



**A DESCRIPTIVE STUDY OF THE EIGHTH GRADE STUDENTS'  
VOCABULARY ACHIEVEMENT TAUGHT BY USING RIDDLES  
AT SMPN 11 JEMBER**

**THESIS**

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

**By**

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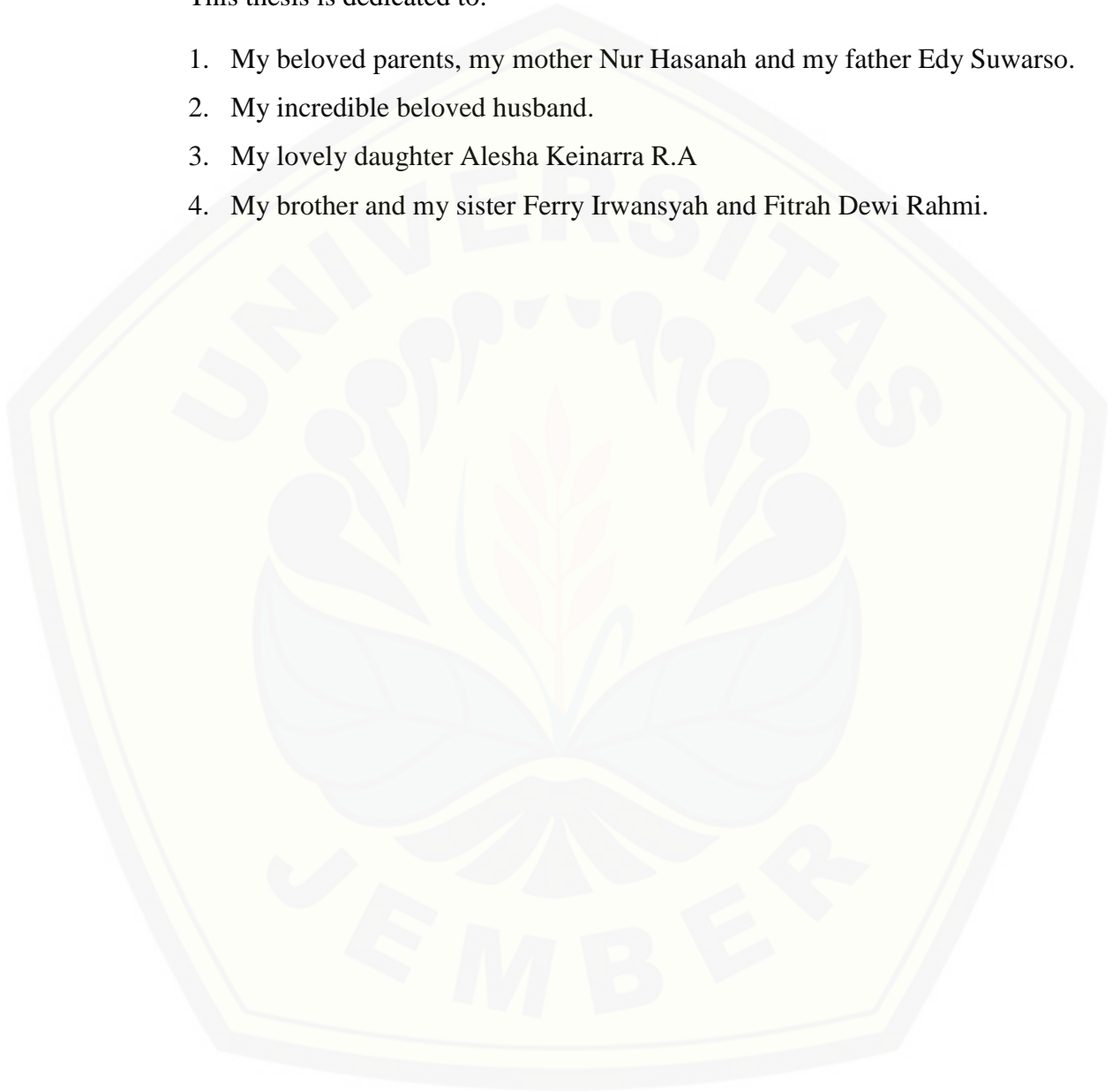
**ENGLISH EDUCATION STUDY PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
JEMBER UNIVERSITY**

**2017**

## DEDICATION

This thesis is dedicated to:

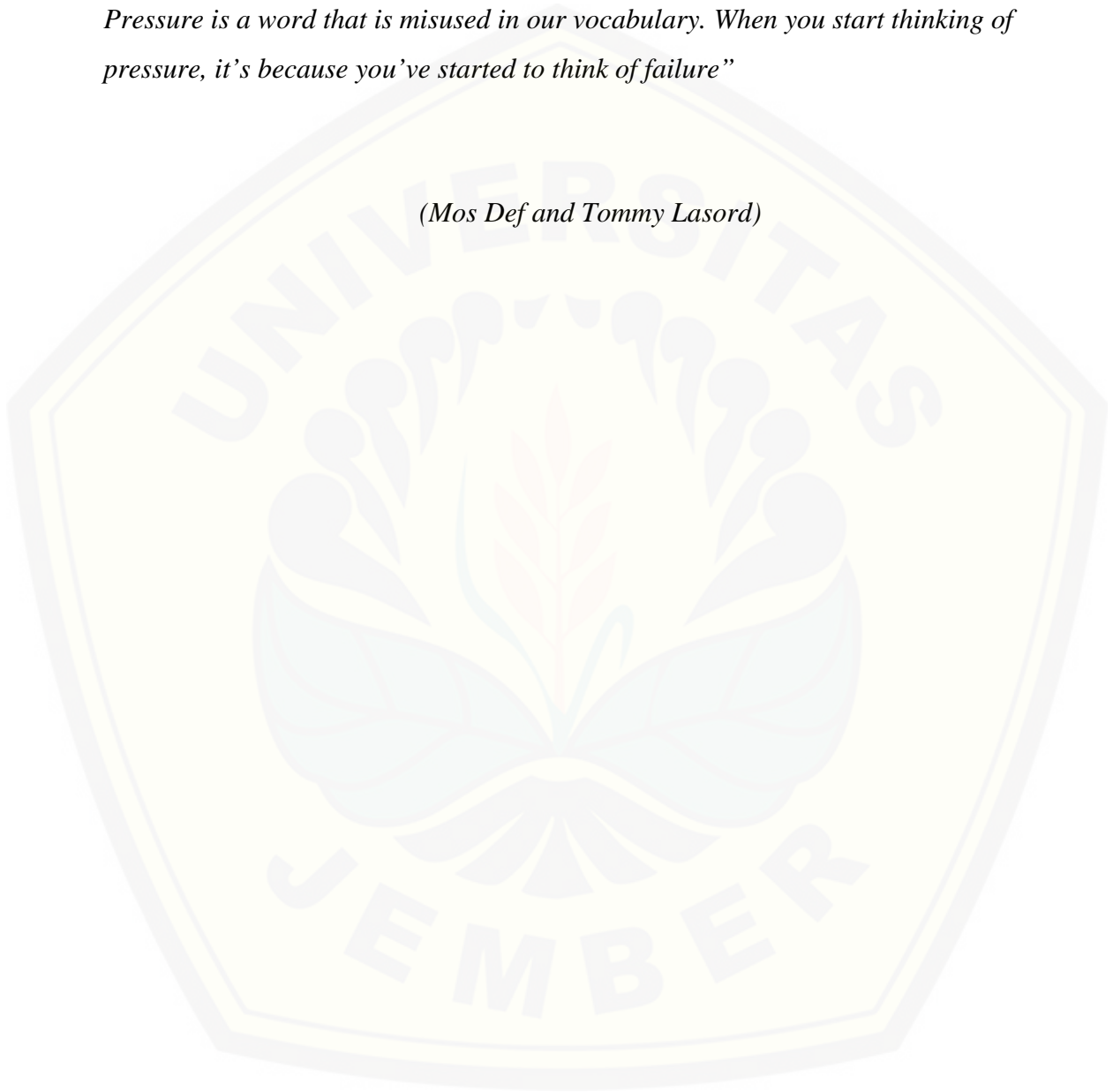
1. My beloved parents, my mother Nur Hasanah and my father Edy Suwarso.
2. My incredible beloved husband.
3. My lovely daughter Alesha Keinarra R.A
4. My brother and my sister Ferry Irwansyah and Fitrah Dewi Rahmi.



**MOTTO**

*“Good art provides people with a vocabulary about things they can’t articulate.  
Pressure is a word that is misused in our vocabulary. When you start thinking of  
pressure, it’s because you’ve started to think of failure”*

*(Mos Def and Tommy Lasord)*



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**A DESCRIPTIVE STUDY OF THE EIGHTH GRADE STUDENTS'  
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at the English Education Program, Language and Arts Department,  
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Vina Riski



**TABLE OF CONTENTS**

	<b>Page</b>
<b>TITLE PAGE .....</b>	<b>i</b>
<b>DEDICATION .....</b>	<b>ii</b>
<b>MOTTO .....</b>	<b>iii</b>
<b>STATEMENT OF THESIS AUTHENTICITY .....</b>	<b>iv</b>
<b>CONSULTANTS' APPROVAL .....</b>	<b>v</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>vi</b>
<b>TABLE OF CONTENTS .....</b>	<b>vii</b>
<b>LIST OF TABLES .....</b>	<b>x</b>
<b>LIST OF APPENDICES .....</b>	<b>xi</b>
<b>SUMMARY .....</b>	<b>xii</b>
<b>CHAPTER 1. INTRODUCTION</b>	
<b>1.1 Background of the Research .....</b>	<b>1</b>
<b>1.2 The Problems of the Research .....</b>	<b>3</b>
<b>1.3 The Objective of the Research .....</b>	<b>3</b>
<b>1.4 The Significant of the Research .....</b>	<b>3</b>
<b>CHAPTER 2. REVIEW OF RELATED LITERATURE</b>	
<b>2.1 Definition of vocabulary .....</b>	<b>5</b>
<b>2.2 Kind of Vocabulary .....</b>	<b>5</b>
2.2.1 Nouns .....	6
2.2.2 Adjectives .....	6
2.2.3 Verbs .....	7
2.2.4 Adverbs .....	8



<b>2.3 Descriptive Paragraph .....</b>	<b>8</b>
<b>2.4 Vocabulary Achievement .....</b>	<b>9</b>
<b>2.5 Using Riddles for Teaching Vocabulary .....</b>	<b>9</b>
2.5.1 The definition of riddles .....	10
 <b>CHAPTER 3. RESEARCH METHOD</b>	
<b>3.1 Research Design .....</b>	<b>12</b>
<b>3.2 Area Determination Method .....</b>	<b>13</b>
<b>3.3 Respondent Determination Method .....</b>	<b>13</b>
<b>3.4 Data Collection Method .....</b>	<b>14</b>
3.4.1 Test .....	14
3.4.2 Interview .....	15
3.4.3 Documentation .....	16
<b>3.5 Data Analysis Method .....</b>	<b>16</b>
<b>3.6 Operational Definitions of the Key Terms .....</b>	<b>17</b>
3.6.1 Vocabulary Achievement .....	17
3.6.2 Riddles .....	17
 <b>CHAPTER 4. RESEARCH RESULT AND DISCUSSION</b>	
<b>4.1 Supporting Data Analysis.....</b>	<b>18</b>
4.1.1 Results of Interview .....	18
4.1.2 The Result of Documentation .....	19
<b>4.2 The Main Data.....</b>	<b>19</b>
4.2.1 The results of the Vocabulary Achievement Test .....	19
<b>4.3 Data Analysis .....</b>	<b>20</b>
<b>4.4 Discussion.....</b>	<b>22</b>

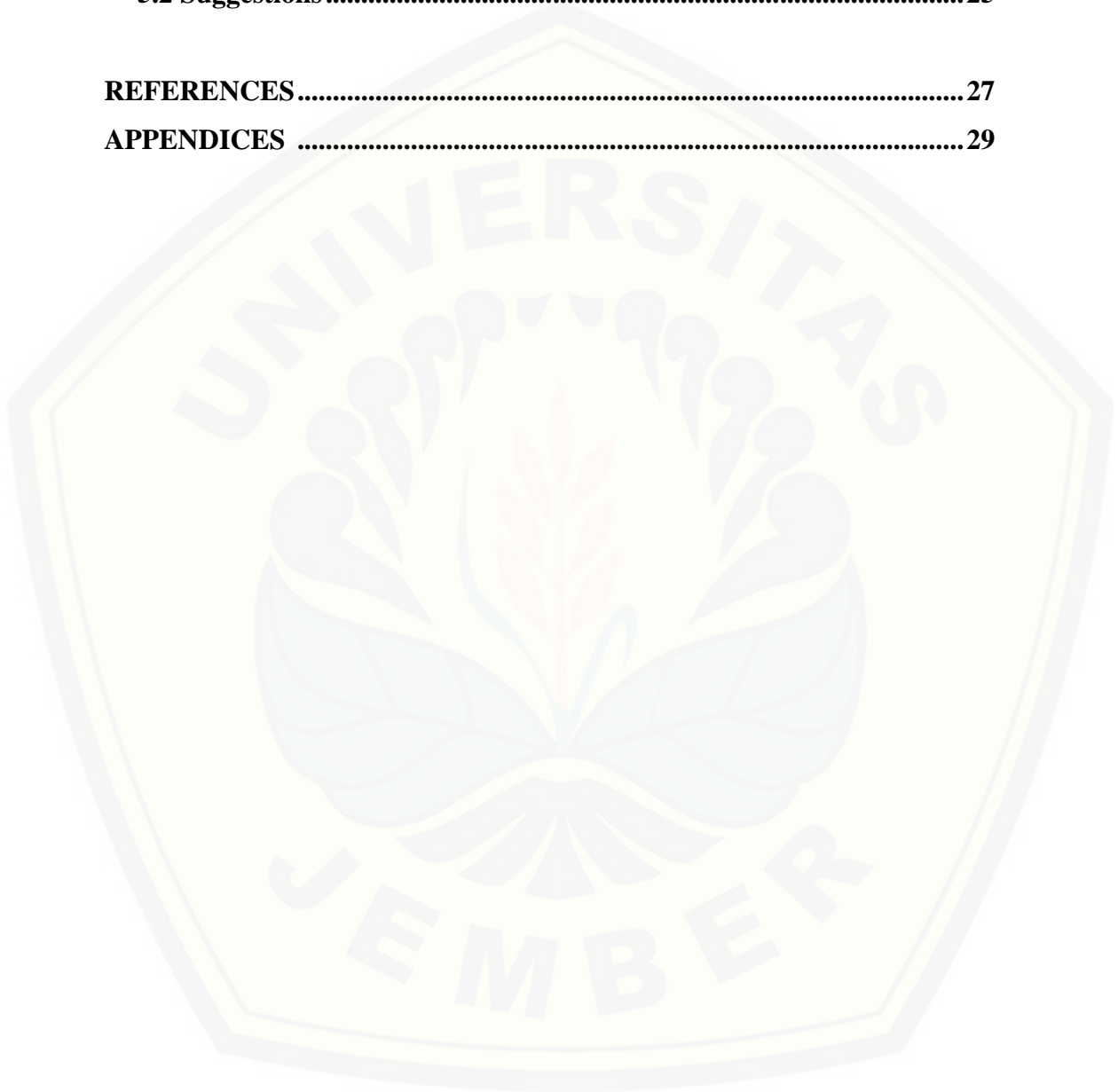
**CHAPTER 5. CONCLUSION AND SUGGESTION**

**5.1 Conclusion.....25**

**5.2 Suggestions .....25**

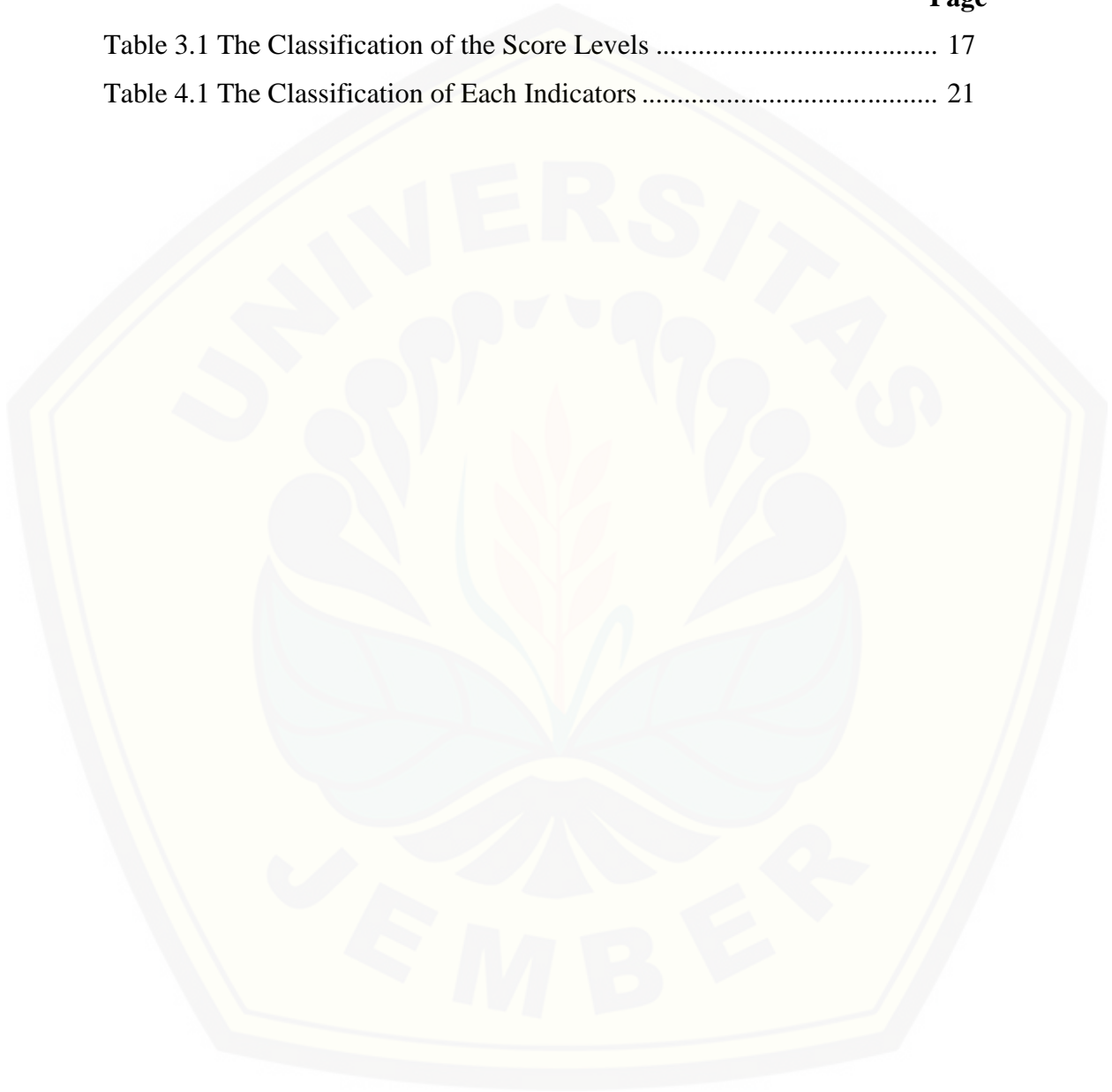
**REFERENCES .....27**

**APPENDICES .....29**



**LIST OF TABLES**

	<b>Page</b>
Table 3.1 The Classification of the Score Levels .....	17
Table 4.1 The Classification of Each Indicators .....	21



**LIST OF APPENDICES**

	<b>Page</b>
Appendix A Research Matrix.....	29
Appendix B Exercise.....	30
Appendix C The Students' Vocabulary Score .....	39
Appendix D The Interview Guide.....	37
Appendix E Questionnaire .....	41
Appendix G Vocabulary Test.....	42
Appendix F The Names of VIIC Students.....	47
Appendix H Surat Ijin Penelitian .....	48
Appendix I Surat Keterangan Penelitian.....	49

## SUMMARY

**A Descriptive Study of the Eighth Grade Students' Vocabulary Achievement Taught by Using Riddles at SMPN 11 Jember;** Vina Riski, 100210401122, 2016; 28 Pages; English Education Program, Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

This research was intended to describe the eighth grade students' vocabulary achievement taught by using riddles. The research area is SMPN 11 Jember. Teaching English vocabulary through riddles has been applied at SMPN 11 Jember, where the writer conducted the research. This teaching strategy has been given to the eighth grade students at SMPN 11 Jember. Considering that reason, the researcher was interested in conducting a descriptive research entitled "A Descriptive Study of the Eighth Grade Students' Vocabulary Achievement Taught by Using Riddles at SMPN 11 Jember". The problem of this research is "How is the vocabulary achievement at the eighth grade students of SMPN 11 Jember." The general objective of this research is to describe the eighth grade students' vocabulary achievement taught by using riddles at SMPN 11 Jember. The research design is descriptive. The total respondents were 38 students. The primary data were obtained by vocabulary test. The secondary data were obtained by documentation, interview, and observation. Based on the results of the data analysis, it can be concluded that the eighth grade students' vocabulary achievement taught by using riddles at SMPN 11 Jember was good with the mean score 70.0.

The result was supported by the students' vocabulary achievement in some indicators focusing on noun, verb, adjective and adverb. The students' vocabulary achievement of nouns was 89.47. It was categorized excellent. The students' vocabulary achievement of verbs was 61.05. It was categorized fair. The students' vocabulary achievement of adjectives was 65.53. It was categorized fair. The students' vocabulary achievement of adverbs was 63.95. It was categorized fair.

The results showed that the use of riddles to test the students' vocabulary achievement was useful and helpful for the students to increase the students'

vocabulary achievement. Based on the research findings, the English teacher is suggested to continue teaching vocabulary by using riddles, especially for teaching nouns, verbs, adjectives, and adverbs integrated with the language skills to increase the students' vocabulary mastery.



## CHAPTER 1. INTRODUCTION

This research discuss about the eighth grade students' vocabulary achievement taught by using riddles at SMPN 11 Jember. This chapter consist of some aspects dealing with the topic under the study: there are research background, research problem, research objective and the significance of the research. They will be presented in the following section respectively.

### 1.1 Background of the Research

English is one of the international languages in the world. It means English has the important role because most people in several countries in the world use English to communicate. Several parts of countries learned English as foreign language. Especially in Indonesia where English is a foreign language which being learned start from Elementary school to University. English has four skills that should be mastered by the students. The skills are listening, speaking, reading and writing. Besides, English has three components, namely grammar, pronunciation, and vocabulary. Both the language skills and language components cannot be separated because each of them relates to another and they have to be taught in an integrate way because it is impossible to learn a language skill without learning the language components. As the basic component of the four language skills, vocabulary has to be mastered by learners. Lack of vocabulary will make students difficult in mastering the language. By mastering vocabulary, the learners can produce many sentences easily. They can also communicate with other people fluently and express their opinions or ideas conveniently. Thornbury (2005:13) says that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. This is clear that vocabulary is one of the important components of the four language skills.

The students need to master vocabulary to achieve the four language skills, but in fact, many students of junior high school still face many difficulties to



understand the words and how to memorize the words. It is important for the students to understand vocabulary in learning English because it is used in the four language skills, and the two other language components. Thornbury (2002:13) says students should spend their time to learn more words beside grammar, because they speak more with words. So we can conclude that vocabulary is the most important language component that should be learned by the students.

According to Wright (1981:1), games help and encourage many learners to sustain their interest and work. It means that games can increase the students' interest and they will try to take part in games. The students will try to understand the rule of the games and try to finish it until success.

Many advantages of teaching English vocabulary through games, for example, the student will find different situation in the class, so the students not just silent and listening the explanation of the teacher but they can speak and act a lot in the class. Games can make the students enjoy learning English.

By knowing the importance of vocabulary, the teacher must be careful to choose and apply appropriate teaching method. Hamalik (1989:12) defines media as instrument, methods and techniques used by the teacher to make an effective communication and interaction between the teacher and the students in teaching learning process in class. Techniques are tool to make an effective communication and interaction that can help the students easy to understand and comprehend the material that the teacher gives in class.

One of techniques that can be used in teaching English, especially in teaching vocabulary is riddles. Karim and Hasbullah (1986:2.34), states that a word using riddles will have a different meaning in different context, so students can enlarge their vocabulary.

Based on the result of the preliminary study conducted at SMPN 11 Jember on September 10<sup>th</sup>, 2015 and September 17<sup>th</sup>, 2015, teaching English vocabulary through riddles has been applied at SMPN 11 Jember, where the writer conducted the research. This teaching technique has been given to the eighth grade students at SMPN 11 Jember. The teacher used riddles about animals as a material to teach vocabulary because animal theme is interesting, easy and familiar for the students. In this case, riddle has been used as technique in teaching vocabulary focusing on nouns, verbs, adjectives, and adverb.

Considering that reason, the researcher was interested in conducting a descriptive research entitled “A Descriptive Study of the Eighth Grade Students’ Vocabulary Achievement Taught by Using Riddles at SMPN 11 Jember”.

## **1.2 The Problem of the Research**

Based on the background of the research, the problem of the research was as follows:

How is the eighth grade students’ vocabulary achievement taught by using riddles at SMPN 11 Jember?

## **1.3 The Objective of the Research**

The objective of this research was to describe the eighth grade students’ vocabulary achievement taught by using riddles at SMPN 11 Jember.

## **1.4 The Significant of the Research**

The results of this research are expected to give contribution to the English teacher, the students, and the future researchers:

### **1. The English Teacher**

The result of the research can encourage the English teacher of Junior High School to create the best teaching technique for their students. In addition, it is

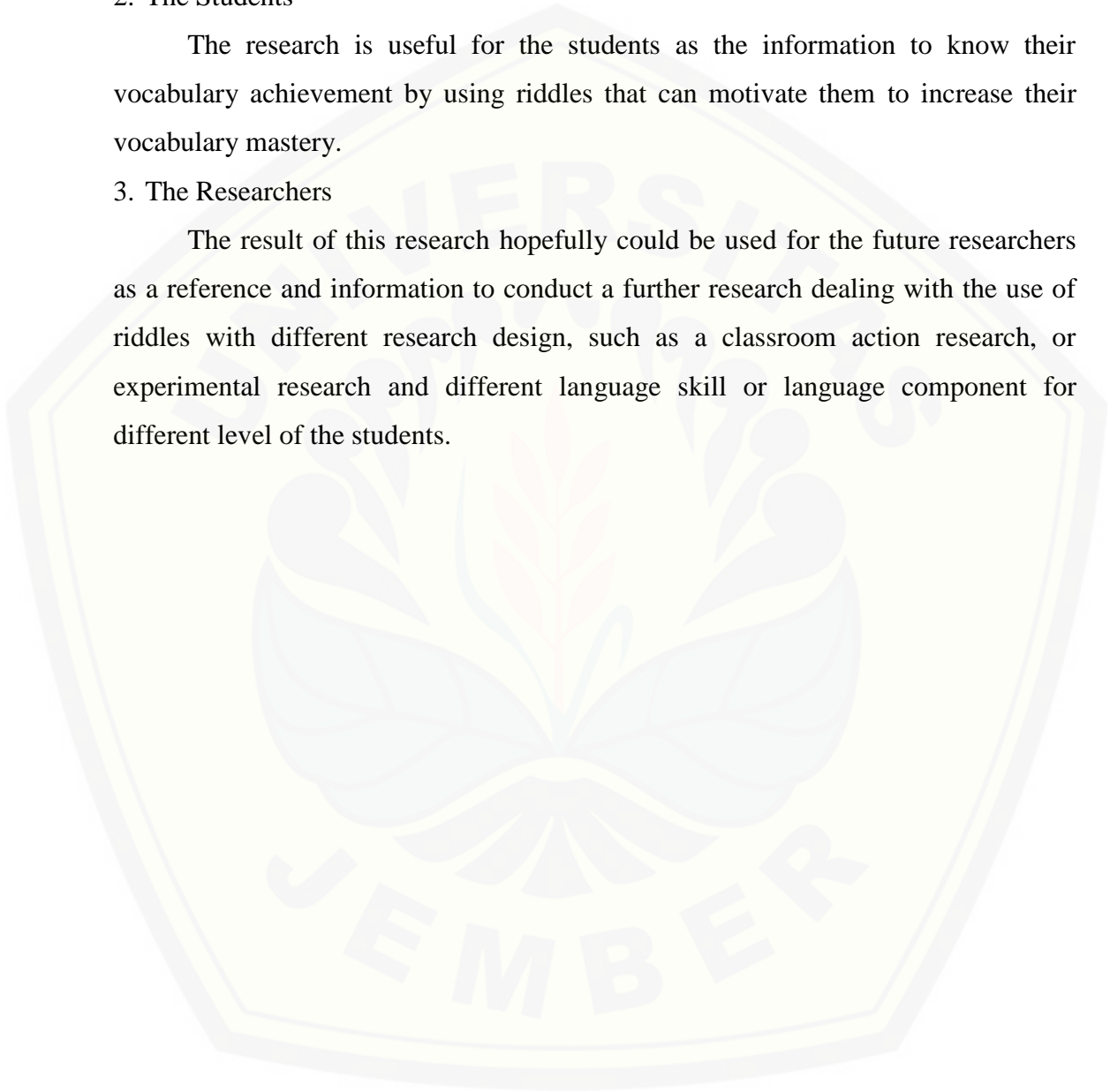
useful as input for the English teacher to apply riddle in the English teaching process.

## 2. The Students

The research is useful for the students as the information to know their vocabulary achievement by using riddles that can motivate them to increase their vocabulary mastery.

## 3. The Researchers

The result of this research hopefully could be used for the future researchers as a reference and information to conduct a further research dealing with the use of riddles with different research design, such as a classroom action research, or experimental research and different language skill or language component for different level of the students.



## CHAPTER 2

### REVIEW OF RELATED LITERATURE

The review of related literature in this chapter deals with all theories that are used to support this research. They are the definitions of vocabulary, kinds of vocabulary, descriptive paragraph, the definition of riddles, teaching vocabulary by using riddles, vocabulary achievement, the advantages and disadvantages of riddles, and hypothesis of the research. Those topics will be reviewed in the following parts.

#### 2.1 Definition of vocabulary

Vocabulary is the stock of words used by or known to a particular people or group of persons. Hatch and Brown (1995:1) stated that vocabulary as a list or set of words for a particular language or as a list or set of words that individual speakers of a language might use. Based on the idea, it can be concluded that vocabulary is number of words that were 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 which will enable the people to communicate with others. Students need to master vocabulary well. By mastering vocabulary the students will be easy to communicate and construct the words. Coady and Huckin (1997:5) state that vocabulary is central in language and important to language learners. It means that vocabulary is important to make the learners easy to express the ideas and easy to communicate with other people.

#### 2.2 Kind of Vocabulary

Vocabulary is divided into two groups; they are *large reserve vocabulary* and *small reserve vocabulary*. Large reserve vocabulary is used in a large quantity that includes all nouns, adjectives, verbs, and adverbs. Small reserve vocabulary is used in a small quantity or in a small number. It includes prepositions, conjunctions, articles, pronouns, and interjection.

This research focused on the major classes that cover nouns, verbs, adjectives, and adverbs.

### 2.2.1 Nouns

A noun is a word used to name any of a class of a person, place, thing, or an idea. Hatch and Brown (1995:219), define that a noun refers to a person, place, or thing. They also divide nouns into subclasses, they are: *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 mouth, an apple, the blackboard), *Proper nouns* (Proper nouns are names of people, places, days, and months. They always take capital letters. For examples: Tom, Central High School, Monday, July, etc), *Abstract nouns* (are names of feeling or qualities, things that we cannot see, feel, or touch, but still exist. For examples: love, hope, hatred, etc), *Concrete nouns* (Refer to objects that can be visualized or touched. For examples: a table, a flower, a book), *Count nouns* (for examples: book, bird, car), *Mass nouns* (for examples: rice, gravy, air, water), *Collective nouns* (for examples: bank, government, family). This research focused on *common nouns*, *proper nouns*, and *concrete nouns* as the materials because the VIII grade students still emphasize on these types of nouns.

### 2.2.2 Adjectives

Adjectives are words that describe or modify other words. 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: *Demonstrative adjectives* (this, that, these, those), *Distributive adjectives* (each, every, either, and neither), *Quantitative adjectives* (some, any, no, little, few, many, much, one), *Interrogative adjectives* (which, what, whose, where), *Possessive adjectives* (my, your, our, his, her, its, and their), *Quality adjectives*



(clever, dry, good, slim, heavy, square). This research focused on *possessive adjectives* and *quality adjectives* because these types of adjectives are usually taught for the students in VIII Level.

### 2.2.3 Verbs

A verb is a word that performs an action. Hatch and Brown (1995: 222) define verbs as words that denote actions. There are two classes of verbs (Thomson and Martinet, 1986:105), they are: *Auxiliary verbs* (to be, to have, to do, can, could, my, might, must, ought, should, will, would, to need, to dare, and used) and *Ordinary verb*. There are two kinds of ordinary verb. They are:

1. Regular Verbs. In the simple past and the past participle they are formed by adding *-d* or *-ed* to the infinitive. For example:

REGULAR VERBS		
Present Tense	Past Tense	Present Participle
study/studies	studied	studying

2. Irregular Verbs. In the irregular past tense and past participle are not added by *-d* or *-ed*. However, it has no fix rule. For example:

IRREGULAR VERBS		
Present/Infinitive	Past	Past Participle
Do	did	done
Eat	ate	eaten
Go	went	gone
Write	wrote	written

#### 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, other adverbs or whole sentence. While Hatch and Brown (1995:230) define adverbs as words that add more information about place, time, circumstance, manner, cause, adjective, phrase, or the other adverbs. Further, they divide adverbs into five classes, they are: *Adverb of frequency* (always, once, twice, often, never, etc), *Adverbs of degree* (fairly, very, quite, too, rather, etc), *Adverbs of place/locative* (near, between, there, here, beside, etc), *Adverbs of time* (yesterday, tomorrow, now, today, soon, etc), *Adverbs of manner* (happily, slowly, quickly, etc). Those adverbs above based on the material that are usually taught for the eighth grade of junior high school students.

#### 2.3 Descriptive Paragraph

A Descriptive paragraph about animals was used as the materials to analyze the students' vocabulary achievement. A descriptive paragraph is a paragraph which lists the characteristics of something, and this means descriptive paragraph tends to describe how something looks. It can be a place, a thing or a person. The function of descriptive paragraph is to describe a particular person, place or thing. There are two generic structures in descriptive paragraph they are identification and description. Identification is a part of a paragraph that introduces a subject or a thing that will be described, while the description is a part of paragraphs that describes the characteristics of the subject.

The following is the example of descriptive paragraph that was used in riddle:

I am a wild animal. I am a carnivore that's why I love meat very much. I have four legs and also have paws between my legs. I have a tail. My color is stripped black and orange. I have canine teeth that are very sharp to bite my prey. My sound is Rrrroooooaaarrrrrrr....Guess who am I? (The answer is a Tiger)



## 2.4 Vocabulary achievement

Vocabulary is a number of words that are known by people in a certain language, including English. Hughes (2003:13) states that achievement is related to the test that is done to discover how successful the students in achieving the objective of the study. Vocabulary achievement in this research deals with the students' achievement of vocabulary that has been reached by the students after the teaching learning process of vocabulary. The vocabulary achievement has been measured by vocabulary test covering nouns, verbs, adjectives, and adverbs. It showed by the score of vocabulary test after the students joined the teaching learning process. The teacher taught the students using riddles, while the researcher did observation and taking data.

## 2.5 Using Riddles for Teaching Vocabulary

The English teaching learning process in the classroom can be more active if the teacher can facilitate learning and keep the students enthusiasm to take the opportunities in the classroom activities. A riddle gives certain advantages in language development of the students. It is also believed that by riddles, the students are motivated in learning vocabulary. The statement above is supported by Dale (2009) who notes that riddles are useful based on several reasons;

1. Riddles decrease the student's boredom.

In teaching vocabulary through riddles, the teacher can use a role play that divides the students into two groups; the first group makes a riddle and the other group should guess it. If the group can answer it, they will be the winner. So, the variation that can be used in presenting the riddles can decrease the students' boredom.

2. Riddles create relax atmosphere

Teaching vocabulary through riddle is playful that can create relaxing atmosphere. One of the key factors in learning a foreign language is the ability

and opportunity to play with it. Learners can observe and experience what others have dared to do with the language. The students can guess the meaning and learn the riddles. It means that 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' ear when the teacher gives the description twice or more. Sometimes, the teacher also translates the meaning of the difficult words to help the students 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 the riddles can create the students challenge to find the answer until they find it. In addition, it makes the students interested in the riddles because they directly guess 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 are difficult to find the answer.

### **2.5.1 Definition of Riddles**

Frost (2009) states a riddle is mysterious question about a person, a thing, and situation that the students should guess based on the description given. In addition Richards (2010) states that a riddle is a question deliberately worded in puzzling manner and presented as a problem to be solved. Riddles provide an entertaining way for students to identify vocabulary words. Riddles show up the playful nature of language in an easily manageable form. A question deliberately worded in a puzzling manner and presented as a problem to be solved. The students are going to solve the mystery of the riddles carefully, and they will feel a sense of accomplishment when they can find the answer of the riddles. Therefore using riddles in teaching and

learning process can make the students feel challenged in guessing the riddles and their motivation will appear in learning English.

Karim and Hasbullah (1986:2:34) also state that doing exercises through riddle is an activity that can help the teachers transfer the material and make students interested in learning English. Riddle is one activity that can makes students enjoy the lesson in the class. This situation is really needed when the students get their materials. Therefore, riddle is one of the effective techniques in teaching English especially for teaching vocabulary.

There are some examples of riddles based on Karim and Hasbullah (1986:2:35)

1. *What animal has horns on its legs? (answer: a cock)*
2. *Half of it is sand, but people eat it. What is it? (answer: a sandwich)*
3. *The bigger it is, the less heavy it becomes. What is it? (answer: a ballon)*
4. *When you feed it, it grows; when you give it something to eat it dies. What is it? (answer: a fire)*
5. *It doesn't have wings but it can fly. What is it? (answer: a kite)*
6. *It has arms but can't catch anything. What is it? (answer: a chair)*

## CHAPTER 3. RESEARCH METHOD

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

### 3.1 Research Design

The design used in this research was a descriptive research. This research was intended to get the information or description of the object that has been observed. The aim of this research was to describe the eighth grade students' vocabulary achievement by using riddles.

Arikunto (1998:245) stated that descriptive research is not intended to prove hypothesis, but it is intended to describe variable and situation accurately and factually. It means that descriptive research is a type of research that tries to describe the real condition in the field.

The procedures of the research design are mentioned as follows:

1. Determining the research area purposively.
2. Collecting supporting data
3. Determining the research respondents.
4. Constructing the research instruments in the form of vocabulary test, observation checklist, questionnaire, and interview.
5. Consulting the research instrument to the teacher and the consultants
6. Observing the students' activities in teaching and learning process.
7. Giving the vocabulary test to the respondents.
8. Distributing the questionnaire to the respondents after giving the vocabulary test directly.
9. Interviewing the respondents in order to do cross-check with the questionnaire answers.
10. Analyzing the collected data.

11. Classifying the result of the data analysis based on the score, the result of the observation, and questionnaire.
12. Concluding the research result descriptively to answer the research problem.

### **3.2 Area Determination Method**

The research area is determined by using purposive method. McMillan (1992:74) explains that in purposive, the researcher selects particular elements based on his knowledge of population that will be representative to provide the best information dealing with the purpose of this research. The certain purpose here was to describe the eighth grade students' vocabulary achievement by using riddles at SMPN 11 Jember.

Related to the idea above, this research was conducted at SMPN 11 Jember. This school was chosen as the research area because of some considerations. First, there was permission from the chief of the school to do the research. Second, the data needed could be obtained at the school.

### **3.3 Respondent Determination Method**

The respondents in this research were the eighth grade students. This research was conducted in the eighth grade students of SMPN 11 Jember. Sampling research was applied in this research since the number of population of the eighth grade students of SMPN 11 Jember was more than 100 students. Arikunto (1996:120) stated, if the number of population is less than 100 persons, it is better to take all. In the other hand, if the number of the population is more than 100 persons, it is better to take 10% - 15% or 20% - 25% or more population.

The population in this research was all the eighth grade students of SMPN 11 Jember. Based on the preliminary study, it was known that the number of population was 228 students which were divided into six classes that were 8A, 8B, 8C, 8D, 8E, and 8F. Each class consisted of 38 students. One class, the VIII C students were



chosen as the respondents of this research. The researcher got the information from the English teacher and the school documentation. This class was accessible to conduct a descriptive research.

### **3.4 Data Collection Method**

In this research, there were two kinds of data, *main data* and *supporting data*. They are main data and supporting data. *Main data* were collected from the vocabulary test. Meanwhile, the supporting data were obtained from the interview and documentation.

#### **3.4.1 Test**

McMillan (1992:1140) states that a test is an instrument that presents to each subject a standard set of questions that requires the completion of a cognitive task. Hughes (2003:11) says, there are four types of test namely proficiency test, achievement test, diagnostic test, and placement test. The researcher used only Achievement test.

Achievement test is a test which is designed to measure how a person or group of people ability in using language on the objectives after involving a language course.

Achievement test was used in this research as the researcher wanted to know the students' vocabulary achievement. This is in line with what Hughes (2003:12) states that achievement test is designed to determine how successful individual, group of students, or courses themselves have been achieving the objectives. In this research, the vocabulary test is an instrument used to get the primary data about the student's vocabulary achievement.

The test that was used in this research was vocabulary test. Those test items were made by the researcher. All of the tests were constructed by considering the school's curriculum and the indicators of vocabulary to be measured. After

constructing the tests, they were consulted to English teacher and the consultants to know whether the test items were appropriate or not with the students' level.

**a. Vocabulary Achievement Test**

The test was conducted in the form of multiple choices in which there were 40 items for multiple choices with 40 minutes allocation time. In giving vocabulary achievement test, the researcher used riddles. The riddles that were used were about animals, because animal theme was appropriate to teach English to the junior high school students.

**3.4.2 Interview**

Interview is a form data collection method that involves oral questions and answer. According to Arikunto (2002:132), there are three types of interview as follows:

- a. Unstructured interview. It is an interview in which the interviewer asks questions freely to the interviewee without the systematic plan of questions.
- b. Structured interview. The interviewer asks questions to the interviewee with systematic plan. In this case, the list of questions has been provided before by the interviewer.
- c. Semi structured interview. This is the combination between unstructured and structured interview. The interviewer makes a list of main questions as the guidance. Then, the questions can be developed to obtain the data.

The researcher used semi structured interview in this research to get the supporting data about the vocabulary achievement of the grade eighth students at SMPN 11 Jember that was needed for the information.



### 3.4.3 Documentation

According to Arikunto (2006:158), that documentation method can be in the form of books, magazine, document, regulations, and daily notes. This method is used to get the supporting data. In this research, documentation was used to get the data about the number and the names of the VIIIIC students as the research subjects.

### 3.5 Data Analysis Methods

Data analysis is a way to analyze the data obtained. This research used the descriptive statistical method to calculate the scores of the eighth grade students' vocabulary achievement test. The formula for calculating the scores of eight grade students' vocabulary achievement test is as follows:

$$E = \frac{n}{N} \times 100$$

Notes:

E = the students' vocabulary achievement

n = the score of the vocabulary achievement through riddles obtained by the students

N = the total score of the test item

100 = the constant number

(Adopted from Ali, M. 1987)

After analyzing the data by using the formula above, the researcher classified the students' score levels by using the table of classification below:

Table 3.1 the classification of the score levels

Score	Category
80 - 100	Excellent
70 - 79	Good
60 - 69	Fair
50 - 59	Poor
0 - 39	Failed

(Adopted from: Kementerian Pendidikan Nasional, 2010)

### **3.6 Operational Definition of the Key Terms**

An operational definition provided a guideline that was used to guide to understand the concept of this study since it was very important to avoid misunderstanding of the broad interpretation of the terms in study and to make the same perception between the writer and the readers. In this research, the terms that are necessary to be defined operationally were vocabulary achievement and riddles. These terms explained in the following parts:

#### **3.6.1 Vocabulary Achievement**

In this research, vocabulary achievement indicated the level or amount of knowledge and learning activities that the students have mastered after learned English especially the knowledge of vocabulary by using riddles. The indicators of vocabulary were nouns, verbs, adjectives and adverbs. It was showed by the students' vocabulary test by using riddles.

#### **3.6.2 Riddles**

A riddle is a mysterious question about a person, a thing or a situation that the students should guess based on the description given. A riddle provides an entertaining way for students to identify vocabulary words. Riddles show up the playful nature of language in an easily manageable form. A question deliberately worded in a puzzling manner and presented as a problem to be solved. The students are going to solve the mystery of the riddles carefully, and they feel a sense of accomplishment when they can find the answer of the riddles. Therefore using riddles in teaching and learning process can make the students feel challenged in guessing the riddles and their motivation will appear in learning English.

## CHAPTER 5

### CONCLUSION AND SUGGESTIONS

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

#### 5.1 Conclusion

Based on the results of the data analysis, it can be concluded that the eighth grade students' vocabulary achievement taught by using riddles at SMPN 11 Jember was in general good with the mean score 70.0.

The result was supported by the students' vocabulary achievement in some indicators focusing on nouns, verbs, adjectives and adverbs. The students' vocabulary achievement of nouns taught by using riddles was 89.47. It was categorized excellent. The students' vocabulary achievement of verbs taught by using riddles was 61.05. It was categorized fair. The students' vocabulary achievement of adjectives taught by using riddles was 65.53. It was categorized fair. The students' vocabulary achievement of adverbs taught by using riddles was 63.95. It was categorized fair.

#### 5.2 Suggestions

Based on the results of this research above, some suggestions are given to the English teacher of SMPN 11 Jember, the grade 8 students of SMPN 11 Jember and the future researchers:

##### a. The English Teachers

It is suggested that the English teachers of SMPN 11 Jember use riddles as a technique to teach vocabulary because they are very interesting, give motivation to the students in learning vocabulary and make the students easier to understand the meaning of words. The teachers should also be careful in selecting the materials and the media that are appropriate with the students' needs and their characteristics.

**b. The Students**

It is suggested that the students of SMPN 11 Jember use their English vocabulary in daily life in speaking English as means of communication to keep the vocabulary in their mind and not easy to forget.

**c. The Other Researcher**

The other researchers are suggested to conduct a further research dealing with a similar topic by using different language skill or language components, or in a different research area and research design, such as a classroom action research to improve the students' vocabulary achievement taught by using riddles or experimental research.

In this research, the researcher did not conducted try out before did vocabulary achievement test. So, this is one of the weaknesses of this research. For the other researchers are suggested to conduct try out before conducting the test. Because try out is the measurement for the test items which is each test item is too easy or too difficult for the students.

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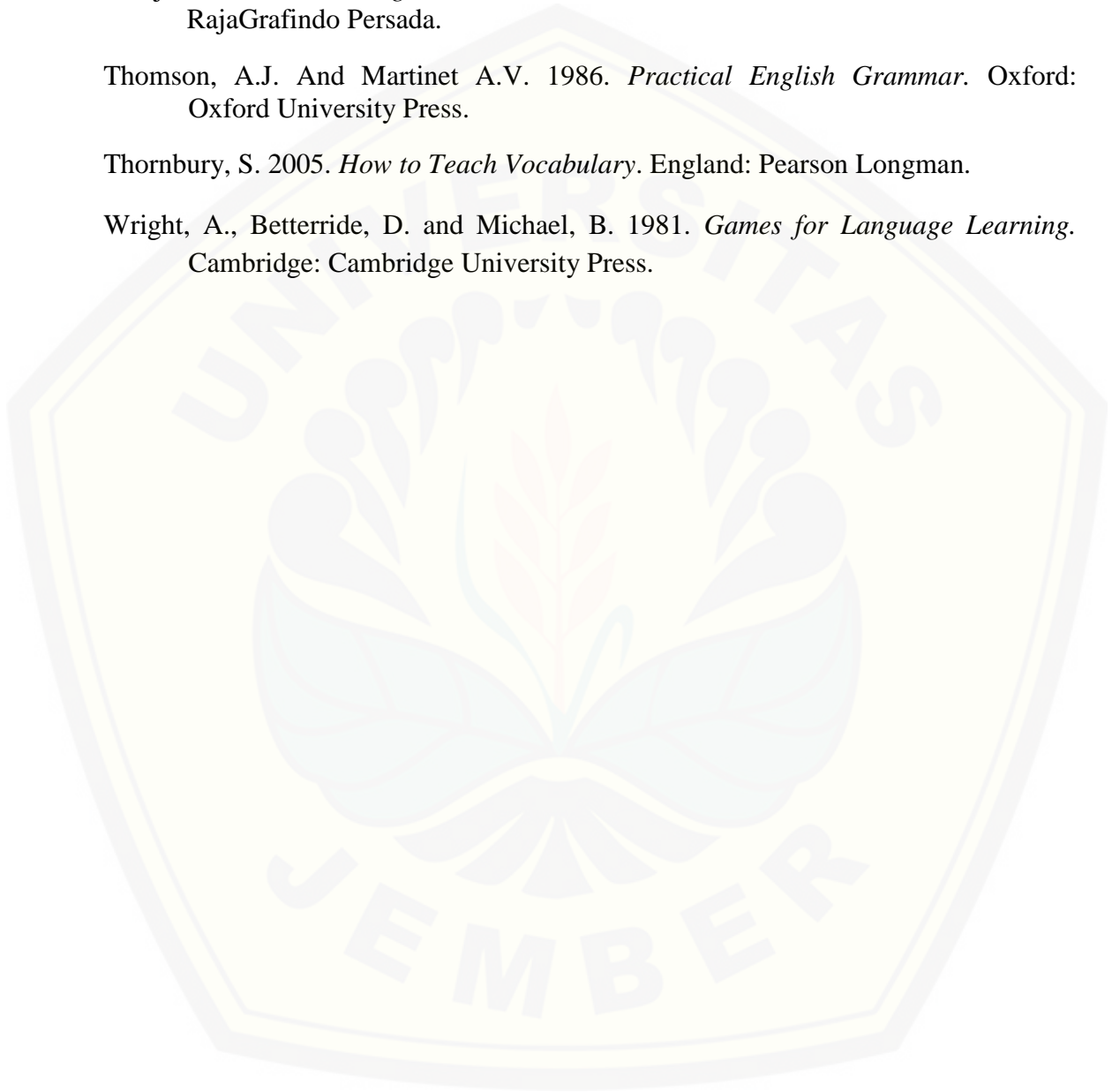
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APPENDIX A

RESEARCH MATRIX

Title	Problem	Variables	Indicators	Data Resources	Research Method
<p>A Descriptive Study of the Eighth Grade Students' Vocabulary Achievement Taugh by Using Riddles at SMPN 11 Jember</p>	<p>How is the eighth grade students' vocabulary taught by using riddles at SMPN 11 Jember?</p>	<p>The eighth grade students' vocabulary achievement taught by using riddles at SMPN 11 Jember</p>	<p>The student's vocabulary test scores covering: Large vocabulary</p> <ol style="list-style-type: none"> <li>1) Nouns</li> <li>2) Verbs</li> <li>3) Adjectives</li> <li>4) Adverbs</li> </ol>	<p><b>1. Respondent:</b> The eighth grade student of SMPN 11 Jember</p> <p><b>2. Informants:</b></p> <ul style="list-style-type: none"> <li>- The headmaster</li> <li>- The English teacher</li> <li>- The administration staff</li> </ul> <p><b>3. Documentati on</b></p>	<ol style="list-style-type: none"> <li>1. Data determination method: Purposive Method</li> <li>2. Respondent determination method: Cluster random sampling</li> <li>3. Data collection methods:                         <ol style="list-style-type: none"> <li>a. Primary data: test of vocabulary</li> <li>b. Supporting data:                                 <ul style="list-style-type: none"> <li>- Interview</li> <li>- Documentation</li> </ul> </li> </ol> </li> <li>4. Data analysis method: <math>E = n/N \times 100</math></li> </ol> <p>Notes: E = the students' vocabulary achievement n = The obtained score of vocabulary achievement N = The total score of the test items</p> <p>(Ali, M. 1987. Penelitian Kependidikan Prosedur dan strategi. Bandung : Angkasa)</p>





## Appendix B

**EXERCISE**

School	: SMP Negeri 11 Jember
Class/Semester	: VIII/2
Subject	: English
Type of Text	: Descriptive
Topic	: Animals
Time Allocation	: 1 x 90'

**Choose the best answer by crossing a, b, c or d in your answer sheet!**

1. I am kind of reptile. My skin is slippery and also scaly. My color is brown to grey. I have a long body. I don't have legs, so I move by crawling on the ground. I love to eat rats and frogs. Who am I?
  - a. A deer
  - b. A lizard
  - c. A snake
  - d. A worm
2. I am a big animal. I originally from China. I have white and black colors. I eat bamboo. My ears will move when I chew my food. Who am I?
  - a. A bear
  - b. A cat
  - c. A deer
  - d. A panda
3. I am a cute animal. I live in the jungle. My color can be brown or sometimes grey. I have four legs and a tail. I can swing between the branches of the trees. I love to eat banana. Who am I?
  - a. A bee
  - b. A monkey
  - c. A cow
  - d. A tiger

4. I am a bird. My color is white. I live around the river. I eat fish. I can swim in the water and I like to lift one of my legs up. Who am I?
- A goose
  - A cock
  - A parrot
  - A duck
5. I am a cute animal. I have wide wings so I can fly. I have some colors, can be yellow, blue, brown, gray, or white. I love to perch among the flowers. Who am I?
- A mosquito
  - A butterfly
  - A fly
  - A moth
6. I am a mammal. I have four legs and a tail. My colors are white and black. I can produce milk. I can make a sound Moooooo. Who am I?
- A horse
  - A sheep
  - A deer
  - A cow
7. I am kind of bird. My color is brown or gray with patches of black and white. I have big eyes. I love darkness. I prowl in the night. Who am I?
- A bat
  - An owl
  - A bee
  - A pigeon
8. I am an amphibian. My color is dark green. I have slippery skin. I moved by jumping on the ground. I can stick out my tongue to catch mosquitoes. Who am I?
- A lizard
  - A crocodile

- c. A frog
  - d. A snake
9. I am a carnivore. I belong to one of the wild animals. I have four legs and a tail. My color is brown. I have manes around my neck. I have sharp fangs and claws to pounce on my prey. I am the king of beast. Who am I?
- a. A tiger
  - b. A cheetah
  - c. A cat
  - d. A lion
10. I am a herbivore. I have dark grey rough skin, wide ears and slanted eyes. I also have trunk and tusks. I am one of the biggest animals in the world. Who am I?
- a. A bear
  - b. An elephant
  - c. A giraffe
  - d. A dinosaur
11. I am a mammal. I have four legs and a tail. I have black and white stripes colors. I am kind of horse. Who am I?
- a. A deer
  - b. A zebra
  - c. A rhinoceros
  - d. A bull
12. I am a reptile. I have four legs and a small tail. I have dark green color and I have a hard shell. I walk slowly. Who am I?
- a. A turtle
  - b. A lizard
  - c. A snail
  - d. A crocodile
13. I am a mammal with stout and heavy pink body covered with bristly hair. I have short heads and a thick neck. I have small eyes but my

eyesight is good. I have snout that is leathery pad with nostrils. I have a short curled tail. Who am I?

- a. A cow
- b. A pig
- c. A sheep
- d. A goat

14. I am a reptile. I have four clawed legs. I have a weak tail, with a bump or tug will break it off. I have dry, scaly skin. I have soft body and my color is light brown. I love to eat bugs. Who am I?

- a. A snake
- b. A turtle
- c. A crocodile
- d. A lizard

15. I am an animal that is slender and soft. My color is brown or pink. I am kind of larva. I live by burrowing underground. Who am I?

- a. An ell
- b. A snake
- c. A caterpillar
- d. A worm

16. I am an insect. My color is yellow stripes black. I have wings so I can fly. I have a sting. I work together with others to make honey. Who am I?

- a. A butterfly
- b. A bee
- c. A bumblebee
- d. A cricket

17. I am a mammal. I have four legs and a tail. My color is brown. I have one/two humps on my back. I am known as Arabian animal. Who am I?

- a. A horse
- b. A camel
- c. A cow

- d. A buffalo
18. I live in water but I am not a fish. I have a big head that brings my muck. I also have a sharp snout. Do you know who I am?
- a. A shell
  - b. A sea cucumber
  - c. A shrimp
  - d. A ray fish
19. I am a mammal but I can fly because I have wings. My color is brown to black. I love to eat fruits. I like to hang up side down in caves and trees when I take a rest or sleep. Who am I?
- a. A bat
  - b. A spider
  - c. A bird
  - d. A snake
20. I am a mammal originally from Australia. My color is yellow to brown. I moved by jumping. I have a pouch on my chest to carry my child. Who am I?
- a. A deer
  - b. A goat
  - c. A kangaroo
  - d. A rabbit
21. I am a big animal with either lighter or darker brown fur. I have short tail and not well seen among my fur. I have a white collar around my neck. I have sharp teeth to eat both plants and animals. Do you know who I am?
- a. A bear
  - b. A horse
  - c. An elephant
  - d. A rhinoceros
22. I am a sea animal. My color is orange to red. I have six legs consisting of two clamps. I have hard eggshell. Who am I?
- a. A shrimp



- b. A crab
- c. A shell
- d. An octopus

23. I am kind of birds but I can't fly. I can swim very well. I have no ears. I have yellow and black peak. My body is black and yellow white in the neck. I live in the pole. Who am I?

- a. A bear
- b. A dolphin
- c. A penguin
- d. A duck

24. I am a wild animal. I have stripes black and orange fur. I have fangs and sharp claw. I have four legs and a tail. I love to eat meat. Who am I?

- a. A lion
- b. A horse
- c. A bear
- d. A tiger

25. I am an insect. My color is generally brightly colored with yellow, green, blue, or red spots or stripes that stand out against darker backgrounds. I have a large head, bulging eyes, and strong jaws. I have two pairs of transparent veined wings. I can fly forwards, backwards and sideways because at any one time my wings can rotate, move up and down, or moved forward and backward. Do you know who I am ?

- a. A butterfly
- b. A dragonfly
- c. A bee
- d. A moth

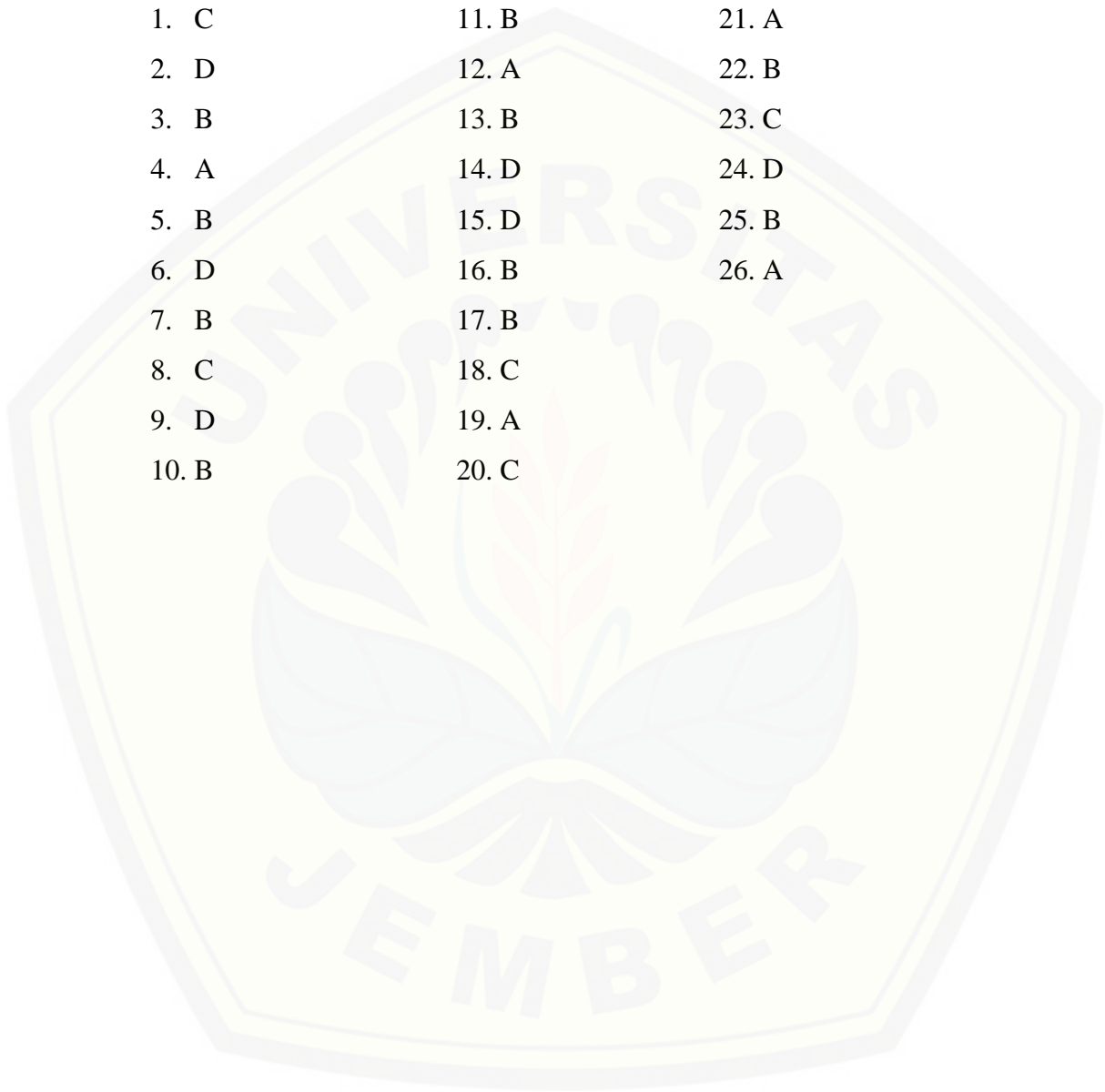
26. I am an insect. I have six legs and three parts of body are head, thorax, and the abdomen. I have two antennae. I live with my group called colony. I work together with my colony. Who am I?

- a. An ant
- b. A bee

- c. A grasshopper
- d. A butterfly

**Key Answer**

- |       |       |       |
|-------|-------|-------|
| 1. C  | 11. B | 21. A |
| 2. D  | 12. A | 22. B |
| 3. B  | 13. B | 23. C |
| 4. A  | 14. D | 24. D |
| 5. B  | 15. D | 25. B |
| 6. D  | 16. B | 26. A |
| 7. B  | 17. B |       |
| 8. C  | 18. C |       |
| 9. D  | 19. A |       |
| 10. B | 20. C |       |



## Appendix C

## The Scores of the Students' Vocabulary Achievement

No	The Student's Vocabulary Score of Each Indicator												Total
	Nouns			Verb			Adverbs			Adjectives			
	n	N	E	n	N	E	n	N	E	n	N	E	
1	9	10	90	6	10	60	5	10	50	9	10	90	72.5
2	9	10	90	6	10	60	4	10	40	6	10	60	62.5
3	8	10	80	3	10	30	6	10	60	8	10	80	62.5
4	8	10	80	6	10	60	8	10	80	5	10	50	67.5
5	10	10	100	6	10	60	7	10	70	8	10	80	77.5
6	9	10	90	7	10	70	5	10	50	7	10	70	70
7	8	10	80	6	10	60	7	10	70	4	10	40	62.5
8	8	10	80	6	10	60	6	10	60	4	10	40	60
9	8	10	80	5	10	50	9	10	90	7	10	70	72.5
10	10	10	100	6	10	60	6	10	60	7	10	70	72.5
11	8	10	80	7	10	70	6	10	60	7	10	70	70
12	9	10	90	5	10	50	5	10	50	8	10	80	67.5
13	8	10	80	7	10	70	5	10	50	7	10	70	67.5
14	9	10	90	5	10	50	6	10	60	5	10	50	62.5
15	10	10	100	6	10	60	8	10	80	6	10	60	75
16	10	10	100	6	10	60	6	10	60	4	10	40	65
17	8	10	80	5	10	50	6	10	60	6	10	60	62.5
18	10	10	100	5	10	50	9	10	90	7	10	70	77.5
19	9	10	90	5	10	50	9	10	90	8	10	80	77.5
20	10	10	100	7	10	70	7	10	70	6	10	60	75
21	9	10	90	7	10	70	7	10	70	7	10	70	75
22	9	10	90	6	10	60	6	10	60	7	10	70	70
23	10	10	100	8	10	80	6	10	60	6	10	60	75
24	9	10	90	5	10	50	8	10	80	7	10	70	72.5
25	8	10	80	7	10	70	6	10	60	6	10	60	67.5
26	9	10	90	7	10	70	5	10	50	4	10	40	62.5
27	10	10	100	7	10	70	8	10	80	6	10	60	77.5
28	10	10	100	6	10	60	7	10	70	7	10	70	75
29	9	10	90	5	10	50	6	10	60	8	10	80	70
30	9	10	90	7	10	70	7	10	70	6	10	60	72.5
31	10	10	100	8	10	80	5	10	50	6	10	60	72.5
32	8	10	80	4	10	40	6	10	60	3	10	30	52.5
33	9	10	90	6	10	60	4	10	40	6	10	60	62.5
34	9	10	90	7	10	70	8	10	80	8	10	80	80

35	9	10	90	5	10	50	8	10	80	6	10	60	70
36	8	10	80	7	10	70	8	10	80	7	10	70	75
37	8	10	80	7	10	70	7	10	70	7	10	70	72.5
38	9	10	90	8	10	80	7	10	70	7	10	70	77.5
	340	380	3400	232	380	2320	249	380	2490	243	380	2430	2660
M	89.47			61.05			65.53			63.95			70.00

Notes:

No = The Number of the respondents.

E = the students' vocabulary achievement

n = the score of the vocabulary achievement through riddles obtained by the students

N = the total score of the test item

= The total score of the students' English vocabulary test in each indicator.

M = The average score

## Appendix D

**SUPPORTING DATA INSTRUMENTS****The Interview Guide**

QUESTIONS	ANSWERS
1. What curriculum does this school use in teaching English to the eighth grade students at SMPN 11 Jember?	KTSP
2. How many times do you teach English lesson in a week?	Twice. Tuesday and Thursday
3. Have you taught vocabulary in descriptive text to the eighth grade students?	Yes, I have
4. How do you teach vocabulary descriptive text to your students?	I teach my students by using media such as Charts, Pictures, etc. I also used riddle to teach the students. Sometime, I use translation to make the students easy to understand the lesson.
5. What topic do you usually give to the students in teaching descriptive text?	Based on the topic that will be learning. peoples, animals, fruits, etc
6. Do you ever teach the students by using riddles as a technique? What riddle is it about?	Yes, I have. I used animals theme. Because the students like that theme and the students familiar with animal. I used the description of animal as clues and the students guess what animal is that.

7. How was the students interest?	The students feel enthusiastic while teaching and learning process. They are compete each other to guess what the answers.
8. What kind of English textbooks do you use in teaching English?	Interactive English Junior High School Grade VIII
9. How do you give vocabulary test to the students?	Daily Test

1. Documents

Data	Source
1. Total number of the eighth grade students	School document
2. Names of the respondents	



## Appendix E

**QUESTIONNAIRE**

No.	Questions	Answers	
		Ya	Tidak
1.	Apakah anda menyukai pelajaran Bahasa Inggris ?		
2.	Apakah anda menyukai pelajaran vocabulary dalam Bahasa Inggris ?		
3.	Apakah anda pernah belajar vocabulary tentang deskriptif text?		
4.	Apakah anda pernah belajar tentang riddles dikelas?		
5.	Apakah anda anda menyukai pelajaran menggunakan riddles dikelas?		
6.	Apakah anda mengalami kesulitan dalam mempelajari riddles dikelas?		
7.	Apakah anda sering membuka kamus Bahasa Inggris untuk memeriksa arti pada sebuah kata ?		
8.	Apakah belajar tentang riddles menyenangkan?		

## Appendix G

## VOCABULARY TEST

## I. Choose the right answer and cross the letter!

## NOUN

1. Animal that has trunk and tusk is?  
a. A bee                      b. An elephant                      c. A bear                      d. A snake
2. The animal that slither is?  
a. A dog                      b. A snake                      c. A peacock                      d. A lion
3. The animal that eats meat is?  
a. A horse                      b. A kangaroo                      c. A cow                      d. A lion
4. Animal who lives in the sea is?  
a. A goat                      b. A dolphin                      c. A rabbit                      d. A mouse
5. It is a kind of bird. It has beautiful fur. The animal is?  
a. A peacock                      b. A hen                      c. A roaster                      d. A duck
6. . . . is a dangerous animal.  
a. A bird                      b. A cat                      c. A tiger                      d. A sheep
7. A.....produces milk.  
a. hen                      b. dog                      c. cow                      d. cat
8. Ria : which animal can swim?  
Nola : .....can swim.  
a. elephant                      b. eagle                      c. dolphin                      d. cow
9. A kind of horse that has black and white stripes colors is?  
a. a deer                      b. a zebra                      c. a donkey                      d. a bull
10. A reptile that has a hard shell is?

- a. a turtle            b. a lizard            c. a snail            d. a crocodile

**VERB**

1. Tini : May I use your scissors to cut my cats' nail?  
Toni : Sorry, I'm . . . it  
a. reading            b. eating            c. using            d. drinking
2. A snake likes to.....a mouse in the farm.  
a. hunt            b. bite            c. run            d. follow
3. A monkey likes to .... banana tree  
a. climb            b. climbs            c. climbing            d. climbed
4. Cats.....themselves to wash  
a. lick            b. bite            c. eat            d. blow
5. Cows....., they swallow and eat the same food a number of times  
a. digest            b. ruminate            c. chew            d. bite
6. I am a wild animal. I have stripes black and orange fur. I have fangs and a sharp claw. I ..... meat.  
a. eats            b. eat            c. ate            d. eaten
7. I am a Giraffe. I like to .... leaves on trees. My tall body helps to eat leaves in high places that can not be gotten by other species.  
a. pick            b. eat            c. drink            d. take
8. Snakes have no legs, so they .....by crawling on the ground.  
a. walk            b. run            c. move            d. stand
9. Monkey likes to..... between the branches of the trees.  
a. swing            b. jump            c. eat            d. perch

10. A frog moved by..... on the ground.

- a. crawling      b. walking      c. running      d. jumping

### ADJECTIVE

1. A swan has a .....neck.

- a. short      b. thin      c. big      d. long

2. A snake has a.....body

- a. short      b. long      c. big      d. high

3. An elephant is the..... animal in the world

- a. biggest      b. tallest      c. smallest      d. shortest

4. A pig has a.....eyes.

- a. slanting      b. big      c. sharp      d. small

5. A lizard has a ..... tail, with a bump or tug will break it off.

- a. big      b. strong      c. weak      d. short

6. Shrimps live in water but they are not fish. They have ... head that bring their muck.

- a. big      b. thin      c. small      d. tall

7. A tiger is a ..... animal

- a. tame      b. big      c. wild      d. beautiful

8. A dragonfly has .....wings

- a. transparent      b. dark      c. small      d. white

9. A lion has..... fangs

- a. big      b. sharp      c. small      d. beautiful



## Answer Key

Noun	verb	adjective	adverb
1. b	1. c	1. d	1. c
2. b	2. d	2. b	2. b
3. d	3. a	3. a	3. d
4. b	4. a	4. a	4. a
5. a	5. b	5. c	5. c
6. c	6. c	6. a	6. d
7. c	7. b	7. c	7. c
8. c	8. c	8. a	8. b
9. b	9. a	9. b	9. b
10. a	10. d	10. a	10. c



## Appendix F

**DAFTAR NAMA SISWA KELAS VIII  
SMP NEGERI 11 JEMBER  
TAHUN PELAJARAN 2015/2016**

**KELAS VIII C**

NO	NAMA	L/P	KETERANGAN
1	Abdus Salam	L	
2	Abidahtus Sai'dah	P	
3	Abu Yasid Al Bustam	L	
4	Ahmad Nuruddin	L	
5	Ajeng Retno Ayu	P	
6	Aliya Yulistiyan P	P	
7	Armanda Mahfuda Bayu P	L	
8	Aulia Dwi Ramadhani	P	
9	Berlian Diast Fortuna S	L	
10	Beti Diah Ramadhani	P	
11	Devi Putri Trisnarningsih	P	
12	Dwi Walina Chylvya	P	
13	Fauzi Suryandana Putra	L	
14	Fidatus Soleha	L	
15	Hakam	L	
16	Ika Novianti	P	
17	Mahrus Ali Mukhtar	L	
18	Lutfi Eko Putra	L	
19	M. Hilmi Vikriatama	L	
20	Milasari	P	
21	Mirza Islamay Galdyputra	L	
22	Muhammad Alif	L	
23	Mulyati Dwi Jayanti	P	
24	Nabela Sadya	P	
25	Nurista Afninda Waqiatul Q	P	
26	Okvelya Gatining Wardani	P	
27	Patrick Bima Nugraha	L	
28	Putri Destarani	P	
29	Putri Sari Utami	P	
30	Rafli Fajar Yanuarizki	L	
31	Rahmawati Catur Agustini	P	
32	Sean Arafes	L	
33	Sindi Fitriya Ningtyas	P	
34	Sofiatus Zahro Alivia Rohma	P	
35	Vika Sari Virlana Putrid	P	
36	Vivi Wanda Nur Cahyani	P	
37	Windy Tri Erlanda	P	
38	Yanuar	L	



**A DESCRIPTIVE STUDY OF THE EIGHTH GRADE STUDENTS'  
VOCABULARY ACHIEVEMENT TAUGHT BY USING RIDDLES  
AT SMPN 11 JEMBER**

By

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**NIM 100210401122**

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JEMBER UNIVERSITY**

**2017**