



**THE EFFECT OF USING RIDDLES ON THE EIGHTH
GRADE STUDENTS' VOCABULARY ACHIEVEMENT AT
SMPN 1 ASEMBAGUS SITUBONDO**

THESIS

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

By:

ANGGA RATIH SAPTA RINI

NIM 060210401094

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

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DEDICATION

This thesis is honorably dedicated to my beloved parents
Edy Kusworo, BA and Sunariyati

CONSULTANT'S APPROVAL

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

Name : Angga Ratih Sapta Rini
Identification Number : 060210401094
Level : 2006
Place, Date of Birth : Jember, November 19th, 1988
Department : Language and Arts
Program : English Education

Consultant I

Consultant II

Dra. Wiwiek Istianah, M.Kes, M.Ed, App. Ling
NIP 19501017 198503 2 001

Drs. Siti Sundari, M.A.
NIP 19581216 198802 2 001

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SUMMARY

The Effect of Using Riddles on the Eighth Grade Students' Vocabulary Achievement at SMPN 1 Asembagus Situbondo; Angga Ratih Sapta Rini, 060210401094 ; 2011: 41 Pages; English Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Vocabulary is one of language components that play an important role in the process of learning English. Tarigan (1993:2) claims that the more vocabulary students own, the more possible they have language competence. It means that by having sufficient vocabulary, the students are able to listen, to speak, to read and to write thoroughly. In other words, if there is no sufficient knowledge of mastering vocabulary, students will not able to express their idea or even to communicate with other.

In learning vocabulary, students have difficulty in memorizing and understanding the meaning of the words. Because of that reason, the teacher needs to use media that can help the students in understanding meaning of vocabulary easily. To solve the problem, the researcher used riddles as media to help the students memorize and understand the meaning of new vocabulary. The researcher used riddles because it can create relax atmosphere and can motivate students in learning. As Marcy (2008) state that doing the exercises through riddle is an activity that the teacher can transfer the material and make students relax in the class when they accept the material. Moreover Frost (2009) says that riddles can provide an entertaining way for students to identify words. This means that riddles can be very useful and meaningful in language learning process.

The purpose of this research was to know whether or not there is a significant effect of using riddles on the eighth grade students' vocabulary achievement at SMPN 1 Asembagus Situbondo.

CHAPTER 1. INTRODUCTION

This chapter discusses some aspects underpinning the topics of the study. They are background of the research, problems of the research, limitation of the research, operational definitions of the terms, objectives of the research and significance of the research. Each of them is presented respectively in the following sections.

1.1 Background of the Research

English currently has become an international language for many people in the world. As Carson (2007) says, there is no doubt that English is a vital linguistic tool for many business people, academics, politics, science, technology, tourism, and citizen of the world. Noticing the importance of it, English has been learnt by students as a foreign language in Indonesian schools. Thus, English is regarded as a compulsory subject which is taught in Junior High Schools up to Universities.

The main objective of teaching English as stated in the 2006 Institutional Based Curriculum/KTSP 2006 for SMP is developing the ability of communication in the target language (English) in the spoken and written form. The English skills include reading, listening, writing, and speaking. Those skills as well as the language components (grammar, vocabulary and pronunciation) should be taught integratedly (Depdiknas, 2006:18). Although the method has already been practiced, Indonesian learners still find some problems in using English as a means of communication. One of the problems is due to their lack of vocabulary while they are reading, listening writing, or speaking.

In learning a foreign language, especially English, vocabulary plays an important role. As stated by Richard (quoted in Winarso, 2001:4), vocabulary is one

Meanwhile, the English teacher made some efforts to increase the students' vocabulary, such as giving word lists to be memorized and asked them to do the vocabulary exercises in the work sheets and then discussed it with the class. However, the efforts still need to be improved because the students' vocabulary achievement has not been satisfactory yet.

Since the teaching learning process has not run effectively, the students need something new and challenging in learning English vocabulary. One of the medium of teaching vocabulary that may arouse students' motivation and increase their vocabulary is the use of riddles. Frost (2009) says that riddles can provide an entertaining way for students to identify words. It can be used to build students' interest in learning words and make the students enjoy in learning the vocabulary. Furthermore, Karim and Hasbullah (1986: 2.36) say the interesting media that can be used in junior high school and enlarge the students' vocabulary are riddles. In conclusion riddles can be used as media in teaching English, especially teaching vocabulary in junior high school.

From the statements above, it is clear that the use of riddles in learning vocabulary is helpful to stimulate the students' interest in which it can enlarge their vocabulary. In fact, riddles have never been used in teaching English to the eighth grade students of SMPN 1 Asembagus, Situbondo. This information is based on the result of the informal interview with the English teacher in the preliminary study. Therefore, it is necessary to use riddles to enlarge the students' vocabulary since it has the advantages of challenging the students to learn new vocabulary.

A previous study on the use of riddles was conducted by Aini (2003) who did the experimental research at SMPN 2 Jember in the 2002/2003 academic year. Her research result showed that the students who were taught vocabulary by using riddles got better vocabulary scores than those who were not taught vocabulary by using riddles.

1.4 Operational Definition of the Terms

The operational definition serves as a guideline to understand the concepts and indicators of the study. It enables the researcher as well as the readers to get mutual understanding of the concepts in this research. The variables that need to be defined operationally are the use of riddles in teaching vocabulary as the independent variable and students' vocabulary achievement as the dependent variable.

1.4.1 The Use of Riddles in Teaching Vocabulary

Riddles, in this research are used as media in teaching vocabulary with some clues. In this case, the students should answer or guess the teacher's questions by understanding the clues that are given in the form sentences/ phrases. The answers are nouns, verbs, adjectives and adverbs.

1.4.2 The Students' Vocabulary Achievement

The students' vocabulary achievement means the students' number of words they have known and understood after being taught vocabulary through riddles. It is indicated by the students' scores in the vocabulary test covering the materials of the large reserve vocabulary (nouns, verbs, adjectives and adverbs).

1.5 The Objective of the Research

The objective of the research is to find whether or not there is an effect of using riddles on the eighth grade students' vocabulary achievement at SMPN 1 Asembagus Situbondo.

CHAPTER 2. REVIEW OF RELATED LITRATURE

This chapter presents the review of literature related to the topics of the research. They are the definitions of vocabulary, the classification of vocabulary, vocabulary achievement, teaching vocabulary, the definition of riddle, the advantages of riddle, the disadvantages of riddle, the teaching vocabulary through riddle, and hypothesis. Those topics will be reviewed in the following parts.

2.1 The Definitions of Vocabulary

Diamond and Gutlohn (2006) define vocabulary as knowledge of words and word meaning. In addition, Hatch and brown (1995:1331) say that vocabulary is a list of a total number of words, which with rules combining them to make up a language. According to those ideas, it can be concluded that vocabulary is a number of words that is known by individuals in a certain language, including English. In line with this idea, it can be said that vocabulary is one of the major elements of language because it covers words in which it will enable the people to communicate with others.

Vocabulary has an important role in language teaching. If the students master enough English vocabularies, they would be easy in understanding English. Cameron (1994: 34) claims that words seem to be a basic level category in language learning. In addition, Cross (1991:5) says some teachers believe that learners should hear new words before they tell them and read them. In other words, if there is no sufficient knowledge of mastering vocabulary, one will not be able to express his idea or even to communicate with others by using the target language.

1) Common Nouns

Common nouns refer to anything 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 chair, an ear, the board.

2) Proper Nouns

Proper nouns are names of people, places, days, months and things. They always take capital letters. For examples: David, Central High School, Sunday, March, Garfield Monument.

3) Collective Nouns

Collective nouns are a number of persons or things considered together as a unit. For examples: orchestra, army, herd, jury.

4) Abstract Nouns and Concrete Nouns

(a) Abstract nouns are names of feeling or qualities, things that we cannot see, feel, or touch, but still exist. For examples: love, hunger, hatred

(b) Concrete nouns refer to objects that can be visualized or touched. For examples: flower, girl.

5) Countable Nouns and Non Countable nouns

Countable nouns can be made plural by adding –s or –e. Non countable nouns cannot be used in plural forms and we cannot put number in front of them. The examples of countable nouns are: an apple, 2 apples, a car, 3 cars, while the examples of non countable nouns are ink, water, air, and hair.

b. Nouns According to the Forms

1) Simple Nouns

The simple nouns include all primary nouns in the language. For examples: boy, ship, agent, and slave.

<u>Present/ infinitive</u>	<u>past</u>	<u>past participle</u>
do	did	done
eat	ate	eaten
go	went	gone
write	wrote	written

This research focused on ordinary verbs that include regular and irregular verbs because these verbs are mostly taught to the eighth grade students and they can be taught by riddles.

2.2.3 Adjectives

An adjective is a word that indicates quality of the person or thing referred to by a noun (Hornby, 1995:15). According to Thomson and Martinet (1986:33) there are six types of adjectives as follows.

- a. Demonstrative adjectives : this, that, these, those.
- b. Distributive adjectives : each, every, either, neither.
- c. Quantitative adjectives : some, any, no, little, few, many, much, one.
- d. Interrogative adjectives : which, what, whose, where.
- e. Possessive adjectives : my, your, our, his, her, its, their.
- f. Quality adjectives : clever, dry, good, slim, heavy, square.

The adjectives discussed in this research were quantitative and qualitative adjective. These materials were chosen based on the 2006 Institutional Based Curriculum.

2.2.4 Adverbs

Harmer (2004:37) states that an adverb is a word (or group of words) that describes or adds to the meaning of a verb, an adjective, another adverbs or whole sentence. According to Thomson and Martinet (1986:47) there are eight kinds of adverbs. As follows:

2.4 The Definitions of Riddle

Richard (2010) states that a riddle is a question deliberately worded in puzzling manner and presented as a problem to be solved. In addition, Frost (2009) states that a riddle is mysterious questions about a person, thing, and situation that the students should guess based on the descriptions given.

Riddles are one of the effective techniques in teaching language, including the teaching of English because the students commonly love puzzle, and one kind of puzzle is a riddle. Marcy (2008) state that doing the exercises through riddle is an activity that the teacher can transfer the material and make students relax in the class when they accept the material.

Thus, it is obvious that riddle can help both sides the teacher and the students in creating a more interactive classroom atmosphere in which they will generate active responses. By observing the riddle, the students are easy to remember and can imagine the description of the object.

These are the examples of riddle:

1. What has four legs, but cannot walk?
A table
2. What starts with an 'E', ends with an 'E', and only has one letter in it?
An envelope
3. What is it? black when it is clean and white when it is dirty?
A blackboard.
4. What has teeth but cannot bite?
A comb.

the riddles. It means that riddles do not only give an opportunity to the learners to learn the language but also to play with it. In other words, the students can play with the language to make them active in the teaching learning process

3. Riddles are useful to obtain new vocabularies.

The description of the riddle seems to be repeated in the learners' ears when the teacher reads the description twice or more. Sometimes, the teacher also translates the meaning of the difficult words to help the students to get the meaning of the description. It can make the students easy to comprehend and familiar with the new words.

4. Riddles are interesting and challenging.

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

5. Riddles are stimulative and imaginative.

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

Based on the ideas above, riddles gave certain advantages in language teaching, such as listening, vocabulary and speaking. The students listen to the description told by the teacher. Then, the riddles also give the students some vocabularies. It seems that in the riddles there are many words presented contextually. The riddles also give speaking listening activity to the students. Here, it could give a certain activity in learning language.

To sum up, the use of riddles makes the vocabulary teaching more concrete in achieving the major objective, and tends to arouse the students' interest in learning vocabulary. Those advantages could be gained if the teacher could be creative in using riddles in the teaching and learning of vocabulary.

Further, the riddle is interesting, but the teacher must select it which is appropriate for presenting the material. Dealing with teaching vocabulary, it is proper that the teacher selects the riddle for presenting new vocabulary, Karim and Hasbullah (1986:2.35-2.36) give some criteria in selecting good riddles in the classroom activities as follows:

- a. Riddle must be suitable with the teaching purpose
- b. Riddle must be simple

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

- 1) Write some riddles that can be applied in teaching language. Not all riddles can be applied in the class. There are many riddles that are not standard language and inappropriate to the students. The riddles should be suitable for the students' ages or levels. Besides, at the beginning, the teacher should use familiar words in simple descriptions.

The example of the riddle:

The first letter of me is "E".

The last letter of me is "E".

You can put a stamp on the right corner of me.

What I am? (Envelope)

I have strips colour on my body.

The color is white and black.

I have four legs.

Who am I? (Zebra)

- 2) Write the vocabulary that must be known by students. It can help them learn the language in a riddle. In the riddle above, the students can practice the vocabulary by trying to write the answer of "envelope" and "zebra". Furthermore, they can

- 5) Asking the students to write the answers on the black board/ white board.
- 6) As the variation at the end of applying the riddles, the teacher asks the students to make sentences by applying the answers of the riddles.

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

1. Dividing the class into eight groups, each group consists of 4 students.
2. The teacher gives the first clue and let the students to guess the riddles.
3. The group who can answer the first clue will get maximum score.
4. If there are no groups can answer it, the teacher will continue to the next clue.
5. The group who can guess it correctly gets the score. And the group who gets the highest score will be the winner.

2.8 The Teaching of English in SMPN 1 Asembagus Situbondo

SMPN 1 Asembagus applies Institutional Based Curriculum / KTSP 2006 in teaching of English. All the language skills (listening, speaking, reading, and writing) and the language components (grammar, pronunciation, and vocabulary) are taught integratedly with the purpose of making the students master the English well. The teacher applies some teaching techniques, for instance lecturing, discussion, and also Contextual Teaching and Learning (CTL).

Perkins (2007) states that Contextual Teaching and Learning (CTL) is designed so that students can carry out activities and solve problems in a way that reflects the nature of such tasks in the real communication.

The teacher has applied CTL in the English classroom by combining the individual and group activities in doing the tasks. However, it has not been optimized for increasing students' vocabulary achievement. In this research, CTL will be used to implement the vocabulary teaching learning process by using riddles.

CHAPTER 3. RESEARCH METHODS

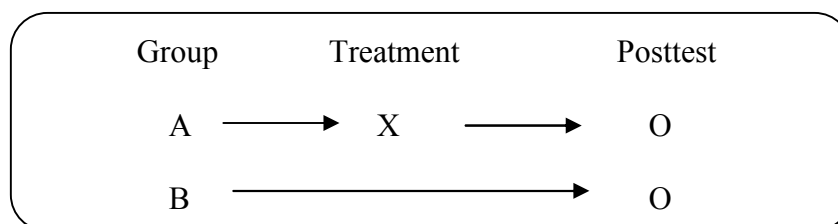
This chapter presents the research methods applied in this research. They include the research design, area determination method, respondent determination method, data collection methods, and data analysis method. Each of them will be explained in the following parts.

3.1 The Research Design

Research design refers to the way the information is gathered from subjects, and in the case of experimental research, the nature of the treatments that are controlled by the investigator (McMillan, 1992:143). The research design of this research was a quasi experimental design because the research was intended to know whether or not the use of riddles had significant effect on the eighth grade students' vocabulary achievement at SMPN 1 Asembagus. More specifically, the design of this research is quasi experimental research with post test only control group design.

This research used two classes. The first class was treated as the experimental class and the second class was as the control class. In this research, the experimental class received the treatment that it was taught vocabulary by using riddles, while the control class did not receive any treatment which means the teacher in this class taught vocabulary by using common techniques used by the English teacher in that school.

The design is illustrated as follows:



$$\text{DRE} = \frac{\text{Ma}-\text{Mb}}{\text{Mb}} \times 100\%$$

Notes:

DRE : Degree of Relative Effectiveness

Ma : Mean of the experimental class

Mb : Mean of the control class

(Taken from Masyhud, 2000:60)

11. Drawing a conclusion from the data analysis to answer the research problem.

3.2 Area Determination Method

This research was conducted at SMPN 1 Asembagus. The research used the purposive method to determine the research area. It means the researcher took a certain area based on the particular intention. According to Sutama (2007:35) the purposive method used because the researcher has a certain purpose.

There were three reasons why SMPN 1 Asembagus was purposely chosen as the research area. Firstly, the teacher at SMPN 1 Asembagus had never used riddles in teaching vocabulary. Secondly, the previous researcher had never used this method to be researched at this school. Thirdly, The Headmaster and the English teacher gave permission to the researcher to conduct the experimental research. So, it was be possible to obtain the data needed for this research.

3.3 Participant Determination Method

The research population was the eighth grade students of SMPN 1 Asembagus in the 2010/2011 academic year. There were five classes there which were taught by two English teachers. The researcher only chose four classes (B, C, D, and E) as the

a. Homogeneity Test

Homogeneity test was conducted to measure the homogeneity of the whole grade eight student's ability in English. According to Glass & Hopkins (1996) (quoted in Tapanes, 2008), homogeneity test was used to test whether or not the components in each category were equal in responding something. The population in this research was the eighth grade students of SMPN 1 Asembagus in the 2010/2011 academic year.

The homogeneity test was made by the teacher by considering the English curriculum for the eighth grade students of SMP and indicators to be measured. There was 20 items in the homogeneity test in the form of multiple choices. Time to do homogeneity test was 30 minutes. The purpose of conducting this test was to know the homogeneity of the eighth grade students' ability in English. Based on the result of homogeneity test, the students' English ability was homogeneous so, the experimental class and the control class were chosen randomly.

b. Pos-test

After administering the homogeneity test to all of the eighth grades, the researcher gave the treatment to the experimental class. The treatment here was teaching vocabulary by using riddles. Then, the control class was given no treatment. After giving treatments for three times, the vocabulary post test was conducted. It was administered for the experimental class and the control class.

The form of the post-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. Hughes (2003:49) says that the kind of objective test could produce high reliability. The number of the test items was 40 items with the distribution as follows, the use of nouns 10 items, verbs 10 items, adjective 10 items, and adverb 10 items. The time to do the test was 60 minutes.

4. Conducting the seconds try-out using the same test material and tester, then giving score to each item achieved by the students
5. Entering the score of each items into table by giving 1 (one) for the correct items and 0 (nil) for the wrong items
6. Analyzing the correlation between the first test and the second test by using computerized statistic (SPSS) especially Pearson correlation analysis to know the reliability coefficient of the test.

In this research, the procedures above were used to do the test reliability

3) The Difficulty Index

The good test items must be neither too difficult nor too easy. If the test items are too easy, it will not stimulate the students' effort to solve the test items. On the other hand, if the test items are too difficult it will make the students discourage and enthusiastic to answer the test item. In this research, the result of the try out will be analyzed by using the degree of the test item difficulties. The formula is:

$$FV = \frac{R}{N}$$

Notes:

FV : Facility Value (the index of difficulty)

R : The number of correct answers

N : The number of students taking the test

(Heaton, 1991: 178-179)

The criteria of difficulty index were as follows:

0.00 – 0.19 : Difficult

0.20 – 0.80 : Average

0.81 – 1.00 : Easy

(Djiwardono, 1996:141)

After the treatment given, then the data obtained from post test were analyzed by using independent sample t-test in SPSS software with 5% significance level. Setiyadi (2006:168) writes that an independent sample t-test is used because the researcher wants to compare the means of two independent classes.

The procedures of interpreting data from SPSS were as follow:

- 1) Firstly, looked at the Levene's Test for Equality of Variances column. This table was used to know whether the two classes had the same score variability or not. If the value of Sig column was greater than 0.05, it means that the variability of experiment class and control class were the same. If it was confirmed, then read at the first row of independent sample t-test table, but if the value was less than 0.05, read the second row.
- 2) After reading Levene's Test for Equality of Variances column, then the researcher had to look at the large column labeled t-test for equality means. If the sig value was greater than 0.05, the researcher could conclude that there was no statistically significant difference between the experimental and the control class or there was no significant effect between those two classes. If the value of sig column was less than or equal to 0.05, it could be that there was a statistically significant difference between the experimental class and control class or there was a significant effect between those two classes.

Because the result of the analysis was significant, then the degree of Relative Effectiveness was analyzed. The result of t-test of t-computation was higher than that of the t-test table. It means that the null hypothesis was rejected and the result of this research was significant.

4.1.1 The Result of Interview

The interview was conducted with the English teachers of eighth grade students on October 4th 2010. According to the teachers, the English lesson is taught twice a week. The English curriculum that is used for the eighth grade of SMPN 1 Asembagus Situbondo is the 2006 Institutional Based Curriculum. The teacher taught English by using “Buku Sekolah Elektronik”/BSE. The Vocabulary was taught integratedly with other language skills. The teacher taught vocabulary by asking the students to memorize the words, then made the words into sentence. After that, the teacher asked the students to do the exercises. The teacher of eighth grade has never used riddles in teaching the vocabulary.

4.1.2 The Result of Documentation

The Documentation was used to get the supporting data about the scores of the participants. The total numbers of eighth grade students of SMPN 1 Asembagus Situbondo in the 2010/2011 academic year were 224 students which consisted of five classes (The distributions of the students can be seen in Table 4.2)

Table 4.2 the Total Number of Eighth Grade Students of SMPN 1 Asembagus Situbondo in the 2010/2011 Academic Year

No	Class	Male	Female	Total
1	VIII A	14	22	36
2	VIII B	17	19	36
3	VIII C	15	21	36
4.	VIII D	18	18	36
5.	VIII E	16	20	36
	Total	80	100	224

Table 4.3 the Schedule of Administering the Treatment

No.	Treatments	Experimental class (VIII B)	Control class (VIII E)
1.	Treatment I	June 14 th 2011 07.00 – 08.20 WIB	June 14 th 2011 10.50-12.10 WIB
2.	Treatment II	June 15 th 2011 10.10 – 11.30 WIB	June 17 th 2011 08.20 – 09.40 WIB
3.	Treatment III	June 21 rd 2011 07.00 – 08.20 WIB	June 21 nd 2011 10.50 – 12.10 WIB

4.4 The Analysis of the Try out Scores

The analysis of the try out included validity, difficulty index, and coefficient reliability. Each of them is presented in the following session.

4.4.1 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 the syllabus used for teaching English and the indicators to be measured. Based on this reason, the test could be said that the test fulfilled the requirement of content validity.

4.4.2 The Analysis of Reliability Coefficient

As stated in Chapter 3, a test-retest technique had been applied to estimate the value of reliability coefficient. Class VIII C was pointed as the test taker of try out test. The researcher conducted the first try out test on June 16th 2011 and the second try out on June 18th 2011. After the two tests had been conducted, the researcher

4.5.1 The Analysis of Post Test

The post test was administered on June 17th 2011. There were 36 students in each class. The test was given to both classes after the treatment given to the experimental class. The scores of the experimental class (VIII B) and the control class (VIII E) were used to investigate the significant difference between the two classes. The results of post test are presented in Appendix M, while the data analysis of post test by using independent sample t-test formula with SPSS software can be seen in Appendix N.

4.5.2 The Hypothesis Verification

After analyzing the post test scores, the researcher verified the hypothesis to know whether or not it was accepted or rejected.

Based on the output of Independent sample t-test by using SPSS software, the value of Lavene's Test of Equality variances was 0.613. It means that the variability of the experimental class and the control class was the same. As stated in Chapter 3, we had to read the second row of the output t-test table if the result of Lavene' Test is lower or equal with 0.05. (See Appendix N)

In the t-test column, we can see that the value of significance column was 0.001 and this value was lower than 0.05 ($p < 0.05$). Consequently, the null hypothesis (H_0): "There is no Effect of using Riddles on the Eighth Grade Students' Vocabulary Achievement at SMPN 1 Asembagus Situbondo" was rejected. On the other hand, the alternative hypothesis: "There is an Effect of Using Riddles on the Eighth Grade Students' Vocabulary Achievement at SMPN 1 Asembagus Situbondo" was accepted.

4.5.3 DRE (Degree of Relative Effectiveness)

DRE was analyzed to know the effect of Using Riddles on the Eighth Grade Students' Vocabulary Achievement at SMPN 1 Asembagus Situbondo. The degree of relative effectiveness of riddles used in teaching vocabulary was obtained from this following formula:

using riddles got 6.86% higher than the students in the control class who were taught by using memorizing the meaning of vocabularies and applied them in the sentences.

The result of the research showed that the experimental class got better scores in vocabulary achievement than the control class. It happened because the students who were taught vocabulary by using riddles said that they were easier to memorize the words. The students also said that they were interested in the tricky clues given by the teacher when they were playing riddles in the classroom. It was because the teacher in this school had never used riddles in teaching vocabulary. Consequently, they paid more attention to the materials given when the teacher was teaching vocabulary by using riddles.

Moreover, the students in the experimental class had great enthusiasm to learn vocabulary when they were taught vocabulary by using riddles. The students did not feel under pressure that they could know all the meaning of the vocabulary and used the dictionary all the time. They can predict the meaning of vocabulary used because the description of the riddle used familiar words, so the students could comprehend all the vocabulary used. In other words, it increased the students' interest and motivation in learning vocabulary. As Marcy (2008) state that doing the exercises through riddle is an activity that the teacher can transfer the material and make students relax in the class when they accept the material. Moreover Frost (2009) says that riddles can provide an entertaining way for students to identify words. This was a good technique to teach vocabulary to the students. It was different from the control class that was taught Riddles in their vocabulary class. Consequently, the students in the control class could not absorb the material as well as the students' in the experimental class.

Furthermore, the significant effect of using riddles on the students' teach vocabulary achievement was supported by the previous researcher who proved that teaching vocabulary by using riddles was very useful in learning vocabulary. The research result showed that the students who were taught vocabulary by using riddles

From the discussion above, it could be concluded that Riddle was an appropriate technique for teaching vocabulary. It was proved by the result of this research that indicated the use of riddles had positive significant effect on the eighth grade students' vocabulary achievement.

a. The English Teachers

It is suggested that the English teachers of SMPN 1 Asembagus Situbondo use riddles as media in teaching vocabulary to increase the students' vocabulary achievement. In addition, the media and techniques should be used in teaching vocabulary to make the vocabulary teaching interesting.

b. The Students

It is suggested that the students of SMPN 1 Asembagus Situbondo should use their English vocabulary to communicate in daily life in order to keep the vocabulary in their mind.

c. The Other Researchers

The other researcher 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.

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RESEARCH MATRIX

TITLE	PROBLEM	VARIABLES	INDICATORS	DATA RESAURCES	RESEACH METRHODS	HYPOTHESIS
The Effect of Using Riddles on the Eighth Grade Students' Vocabulary Achievement at SMPN 1 Asembagus Situbondo	Is there any effect of using riddles on the eighth grade students' vocabulary achievement at SMPN 1 Asembagus Situbondo	<p>Independent Variable The use of riddles in teaching vocabulary</p> <p>Dependent Variable The eighth grade students vocabulary achievement</p>	<p>a. The activities of Teaching vocabulary using riddles: - Giving descriptions or clues - Students' participation</p> <p>b. the students' score of vocabulary test that cover the indicators of: - nouns - verbs - adjectives - adverbs</p>	<p>1. Participants The eighth grade students of SMPN 1 Asembagus Situbondo in the 2010/2011 academic year</p> <p>2. Informant The English teacher of SMPN 1 Asembagus Situbondo</p> <p>3. Documents The names of the respondents The students' scores in vocabulary test</p>	<p>1. Research design Quasi experimental research with post test only control group design (McMillan, 1992:175)</p> <p>2. Area determination method Purposive method</p> <p>3. Participant determination Cluster random sampling</p> <p>4. Data collection methods Primary data Vocabulary test Supporting data 1. Interview 2. Documents</p> <p>5. Data Analysis T-test will be counted by using SPSS software (Computerized statistical method)</p> <p>Statistical method using the following formula:</p> $DRE = \frac{Ma-Mb}{Mb} \times 100\%$ <p>Notes: DRE: Degree of Relative Effectiveness Ma : Mean of experimental group Mb : Mean of control group</p> <p>(Adapted from Masyhud, 2000:60)</p>	There is an effect of using riddles on the eighth grade students' vocabulary achievement at SMPN 1 Asembagus Situbondo.

The Result of Interview with the English teacher

No	The Researcher's Questions	The Teacher's Answers
1	What is curriculum applied in teaching English?	Institutional Based Curriculum
2	How often do you teach English in a week?	2 times per class in a week
3	What books do you use for teaching English?	I use "Buku Sekolah Elektronik/BSE"
4	What techniques do you use in teaching vocabulary?	I ask students to memorize the meaning and apply it into sentence
5	Have you ever used games in teaching vocabulary?	No, I have not
6	Do you teach vocabulary integratedly with the language skills?	Yes I do. I usually teach vocabulary integrative with reading
7	How are the students' abilities in mastering vocabulary?	Their ability is low
8	What are students' difficulties in learning English vocabulary?	They have difficulty in memorizing the meaning of the word.
9	What problems do students often face in learning vocabulary?	Memorizing and pronouncing the words
10	How do you assign the students to memorize vocabulary?	I give the vocabulary and ask them to memorize it.

Appendix D

9. This big animal has two tusks and a long trunk. It is a/an
- a. tiger b. lion c. bear d. elephant
10. My doctor alwayssome pills to help me sleep.
- a. sells b. buys c. gives d. gets
11. Cheetahs can run very
- a. hard b. fast c. well d. slow
12. Rido got A for his exam. He smiles
- a. sadly b. lovely c. happily d. friendly
13. The lion is kept in a big.....in the zoo.
- a. house b. cage c. room d. place
14. My father and I some mango trees in front of our house.
- a. put b. find c. buy d. plant
15. Adif is a student. He always gets the first rank in his class.
- a. handsome b. lazy c. clever d. kind
16. The baby is now. Be quiet!
- a. singing b. crying c. sleeping d. laughing
- 17 Everybody goes to the for sunbathing in summer.
- a. shop b. beach c. zoo d. museum
18. Azura is so kind that many people her very much.
- a. like b hate c. mock d. mad
19. Agnes Monica is a artist in Indonesia.
Everybody knows her.
- a. ugly b. beautiful c. dangerous d. popular
- 20."Please carry the eggs..... don't drop them!"
- a. immediately b. carefully c. slowly d. quickly

The Result of Homogeneity Test

Descriptives

nilai

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
b	36	64.8611	8.98301	1.49717	61.8217	67.9005	50.00	90.00
c	36	63.3333	8.45154	1.40859	60.4737	66.1929	45.00	85.00
d	36	63.0556	8.64191	1.44032	60.1316	65.9796	40.00	80.00
e	36	64.7222	10.20815	1.70136	61.2683	68.1762	50.00	90.00
Total	144	63.9931	9.03722	.75310	62.5044	65.4817	40.00	90.00

Test of Homogeneity of Variances

nilai

Levene Statistic	df1	df2	Sig.
.506	3	140	.679

ANOVA

nilai

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	93.576	3	31.192	.377	.770
Within Groups	11585.417	140	82.753		
Total	11678.993	143			

From the table of ANOVA above, the value of significant column is 0. 770. It is higher than 0.05. It means there is no statistically significant difference among the groups. In the other word, the conditions of the eight grade students in vocabulary achievement were homogenous. Consequently the researcher chose two groups as control and experimental group randomly.

IV. Objectives

Experimental Class	Control Class
<ul style="list-style-type: none"> - The students are able to identify the spelling of the words properly - The students are able to identify the large vocabulary (nouns, verbs, adjective, and adverbs) stated in the text correctly - The students are able to find the meaning of nouns, verbs, adjectives and adverbs presented through riddles on the text 	<ul style="list-style-type: none"> - The students are able to identify the spelling of the words properly - The students are able to identify the large vocabulary (nouns, verbs, adjective, and adverbs) stated in the text correctly - The students are able to find the meaning of nouns, verbs, adjectives and adverbs in the text

IV. Material

Enclosed

V. Approach

CTL (Contextual Teaching Learning)

VII. Teaching and learning process

No.	TEACHER'S ACTIVITIES		Time (minute)
	Experimental Group	Control Group	
	Greeting	Greeting	0,5
1	SET INDUCTION		
1.1	Giving leading questions based on the topic <ul style="list-style-type: none"> - Do you have a pet? - What kind of pet do you have? - Describe your pet! 	Giving leading questions based on the topic <ul style="list-style-type: none"> - Do you have a pet? - What kind of pet do you have? - Describe your pet! 	1
1.2	Stating the objective	Stating the objective	1

VII. Material, Source and Media

1. Material:

- Wardiman, Artono. 2008. *English in Focus 2: for Grade VIII Junior High School (SMP/MTs)*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- <http://www.meddybemps.com/riddles/riddle11.html>

2. Source

The 2006 Institutional Level Curriculum/ KTSP 2006
Syllabus

3. Media

- for the experimental group : riddle, a descriptive paragraph, whiteboard
- for control group : a descriptive paragraph and whiteboard

VIII. Evaluation

Vocabulary test

The Researcher

Angga Ratih Saptarini

2. It is a verb.

It is an activity which is done when we feel hungry.

It only has 3 letters.

What is it?

3. It is an adverb.

It is opposite of sadly

The first letter is "H"

What is it?

4. I can swim.

I have a tail.

I also have fins.

What am I?

5. It is an adjective.

It refers to charming and attractive.

The first letter is "C"

What is it?

II. Make the sentences based on the answers of the riddles above! Here every student makes one sentence.

III. Guess the answers of the riddles based on the clues given!

1. I am very big.

I like to eat peanuts and bananas.

I have four legs and two big ears.

My long nose is called a trunk.

What am I?

THE STUDENTS' WORKSHEETS I
(For The control group)

Read the text carefully!

My Cat, Brownie



I have a pet. It is a cat and I call it Brownie. Brownie is an adorable cat. It is small and fluffy. It has brown fur. When I cuddle it, the fur feels soft. Brownie has a long tail. Its eyes are round. Brownie does not like cat food. Everyday it eats soft food like steamed rice and fish. Every morning I give her milk. Brownie is an active animal. He likes to run around the house happily.

Brownie likes to chase everyone in my house. When it feels tired or sleepy, brownie usually sleeps on the sofa in the living room or sometimes under the table. When I am at school, Brownie plays with my dog. They get a long well, and never fight. Brownie is really cute and friendly animal.

(Adapted from: English in Focus for Grade VIII Junior High School)

I. Find the difficult words (nouns, verbs, adjectives and adverbs) that stated in the text above and give the meanings to them!

II. Make sentences based on the words (nouns, verbs, adjectives and adverbs) that have you found!

ANSWER KEY

A. Experimental class

Exercise I

1. Cat
2. Eat
3. Happily
4. Fish
5. Cute

Exercise II

Subjective

Exercise III

1. Elephant
2. Horse
3. Butterfly
4. Spider
5. Octopus

B. Control class

Exercise I

Subjective

Exercise II

Subjective

Exercise III

1. Elephant
2. Horse
3. Butterfly
4. Spider
5. Octopus

IV. Objectives

Experimental Class	Control Class
<ul style="list-style-type: none"> - The students are able to identify the spelling of the words properly - The students are able to identify the large vocabulary (nouns, verbs, adjective, and adverbs) stated in the text correctly - The students are able to find the meaning of nouns, verbs, adjectives and adverbs presented through riddles in the text 	<ul style="list-style-type: none"> - The students are able to identify the spelling of the words properly - The students are able to identify the large vocabulary (nouns, verbs, adjective, and adverbs) stated in the text correctly - The students are able to find the meaning of nouns, verbs, adjectives and adverb in the text

IV. Material

Enclosed

V. Approach

CTL (Contextual Teaching Learning)

VII. Teaching and learning process

No	TEACHER'S ACTIVITIES		Time (minute)
	Experimental Group	Control Group	
	Greeting	Greeting	0,5
1	SET INDUCTION		
1.1	Giving leading questions related to the topic - Do you like gardening? - Do you have a garden in your home? - What are there in your garden?	Giving leading questions related to the topic - Do you like gardening? - Do you have a garden in your home? - What are there in your garden?	2
1.2	Stating the objective	Stating the objective	1

3. Media

- for the experimental group : riddles, a descriptive paragraph,
a whiteboard
- for control group : a descriptive paragraph and a whiteboard

VIII. Evaluation

- a. Type : product
- b. Instrument : vocabulary test

The Researcher

Angga Ratih Saptarini

2. It is an adjective

It refers to a pleasant smell

It is the synonym of aromatic

What is it?

3. It is a piece of land that belongs to a house

It is a place where flowers, fruits and vegetables are grown

It is usually found in front of the house

What is it?

4. It is an adjective

It refers to smooth and shiny

The first letter is "G"

What is it?

5. It is a verb

It is an activity of pouring liquid on the plants or the soil

Everyone can do it

What is it?

II. Make sentences based on the answers of the riddles above!

III. Guess the answers of the riddles based on the clues given!

1. I am part of plant.

I am colourful.

You can find me in the spring.

What am I?

THE STUDENTS' WORKSHEETS II
(For The control group)

Read the text carefully!

Hana's Garden



Hana has a beautiful garden. The garden is located in front of her house. It is near the gate. There are many plants there like mango, orange and apple. There also some flowers around them. They are jasmine, rose, and orchid. Hana likes them very much. She waters them every morning.

Hana has one favourite flower. It is Cape jasmine. Cape jasmine is a kind of white jasmines. It has glossy and bright green leaves. It has also beautiful fragrant flowers. It usually blooms in June. The Cape jasmine has survived for years. But it still blooms every year.

(www.wordpress.com/Hana's Garden. « Ariefirta's Blog.htm.)

I. Find the words (nouns, verbs, adjectives and adverbs) that stated in the text above and give the meanings to them!

II. Make sentences based on the words (nouns, verbs, adjectives and adverbs) that have you found!

ANSWER KEY

A. Experimental class

Exercise I

1. Rose
2. Fragrant
3. Garden
4. Glossy
5. Water

Exercise II

Subjective

Exercise III

1. Flower
2. Banana
3. Tomato
4. Orange
5. Apple

B. Control Class

Exercise I

Subjective

Exercise II

Subjective

Exercise III

1. Flower
2. Banana
3. Tomato
4. Orange
5. Apple

IV. Objectives

Experimental Class	Control Class
<ul style="list-style-type: none"> - The students are able to identify the spelling of the words properly - The students are able to identify the large vocabulary (nouns, verbs, adjective, and adverbs) stated in the text correctly - The students are able to find the meaning of nouns, verbs, adjectives and adverbs presented through riddles on the text 	<ul style="list-style-type: none"> - The students are able to identify the spelling of the words properly - The students are able to identify the large vocabulary (nouns, verbs, adjective, and adverbs) stated in the text correctly - The students are able to find the meaning of nouns, verbs, adjectives and adverbs in the text

IV. Material

Enclosed

V. Approach

CTL (Contextual Teaching Learning)

VII. Teaching and learning process

No	TEACHER'S ACTIVITIES		Time (minute)
	Experimental Group	Control Group	
	Greeting	Greeting	0,5
1	SET INDUCTION		
1.1	Giving leading questions - Have you ever got sick? - What kind of sickness have you ever got? - What did you do to cure your sickness?	Giving leading questions - Have you ever got sick? - What kind of sickness have you ever got? - What did you do to cure your sickness?	2
1.2	Stating the objective	Stating the objective	1

2. Source

2006 Institutional Level Curriculum/ KTSP 2006
Syllabus

3. Media

- for the experimental group : riddle, a descriptive paragraph, whiteboard
- for control group : a descriptive paragraph and whiteboard

VIII. Evaluation

Vocabulary test

The Researcher,

Angga Ratih Saptarini

2. It is a verb

It is an activity to give something to someone

It is the synonym of aid

What is it?

3. It is an adverb

It is done with great attention

It is the antonym of carelessly

What is it?

4. It is an adjective

It is the expression of caring about other people feelings

The first letter is "K"

What is it?

5. It is a verb

It refers to look at a person carefully in order to discover something about him

This activity is done by the doctor

What is it?

II. Make sentences based on the answer of the riddles above!

III. Guess the answers of the riddles based on the clues given!

1. I am a kind of medical equipments

I am used to hear your heart beat

I come to you to seek and send a clear signal

What am I?

STUDENTS' WORKSHEETS III

(For The control group)

Read the text carefully!

Smart Health Clinic



There is a big medical clinic in my town. The clinic has two floors and it's clean. The walls are white. There is a nice garden at the front. There grow roses and sun flowers. The clinic also provides a large parking area. It is Smart Health Clinic. The clinic is very busy. People with various diseases come to the clinic to have medical services. Some people usually get headaches, sore eyes, backaches, fever, etc.

There are some specialists working for the clinic. They are dentist, surgeons, internists, etc. some nurses help them to look after the patients. The doctors and nurses are kind. They are helpful and friendly. The people feel satisfied because the doctors examine them carefully. Smart Health Clinic is equipped with many facilities like comfortable patient rooms, maternity wards, an emergency room, a laboratory, and an-X ray room. There are also dispensaries where we get medicines and there is a canteen, too.

([www. Wordpress. com /descriptif-text-smart-health-clinic.html](http://www.Wordpress.com/descriptif-text-smart-health-clinic.html).)

I. Find the words (nouns, verbs, adjectives and adverbs) that stated in the text and give the meanings to them!

ANSWER KEY

A. Experimental class

Exercise I

1. Headache
2. Help
3. Carefully
4. Kind
5. To water

Exercise II

Subjective

Exercise III

1. Stethoscope
2. Nurse
3. Ambulance
4. Hospital
5. Dentist

B. Control Class

Exercise I

Subjective

Exercise II

Subjective

Exercise III

1. Stethoscope
2. Nurse
3. Ambulance
4. Hospital
5. Dentist

9. This animal is from Australia. It hops and has a pouch to keep its babies.
a. koala b. panda c. zebra d. kangaroo
10. It is an activity. One of the reasons you do this activities because you do not have money. It is the opposite of buying. What is it?
a. bargaining b. taking c. selling d. stealing
11. It is the description of the elephant's ear. It is the antonym of narrow.
What is it?
a. deep b. wide c. thick d. thin
12. Everybody goes to the beach for sunbathing because the sun shines
a. slowly b. badly c. darkly d. brightly
13. Hana : What are botanical gardens?
Aru : They are large, landscaped parks whereare grown.
a. bushes b. shrubs c. plants d. vegetables
14. It is an activity of pouring liquid on the plants or the soil. Everyone can do it.
What is it?
a. sweep b. mop c. wash d. water
15. It explains about the situation at the botanical garden on holiday. It means that having large number of people. What is it?
a. empty b. crowded c. quite d. lonely
16. It is a beautiful day. We will go on picnic
a. happily b. sadly c. angrily d. badly
17. Jasmine, rose, and orchid are kinds of
a. vehicle b. sport c. animals d. flowers
18. John is a lazy student. He bad score in his English.
a. got b. took c. found d. earned
19. I have a big box but my brother has small one. These two things are.....
a. different b. twins c. same d. similar
20. The thunder sounds its' going to rain.
a. slowly b. loudly c. softly d. quickly

34. I shouldthe medicine twice a day.
a. drink b. take c. put d. eat
35. Andy is absent today. He is, he has a fever.
a. smart b. sick c. lazy d. clever
36. I have plaque on my teeth. I must brush my teeth
a. rarely b. regularly c. quickly d. hardly
37. A: I have a.....
B: You should see the dentist
a. toothache b. headache c. stomachache d. flu
38. It is an activity that only takes something and gives it to the others, what is it?
a. sending b. delivering c. leaving d. taking
39. Ardi is very He drinks three glasses of water and orange juice.
a. hungry b. sleepy c. happy d. thirsty
40. The street is very narrow and crowded, so we could only move
a. hardly b. slowly c. quickly d. softly

Reliability of the Test

No.	<i>second try out</i>																																								Total						
	Std	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39		40					
1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1	1	30			
2	1	1	1	1	1	0	1	1	1	0	1	1	0	1	0	1	1	1	0	1	0	1	0	1	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	0	28				
3	1	1	0	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	33			
4	1	1	1	0	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	33			
5	1	1	1	1	1	0	0	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	0	1	1	1	1	1	0	30			
6	0	1	1	1	1	1	0	1	0	1	1	1	0	1	1	0	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	1	1	29		
7	0	1	1	1	1	0	1	1	0	1	0	1	1	0	1	1	1	1	1	1	0	0	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	29		
8	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	0	0	1	1	1	0	1	0	1	1	1	1	1	32		
9	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	0	0	1	0	1	30		
10	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	0	32		
11	1	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	1	32	
12	0	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	33	
13	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	34	
14	1	0	1	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	30	
15	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	33	
16	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	32	
17	1	0	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	33
18	1	1	0	1	1	1	1	0	0	1	1	1	1	1	0	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	31	
19	1	1	1	1	0	1	0	1	1	0	1	1	1	1	0	1	1	1	1	0	1	0	1	1	0	1	0	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	30	
20	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	0	1	0	1	1	0	0	0	0	1	1	1	1	1	1	0	1	29		
21	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	33	
22	1	1	1	1	1	0	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	1	0	31	
23	1	1	1	0	1	1	0	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	1	1	1	1	1	1	1	31
24	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	34		
25	0	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	0	1	0	1	0	1	1	1	0	1	0	1	0	28		
26	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	35		
27	1	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	32	
28	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	0	1	33	
29	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	33	
30	0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	0	1	0	1	1	1	0	1	1	1	1	1	1	0	30	
31	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	32	
32	1	1	1	1	1	0	1	0	1	0	1	1	1	0	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	31	
33	0	1	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	29	
34	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	32	
35	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	33	
36	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	32
Tota	29	34	29	29	28	23	25	29	28	24	28	35	32	25	25	34	33	29	28	28	23	28	27	36	27	32	22	33	30	22	29	28	25	20	29	28	33	28	33	24	1132						

The Difficulty Index of Each Test Items and its Interpretation

Number of Test Items	The Difficulty Index	Interpretation
1	0,67	Average
2	0,78	Average
3	0,78	Average
4	0,78	Average
5	0,78	Average
6	0,67	Average
7	0,72	Average
8	0,75	Average
9	0,78	Average
10	0,78	Average
11	0,78	Average
12	0,61	Average
13	0,64	Average
14	0,83	Average
15	0,72	Average
16	0,67	Average
17	0,67	Average
18	0,78	Average
19	0,81	Average
20	0,78	Average
21	0,69	Average
22	0,78	Average
23	0,75	Average
24	0,58	Average
25	0,81	Average
26	0,69	Average
27	0,67	Average
28	0,67	Average
29	0,61	Average
30	0,75	Average

The Result of Post Test

NO	Experimental Class	Score	Control Class	Score
	Students' Name		Students' Name	
1	AFIFATUL WIDAD	82.5	ADIS PERMATA SARI	75
2	ALIATUL MUGHFIRO	85	AFIL AINUNDA	72.5
3	AMALIA VANANY	75	AHMAD ABDUL AZIZ	82.5
4	BALGIS LAISA ANZILA	77.5	AHMAD RIYADI	80
5	DANNY AKRIFAL	75	ANNISA ROBI'ATUL LABIBAH	70
6	DELILA EL BAROROH	80	BAYU HARIYANTO	75
7	DEVI NOVITASARI	75	BAYU NUR HIDAYAT	60
8	DIKA WAHYUDA	85	DELA AISA DAMAYANTI	85
9	EKI OKTAVIANI ZAINI	77.5	DINDA SELVI RISMAWATI	82.5
10	FALAHUL ROSAIRI	90	DWI CAHYA RATNASARI	70
11	FANDI AHMAD SANTOSA	85	FENYLA WIDYA PUTRI	80
12	FATIMAH	95	HALIMATUS SA'DIYAH	75
13	FEBRI AKBAR NUGROHO	75	HAMIZHATUL MUSARROFA	77.5
14	GITA SEFTI ARISKA PUTRTI	72.5	HERFINA ZULIASARI LUBIS	90
15	IKA OKTAVIA HASANAH	75	HOLIFATUL JANNAH	80
16	ILIS MAHBUBAH	75	ISTIQOMA WULANDARI	75
17	KHUZULUL HULAILY	95	LOLITA HIDAYATI	82.5
18	LELA TAHER	87.5	LUTFI HERNANDI	70
19	LUH PUTU RATIH P.C	90	MOCHAMMAD FAQIH ABDILL	85
20	MUHAMMAD YOGI A.	77.5	MOH. ARISTO SADEWA	70
21	NOVI YANTI SRI AGUSTIN	82.5	MOH. IRFANDI	77.5
22	NOVITA SARI	80	MOH. WENDY FATAYASIN	65
23	OZY LIMAN FERDIANSYAH	90	MUHAMMAD HELMI SUARI	70
24	PRADANA FITHRAN NAFSI	75	MUSDALIFA IFALIYANI	70
25	RADTYA RAKA ALFARIZA	90	NOVITA SARI	75
26	RICO GUNAWAN	82.5	NUR KHOTIMAH	80
27	SATRIYA BINTANG P.	80	RELA CAHYA TULLAH	72.5
28	SEPTIAN BAYU ALFIANTO	85	ROWINDA DWI KURNIAWATI	85
29	SHOFI ANNISA' N.	80	SHOLEHA	80
30	SITI HARDIYANTI N.	70	SILVY DINIYAH	77.5
31	SOFIYATUL ISLAMIYAH	87.5	SITI NUR SHOIMAH	82.5
32	UMAM FAWAID	72.5	SITI NURJANAH	70
33	YENI SARTIKA PUTRI	77.5	SUGENG SATRIO WIBOWO	70
34	YOGI PRASETIO	80	TAUFIKUR ROHMAN	80
35	YULIA DEVI	70	TENGGU BAGAS LIBRIANO	72.5
36	ZEINURI	95	YAHYA BAGUS KAWEDAR	70

From the table above, it can be seen the value of sig. column of Levene's test is 0.613, this value is more than the significance level ($0.613 > 0.05$).it indicates that the variance of scores of both populations is equal. Then, the first row of the t-test for Equality of Means of column should be read to interpret the equality of means for the both class. This column shows that the value of Sig. (2-tailed) in the first row is 0.001, lower than the significance level used ($0.001 < 0.05$).It means there is statistically different between experimental and control group. In the other words, there is a significant effect of using Riddles on students' vocabulary achievement.