Harmer (2001:37) states that the third of large reserved vocabulary is adjective. An adjective is a word that gives more information about a noun or pronoun. It means that adjective indicates the quality of the person or thing. There are six types of adjectives as follows: demonstrative adjectives, distributive adjective, quantitative adjectives, interrogative adjectives, possessive adjectives, and quality adjectives. The researcher focused on qualitative adjective. The explanation and the examples of them are as follows:

1. Demonstrative adjectives, for example: this, that, those, these.
2. Distributive adjective, for example: each, every, either, and neither.
3. Quantitative adjectives, for example: some, any, many.
4. Interrogative adjectives, for example: what, who, whose.
5. Possessive adjectives, for example: my, your, his, her
6. Qualitative adjective, for example: clever, good, fat, heavy.

### **d. Adverb**

According to Harmer (2001:37), the last of large reserved vocabulary is adverb. An adverb is a word (or group of words) that describes or adds to the meaning of a verb, and adjective, another adverbs or whole sentences. There are eight kinds of adverbs, including manner, place, time, frequency, sentence, degree, interrogative, and relative. The researcher focused on adverbs of manner,

adverbs of place, and adverbs of time. The explanation and the examples of them are as follows:

1. Adverbs of manner, for example: quickly, happily, hard, well.
2. Adverbs of place, for example: at home, in the school, there.
3. Adverbs of time, for example: at night, in the morning, at summer.
4. Adverbs frequency, for example: twice, never, often, usually.
5. Adverbs sentence, for example: certainly, definitely, luckily, surely.
6. Adverbs degree, for example: very, rather, so, quite.
7. Adverbs interrogative, for example: when?, where?, why?.
8. Adverbs relative, for example: when, where, why.

### **2.1.2 The Way of Teaching Vocabulary**

In teaching vocabulary, the teacher does not only show the words, but also teaches the meaning, spelling, pronunciation, and the usage. The teacher should use appropriate methods to make the students interested and motivated in learning English. According to Apthorp (quoted in Hackman 2008:6), there are some ways for teaching vocabulary in an English language classroom. They are as follows:

1. Defining and explaining word meanings.
2. Arranging frequent encounters with new words.
3. Encouraging pupil's deep and active processing of words and meanings in a range context.

Based on those ideas above, the English teachers have to make the teaching learning process useful for the students to increase their vocabulary achievement. Therefore, the English teachers should use the appropriate teaching media. In this research, the researcher used riddles as a media in teaching vocabulary. Using riddles in teaching vocabulary gives variation in teaching English. However, the students felt lazy, sleepy and lack of concentration in the last session in teaching learning process in the classroom. That was the reason why the researcher applied riddles in the classroom to make all of students felt enthusiastic.



## 2.2 Riddles as Media in English Language Teaching

Anderson (2009:2) states that riddles are a good way to teach inference, using clues to determine a specific answer. In addition, she states that riddles increase background knowledge, enhance deductive and inductive thinking skills, and improve visual imaging needed for better reading skills. According to Malia Sullivan (quoted in Anderson, 2009:2), riddles are a wonderful and fun way for children to understand that words can have more than one meaning. Therefore, using riddles as media is one of fun ways of learning.

“It can be concluded that riddle is usually presented to someone who knows that a riddle is asked and accepted the challenge of guess the correct response. The guesser may get one or multiple guesses and the asker gives clues. There is usually one correct answer to a riddle, and it is common for the correct answer to be given, even if the guesser does not think of it. Riddles show up the playful nature of language in an easily manageable form” (Mardan, 2009).

From the statement above, riddles are one of the media that can be used for teaching vocabulary. It is because riddles can create the relaxing atmosphere in learning English and this media is effective for the eleventh grade students. Students need relaxing atmosphere because it can increase their interest and motivation during teaching and learning process. By presenting riddles, students can be more careful in finding the answer of the clues. They should solve the mystery of the answer and they felt be challenged to guess the riddles.

There are two types of riddles. They are enigma and conundrums. An enigma is a problem in which the solution is expressed metaphorically. Meanwhile, a conundrum is a question that opens either the question or the answer. This research focused on an enigma. In addition, there are eight riddles that the researcher chose as the examples in teaching learning process. The titles are “Beetle”, “Cat”, “Fish”, “Dolphin”, “Pencil”, “Book”, “Stapler”, and “Shoes.

Riddles as media in English language teaching have many functions. Based on Moshier (2011), there are three advantages of riddles in English teaching learning process in the classroom.

First, it is a fun way of learning. It can motivate students in learning vocabulary. Riddles can make the students active in teaching learning process because the students feel challenged to guess the riddles.

Second, it comes in a huge range. Riddles provide unique and huge collection of words that are meaningful for students especially for quiet students.

Third, it is brain training. It helps students study and memorizes the words easily. By presenting riddles, students can be more careful in searching the clues. In addition, it helps them solve the mystery. This activity can make the students easy to memorize the words.

From the statements above, it can be clear that riddles offer some benefits in the teaching and learning process that enable the students to achieve their vocabulary achievement. Moreover, the use of riddles in vocabulary learning process can create relax atmosphere for the researcher and students, such as: interest, motivation, and challenge. It is clear that riddles can be used in teaching English vocabulary in the classroom.

### **2.3 The Implementation of Riddles as Media to Teach Vocabulary**

According to Makofsky (2013), there are four steps used in teaching vocabulary by using riddles to the students in the classroom. Here are some steps of using riddles in teaching vocabulary:

1. Repeating the riddles in the text

In implementing riddles as media of teaching vocabulary, the first step that must be done was repeating the riddles in the text. In this step, the researcher read the text. After that, the students were asked to repeat what the researcher said by reading the text given. During reading the text, the researcher played the words as well as using her body language to express or give clues to be guessed by the students. From this activity, students could be excited and motivated during the teaching learning process. Therefore, this relax atmosphere made the students received the lesson easier.

## 2. Focusing on the words of the riddles

The second step of using riddles as media of teaching vocabulary was focusing on the words of the riddles. In this step, the researcher asked the students to focus the words of the riddles. The researcher explained noun, verb, adjective and adverb using the words of riddles. From this activity, it was expected that the students could be better in memorizing words.

## 3. Finding the meaning of some words in the riddles

The third step was finding the meaning of some words in the riddles. In this step, the researcher asked the students to find the meaning of some words in the riddles. The researcher asked the students to find the codes of the underlined words in the riddles given (code 1 refers to noun, 2 refers to verb, 3 refers to adjective, and 4 refers to adverb). It helped the students to understand about noun, verb, adjective, and adverb easily.

## 4. Discussing the answer together

The last step of using riddles as the media of teaching vocabulary was discussing the answer together. In this step, the students were asked to discuss and check the correct answers together after finding the codes of the underlined words in the riddles given. Some students were invited to answer orally. If there was a mistake in answering the question, the researcher directly corrected it. Therefore, the students knew the correct answers and did not do the same mistake in the future.

### **2.4 The effect of the Use of Riddles on Vocabulary Achievement**

Teaching media is one of the factors affecting the success of teaching learning process. The appropriate media can make the students interested in teaching learning process. One of media that can be used in teaching vocabulary is riddles.

According to Karim and Hasbullah (1986:2.34), riddles can create the relaxing atmosphere in learning English where this situation is needed in teaching learning process. Moreover, the unexpected answers of riddles can create challenge to the students to find the answers. In guessing the riddles, the students

can get the new words, the words form, the word meaning and consolidate word forms and meaning in their memory. Besides, the students can use the words to make riddles by themselves.

In conclusion, riddles are very useful to help the students in learning new vocabulary. Riddles can make the students interested in learning vocabulary. Furthermore, the students can be motivated in learning English. Using riddles can support students' vocabulary achievement effectively. As a result, the students can get better vocabulary achievement.

## **2.5 Research Hypothesis**

Based on the literature review above, the hypothesis was “there is a significant effect of using riddles on the eleventh grade students' vocabulary achievement at SMKN 1 Jember.”

## CHAPTER 3. RESEARCH METHOD

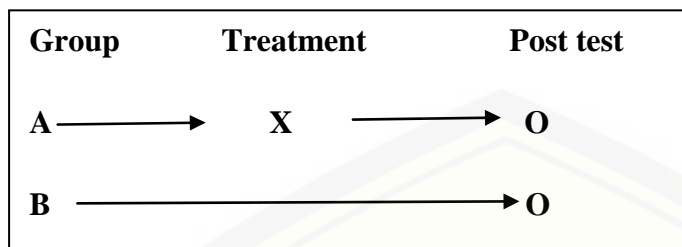
This chapter presents the research methods applied in this research. It covers research design, operational definition of the terms, area determination method, respondent determination method, data collection method, and data analysis method.

### 3.1 Research Design

The research design applied in this research was quasi experimental design with nonequivalent-groups post-test-only design. The design was determined because the researcher wanted to investigate whether or not there was a significance effect of using riddles on the eleventh grade students' vocabulary achievement. This research focused on the eleventh grade students' vocabulary achievement at SMKN 1 Jember.

In this quasi experimental research, there were two groups that were tested, the control group and the experimental group. The first group was chosen as the experimental group and the second group was used as the control group. They were XI PM-3 as the experimental group and XI PM-2 as the control group. One group of subjects received the treatment, while the other group acted as a control. The two groups were selected by taking two classes that had the same or at least having closest mean difference. In deciding the experimental and control group, the researcher used lottery. In this research, the experimental group was given a treatment by teaching vocabulary using riddles meanwhile the control group received no treatment. After that, the post test was given to the two groups to know the mean difference of the vocabulary achievement. The result of vocabulary post test from both groups was analyzed to know the significant difference of vocabulary achievement between the experimental and control groups.

The design pattern is illustrated as follows:



Notes:

A : Experimental Group

B : Control Group

X : Treatment

O : Posttest

(McMillan, 1992:175)

The procedures of the design were as follows:

1. Analyzing the students' score of English UAS subject by using Anova formula to know whether the population was homogenous or not.
2. Determining two classes by lottery to be control and experimental groups.
3. Constructing the lesson plan for groups the control and experimental groups.
4. Giving the treatment that was teaching vocabulary by using riddles' media to the experimental group, while the control group was taught by using lecturing technique.
5. Giving vocabulary posttest to the experimental and control groups after the treatments with the same test material and the same time allocation.
6. Analyzing the results of post test by using Independent sample t-test formula.
7. Drawing a conclusion based on the results to answer the research problem.  
All the data were analyzed by using Independent sample t-test formula.

### **3.2 Operational Definition of the Terms**

It was necessary to define the variables operationally to avoid misunderstanding and misinterpretation as well as to keep the discussion on the right track. The variables to be defined were:

#### **3.2.1 Riddles in Teaching Vocabulary**

Riddles are a question or observation deliberately worded in a puzzling manner and presenting as a problem to be solved. In this case, the students guess the researcher's questions by understanding the clues.

#### **3.2.2 Vocabulary Achievement**

Vocabulary achievement in this research dealt with the result of vocabulary achievement test that showed the students' ability after studying vocabulary. The vocabulary achievement test was given after the treatment. In this research vocabulary achievement was indicated by students' scores of vocabulary achievement test covering: noun, verb, adjective, and adverb.

### **3.3 Area Determination Method**

The area of research was conducted at SMKN 1 Jember. This school was determined by using purposive method. According to McMillan (1992:76), Purposive method is used when the researcher selects particular elements from the population that will be representative or informative about the topic. The reason why the researcher chose the school was the English teacher of the eleventh grade students had never used riddles in teaching vocabulary. Then Headmaster gave permission to the researcher to conduct the experimental research.

### **3.4 Respondent Determination Method**

The population of the research was the eleventh grade students of SMKN 1 Jember consisting of three classes, they were PM (marketing) 1, PM 2 and PM 3. McMillan (1992:69) states that sample is the group of elements, or a single element, from which data are obtained. Referring to the research design, two groups were taken as the samples, one group as the experimental group and

another one as the control group. Cluster random sampling by lottery was used to determine which one the experimental and control groups. To define the subjects of research, the researcher used the score of UAS from the teacher to the whole eleventh grade students. Then, the researcher analyzed the result of the score by using Anova. They were XI PM-3 as the experimental group and XI PM-2 as the control group.

### **3.5 Data Collection Method**

It was necessary to collect the data needed to answer the research problem. In this research, there were two kinds of data namely, the main data and the supporting data. The main data was taking from the vocabulary achievement test. The supporting data was taking from the interview and the documentation.

#### **3.5.1 Vocabulary Achievement Test**

In this research achievement test was applied in order to measure the students' vocabulary achievement. McMillan (1992:114) states that test is an instrument that presents to each subject a standard set of questions that requires the completion of a cognitive task. The purpose of this test was to measure how successful individual student, group of students on the course themselves were achieving objectives. The test used vocabulary test which covers noun, verb, adjective and adverb.

According to Arikunto (2006:223), test can be divided in two kinds, those are teacher made-test and standardized test. In this research, vocabulary test was used to get the main data about the students' vocabulary achievement. In conducting the vocabulary achievement test, the researcher used teacher-made test in the form of multiple-choice with five options. The form of the test was an objective test in the form of multiple choices. The reasons of choosing multiple choices were simple, more rapid, and more effective than other forms of written test. The number of the test items was 40 items with the distribution as follows, the use of nouns 10 items, verbs 10 items, adjectives 10 items, and adverbs 10



items. The time to do the test was 60 minutes. In relation to the scoring, the researcher used the following formula to score:

$$\text{Maximum score} = 40 \times 2.5$$

Regarding the construction of the test, it was important to concern with validity and reliability. The reliability of the test would be established by administering try out to one class of the existing eleventh classes that was not selected as the experimental and control groups. Therefore, the test was designed based on the materials stated in School-Based Curriculum for the eleventh grade students of senior high school. It was also consulted to the English teacher and the consultants to know whether or not the test was suitable with the students' level and ability. The following table shows the curriculum of senior high school and the indicator.

Table 3.1 The Competence Standard and The Basic Competence

Competence Standard	Basic Competence	Indicator
1. Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> yang berkaitan dengan lingkungan terdekat.	11.1 Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.	Cognitive a. Product Finding the meaning of nouns, verbs, adjectives and adverbs in the text given. b. Process - Repeating riddles in the text properly. - Focusing on the word of the riddles appropriately. - Identifying the large vocabulary (nouns, verbs, adjective, and adverbs presented through riddles on the text).

### 3.5.1.1 The Validity of the Test

Validity is a judgment of the appropriateness of a measure for the specific inferences. It meant that it was valid or invalid. McMillan (1992:100) states that

validity is defined as the degree to which an instrument measures what to be measured.

There are three types of validity:

- a. Content validity refers to the content and the format that must be consistent with the definition of the variable and the sample subject that will be measured.
- b. Criterion-related refers to the relationship between scores obtained using one or more other instruments or measures.
- c. Construct-related is used when the researcher needs to examine whether the items and questions which appear on the instrument are difficult or easy and whether they discriminate among subjects of the research.

In this research, content validity was necessary to establish the test to know that material which was appropriate for the eleventh grade students. Besides, the test items were consulted to the English teacher of SMKN 1 Jember.

### 3.5.1.2 The Coefficient Reliability of the Test

McMillan (1992:104) states that reliability is the extent to which measures are free from error. If a measure had high reliability, it had relatively little error, and if it had low reliability, there was a great amount of error. Error is measured by how consistent a person's score will be from one occasion to the next.

The reliability of the test, in this research was measured by administering the try out test. The reliability of the test was measured by using split half reliability.

The procedures of the try out are as follows:

1. Administering the tryout of the test and giving scores for each item
2. Dividing the scores into 2 parts according to odd-even numbers
3. Giving sign (X) for the odd numbers and (Y) for the even numbers
4. Analyzing the correlation between X and Y by using Product Moment Correlation formula:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\}\{N \sum y^2 - (\sum y)^2\}}}$$

Notes:

$r_{xy}$  = Reliability coefficient

$N$  = Total number of respondents

$\sum xy$  = Total number of odd and even numbers

$(\sum xy)$  = Total number of odd items

$(\sum y)$  = Total number of even items

(Sudijono, 1996:219)

5. Estimating the reliability coefficient of the whole test items by using Spearman-Brown formula:

$$r_{11} = \frac{2r_{xy}}{1 + r_{xy}}$$

notes:

$r_{11}$  = reliability coefficient for the whole test items

$r_{xy}$  = reliability coefficient for the half of the test items

(Sudijono, 1996:219)

6. Giving interpretation for  $r_{11}$ :

#### Criteria of Reliability

0.80-1.00	Very high
0.60-0.80	High
0.40-0.60	Moderate
0.20-0.40	Low
0.00-0.20	Very low

(Djiwandono, 1996:154)

#### 3.5.1.3 The Difficulty Index

In this research, the researcher analyzed the result of the try out using the degree of test items difficulty. When the test items were too easy, it would not stimulate the students to raise their effort in answering those test items given, but if the test items were too difficult, it would make the students discouraged and

unhappy to answer those test items. The formula was used to know the difficulty index of the test items of vocabulary test is as follows:

$$P = \frac{B}{JS}$$

Notes:

P = the difficulty index

B = the number of the students who answer the questions correctly

JS = the number of the students who answer the question.

The criteria of difficulty index are as follows:

0.00 – 0.30 = Difficult

0.31 – 0.70 = Fair

0.71 – 1.00 = Easy

(Sudijono, 1996:372)

### 3.5.2 Interview

Interview is important to get information. McMillan (1992:132) states that interview is a form of data collection in which questions are asked orally and the subjects' responses are recorded. There is direct verbal interaction between the interviewer and the respondent. The interview was conducted with the English teacher to get the supporting data concerned with the English teaching at the school that covered the English curriculum used, the English books, the teaching media used by the English teacher, especially in teaching vocabulary, the difficulties in teaching vocabulary and how to solve the problems.

There are three kinds of interview questions, they are:

- a. Structured questions give the subject choices from which an answer is selected. The subject is chosen from responses provided.
- b. Semi structured questions do not have predetermined structured choices. Specific questions without preexisting response options.
- c. Unstructured questions are open-ended and broad. The interviewer has a general goal in mind and asks questions relevant to this goal.

In this research, the structured interview was used to get the supporting data about the teacher's method, the teaching media, and English compulsory book used in teaching vocabulary.

### **3.5.3 Documentation**

Documentation method was used to support the primary data. In this research the documents that were collected from the English teacher were the number of populations and the students' English score.

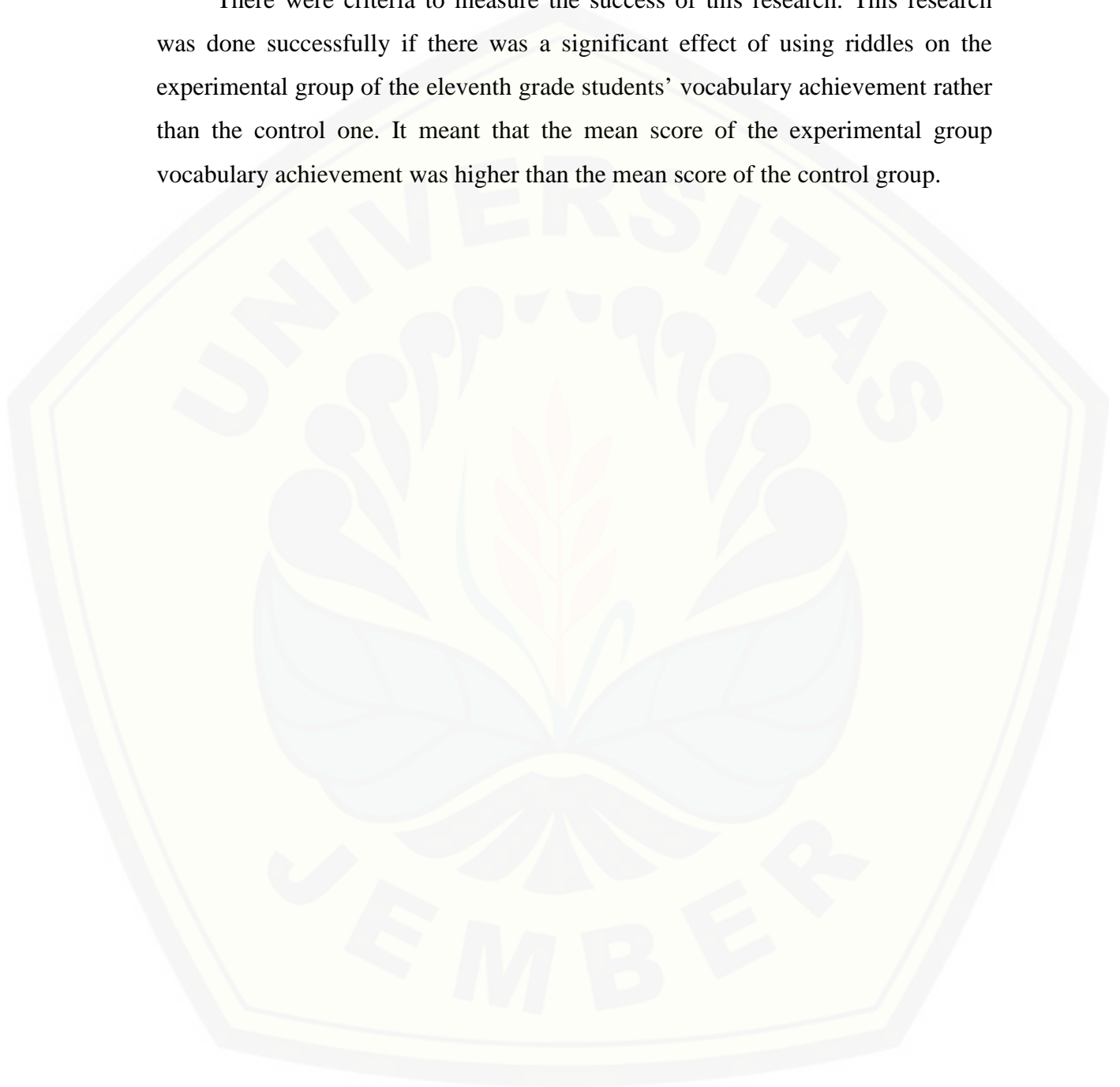
### **3.6 Data Analysis Method**

The students' post test score as the primary data was analyzed using Independent sample t-test with SPSS (Statistical Program for Social Science). After the main data in the form vocabulary test were collected, the data were analyzed to find whether there was a significant effect of using riddles on the eleventh grade students' vocabulary achievement. The steps of using t-test were as follows:

1. Open the SPSS program.
2. Set the data in data editor and then chose variable view.
3. Enter data in first column and type class in name column and click values in the first column and type value for number 1 and label for experimental group then click add. Next type value for number 2 and label for control group.
4. Enter data in second column and type value in name column.
5. Set the data in data view.
6. Enter the data in data view, chose class in the first row, then click number 1 as many as 36 numbers and click number 2 as many as 36 numbers.
7. Enter the score for number 1 is experimental group and for number 2 is control group.
8. Click analyze, compare means, independent sample t-test.
9. Click score to test variable and click class to grouping variables. Then click define group, type 1 for group 1 and type 2 for group 2 and click continue.

10. Choose option and make sure confidence interval 95% and code exclude cases analysis by using analysis continue and click ok.

There were criteria to measure the success of this research. This research was done successfully if there was a significant effect of using riddles on the experimental group of the eleventh grade students' vocabulary achievement rather than the control one. It meant that the mean score of the experimental group vocabulary achievement was higher than the mean score of the control group.



## **CHAPTER 4. RESEARCH RESULT AND DISCUSSION**

This chapter presents the description of the experimental treatment, the results of supporting data, the results of primary data, the hypothesis verification, and the discussion.

### **4.1 The Description of the Treatment**

In this research, there were two groups of the respondents. They were the experimental group (XI PM-3) and the control group (XI PM-2). As it had been explained by the researcher in Chapter 3, the experimental group received the treatment that was teaching vocabulary by using riddles, while the control group received no treatment. The teaching learning process was taught in two meetings for each group. The lesson plans of the teaching learning process for the experimental and the control groups can be seen on Appendix L.

### **4.2 The Results of Supporting Data**

The results of the supporting data of the research were obtained from the result of the interview with the English teacher and documentation.

#### **4.2.1 The Results of Interview**

The interview with the English teacher of the eleventh grade of SMKN I Jember was done on December 15<sup>th</sup>, 2014. The teacher taught English by using “English Book”. He used one book to teach English. The results of the interview in detail can be seen on Appendix C.

#### **4.2.2 The Results of Documentation**

The documentation in this research was used to get the supporting data about the names of the research respondents. The total numbers of the eleventh grade students of PM (Marketing) of SMKN 1 Jember in the 2014/2015 academic year was 108 students consisting of 3 classes. The distribution of the students in each class can be seen in Table 4.1.

Table 4.1 The Total Number of the Eleventh Grade Students of SMKN 1 Jember 2014/2015 Academic Year.

No.	Class	Number of Student		Total
		Male	Female	
1.	XI-PM 1	14	22	36
2.	X1-PM 2	12	24	36
3.	XI-PM 3	13	23	36
Total				108

The total number of the respondent was 108 students. The respondents of the experimental group were 36 students, while the respondents of the control group were 36 students (see Appendix D).

#### 4.2.3 The Results of Homogeneity Test

The researcher used the result of the English final examination test for the odd semester of the eleventh grade students at SMKN 1 Jember as the result of the homogeneity test. After the researcher got the data of that previous score, the researcher analyzed the data by using Anova provided in SPSS to know whether the classes of the eleventh grade were homogeny or not. The previous score of the English final examination test for the odd semester of the eleventh grade students at SMKN 1 Jember can be seen on Appendix E.

Based on the calculation, the result of the computation statically by using Anova could be seen that there was no significant mean difference among the classes. The mean scores from all classes were 74. The test of homogeneity of variance also showed that the Sig. Value was 0.619. It meant that there was no significant difference between the three classes. Thus the population was homogeneous. The result of homogeneity analysis by using Anova can be seen on Appendix F.

After the researcher knew that all the classes of the eleventh grade at SMKN 1 Jember were homogeneous, the researcher used lottery to choose the classes which belong to experimental group and control group. Finally, two classes



chosen were XI PM-3 as the experimental group and XI PM-2 as the control group.

#### **4.2.4 The Results of Try out Test for Vocabulary Post Test**

The results of try out test, in this research, including the analysis of test validity, difficulty index and reliability coefficient were presented respectively.

##### **4.2.4.1 The Analysis of Test Validity**

Regarding to the validity of the test, this research used content validity because it was constructed based on the material stated in the institutional based curriculum and competence standard used for teaching English and the indicators to be measured. Based on the reason, it could be said that the test fulfilled the requirement of content validity. Besides, the test items were consulted to both of the advisers and to the English teacher of SMKN 1 Jember.

##### **4.2.4.2 The Analysis of Difficulty Index**

The try out for vocabulary post test was given to one class of the existing three classes of the eleventh grade PM (Marketing) which was not selected as the experimental group and the control group. After doing the try out, the researcher started to analyze the difficulty index. From the result, the value of each items indicated that the test was fair or enough. The difficulty index for all test items were concluded as good because the difficulty index was neither too easy nor too difficult. The analysis of difficulty index of try out for vocabulary post test in detail can be seen on Appendix G.

##### **4.2.4.3 The Analysis of Reliability Coefficient**

In this research, to know the value of the reliability coefficient, split half odd-even technique using the computation of Microsoft Excel was applied in this research. The researcher signed (X) for the odd numbers and (Y) for the even numbers. Then, the correlation between X and Y was continued to be analyzed by using Spearman-Brown formula. The  $r_{xy}$  was calculated as follows:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

Notes:

$r_{xy}$  = Reliability coefficient

$N$  = Total number of respondents

$\sum xy$  = Total number of odd and even numbers

$(\sum xy)$  = Total number of odd items

$(\sum y)$  = Total number of even items

(Sudijono, 1996:219)

From the calculation, it was found that the reliability coefficient of a half test was 0.43 for tryout of vocabulary post test. In order to find the reliability of the whole test the following calculation was done.

$$r_{11} = \frac{2r_{xy}}{1 + r_{xy}}$$

Notes:

$r_{11}$  = reliability coefficient for the whole test items

$r_{xy}$  = reliability coefficient for the half of the test items

From the calculation above, the reliability coefficient of the whole items of try out for vocabulary post test was 0.60. After calculating the reliability coefficient of the whole items, the researcher gave the interpretation. If the range of the reliability coefficient of the whole items were from 0.60 up to 0.80 it meant that reliability coefficient of the whole items in the test was high. In other words, the test was reliable. The calculation of the analysis of the reliability coefficient of the whole items of try out for vocabulary post can be seen on Appendix K.

#### 4.3 The Results of Primary Data

The results of the primary data were gained from the students' vocabulary achievement test in the form of post test scores. They were administered to obtain the data about the significant difference between the experimental group and the control group. The results of the test were analyzed as follows.

### 4.3.1 The Results of Vocabulary Post Test

The post test results were analyzed statistically by using SPSS with Independent sample t-test to know whether the mean difference between the experimental group and the control group was significant or not. The results of the post test can be seen in the table below.

Table 4.2 The Output of Group Statistic of Post Test

		Group Statistics			
Kelas		N	Mean	Std. Deviation	Std. Error Mean
Nilai	Experimental Class	36	76.5833	9.17878	1.52980
	Control Class	36	71.9722	8.04802	1.34134

From the table above, the total number of the test takers of the experimental group was 36 students and the control group was 36 students. The mean score of the post test of the experimental group was 76.5833 with standard deviation 9.17878. Meanwhile, the mean score of the post test of the control group was 71.9722 with standard deviation 8.04802.

Table 4.3 The Output of Independent sample t-test of Post Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Nilai	Equal variances assumed	.417	.521	2.229	69	.029	4.59921	2.06381	.48202	8.71639
	Equal variances not assumed			2.224	66.991	.030	4.59921	2.06808	.47128	8.72713

From the table above, the value of significant column of Lavene's test was 0.521. It was higher than 0.05. It indicated that the variance of scores of both populations was equal. Consequently, the row that had to be read was the first row of t-test column. In t-test column, the value of significant (2 tailed) was less than 0.05 that was 0.029. It meant that there was a statistical difference between the experimental group and the control group. In other words, there was a significant effect of using riddles on students' vocabulary achievement.

#### **4.4 The hypothesis verification**

Based on the analysis of the post-test scores with SPSS, the result of this research showed that there was a significant effect of using riddles on the eleventh grade students' vocabulary achievement at SMKN 1 Jember. It was proven by mean score of the experimental group was higher than the control group. The result of the t-test analysis with significant level of 5% showed that the significant value is 0.029 that is lower than 0.05. It meant that the null hypothesis ( $H_0$ ) formulated: "there is no significant effect of using riddles on the eleventh grade students' vocabulary achievement at SMKN 1 Jember" was rejected, while the alternative hypothesis ( $H_a$ ): "there is a significant effect of using riddles on the eleventh grade students' vocabulary achievement at SMKN 1 Jember" was accepted.

#### **4.5 Discussion**

The result of the data analysis showed that teaching vocabulary using riddles had a significant effect on the eleventh grade students' vocabulary achievement. It was proven that there was significant mean difference between experimental and control groups.

Riddles successfully increased the students' vocabulary achievement. According to Moshier (2011) it is a fun way of learning. It can motivate students in learning vocabulary. Riddles can make the students active in teaching learning process because the students feel challenged to guess the riddles.

The students in the experimental group had great enthusiasm to learn vocabulary. The first step that must be done was repeating the riddles in the text. In this step, the researcher read the text. After that, the students were asked to repeat what the researcher said by reading the text given. During reading the text, the researcher played the words as well as using their body language to express or give clues to be guessed by the students. From this activity, students could be excited and motivated during the teaching learning process. Therefore, this relax atmosphere made the students received the lesson easier.

The second step of using riddles as media of teaching vocabulary was focusing the words of the riddles. In this step, the researcher asked the students to focus the words of the riddles. The researcher explained noun, verb, adjective and adverb using the words of riddles. From this activity, it was expected that the students could be better in memorizing words.

The third step was finding the meaning of some words in the riddles. In this step, the researcher asked the students to find the meaning of some words in the riddles. The researcher asked the students to find the codes of the underlined words in the riddles given (code 1 refers to nouns, 2 refers to verbs, 3 refers to adjectives, and 4 refers to adverbs). It helped students understand about noun, verb, adjective, and adverb easily.

The last step of using riddles as the media of teaching vocabulary was discussing the answer together. In this step, the students were asked to discuss and check the correct answers together after finding the codes of the underlined words in the riddles given. Some students were invited to answer orally. If there was a mistake in answering the question, the researcher directly corrected it. Therefore, the students knew the correct answers and did not do the same mistake in the future.

All the steps in the riddles successfully motivated and made students active in teaching learning process. When the teacher presented riddles, students carefully found clues that helped them solved the mystery. The students had been challenged to guess the riddles.

Meanwhile the control group did not feel this excitement as what they did only reading the text and memorized the vocabulary. As a result, they felt bored because it was monotonous.

From the analysis above, the result showed that riddles were significantly effective to teach vocabulary. It could be seen that the experimental group who was taught vocabulary by using riddles got better mean score compared to that of the control group without any treatment. It happened because of some process that made the students enjoying the class and learning better in experimental class.

On the other hand, the students still had a problem in understanding the riddles when it had many unfamiliar words. Therefore, some extra helps were needed from the researcher such as giving further explanation about the unfamiliar words.

In conclusion, riddles were good alternative media for teaching vocabulary. It was proven by the result of this research that indicated the use of riddles had positive significant effect on the eleventh grade students' vocabulary achievement.

## CHAPTER 5. CONCLUSION AND SUGGESTION

This chapter presents the conclusions of the findings and suggestions for the English teachers, the students, and the other researchers.

### 5.1 Conclusion

The result of this research had proven that using riddles had significant impact toward students' vocabulary achievement. This media also let the students be active in teaching learning process. This conclusion was based on the mean of the post test in which the experimental group had higher mean (76.5833) than control group (71.9722).

Regarding the results of data analysis, hypothesis verification, and the discussion in the previous chapter, it could be concluded that there was a significant effect of using riddles on the eleventh grade students' vocabulary achievement at SMKN 1 Jember. It meant that the experimental students who were taught by using riddles got better vocabulary achievement test scores than those in the control students.

### 5.2 Suggestions

Since there was a significant effect of using riddles on the eleventh grade students' vocabulary achievement, the researcher proposes some suggestions to the following people:

#### 5.2.1 The English Teachers

It is suggested that the English teachers of SMKN 1 Jember use riddles as media in teaching vocabulary to increase the students' vocabulary achievement. In addition, this media is easier for students to understand new vocabularies by using riddles.

#### 5.2.2 The Students

The students are suggested to use riddles when they learn vocabulary. It helps them to memorize new vocabulary which they learn.

### 5.2.3 The Other Researchers

The other researchers are suggested to use this research result as a reference to conduct a further research dealing with a similar topic by using different language skills or language components with a different research area and research design to improve the students' vocabulary achievement by using riddles.





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## Appendix A

## RESEARCH MATRIX

Title	Problems	Variables	Indicators	Data Resources	Research Method	Hypothesis
The Effect of Using Riddles on the Eleventh Grade Students' Vocabulary Achievement at SMKN 1 Jember.	Does the use of riddles have a significant effect on vocabulary achievement of the eleventh grade students' at SMKN 1 Jember?	<p><b>1. Independent:</b> Using riddles in teaching vocabulary</p> <p><b>2. Dependent:</b> Vocabulary achievement.</p>	<p>Teaching vocabulary by using riddles:</p> <ul style="list-style-type: none"> <li>- Repeating riddles</li> <li>-Focusing on the words of the riddles</li> <li>-Finding the meaning of riddles</li> <li>- Discussing the answer together</li> </ul> <p>The students' score of vocabulary achievement covering noun, verb, adjective, and adverb.</p>	<p><b>1. Respondents</b> The eleventh grade students at SMKN 1 Jember.</p> <p><b>2. Informant</b> The English Teacher.</p> <p><b>3. Documents</b></p> <ul style="list-style-type: none"> <li>- The names of respondents.</li> <li>- The student's score of English UAS subject.</li> </ul>	<p><b>1. Research Design</b> Quasi Experimental with Nonequivalent Posttest-Only Design.</p> <p><b>2. Area Determination Method</b> Purposive Method.</p> <p><b>3. Respondent Determination Method</b> Using lottery to determine control and experimental groups.</p> <p><b>4. Data Collection Method</b></p> <ol style="list-style-type: none"> <li>a. Main data: Vocabulary post test.</li> <li>b. Supporting Data: Interview and documentation.</li> </ol> <p><b>5. Data Analysis</b> The data obtained will be analyzed statistically by using SPSS.</p>	There is a significant effect of using riddles on the eleventh grade students' vocabulary achievement at SMKN 1 Jember.

**Appendix B****The Schedule of the Research**

No.	Day	Time	Place	Schedule
1.	Monday, December 15 <sup>th</sup> , 2014	10.30 am-11.00 am	Teacher's Office	Interviewing the Eleventh Grade teacher of SMKN 1 Jember
2.	Wednesday, February 11 <sup>th</sup> , 2015			Analysis of Homogeneity
3.	Monday, February 16 <sup>th</sup> , 2015	10.30 am-12.00 am	XI-PM 3	Applying lesson plan 1 for experimental
4.	Wednesday, February 18 <sup>th</sup> , 2015	11.00 am-12.45am	XI-PM 2	Applying lesson plan 1 for control
5.	Monday, February 23 <sup>th</sup> , 2015	10.30 am-12.00 am	XI-PM 3	Applying lesson plan 2 for experimental
6.	Wednesday, February 25 <sup>th</sup> , 2015	11.00 am-12.45am	XI-PM 2	Applying lesson plan 2 for control
7.	Saturday, February 28 <sup>th</sup> , 2015	09.00 am-10.00 am	XI-PM 1	Administering try out for post test
8.	Monday, March 2 <sup>nd</sup> , 2105	10.30 am-12.00 am 12.00 am-01.45 am	XI-PM 3 XI-PM 2	Conducting post test for experimental class and control class

**Appendix C****The Guideline of the Instruments****A. Interview Guide**

<b>No.</b>	<b>Interview Questions</b>	<b>Data Resources</b>
1.	What curriculum do you use in teaching English?	The Eleventh Grade English Teacher at SMKN 1 Jember.
2.	How many times do you teach English in a week?	
3.	What kind of textbooks do you use in teaching English?	
4.	What techniques do you use in teaching vocabulary?	
5.	Have you ever used riddles in teaching vocabulary? Why?	
6.	Do you teach vocabulary integrated with the language skills?	
7.	How are the students' abilities in mastering vocabulary?	
8.	What are students' difficulties in learning vocabulary?	
9.	What problems do students often face in learning vocabulary?	
10.	How do you assign the students to memorize vocabulary?	

**B. Documentation Guide**

<b>No.</b>	<b>The Supporting Data Required</b>	<b>Data Resources</b>
1.	The names of the students in the experimental group.	Document
2.	The name of the students in the control group.	
3.	The student's score of English UAS subject	

**The Results of Interview with the English Teacher**

<b>No.</b>	<b>The Researcher's Question</b>	<b>The Teacher's Answers</b>
1.	What curriculum do you use in teaching English?	Curriculum 2006.
2.	How many times do you teach English in a week?	Once a week, (1 x 45 minutes for one meeting).
3.	What kind of textbooks do you use in teaching English?	This school used English book.
4.	What techniques do you use in teaching vocabulary?	I ask students to find the difficulty word from the text.
5.	Have you ever used riddles in teaching vocabulary? Why?	No, I didn't use riddles, because actually I don't know what riddles are.
6.	Do you teach vocabulary integrated with the language skills?	Yes, I do. I usually teach vocabulary integrative with all of skills.
7.	How are the students' abilities in mastering vocabulary?	Their ability is low.
8.	What are students' difficulties in learning vocabulary?	They have lack motivation.
9.	What problems do students often face in learning vocabulary?	They have a problem in memorable the words
10.	How do you assign the students to memorize vocabulary?	I ask the students to find the difficulty word from the text and then we discuss together.

## Appendix D

## The Names of the Research Respondents

No.	Experimental Group (XI-PM 3)		Control Group (XI-PM 2)	
	Names	Gender	Names	Gender
1	Adhi Putra	Male	Ahmad Fauzi	Male
2	Ayu Rinda Saputri	Female	Amelia Silvadana	Female
3	Desi Handayani	Female	Anisatul Komaria	Female
4	Desi Novita	Female	Devi Rohemawati	Female
5	Devitalu Indasari	Female	Dina Maryana	Female
6	Diah Ayu Permatasari	Female	Dwi Juni Hartanto	Male
7	Dini Fadillah	Female	Erliana	Female
8	Faiqotul Himmah	Female	Faisal Lukmantoro	Male
9	Fajar Khoirul Roziqin	Male	Febriyanti Ari Sandi	Female
10	Fathorosi	Male	Heru Adi Candra	Male
11	Ferdiana Agustin	Female	Ida Kurniwati	Female
12	Hesti Wulandari	Female	Ike Erniawati	Female
13	Linda Sari	Female	Iqbal Fatoni	Male
14	Indah Purnama Sari	Female	Jefri Efendi	Male
15	Maris Fransiska	Female	Leni Dias Andrian	Female
16	Moch. Eko Wahyudi	Male	Muhamamd Abdur Rahman	Male
17	Mochammad Malik Maulana	Male	Muhammad Sandi	Male
18	Muhammad Alex Jumantoro	Male	Ninuk Widiawati	Female
19	Muhammad Anton Hidayatul	Male	Novita Andrianis	Female
20	Muhammad VikiH	Male	Rahmad Baitullah	Male
21	Muhammad Zainatul Bahri	Male	Rizki Agustin R	Female
22	Nur Fadilla Hawadisi	Female	Rendra Ari Faladin Apramada	Male
23	Octavia Indriani Puspita S	Female	Rosihu Ilmi	Male



24	Pipin Anglia Dewanti	Female	Saluki Kurniawan	Male
25	Rendy Setiawan	Male	Silviatul Jannah	Female
26	Ria Andriani	Female	Sinta Mei Susanti	Female
27	Rinuria Ika Novitasari	Female	Siti Komaria	Female
28	Rosa Nur Fadilah	Female	Sofi Thalia	Female
29	Siti Mudmainah	Female	Sulistiawati Ningsih	Female
30	Sonia Puspa Indah	Female	Susi Susanti	Female
31	Sri Agustiningsih	Female	Trina Yuliarti	Female
32	Suniyeh	Female	Umi Kulsum	Female
33	Tri Deny Yogantara	Male	Visda Wahyu Ningtiyas	Female
34	Ubaidila Alfin	Male	Wardatul Sholehah	Female
35	Wagearti	Female	Winda Eka Lestari	Female
36	Wahyu Dwi Noviansyah	Male	Yuni Fidayati	Female

**Appendix E****The Score of the English Final Examination Test for the Odd Semester of the Eleventh Grade Students at SMKN 1 Jember**

<b>No.</b>	<b>XI-PM 1</b>	<b>XI-PM 2</b>	<b>XI-PM 3</b>
1	80	81	82
2	80	88	82
3	80	88	80
4	82	91	80
5	82	89	82
6	82	87	80
7	80	88	82
8	80	87	80
9	80	89	80
10	80	82	80
11	80	80	82
12	80	80	80
13	80	80	80
14	80	82	80
15	80	82	80
16	80	82	80
17	80	82	80
18	80	80	80
19	80	80	82
20	80	82	80
21	82	80	82
22	82	80	82
23	80	82	80
24	80	82	80
25	80	80	82

26	80	80	80
27	80	80	82
28	80	80	80
29	80	82	82
30	80	82	82
31	80	82	82
32	80	80	80
33	80	80	80
34	80	82	80
35	80	82	80
36	80	80	78

**Appendix F**

**The Analysis of Anova Computation of the Score of the English Final Examination Test for the Odd Semester of the Eleventh Grade Students at SMKN 1 Jember**

**Descriptive**

score	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
					KELAS PM 1	40		
KELAS PM 2	40	74.3500	25.29270	3.99913	66.2610	82.4390	.00	91.00
KELAS PM 3	40	74.3500	25.29270	3.99913	66.2610	82.4390	.00	91.00
Total	120	74.3167	23.86868	2.17890	70.0022	78.6311	.00	91.00

**Test of Homogeneity of Variances**

score

Levene Statistic	df1	df2	Sig.
.481	2	117	.619

ANOVA

score							
			Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	(Combined)		.267	2	.133	.000	1.000
	Linear Term	Contrast	.200	1	.200	.000	.985
		Deviation	.067	1	.067	.000	.991
Within Groups			67795.700	117	579.450		
Total			67795.967	119			

**Appendix G****DIFFICULTY INDEX OF THE VOCABULARY POST TEST TRY OUT**

<b>Items Number</b>	<b>JS</b>	<b>B</b>	<b>P</b>	<b>Criteria</b>
1	36	35	0,972222	Easy
2	36	34	0,944444	Easy
3	36	17	0,472222	Fair
4	36	20	0,555556	Fair
5	36	33	0,916667	Easy
6	36	35	0,972222	Easy
7	36	32	0,888889	Easy
8	36	34	0,944444	Easy
9	36	27	0,75	Easy
10	36	35	0,972222	Easy
11	36	35	0,972222	Easy
12	36	10	0,277778	Difficult
13	36	32	0,888889	Easy
14	36	31	0,861111	Easy
15	36	6	0,166667	Difficult
16	36	36	1	Easy
17	36	30	0,833333	Easy
18	36	25	0,694444	Fair
19	36	33	0,916667	Easy
20	36	34	0,944444	Easy
21	36	33	0,916667	Easy
22	36	36	1	Easy
23	36	31	0,861111	Easy
24	36	30	0,833333	Easy
25	36	34	0,944444	Easy
26	36	34	0,944444	Easy
27	36	4	0,111111	Difficult
28	36	16	0,444444	Fair

29	36	34	0,944444	Easy
30	36	34	0,944444	Easy
31	36	34	0,944444	Easy
32	36	28	0,777778	Easy
33	36	25	0,694444	Fair
34	36	16	0,444444	Fair
35	36	29	0,805556	Easy
36	36	23	0,638889	Fair
37	36	28	0,777778	Easy
38	36	29	0,805556	Easy
39	36	16	0,444444	Fair
40	36	18	0,5	Fair

## Appendix H

## POST TEST TRY OUT RESULTS OF ODD NUMBERS

Students	Score number of odd items (X)																			Total	
	1	3	5	7	9	11	13	15	17	19	21	23	25	27	29	31	33	35	37		39
AA	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	17
AK	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	16
AS	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	17
AI	1	0	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	14
AP	0	0	0	1	0	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	13
AO	1	0	1	1	0	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	15
DA	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	17
DG	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	18
DI	1	0	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	0	14
DS	1	0	0	1	1	1	1	0	0	1	1	0	1	1	1	1	1	1	1	0	14
DR	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	18
DF	1	0	1	1	0	1	0	0	1	1	1	1	1	0	1	1	0	1	0	0	12
EI	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	18
EA	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	18
FD	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	17
HS	1	0	1	0	1	1	1	1	1	1	1	1	0	0	0	1	0	0	0	0	11
IS	1	0	1	1	0	1	1	0	0	1	0	0	1	0	1	1	1	0	1	1	12



IN	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	0	16
IM	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	0	15
II	1	0	1	1	1	1	1	0	0	1	0	0	1	0	1	0	0	0	1	0	10
JL	1	0	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	0	15
JS	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	0	16
KM	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	18
MK	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	18
MA	1	1	1	1	1	1	0	0	0	1	0	0	1	0	1	1	1	0	1	0	12
MR	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	18
MS	1	0	1	1	0	1	0	0	1	1	1	1	1	0	1	1	1	1	0	1	14
ND	1	0	0	0	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	1	14
RO	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	18
SH	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	1	0	1	1	0	15
SI	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	18
SA	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	18
YI	1	0	1	0	1	1	1	1	1	1	1	1	0	0	0	1	0	0	0	0	11
MY	1	1	1	1	0	1	1	0	0	0	1	0	1	0	1	1	0	1	1	1	13
ST	1	0	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	15
WI	1	0	1	1	0	1	1	1	1	0	1	1	1	1	1	0	0	1	0	0	13
N=36	35	17	33	32	27	35	32	6	30	33	33	31	34	4	34	34	25	29	28	16	548

## Appendix I

## POST TEST TRY OUT RESULTS OF EVEN NUMBERS

Students	Score number of even items (Y)																				Total
	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40	
AA	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	0	1	0	0	15
AK	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	0	1	1	15
AS	1	0	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	0	15
AI	1	0	1	1	1	0	1	1	0	1	1	1	1	0	1	1	0	0	1	1	14
AP	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	0	1	1	15
AO	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	0	0	1	1	15
DA	1	0	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	0	16
DG	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	0	17
DI	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	0	17
DS	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	17
DR	0	1	1	1	1	0	1	1	1	1	1	0	0	1	1	0	1	1	1	0	14
DF	1	0	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	0	1	1	15
EI	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	18
EA	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19
FD	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	18
HS	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	0	0	0	14
IS	1	1	1	1	1	0	0	1	1	1	1	0	1	0	1	1	0	0	1	0	13

IN	1	0	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	0	15
IM	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	17
II	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	0	1	0	15
JL	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18
JS	1	0	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	0	15
KM	1	0	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	0	16
MK	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1	1	1	16
MA	1	1	1	0	1	1	1	1	0	1	1	0	1	0	1	1	1	0	0	0	13
MR	0	0	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	0	14
MS	1	0	1	1	1	0	1	1	0	1	1	1	1	0	1	0	0	0	1	1	13
ND	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	17
RO	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	1	1	1	16
SH	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1	0	1	1	0	15
SI	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	18
SA	1	0	1	1	1	0	1	1	0	1	1	1	1	0	1	1	0	1	1	1	15
YI	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	0	0	1	15
MY	1	1	1	1	1	1	0	1	0	1	1	0	1	1	0	0	0	0	0	1	12
ST	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	19
WI	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	0	0	0	0	0	12
N= 36	34	20	35	34	35	10	31	36	25	34	36	30	34	16	34	28	16	23	29	18	558

## Appendix J

## THE DIVISION OF ODD (X) AND EVEN (Y) NUMBERS OF POST-TEST TRY OUT

NO.	NAMES	ODD(X)	EVEN(Y)	X <sup>2</sup>	Y <sup>2</sup>	XY
1	AA	17	15	289	225	255
2	AK	16	15	256	225	240
3	AS	17	15	289	225	255
4	AI	14	14	196	196	196
5	AP	13	15	169	225	195
6	AO	15	15	225	225	225
7	DA	17	16	289	256	272
8	DG	18	17	324	289	306
9	DI	14	17	196	289	238
10	DS	14	17	196	289	238
11	DR	18	14	324	196	252
12	DF	12	15	144	225	180
13	EI	18	18	324	324	324
14	EA	18	19	324	361	342
15	FD	17	18	289	324	306
16	HS	11	14	121	196	154
17	IS	12	13	144	169	156
18	IN	16	15	256	225	240

19	IM	15	17	225	289	255
20	II	10	15	100	225	150
21	JL	15	18	225	324	270
22	JS	16	15	256	225	240
23	KM	18	16	324	256	288
24	MK	18	16	324	256	288
25	MA	12	13	144	169	156
26	MR	18	14	324	196	252
27	MS	14	13	196	169	182
28	ND	14	17	196	289	238
29	RO	18	16	324	256	288
30	SH	15	15	225	225	225
31	SI	18	18	324	324	324
32	SA	18	15	324	225	270
33	YI	11	15	121	225	165
34	MY	13	12	169	144	156
35	ST	15	19	225	361	285
36	WI	13	12	169	144	156
	TOTAL	548	558	8550	8766	8562

**Appendix K****The Analysis of Reliability Coefficient of Try out for Vocabulary Post Test**

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{36\ 8562 - (548)(558)}{\sqrt{\{36.8550-300304\}\{36.8766 - 311364\}}}$$

$$r_{xy} = \frac{308232 - 305784}{\sqrt{\{307800-300304\}\{315576 - 311364\}}}$$

$$r_{xy} = \frac{2448}{\sqrt{\{7496\}\{4212\}}}$$

$$r_{xy} = \frac{2448}{\sqrt{31573152}}$$

$$r_{xy} = \frac{2448}{5618,99}$$

$$r_{xy} = 0.43$$

In order to find the reliability of the whole test the following calculation was done.

$$r_{11} = \frac{2r_{xy}}{1 + r_{xy}}$$

$$r_{11} = \frac{2 \cdot (0,43)}{1 + 0,43}$$

$$r_{11} = \frac{0,86}{1,43}$$

$$r_{11} = 0,60$$

**Appendix L****LESSON PLAN 1**

Subject	: English
Level/Semester	: XI/II
Theme	: Animal
Language Component	: Vocabulary
Language Skill	: Reading
Time allocation	: 2 x 45 minutes

**I. Standard Competence**

11. Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat.

**II. Basic Competence**

11.1 Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.

**III. Indicators****Cognitive****a. Product**

3.1 Finding the meaning of noun, verb, adjective and adverb in the text given.

**b. Process****For the Experimental Group**

3.2 Repeating riddles in the text properly.

3.3 Focusing on the underlined words of the riddles appropriately.

3.4 Identifying the large vocabulary (noun, verb, adjective, and adverb presented through riddles on the text).

**For the Control Group**

- 3.2 Repeating clues in text properly.
- 3.3 Identifying the large vocabulary (noun, verb, adjective, and adverb).

**IV. Learning Objectives**

Experimental Class	Control Class
4.1 The students are able to read riddles in the text properly.	4.1 The students are able to read clues in text properly.
4.2 The students are able to focus on the underlined words of the riddles appropriately.	4.2 The students are able to identify the large vocabulary (noun, verb, adjective, and adverb).
4.3 The students are able to identify the large vocabulary (noun, verb, adjective, and adverb presented through riddles on the text).	

**V. Material**  
**Enclosed**

**VI. Teaching and Learning Strategy**

**Approach** : Student Center Learning

**Method** : Modeling, inquiry, questioning and learning community.

**VII. Sources**

Sources:

-Cotton john. [www.allaboutanimals.org.uk/pk.poetry.asp](http://www.allaboutanimals.org.uk/pk.poetry.asp)

- Morandini elaine. [www.allaboutanimals.org.uk/pk.poetry.asp](http://www.allaboutanimals.org.uk/pk.poetry.asp)

- Wendell, Ma:J. Metcalf. [www.olderiddles.com](http://www.olderiddles.com)



- Saint joseph. [www.descriptiveriddles.inourwords.com](http://www.descriptiveriddles.inourwords.com)

Media:

Student's Worksheet, riddles text, clues in text.

### VIII. Teaching and Learning Activities

No.	Experimental Group		Control Group		Time
	Teacher's Activities	Students Activities	Teacher's Activities	Students Activities	
1.	Introduction - Greeting. - Checking the class. - Stating the objective.	- Paying attention. - Getting ready to learning. - Paying attention.	Introduction - Greeting. - Checking the class. - Stating the objective.	- Paying attention. - Getting ready to learning. - Paying attention.	10'
2.	Main Activity - Distributing riddles text to the students. - Reading riddles text and guessing the clues. - Repeating riddles in the text. - Focusing on the underlined words of riddles. - Finding the meaning of some words in the riddles given. - Asking the students to make a group of five. - Asking the students to do the exercise. - Discussing the answers together.	- Responding. -Paying attention. -Performing. -Repetition. -Responding. -Responding. -Doing the task. -Responding to discuss.	Main Activity - Distributing clues in the text to the students. - Reading the clues in text. - Explaining about large vocabulary (noun, verb, adjective, and adverb). - Asking the students to make a group of five. - Asking the students to do the exercise. - Discussing the students work together.	-Responding. -Paying attention. -Paying attention. - Responding. -Doing the task. - Responding to discuss.	75'

3.	<p>Closure</p> <ul style="list-style-type: none"> <li>- Reviewing and drawing a conclusion.</li> <li>- Giving reinforcement for the winner group.</li> <li>- Parting</li> </ul>	<ul style="list-style-type: none"> <li>-Doing the evaluation.</li> <li>-Doing the celebration.</li> <li>-Responding the parting</li> </ul>	<p>Closure</p> <ul style="list-style-type: none"> <li>- Reviewing and drawing a conclusion.</li> <li>- Parting</li> </ul>	<ul style="list-style-type: none"> <li>- Doing the evaluation.</li> <li>-Responding the parting.</li> </ul>	5'
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**IX. Evaluation**

Product evaluation: Giving some exercises to both groups (experimental and control group)

Scoring Rubric

Task 1, task 2 and task 3

Analysis	Score
Correct answers	10
Incorrect answers	0

Student's score

Number of questions: 10

Maximum score: 10

$$\text{Student's score: } \frac{\text{Score}}{\text{Maximum score (10)}} \times 100 = \dots$$

Total score

$$\frac{\text{Score of Task 1} + \text{Score of Task 2} + \text{Score of Task 3}}{3} = \text{Total Score}$$

Jember, February 2015

The English Teacher

The Researcher

\_\_\_\_\_  
NIP.

Mega Silvana

NIM.100210401131

**(Instructional Materials for Experimental Class)**

**I. Listen and guess the riddles well!**

1. (.....)

Glossy black.

Gracefully walking in your forest of grass.

A nest of leaves.

A crack in the wall.

You are safe at home at last.

Who am I?

Cotton john. [www.allaboutanimals.org.uk/pk.poetry.asp](http://www.allaboutanimals.org.uk/pk.poetry.asp)

2. (.....)

Fur of grey.

Eyes of green.

Fiercest monster ever seen.

Stalks at night.

Sleeps all day.

Mouse is most favorite prey.

Sharpest fangs and longest claws.

It hides behind the bedroom doors.

And even through his teeth do hurt.

And he sleeps on my best shirt.

Who am I?

Morandini elaine. [www.allaboutanimals.org.uk/pk.poetry.asp](http://www.allaboutanimals.org.uk/pk.poetry.asp)

3. (.....)

Though it be cold.

I wear no clothes.

The frost and snow I never fear.

I value neither shoes nor hose.

And yet I wander far and near.  
My diet is forever good.  
I drink no cider, port, nor sack.  
What providence doth send for food.  
I neither buy, nor sell, nor lack.  
Who am I?

Wendell, Ma:J. Metcalf. [www.ldriddles.com](http://www.ldriddles.com)

4. (.....)
- The beautiful majestic blue creature.  
Dove into a magical world underwater.  
As the moon shone brightly.  
In front of the tall snowy mountain.  
Who am I?

Saint joseph. [www.descriptiveriddles.inourwords.com](http://www.descriptiveriddles.inourwords.com)

## II. Listen to the teacher and repeat!

(The teacher models the pronunciation of each line of the riddles then the students repeat it)

## III. Code the underlined words in the riddles for 1. Noun, 2. verb, 3. adjective, and 4. adverb!

1. Beetle  
Glossy black.  
Gracefully walking in your forest of grass.  
A nest of leaves.  
A crack in the wall.  
You are safe at home at last.

2. Cat  
Fur of grey.

Eyes of green.  
Fiercest monster ever seen.  
Stalks at night.  
Sleeps all day.  
Mouse is most favorite prey.  
Sharpest fangs and longest claws.  
It hides behind the bedroom does.  
And even through his teeth do hurt.  
And he sleeps on my sofa.

3. Fish  
Though it be cold.  
I wear no clothes.  
The frost and snow I never fear.  
I value neither shoes nor hose.  
And yet I wander far and near.  
My diet is forever good.  
I drink no cider, port, nor sack.  
What providence doth send for food.  
I neither buy, nor sell, nor lack.

4. Dolphin  
The beautiful majestic blue creature.  
Dove into a magical world underwater.  
As the moon shone brightly.  
In front of the tall snowy mountain.

**IV. Answer the questions based on the words underlined in the riddles!**

1. What animal likes eating mouse?
2. How does your face look like when you use make up?
3. What will you do when you are sleepy?

4. What is the part of body that can see anything?
5. What is the function of the eyes?
6. What do you feel when you saw the sun light?
7. How do you feel when people respect your attitude?
8. What do you feel when you feel worry?
9. What do you wear to protect your feet?
10. What do you see when winter comes?

**V. Complete the sentences by using vocabularies provided in the box below!**

1. Everybody goes to the beach for sunbathing because the sun shines.....
2. I can see.....when winter comes.
3. A giraffe has a .....neck
4. I have a.....It likes eating mouse.
5. Beetles eat ..... on trees in their garden.
6. A beetle is crawling.....in the forest of grass.
7. I want to.....this message to you.
8. I.....my shoes because I need money.
9. I usually go to.....at 10 pm.
10. All the people are afraid with the thieves because they are.....

**List of the words!**

brightly	snow	cat	gracefully	sleep
sell	send	leaves	long	fierce

**VI. Complete the text by using vocabularies provided in the box below!**

**My Twin Cat**

I have twin pets. They are (1) .....and I call them sofi and safa. They are adorable cats. They are small and fluffy. They have (2).....fur and green (3).....They have (4).....tails. Their eyes are round and (5).....when the night

comes. They don't like cat's (6)..... Every day they eat soft food like steamed rice and fish. Every morning they (7).....milk. They are (8).....animals. They always accompany me when I am alone at home.

They like to chase everyone in my home. When they feel tired or sleepy, they usually (9)..... on the sofa in the living room or sometimes under the table. They are really (10)..... and cute animals.

**List of the words!**

bright

cat

sleep

drink

black

long

eyes

good

beautiful

food

**(Instructional Materials for Control Class)****I. Listen to the teacher and repeat clues in text well!****1. Beetle**

Beetle is an insect.

It has glossy black skin.

It walks gracefully in the forest of grass.

It makes leaves as its nest and it lives sticking to them.

It goes out at night to avoid predators.

**2. Cat**

I have a pet.

It is a cat and I call it brownie.

It has grey fur and green eyes.

It is a fiercest monster I have ever seen.

It stalks at night and sleeps all day.

Brownie likes to chase mice in my house.

Mice are its favorite preys.

It has very sharp fangs and long claws.

It likes to hide behind my bed.

It has sharp teeth to bite its prey.

Sometimes, it feels tired and sleepy.

It usually sleeps on the sofa.

**3. Fish**

It is a fish.

It is a good animal.

It likes to eat plankton.

It lives in the cold water.

Sometimes, the water is frost like snow.

It does not wear clothes.

It always drinks water because it lives in it.



It likes to swim to a near or far area.

#### 4. **Dolphin**

I have a beautiful animal.

It is a dolphin and I call it Sofy.

It loves the deep dark sea

It likes playing and jumping up high.

If you dive in open water, you will find it.

It shines so brightly like a moon when it jumps up high in front of you.

### **II. Explanation of noun, verb, adjective and adverb!**

1. A noun is a word (a group of words) that is the name of a person, a place, a thing or activity or a quality or idea.
2. A verb is a word (a group of words) which is used in describing an action, experience or state.
3. An adjective is a word that gives more information about a noun or pronoun. It means that an adjective indicates the quality of the person or thing.
4. An adverb is a word (or group of words) that describes or adds to the meaning of a verb, and adjective, another adverbs or whole sentences.

### **III. Answer the questions based on clues in text!**

1. What animal likes eating mouse?
2. How does your face look like when you use make up?
3. What will you do when you are sleepy?
4. What is the part of body that can see anything?
5. What is the function of the eyes?
6. What do you feel when you saw the sun light?
7. How do you feel when people respect your attitude?
8. What do you feel when you feel worry?
9. What do you wear to protect your feet?
10. What do you see when winter comes?

**IV. Complete the sentences by using vocabularies provided in the box below!**

1. Everybody goes to the beach for sunbathing because the sun shines.....
2. I can see.....when winter comes.
3. A giraffe has a .....neck
4. I have a.....It likes eating mouse.
5. Beetles eat ..... on trees in their garden.
6. A beetle is crawling.....in the forest of grass.
7. I want to.....this message to you.
8. I.....my shoes because I need money.
9. I usually go to.....at 10 pm.
10. All the people are afraid with the thieves because they are.....

**List of the words!**

brightly	snow	cat	gracefully	sleep
sell	send	leaves	long	fierce

**V. Complete the text by using vocabularies provided in the box below!**

**My Twin Cat**

I have twin pets. They are (1) .....and I call them Sofi and Sifa. They are adorable cats. They are small and fluffy. They have (2).....fur and green (3).....They have (4).....tails. Their eyes are round and (5).....when the night comes. They don't like cat's (6)..... Every day they eat soft food like steamed rice and fish. Every morning they (7).....milk. They are (8).....animals. They always accompany me when I am alone at home.

They like to chase everyone in my home. When they feel tired or sleepy, they usually (9).....on the sofa in the living room or sometimes under the table. They are really (10)..... and cute animals.

**List of the words!**

bright

cat

sleep

drink

black

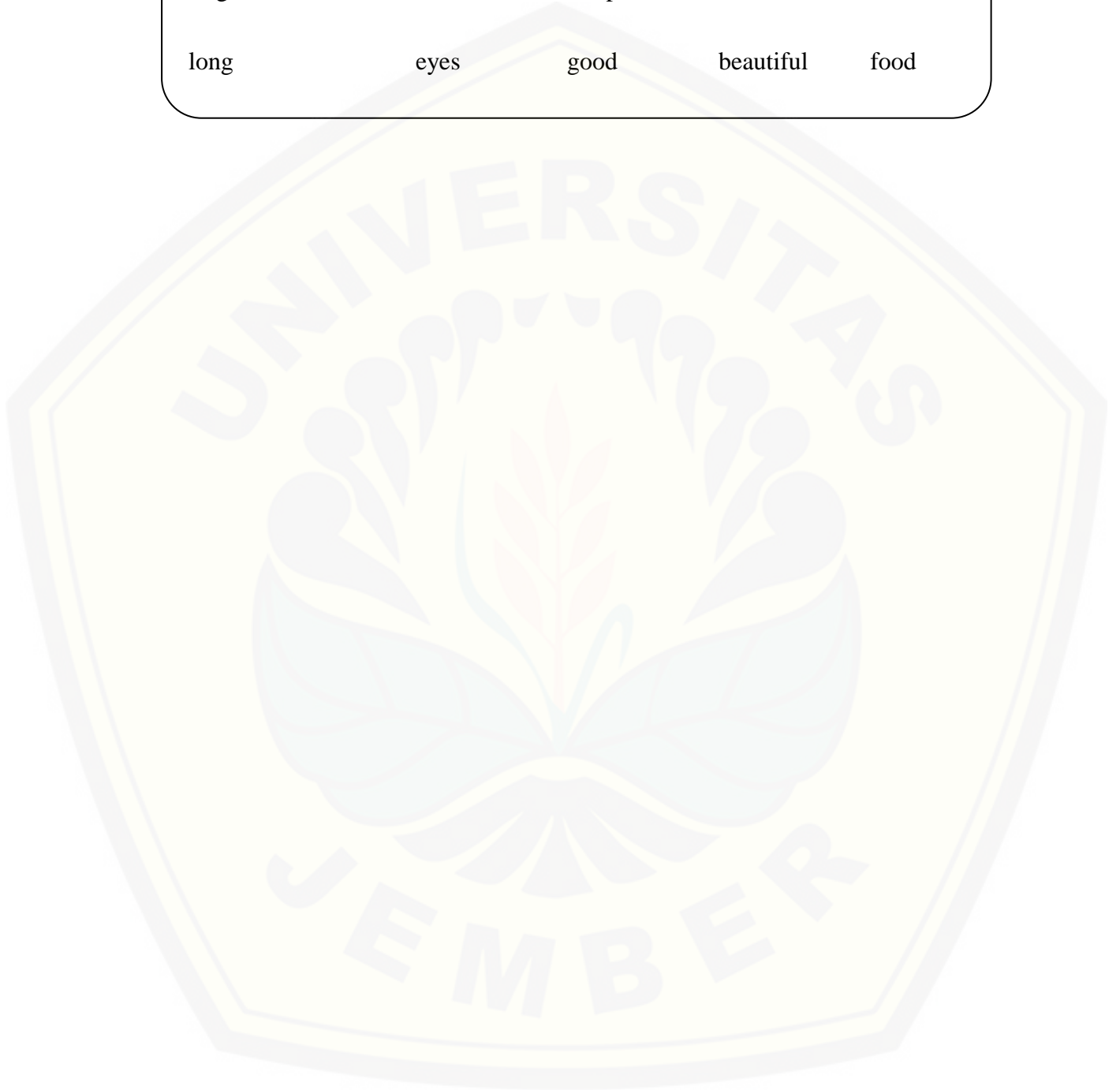
long

eyes

good

beautiful

food



**ANSWER KEY****Exercise IV**

1. Cat
2. Beautiful
3. Sleep
4. Eyes
5. See
6. Brightly
7. Graceful
8. Fear
9. Shoes
10. Snow

**Classification of the exercises**

Noun	Verb	Adjective	Adverb
1	3	2	6
4	5	8	
9		7	
10			

**Exercise V**

1. Brightly
2. Snow
3. Long
4. Cat
5. Leaves
6. Gracefully
7. Send
8. Sell
9. Sleep
10. Fierce

**Classification of the exercises**

Noun	Verb	Adjective	Adverb
2	7	3	1
4	8	10	6
5	9		

**Exercise VI**

1. Cat
2. Black
3. Eyes
4. Long
5. Brightly
6. Food
7. Drink
8. Good
9. Sleep
10. Beautiful

**Classification of the exercises**

Noun	Verb	Adjective	Adverb
1	7	2	5
2	9	4	
3		8	
6		10	

**Appendix M****The classification of noun, verb, adjective and adverb based on the riddles!**

<b>Words</b> <b>Riddles</b>	<b>Noun (1)</b>	<b>Verb (2)</b>	<b>Adjective (3)</b>	<b>Adverb (4)</b>
<b>1.</b>	Beetle Forest Grass A nest Leaves	Walking	Glossy Black	Gracefully At home
<b>2.</b>	Cat Eyes Monster Day Mouse Prey Fangs Claws Bedroom Teeth	Seen Stalks Sleeps Hides	Grey Green Fiercest Favorite Sharpest Longest	At night
<b>3.</b>	Fish Clothes Frost Snow	Wear Drink Send Sell	Cold Fear Far Near Good	
<b>4.</b>	Dolphin Moon	Dove	Beautiful Tall	Brightly

**Appendix N****LESSON PLAN 2**

Subject	: English
Level/Semester	: XI/I
Theme	: Thing
Language Component	: Vocabulary
Language Skill	: Reading
Time allocation	: 2 x 45 minutes

**I. Standard Competence**

11. Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat.

**II. Basic Competence**

11.1 Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.

**III. Indicators****Cognitive****a. Product**

3.1 Finding the meaning of noun, verb, adjective and adverb in the text given.

**b. Process****For the Experimental Group**

3.2 Repeating the riddles in the text properly.

3.3 Focusing on the underlined words of the riddles appropriately.

3.4 Identifying the large vocabulary (noun, verb, adjective, and adverb presented through riddles on the text).

**For the Control Group**

- 3.2 Repeating clues in text properly.
- 3.3 Identifying the large vocabulary (noun, verb, adjective, and adverb).

**IV. Learning Objectives**

Experimental Class	Control Class
4.1 The students are able to read the riddles in the text properly.	4.1 The students are able to read clues in text properly.
4.2 The students are able to focus on the underlined words of the riddles appropriately.	4.2 The students are able to identify the large vocabulary (noun, verb, adjective, and adverb).
4.3 The students are able to identify the large vocabulary (noun, verb, adjective, and adverb presented through riddles on the text).	

**V. Material**

Enclosed

**VI. Teaching and Learning Strategy**

**Approach** : Student Center Learning

**Method** : Modeling, inquiry, questioning and learning community

**VII. Sources and Media**

Sources:

- Victoria, K. [www.riddlesbrainteasers.com](http://www.riddlesbrainteasers.com)
- Ronald, D. [www.oocities.org/area51/dimension/6066/adriddle.htm](http://www.oocities.org/area51/dimension/6066/adriddle.htm)
- Marian K. [www.riddles.org/riddles/riddles/categoryview/1/page:13](http://www.riddles.org/riddles/riddles/categoryview/1/page:13)



- Asimmon. [www.net.book.riddles.com](http://www.net.book.riddles.com)

Media:

Students' worksheet, riddles text, clues in text.

### VIII. Teaching and Learning Activities

No.	Experimental Group		Control Group		Time
	Teacher's Activities	Students Activities	Teacher's Activities	Students Activities	
1.	Introduction - Greeting. - Checking the class. - Stating the objective.	- Paying attention. - Getting ready to learning. - Paying attention.	Introduction - Greeting. - Checking the class. - Stating the objective.	- Paying attention. - Getting ready to learning. - Paying attention.	10'
2.	Main Activity - Distributing riddles text to the students. - Reading riddles text and guessing the clues. - Repeating riddles in the text. - Focusing on the underlined words of riddles. - Finding the meaning of some words in the riddles given. - Asking the students to make a group of five. - Asking the students to do the exercise. - Discussing the answers together.	- Responding. -Paying attention. -Performing. -Repetition. -Responding. -Responding. -Doing the task. -Responding to discuss.	Main Activity - Distributing clues in the text to the students. - Reading the clues in text. - Explaining about large vocabulary (noun, verb, adjective, and adverb). - Asking the students to make a group of five. - Asking the students to do the exercise. - Discussing the students work together.	-Responding. -Paying attention. -Paying attention. - Responding. -Doing the task. - Responding to discuss.	75'

3.	Closure - Reviewing and drawing a conclusion. - Giving reinforcement for the winner group. - Parting	-Doing the evaluation.  -Doing the celebration. -Responding the parting	Closure - Reviewing and drawing a conclusion. - Parting	- Doing the evaluation.  -Responding the parting.	5'
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### IX. Evaluation

Product evaluation: Giving some exercises to both groups (experimental and control group)

Scoring Rubric

Task 1, task 2 and task 3

Analysis	Score
Correct answers	10
Incorrect answers	0

Student's score

Number of questions: 10

Maximum score: 10

Student's score:  $\frac{\text{Score}}{\text{Maximum score (10)}} \times 100 = \dots$

Total score

$\frac{\text{Score of Task 1} + \text{Score of Task 2} + \text{Score of Task 3}}{3} = \text{Total Score}$

Jember, February 2015

The English Teacher

The Researcher

\_\_\_\_\_  
NIP.

Mega Silvana

NIM.100210401131

(Instructional Materials for Experimental Class)

**I. Listen and guess the riddles well!**

1. (.....)

I change stature as I age.  
But my importance does not differ by age.  
My importance is manifested mostly.  
When with my boss.  
When we part.  
I am of no importance.  
What am I?

Victoria, K. [www.riddlesbrainteasers.com](http://www.riddlesbrainteasers.com)

2. (.....)

Inside me the adventurous find.  
Quests and treasures of every kind.  
Trolls, goblins, orcs, and more, await.  
Within my closed walls for.  
All those that wish to visit me.  
Your hands are the key.  
To secrets untold.  
And your mind will unlock the door.  
What am I?

Ronald, D. [www.oocities.org/area51/dimension/6066/adriddle.htm](http://www.oocities.org/area51/dimension/6066/adriddle.htm)

3. (.....)

With pointed fangs it sits in wait.  
With piercing force it doles out fate.  
Over bloodless victims.  
Proclaiming its might.  
Eternally joining in a single bite.

What am I?

Marian k. [www.riddles.org/riddles/riddles/categoryview/1/page:13](http://www.riddles.org/riddles/riddles/categoryview/1/page:13)

4. (.....)
- Two brothers we are.  
Great burden we bear.  
By which we are bitterly pressed.  
In truth we may say we are full all the day.  
But empty we go to our rest.  
What am I?

Asimmon. [www.net.book.riddles.com](http://www.net.book.riddles.com)

## II. Listen to the teacher and repeat!

(The teacher models the pronunciation of each line of the riddles then the students repeat it)

## III. Code the underlined words in the riddles for 1. noun, 2. verb, 3. adjective, and 4. Adverb!

1. Pencil  
I change stature as I age.  
But my importance does not differ by age.  
My importance is manifested mostly.  
When with my boss.  
When we part.  
I am of no importance.
2. Book  
Inside me the adventurous find.  
Quests and treasures of every kinds.  
Trolls, goblins, orcs, and more, wait.  
Within my closed walls for.  
All those that wish to visit me.  
Your hands are the key.

To secrets untold.

And your mind\_will unlock the door.

3. Stapler

With pointed fangs it sits in wait.

With piercing force it doles out fate.

Over bloodless victims.

Proclaiming its might.

Eternally joining in a single bite.

4. Shoes

Two brothers we are.

Great burden we bear.

By which we are bitterly pressed.

In truth we may say we are full all the day.

But empty we go to our rest.

**IV. Answer the questions based on the words underlined in the riddles!**

1. What will you do when you feel tired?
2. What do you feel when you finish eating?
3. What will you do when your grandmother is sick?
4. How do you feel when you win a competition?
5. What will you do when your pet is gone?
6. What is the closest meaning of unhappy?
7. What will you do when you dislike something?
8. What do you use when you want to open the door?
9. How do you feel when someone hates you?
10. What is a group of people or things having similar characteristics?

**V. Complete the sentences by using vocabularies provided in the box below!**

1. Predator usually kills the prey.....
2. John felt.....when he won the competition.

3. She has many..... of books.
4. I always .....to the gym at 08.15 am on Sunday morning.
5. My tank's fuel is ..... So, I can't go anywhere.
6. I think this is the wrong.....because the door can't be opened.
7. I am a ..... Job. So I am very busy today.
8. I .....my mother patiently.
9. ...., she never goes to the party.
10. You can ..... your clothes in the fitting room.

**List of the words!**

empty	kinds	full	go	key
great	change	fiercely	wait for	mostly

**VI. Complete the text by using vocabularies provided in the box below!**

**Book**

I have a book and the title is “The Secret of Door”. It is my favorite book because I (1)..... knowledge when I read this book. I know this book when I (2)..... to the library. This book tells about the (3)..... to open knowledge with a fun way. This book (4)..... the mind of people about (5)..... of knowledge. The (6)..... of the book has many (7)..... of pictures.

This book becomes favorite of (8)..... children. The language is easy to be understood. This is the (9)..... book. (10) It is ..... of knowledge and pictures. I really like this book.

**List of the words!**

full	kind	part	great	key
change	go	importance	mostly	get

**I. Listen to the teacher and repeat clues in text well!****1. Pencil**

It is a pencil.

It changes something.

It changes older as its age.

It can become a bos.

It is a part of our life.

It is not different from a pen.

People mostly need it because of its importance.

**2. Book**

It is a book.

It is the key of the world.

Every kind of story visits me, such us: trolls, goblins, orcs, etc.

Inside it you can find an adventure, like finding questions and treasures.

Now, use your hand to open it, to know the wonderful secrets.

**3. Stapler**

It is a stapler.

It always sits and waits to be used.

It has pointed fangs for piercing paper.

It often takes victims.

Eternally it is joining in a single bite.

**4. Shoes**

I have two pairs of shoes.

Their colors are brown.

They are like brother and a sister.

One of them looks great and the other is bitterly bad and empty.

The bad one is full of reparation and needs rest and the other can hang out.

**II. Explanation of noun, verb, adjective and adverb!**

1. A noun is a word (a group of words) that is the name of a person, a place, a thing or activity or a quality or idea.
2. A verb is a word (a group of words) which is used in describing an action, experience or state.
3. An adjective is a word that gives more information about a noun or pronoun. It means that an adjective indicates the quality of the person or thing.
4. An adverb is a word (or group of words) that describes or adds to the meaning of a verb, and adjective, another adverbs or whole sentences.

**III. Answer the questions based on clues in text!**

1. What will you do when you feel tired?
2. What do you feel when you finish eating?
3. What will you do when your grandmother is sick?
4. How do you feel when you win a competition?
5. What will you do when your pet is gone?
6. What is the closest meaning of unhappy?
7. What will you do when you dislike something?
8. What do you use when you want to open the door?
9. How do you feel when someone hates you?
10. What is a group of people or things having similar characteristics?

**IV. Complete the sentences by using vocabularies provided in the box below!**

1. Predator usually kills the prey.....
2. John felt.....when he won the competition.
3. She has many..... of books.
4. I always .....to the gym at 08.15 am on Sunday morning.
5. My tank's fuel is ..... So, I can't go anywhere.
6. I think this is the wrong.....because the door can't be opened.
7. I am a ..... job. So, I am very busy today.



8. I .....my mother patiently.
9. ...., she never goes to the party.
10. You can ..... your clothes in the fitting room.

**List of the words!**

empty	kinds	full	go	key
great	change	fiercely	wait for	mostly

**V. Complete the text by using vocabularies provided in the box below!**

**Book**

I have a book and the title is “The Secret of Door”. It is my favorite book because I (1)..... knowledge when I read this book. I know this book when I (2)..... to the library. This book tells about the (3)..... to open knowledge with a fun way. This book (4)..... the mind of people about (5)..... of knowledge. The (6)..... of the book has many (7)..... of pictures.

This book becomes favorite of (8)..... children. The language is easy to be understood. This is the (9)..... book. (10) It is ..... of knowledge and pictures. I really like this book.

**List of the words!**

full	kind	part	great	key
change	go	importance	mostly	get

**ANSWER KEY****Exercise III**

1. Rest
2. Full
3. Visit
4. Great
5. Find
6. Sad
7. Change
8. Key
9. Sad
10. Kind

**Classification of the exercises**

Noun	Verb	Adjective	Adverb
8	1	2	
10	3	4	
	5	6	
	7	9	

**Exercise IV**

1. Bitter
2. Great
3. Kinds
4. Go
5. Empty
6. Key
7. Full
8. Wait for
9. Mostly
10. Change

**Classification of the exercises**

Noun	Verb	Adjective	Adverb
3	4	2	1
6	8	5	9
	10	7	

**Exercise V**

1. Get
2. Go
3. Key
4. Change
5. Importance
6. Part
7. Kind
8. Mostly
9. Great
10. Full

**Classification of the exercises**

Noun	Verb	Adjective	Adverb
3	1	5	8
6	2	9	
7	4	10	

**Appendix O****The classification of noun, verb, adjective and adverb based on the riddles!**

<b>Words</b> <b>Riddles</b>	<b>Noun (1)</b>	<b>Verb (2)</b>	<b>Adjective (3)</b>	<b>Adverb (4)</b>
<b>1.</b>	Pencil Age Importance Boss Part	Change Differ	Manifested	Mostly
<b>2.</b>	Book Quests Treasures Kinds Trolls Goblins Orcs Hand Key Mind Door Secrets	Find Visit	Adventurous	
<b>3.</b>	Stapler Fangs Victims A single Bite	Sits Wait Joining	Pointed Piercing	Eternally
<b>4.</b>	Shoes Two Brothers	Rest Pressed	Great Full Empty	Bitterly

**Appendix P****POST-TEST**

Subject : English

Language Component : Vocabulary

Level : Eleventh Grade students of Senior High School

Time : 60 minutes

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**Answer these questions by crossing (x) a, b, c or d as the correct answer on the answer sheet provided!**

1. ...., children are interested in this stapler. They like the unique model on this stapler.  
a. Entirely    b. Excessively    c. Mostly    d. Partly    e. Slightly
2. I use stapler to ..... the paper.  
a. dig    b. fold    c. pierce    d. stick    e. write
3. Stapler is ..... used to make holes on the paper.  
a. commonly    b. eternally    c. occasionally    d. ordinarily    e. usually
4. This is the cutest stapler that I ..... seen.  
a. always    b. ever    c. never    d. sometime    e. often
5. .... of the children like this stapler. They like the unique model.  
a. All    b. Almost    c. Anyone    d. None    e. Some
6. I ..... 8 hours a day.  
a. dance    b. sit    c. stand    d. sleep    e. sing
7. We use our eyes to ..... the world  
a. ask    b. listen    c. speak    d. see    e. write
8. We need a ..... to open the door.  
a. broom    b. chair    c. key    d. mirror    e. Umbrella
9. The little girl looks at the cat by his pretty round.....  
a. claws    b. eyes    c. ears    d. hands    e. tails
10. I want to .....pepsi because I am thirsty.  
a. draw    b. drink    c. eat    d. sell    e. throw

11. Cinta is..... She has dark long hair, a pointed nose and nice eyes.  
a. bad          b. beautiful      c. sexy          d. nice          e. ugly
12. Everybody goes to the beach for sunbathing because the sun shines.....  
a. badly          b. brightly      c. darkly      d. greatly      e. uncomfortably
13. All students must wear uniform and black ..... for every flag ceremony on Monday.  
a. bags          b. books          c. clothes      d. shoes      e. umbrellas
14. We should brush our.....with toothbrush.  
a. eyes          b. ears          c. hands      d. hairs      e. teeth
15. All the people are afraid of the thieves because they are.....  
a. funny          b. fierce          c. fine          d. good          e. nice
16. A.....likes eating mouse.  
a. cat          b. cow          c. goat          d. giraffe      e. sheep
17. Savira has a .....body. She is selected as a model.  
a. fat          b. high          c. ugly          d. tall          e. short
18. I need to..... my mobile phone because I need money.  
a. buy          b. borrow      c. carry      d. sell          e. wash
19. I am a ..... time worker. So I am very busy today.  
a. bad          b. empty      c. fun          d. full          e. good
20. Tiger has.....teeth to bite the prey.  
a. dull          b. blunt          c. long          d. short      e. sharp
21. Predator usually kills the prey.....  
a. carefully      b. fiercely      c. lovely      d. patiently      e. softly
22. Giraffe has a.....neck.  
a. long          b. small          c. big          d. short      e. tiny
23. My tank's fuel is ..... So, I can't go anywhere.  
a. complete      b. empty      c. full          d. few          e. many
24. John felt.....when he won the competition.  
a. afraid          b. fear          c. great          d. sad          e. worry
25. We can see the ..... in the sky when night comes.  
a. bird          b. cloud          c. moon          d. sun          e. wind

26. A sheep likes eating.....
- a. egg      b. milk      c. grass      d. meat      e. rice
27. The teachers ..... the schedules of the lessons.
- a. change      b. do      c. go      d. run      e. stay
28. A bird always makes a .....to live.
- a. building      b. home      c. house      d. nest      e. place
29. A dolphin.....and goes down into the water.
- a. flies      b. jumps      c. runs      d. sleeps      e. walks
30. I need .....to drink because I am thirsty.
- a. food      b. fire      c. gas      d. water      e. wind
31. Nina wants to .....to the library to borrow some books.
- a. buy      b. go      c. sell      d. carry      e. thief
32. I can see the moon when.....comes
- a. the afternoon      b. early morning      c. morning      d. the night      e. noon
33. Amry is a .....student. He never gets punishment.
- a. bad      b. cheerful      c. good      d. generous      e. loyal
34. My school is..... So, I should go there by bus.
- a. far      b. long      c. short      d. near      e. old
35. The sun shines so..... today. I want to go to swimming pool.
- a. badly      b. brightly      c. darkly      d. softly      e. uncomfortably
36. I need a map right now because I cannot.....this address.
- a. catch      b. find      c. grab      d. go      e. walk
37. In the 'Swan Princess' film, I saw the swan walking..... so that all the animals admirer her.
- a. carelessly      b. diligently      c. gracefully      d. immediately      e. suddenly
38. She feels tired so she needs to take a.....
- a. cook      b. swim      c. run      d. rest      e. walk
39. It is raining heavily now. It will be better to stay at.....with family.
- a. beach      b. home      c. hospital      d. office      e. school
40. ...., she never goes to the party.
- a. Entirely      b. Excessively      c. Mostly      d. Partly      e. Slightly

**Answer Key**

<b>1. C</b>	<b>11. B</b>	<b>21. B</b>	<b>31. B</b>
<b>2. C</b>	<b>12. C</b>	<b>22. A</b>	<b>32. D</b>
<b>3. C</b>	<b>13. D</b>	<b>23. B</b>	<b>33. C</b>
<b>4. B</b>	<b>14. E</b>	<b>24. C</b>	<b>34. A</b>
<b>5. A</b>	<b>15. B</b>	<b>25. B</b>	<b>35. B</b>
<b>6. D</b>	<b>16. A</b>	<b>26. C</b>	<b>36. C</b>
<b>7. D</b>	<b>17. D</b>	<b>27. A</b>	<b>37. C</b>
<b>8. C</b>	<b>18. D</b>	<b>28. D</b>	<b>38. D</b>
<b>9. A</b>	<b>19. D</b>	<b>29. B</b>	<b>39. B</b>
<b>10. B</b>	<b>20. E</b>	<b>30. D</b>	<b>40. C</b>

**Classification of the test items**

	<b>Noun</b>	<b>Verb</b>	<b>Adjective</b>	<b>Adverb</b>
	8	2	11	1
	9	6	15	3
	13	7	17	4
	14	10	19	5
	16	18	20	12
	25	27	22	21
	26	29	23	35
	28	31	24	37
	30	36	33	39
	32	38	34	40
<b>Total</b>	10	10	10	10



**Appendix Q****The Results of Vocabulary Post Test of the Experimental Group**

No	Names of the Experimental Group	Post Test
1	AP	80
2	AR	77,5
3	DH	80
4	DN	70
5	DI	70
6	DA	77,5
7	DF	82,5
8	FH	87,5
9	FK	77,5
10	FS	77,5
11	FA	77,5
12	HW	67,5
13	LS	90
14	IP	92,5
15	MF	87,5
16	ME	65
17	MM	62,5
18	MA	77,5
19	MH	77,5
20	MV	62,5
21	MZ	82,5
22	NF	77,5
23	OI	85
24	PA	85
25	RS	62,5
26	RA	80
27	RI	65
28	RN	77,5
29	SM	87,5
30	SP	75
31	SA	90
32	SY	85
33	TD	65
34	UA	62,5
35	WG	85
36	WD	62,5

**Appendix R****The Results of Vocabulary Post Test of the Control Group**

No	Names of the Control Group	Post Test
1	AF	70
2	AS	70
3	AK	77,5
4	DR	77,5
5	DM	85
6	DJ	62,5
7	ER	77,5
8	FL	82,5
9	FA	65
10	HA	65
11	IK	82,5
12	IE	57,5
13	IF	62,5
14	JE	80
15	LD	85
16	MA	77,5
17	MS	75
18	NW	70
19	NA	65
20	RB	80
21	RA	67,5
22	RA	70
23	RI	67,5
24	SK	67,5
25	SJ	57,5
26	SM	70
27	SK	75
28	ST	80
29	SN	80
30	SS	70
31	TY	62,5
32	UK	57,5
33	VW	82,5
34	WS	75
35	WE	77,5
36	YF	72,5