IMPROVING THE EIGHTH GRADE STUDENTS' PARTICIPATION AND THEIR
VOCABULARY ACHIEVEMENT BY USING RIDDLES

THESIS

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ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2018

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Composed to fulfill one of the requirements to obtain S1 Degree at the English Education Program, Language and Arts Education Departments, The Faculty of Teacher Training and Education

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DEDICATION

This thesis is proudly dedicated to:

1. My beloved parents, my father Busairi and my mother Suliati,

2. My beloved brother, Noor Muhammad Yusril Khamdi,

3. My honorable teachers and lecturers from elementary school to university,

4. My beloved friends, kos Istana DPR, Rosichah Sari, Shela Ayu, WindaWira, Alvina, Faiqotul Nuraniyah, Ayu Dian, Desvi Ninggar, Dery Serojatama, and Desy Octavia Serojatama.
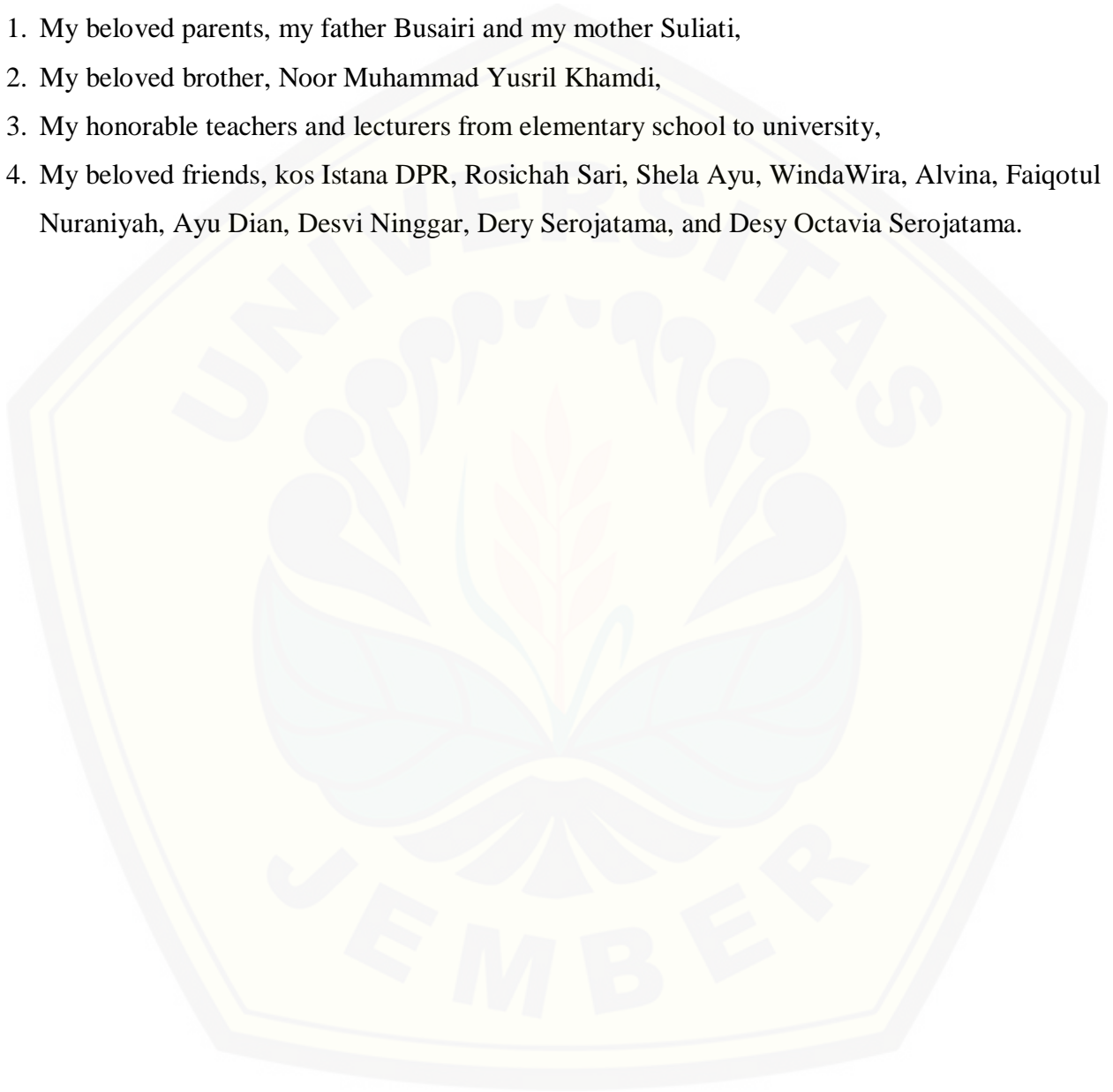
MOTTO

"Vocabulary is a matter of word-building as well as word-using"

(David Christal)

STATEMENT OF THESIS AUTHENTICITY

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

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Jember, Desember 2018
The Writer

Rosema Nuril Ilmi
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CONSULTANTS' APPROVAL

IMPROVING THE EIGHTH GRADE STUDENTS' PARTICIPATION AND THEIR VOCABULARY ACHIEVEMENT BY USING RIDDLES

Thesis

Composed to Fulfill One of the Requirements to Obtain the Degree of S1of
the English Education Program, Language and Arts Education Department,
the Faculty of Teacher Training and Education, Jember University

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Acknowledged by
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ACKNOWLEDGEMENT

First of all, I would like to thank Allah S.W.T, the Almighty, who gives me His guidance and blessing so that I can finish this thesis entitled "Improving The Eighth Grade Students' Participation and Their Vocabulary by using Riddles".

This thesis would have never been finished without any support, suggestion, and guidance from other people. In relation to the writing and finishing of this thesis, I would like to express my deepest and sincerest thanks to:

1. The Dean of the Faculty of Teacher Training and Education, Jember University;

2. The Chairperson of the Language and Arts Education Department;

3. The Chairperson of the English Education Program;

4. The first and the second consultants, Dra. Made Adi Andayani T, M.Ed. and Asih Santihastuti, S,Pd, M.Pd for their guidance and suggestions for my thesis;

5. The first and second examiners of this thesis, Drs. Sugeng Ariyanto, M.A., and Drs. Bambang Suharjito, M.E.d for their valuable guidance and contribution for the success of this thesis improvement;

6. The headmaster, the English teacher, and the students of SMPN 9 Jember, for giving me opportunity, help and support to conduct this research.

I hope that this thesis will be useful for the readers. However, I realize that this thesis has some weaknesses and is far for being perfect. Therefore, any suggestions and criticism will be fully appreciated.

Jember, December 2018

The Writer

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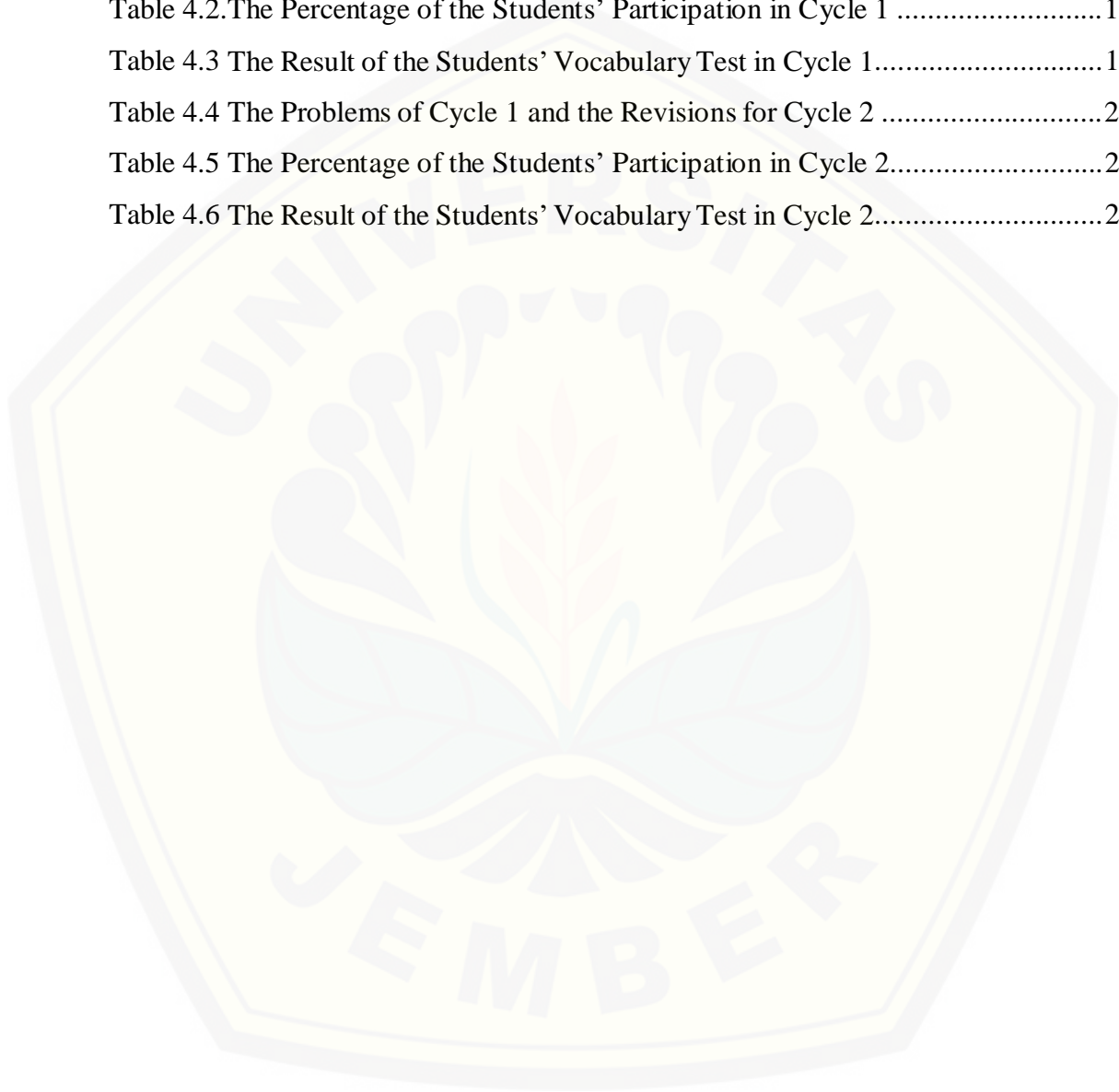
SUMMARY

Improving The Eighth Grade Students' Participation and Their Vocabulary Achievement by Using Riddles; Rosema Nuril Ilmi; 110210401072; 80 pages; English Language Study Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, University of Jember.

This classroom action research was intended to improve the VIIIB grade students' vocabulary achievement by Ridlles at SMMPN 09 Jember. Based on the preliminary study, it was found that the VIIIB grade students had problem in vocabulary. It happened because the English teacher rarely used media in teaching vocabulary, she just explained some difficult words of text used, directly then asked them to do exercises in the work sheets, then discussed it together with the class. However, this way did not seem to be effective to be implemented. Besides during the activity in the classroom, some students' were just silent when the teacher asked them to answer the teacher's questions, then they never asked the question. They still had problems in memorizing words and understanding the text given. It was proved by looking at their mean vocabulary score (71) which was the lowest among the other eighth grade classes. It also did not achieve the minimum of standard score (74) for English subject. Thus, the using of riddles was done to enhance the students' vocabulary achievement.

The study was done in two cycles to improve the students' vocabulary achievement and active participation. Each cycle covered two meetings of the action implementation and one meeting for administering the test. Besides, the observation checklist consisted of 5 indicators and the students were categorized as active if they could fulfill at least 4 indicators. The observation results in Cycle 1 showed that there was 47,5% students were actively involved during the teaching and learning process. It means that it improved 25% from 22,5% in pre-Cycle. Besides, the percentage of the students who achieved the minimum of standard score (74) increased into 9% from the pre-Cycle (52%) to Cycle 1 (61%). In other words, Cycle 1 did not fulfill the criteria of success because 74% of students had not achieved the research criteria. Then, the action was continued to Cycle 2 to improve the students' vocabulary achievement and their active participation.

The result of Cycle 2 showed much better result. It was reported that 81% of the students participated actively during the learning process. It means that there was 33,5% improvement from Cycle 1 which was 47,5%. Furthermore, the increase also happened to the students' vocabulary achievement test that showed 81% of the students passed the standard minimum score.

Based on the result above, it can be concluded that the use of riddles can improve the VIIIB grade students' participation and vocabulary achievement.

CHAPTER I. INTRODUCTION

This chapter presents introduction of the research. It consists of research background, research problem, the objective of the research, the significance of the research, and practical contribution.

1.1 Research Background

Vocabulary is one of the important components of English. We can make a sentence by combining the vocabularies. As the basic component of the four language skills, vocabulary has to be mastered by learners because word or vocabulary is the foundation of language. Thornbury (2005:13) says that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that we cannot communicate well if we lack of vocabulary.

From the preliminary study by interviewing the English teacher at SMPN 9 Jember, the school had six classes of grade 8. The English teacher also said that most of the eighth grade students still had difficulties in mastering vocabulary, especially in class VIII B. They still had problems in memorizing words and understanding the text given. Among all classes, class VIII B had the lowest score (71) dealing with vocabulary achievement. Besides during the activity in the classroom, some students' were just silent when the teacher asked them to answer the teacher's questions, then they never asked question. They also had difficulties in memorizing vocabulary. Furthermore, it was found that the English teacher rarely used media in teaching vocabulary, she just explained some difficult words of text used, directly then asked them to do exercises in the work sheets, then discussed it together with the class. Therefore, more efforts were still needed to improve the students' vocabulary achievement.

The students needed something new that could improve their ability in mastering vocabulary. There is one media in teaching vocabulary that can improve students' vocabulary achievement and participation that is the use of riddles. Karim and Hasbullah (1986:2.34) say that riddles can make students interested in and enjoy learning vocabulary. Riddles may relatively increase the students' interest and motivation in learning process because it's relaxing.

Besides, it is stated that riddles are interesting media that can be used to improve students' vocabulary in Junior High School. It is clear that riddles not only make students' interest in studying vocabulary, but also improve the students' vocabulary mastery.

Based on the rationale above, a research entitled **"**Improving the eighth grade students' participation and their vocabulary achievement by using Riddles" was conducted.

1.2 Research Problem

Based on the above background of the research, the problems of the research formulated as follows.

1. Can the use of riddles improve the eighth grade students' participation in vocabulary teaching learning process?

2. Can the use of riddles improve the eighth grade students' vocabulary achievement?

1.3 The Objectives of the Research

Based on the background and the problems of the research, the research objectives of the research are to improve the eighth grade students' active participation and to improve the eighth grade students' vocabulary achievement by using Riddles.

1.4 The Significance of the Research

The results of the study are expected for the following parts:

1.4.1 Empirical Contribution

The result of this research is expected to give information to other researcher as a reference to conduct a further research by applying another vocabulary teaching media or the same media but with different research design. Hopefully this result of the research will give knowledge and experience in teaching vocabulary by using Riddles.

1.4.2 Practical Contribution

The result of this research can be used by the English teacher to improve the students' participation and their vocabulary achievement by applying riddle as media.

CHAPTER II. RELATED LITERATURE REVIEW

This chapter presents the review of theoritical framework, the definition of the riddles, teaching vocabulary through riddles, conceptual review, and previous researh. Those topics will be reviewed in the following parts.

2.1 Theoretical Framework

2.1.1 Vocabulary in English Language Teaching (ELT)

Hatch and Brown (1995:1) state that vocabulary is a set of words in a certain language that is used by many people. Nordquist (2013) defines that vocabulary as all the words of a language that are used by a particular person or a group. Based on the ideas, it can be concluded that vocabulary is a set of words that is known by individuals in a certain language, including English.

Thonbury (2015:14) says that vocabulary acquisition is the most imporant task that is faced by the language learners. Then, Coady and Huckin (1997:5) state that vocabulary is central in language and important to language learners. In other words, without sufficient knowledge of vocabulary, students or languge learners will experience a difficult in expressing their ideas and communicate with others by using a good language.

Vocabulary is an important part in teaching and learning language, because without vocabulary it is impossible to build sentences. Hatch and Brown (1995:338) say that we have to learn word or vocabularies in order to produce interpretable message. It means that richness of vocabulary will influence the success of language mastery.

Willam (1970:14) divides vocabulary into two groups, large vocabulary and small vocabulary. Large vocabulary is the group of part of speech in which the words are often used in communication. It consists of noun, adjectives, verbs, and adverbs. Small vocabulary is vocabulary that has been stored in a small quality or in a small number. It includes prepositions, pronouns, conjuctions, and interjection.

This research focuses on the use of nouns as one of the large vocabularies that are used in applying riddles as media in the teaching learning process of vocabulary (Karim and Hasbullah, 1986:2.54).

Nouns refer to people, places or things (Hatch and Brown, 1995: 219). Acording to their meaning, nouns are classified into collective nouns, common nouns, abstract nouns and concrete nouns, proper nouns and countable nouns and non-countables nouns. Then, according to their form, nouns are classified into simple nouns and compound nouns. Noun is a kind of words which can be used as the object of a verb in a sentence (Harmer, 2004:37). Hatch and Brown (1995:219) define a noun as a word that refers to a person or a thing. Furthermore, Frank (1972:6) points out that a noun is one of the important parts of speech. He classifies noun into four types, they are proper nouns, concrete and abstract nouns, countable and uncountable nouns, collective nouns, and common nouns. In other words, nouns can be defined as one of the important parts of speech in a sentence. They can be in the form of people, places, or things and also can be used either as subject or as object.

A proper noun means a specific word that always begins with a capital letter in its writing. It belongs to the category of personal names (Rachel, Monalisa, etc), names of geographic units such as countries, rivers, cities (America, England, Amazon, etc), names of nationalities and religions (Indonesian, Moeslem, Christian, etc), and names of time units (Sunday, January, May, etc).

A concrete noun refers to a word for a physical object that can be touched, seen, and smelled (book, table, rabbit, etc), while an abstract noun refers to a word for a concept or an idea that exists in our mind only (love, kindness, honestly, etc).

A countable noun can usually be followed by "s" to make it plural. For examples: book (singular) becomes books (plural) and boy (singular) becomes boys (plural). On the contrary, uncountable noun is always singular and its writing cannot be added with *a* or *an* (air, water, etc).

A collective noun is a word for a group of people, animals, or objects considered as a single unit (class, team, family, etc), while 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 (a chair, an ear, the board, etc).

Based on those explanations above, this research focuses on common nouns and concrete nouns because the syllabus of Institutional Based Curiculum or *Kurikulum Satuan Tingkat Pendidikan (KTSP)* mentions that those nouns are taught in grade 8. They would be taught by using riddles.

2.1.2 Riddles

Elizabeth (2013) states that riddles are questions that require unexpected answers. In addition Frost (2013) says that a riddle is an entertaining way for student to identify words. 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 puzzles is a riddle. Riddles train students to think fast and imagine all materials which can improve the ability of the students. Therefore, riddles can help the teacher and the students create more interactively classroom condition and create their active response. These are example of riddle as follow:

1. I am a wild animal, I like meat so much, my mouth is long, I live in the water and land, what am I ?

Answer: Crocodile

2. I am slower than a car, but I can bring you to somewhere, I have three wheels, you can find me in the market. What am I?

Answer: Pedicab.

3. I have fur, I love banana, I can jump and climb, I live in the forest, What am I?

Answer: Monkey.

4. People cannot live without me, I am liquid, you can use me to take a bath, I will make you fresh. What am I?

Answer: Water.

5. I have fur, my color is brown, I have horn, I have some branches on my horn. What am I?

Answer: Deer.

The riddles used in this research were taken from books and other resources, and then the clues of the riddles were modified by the researcher to make the students answer the riddles easily.

2.2 Conceptual Review

The conceptual review serves a guideline to understand the concepts and indicatorsof the study. It enables the researcher as well as the readers to understand the concept of this research.

a. The use of riddles in teaching vocabulary

Riddles, in this research were used as media in teaching vocabulary with some clues. The students answer or guess the teachers' questions by understanding the clues given in the form sentences/phrases and the form of noun.

b. The student vocabulary achievement

The students' vocabulary achievement means the students' number of words that they have known and understood after being taught vocabulary by using riddles. It is indicated by the students' score in the vocabulary test in each cycle dealing with the use of riddles with the answers of noun.

2.2.1 Teaching Vocabulary through Riddles

Teaching vocabulary by using riddles is not always easy for the teacher, because there are some kinds of riddles and not all riddles are suitable for students' need. It means that the teachers should be able to select the appropriate riddle that is used in teaching a language. Furthermore, Marcy (2008) states 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.

The steps in a teaching vocabulary by using riddles in this research are as follows:

1. The teacher explains vocabulary (noun) to the students.
2. The teacher distributes a recount text to the students.

3. The teacher asks the students to find nouns and ther meanings in the text in pair.

4. The teacher asks the students to guess the riddles in groups of four.

5. The teacher asks the students to match clues presented through riddles with the appropriate vocabularies (noun) in the box individually.

In this research, the researcher applied those steps to teach the students' vocabulary through the media.

2.2.2 The Advantages and the Disadvantages of Riddle

A riddle gives certain advantages in language development of students. It is believed that by using riddles, students will be motivated to learn English. According to Karim and Hasbullah (1986:2.34-2.35) riddles are useful based on several reasons. They are:

a. Riddles are challenging and interesting.

The unexpected answer of riddle can create a challenge for the students because they have to find and think the answer until they find. In addition, it makes students interested in riddles because they directly play with them.

b. Riddles are imaginative.

From the description of riddles, students should imagine the description to find the answer. Without imagining it, the students have difficulty in finding the answer. The vocabulary in the riddles helps the students in memorizing vocabulary.

Based on the ideas above, riddles give certain advantages in language teaching. 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.

Apart from the advantages of riddles, there are some disadvantages of using riddles. According to Karim and Hasbullah (1986:2.35-2.36), there are some disadvantages of applying riddles in teaching learning vocabulary. They are:

a. Some riddles use difficult words. Teachers actually have to use easy or simple words in teaching vocabulary. It is used to make students' easy to remember and

to know the meaning of the words. If the clues use difficult words, it makes students difficult to understand the clues.

b. Difficult clues of riddles make students lazy to answer the riddles. Besides, it will be difficult for the teacher to arouse the students' interest in learning.

According to the explanations above, the teacher has to use simple words in making riddles and always keep the students motivated.

2.3 Previous Research

There are several previous research studies on the use of riddles in teaching and learning process.

Khaqiqi (2009) conducted his research at SMPN 1 Padang Lumajang. His research showed that the students who were taught vocabulary by using riddles got better vocabulary achievement than those who were not taught by using riddles. It could be seen from the students' mean score which increased from 62,5 to 79,17.

While Yudha (2014) conducted his research at SMP 5 Boyolali. It showed that the use of riddles could improve the students' vocabulary and the quality of teaching, and learning process. It could be seen from the students' mean score which increased from 64,2 to 76,6. The students were more active and the score of the test increased. Teaching vocabulary using riddles was effective to attract the students toward the lesson.

Then Iqbal (2018) conducted his research at SMPN Mlandingan Situbondo. Based on the research, it proved that the use of riddles in teaching vocabulary could improve the eighth grade students' vocabulary achievement at SMPN 1 Mlandingan Situbondo. It could be seen from the mean score which increased from 68 to 84. It is also suggested to the English teacher to use riddles in teaching vocabulary to the students in order to improve their vocabulary achievement.

However Nugroho (2011) conducted his research at SDN II Watuagung. From his research, it showed that the students could learn vocabulary more easy

than before. Teaching vocabulary using riddles also could improve the students' vocabulary score. The mean score increased from 70,52 to 80,13.

For the further information, there is an International journal about riddles from Shuhaibu (2014) from department of science and education, Bayero University, Kano Nigeria. His journal showed about Hausa riddles and games pertinent to the development of mathematical thinking a restriction focus. Hausa riddle is a riddle that uses Hause culture. Hausa is one of the biggest tribes in Nigeria. He said that Hausa riddles and games can develop logical thinking skill, cognitive functioning, verbal fluency, etc. By this point, we can see that riddle is an effective way to be used in any lesson to increase students' ability of every skill.

Based on the previous studies above, it can be known that using riddles in teaching vocabulary gives positive effect on students' vocabulary achievement. It says so because all the results show the great significance dealing with implementing of this media. Thus, riddles can be said as a media that is able to be used to improve students' vocabulary achievement.

CHAPTER III. THE STUDY

This chapter presents the search methods applied in this classroom action research. It covers the research design, research context, research participant, research data collection, and research data analysis. Each part will be presented in the following expalanation respectively.

3.1 Research Design

The research design in this research was a classroom action research, because the purpose of the research was to improve the eighth grade students' vocabulary achievement by using riddles as media. Fraenkel and wallen (2006: 567) state, that an action research is a research that is conducted by one or more individuals or groups with the purpose to solve the problem in a classroom. Furthermore, Gay *et al* (2011: 508) stated that a classroom action research is a research that is conducted by the teachers, principals, and school councelors in the teaching learning activity, in which it has a purpose to solve the problem of the students in the classroom. In this research, the researcher used cycle model in the classroom action research to achieve the objectives of the research. Each cycle was done in two meetings and the vocabulary test was given to the subjects after the action in the first cycle.

In conducting this research, the researcher conducted a preliminary study to get the information about the problems faced by the English teacher and the students in the vocabulary teaching learning process. Then after identifying the research problem, the researcher and the English teacher chose the design of the classroom action research.

The procedures of the classroom action research were described as follows.

1. The planning of the action
a. Choosing and dividing the theme and sub theme based on the curriculum of KTSP of junior high school.
b. Constructing the lesson plans for the first cycle.

c. Preparing the observation checklist for the observer to observe the students' active participation in the vocabulary teaching learning process.

d. Preparing the clues of riddles and the students' work sheets.

e. Determining the indicators of the success criteria dealing with the students' vocabulary achievement and their active participation.

2. The Implementation of The Action

The action was conducted during the school hours of the English subject. The action was given in the form of teaching vocabulary by using riddles. The teacher and the researcher collaborated to conduct the action in SMPN 9 Jember.

3. Observation

In this research, the observation was done during the process of teaching and learning vocabulary. The researcher taught and the teacher observed. Process evaluation was used to evaluate students' participation during the process of teaching vocabulary by using riddle and product evaluation was intended to measure the students' vocabulary achievement.

4. Reflection in this research was conducted to analyze all of the data that the researcher got after the implementation of the action on the first cycle. By reflecting the results from the first cycle weaknesses, the researcher could make some revision related to the implementation of the first cycle to be implemented on the second cycle.

5. Evaluation

The Students' Participation Checklist

NO	Name	Participation					Active	Passive
		1	2	3	4	5		
1								
2								
3								

Notes:

The indicators of observation are as follows:

1. Asking the meaning of vocabularies in the riddle clues.
2. Finding the meaning of vocabularies in the riddle clues in pairs.
3. Guessing the answers of the riddles in groups.
4. Matching the riddles with the correct answer in the box individually.

Working cooperatively with the group members.

The student is categorized as active (A) if they can fulfills at least 4 indicators and those who fulfills less than 4 indicators is categorized as passive (P).

3.2 Research Context

The research was conducted at (SMPN 9 Jember). The area was determined by using purposive method. Furthermore, this research was possible to be conducted at SMPN 9 Jember since the Headmaster and the English teacher had allowed the researcher to conduct classroom action research to overcome the eighth grade students' achievement and their participant of vocabulary by using riddles. In addition, the English teacher was willing to collaborate with the researcher to conduct the classroom action research.

3.3 Research Participants

The participants of this research were one of the eighth grade classes of SMPN 9 Jember in the 2017/2018 academic year. There are 6 classes in this

school and class VIII-B was chosen because they had problems with English vocabulary. They had the lowest score of vocabulary test (71). Therefore, it was needed to improve their vocabulary achievement.

3.4 Research Data Collection

The research data was collected by using test, interview, and documentation. Test was used to get the score of the students' vocabulary achievement. Arikunto (1992:31) says that a test is an instrument or a systematic procedure to get a data from the subjects of the research the English teacher and the researcher construct the test collaboratively. The materials in the vocabulary test were based on the topics. The vocabulary achievement test in this research was used to measure the students' vocabulary achievement and active participations after the action given in each cycle. The vocabulary achievement test was in the form of objective test to know the students' vocabulary achievement after learning vocabulary through riddles in each cycle.

The test used was objective type test in the form of multiple choice, guessing the riddles, and matching. The total number of the test was 30 items in which 10 items of multiple choice, 10 item guessing the riddles, and 10 items of matching the clues. Each correct item in multiple choice scored 3 points, each item of guessing the riddles scored 4 points, and each correct item in matching the clues scored 3 points. So, the total score was 100 points. The wrong answer of each item had 0 point. The time allocation for doing the test was 40 minutes. The researcher interviewed the English teacher to know the technique that usually used to teach vocabulary for the eighth students, the students' book, and the schedule of English lesson.

The interview was done as the preliminary study at SMPN 9 Jember, with the informant Mrs. A who taught the eighth grade students. The purpose of the interview was to find out the supporting data needed by the researcher in conducting this research such as the average previous English score of all eighth grade classes.

Furthermore, the researcher collected the data in the form of document from the school. Documentation technique was used to obtain the secondary data

about the previous score of the students vocabulary achievement and active participation. Arikunto (2006:158) says that document is written document such as books, magazines, documents, files, etc. In this research, documents were used to get the information about the list of the students' name and the students' previous scores from the teacher.

3.5 Research Data Analysis

The result of the student's participation was analyzed statistically to know the percentage of the active students by using this formula.

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

E= the percentage of the students who get active in the vocabulary teaching learning process by using riddles.

n = the number of students who participate actively

N= the number of the students. (The research subjects)

The student vocabulary achievement test in each cycle could be seen from the result of their vocabulary test score analyzed by using the following formula.

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

E= the percentage of the students who get score $\geq$ 70 in the vocabulary test

n = the number of students who got score $\geq$ 70 in the vocabulary test

N= the number of the students. (The research subjects)

(Adopted from *Ali,1993:186)*

The criteria of success are as follows:

a. The use of riddles can enhance the students' participation if 75% of the students actively participate in teaching learning process.

b. The use of riddles can enhance the students' vocabulary mean score if the vocabulary test is at least 74 and it could be reached by at least 75% of the students.

5.2 Suggestions

Considering the significant result of this research, some suggestions are proposed to the:

5.2.1   The English Teacher

Based on the research result, it is suggested to the English teacher to apply riddles as the alternative media in teaching English. It is due to the result of using riddles which could improve the students' vocabulary achievement and participation because riddles can help the students to remember the words easier, and make the students enjoy the class and follow the teacher's questions and instructions.

5.2.2   The Students

The students of SMPN 09 Jember are suggested to use riddles to improve their vocabulary achievement, and also to make them do not feel bored in learning vocabulary. Using riddles can make them easier to understand about the meaning of the vocabulary and can also be used to make learning vocabulary more fun.

5.2.3   The Future Researcher

It is suggested to the future researchers who have the same problems in the teaching and learning process of vocabulary to use riddles, since it could help the students easier to learn vocabulary and make the students in the class more interested in following the teaching and learning process. It is also suggested to use this research result as an information and reference in conducting the same or different research design to increase the students' vocabulary achievement.

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Appendix A

Research Matrix

Title	Problem	Variable	Indicators	Data Resources	Research Methods
Improving the eighth grade students' active particiant and their vocabulary achievement by using riddles at SMPN 9 Jember	1.Can the use of riddes improve students' active participation of the eighth grade students' in the teaching learning process at SMPN 9 Jember? 2.Can the use of riddles can iprove the eight grade students' vocabulary achievement in SMPN 9 Jember?	**1.Independent Variable:** Teaching vocabulary by using riddles. **2.Dependent Variable:** 1.Students' active participation. 2. Students' vocabulary achievement	1. the actvities of teaching vocabulary by using riddles: a. The teacher asks the students to find nouns and their meaning in the text in pairs. b. The teacher asks the students to find the meaning of vocabularies in riddles clues in pairs. c. The teacher asks the students to match the clue presented through riddles with the aropriate answer (nouns) in the box individually.	**1. Research Subjects** The eighth grade studentsclass 8B of SMPN 9 Jember **2. Informant** The English teacher of the eighth grade students of SMPN 9 Jember **3. Documents** a. The name list of the eighth grade students of SMPN 9 Jember b. The previous subjects' vocabulary scores given by the English teacher of 8B at SMPN 9 Jember	**1.Research Design:** Classroom Action Research with cycle model. The stages of each cycle are: 1. Planning of the action 2. The Implementation of the action 3. Classroom observation and evaluation 4. Data analysis and the reflection of the action. **2. Area Determination Method:** Purposive Method **3. Subject Determination Method:** Purposive Method **4. Data Collection Methods:** A Vocabulary Test Observation Interview Documentation **5. Data Analysis Method** The main data collected from vocabulary achievement test are analyzed statically by using the following formula: Notes: $$E = \frac{n}{N} \times 100$$ E=The percentage of the students' who get score ≥ 74 n= The number of students who get score ≥ 74 N=The number of the subjects

Appendix B

THE RESULT OF INTERVIEW

I.   The Result of Interview

No	Interview Question	Interviewee (The English Teacher)
1.	What curriculum does this school apply?	Our school has used the Instutional Level Curriculum for grade 8 and 9, and Curriculum 2013 for grade 7
2.	How often do you teach English in a week?	I teach English 5 days a week
3.	What book do you use in teaching English?	Buku Pendamping Materi from Library
4.	Do you teach reading integrated with another skill?	Yes, I do
5.	What problems do the students face in learning reading?	Knowing the meaning of the words, finding the vocabulary of he text, and pronounce the word are mostly the difficulties of class VIII B
6.	Have you ever given a reading test to the student?	Yes, of course.
7.	How about the students' score in reading test?	The score is not good enough. Beacause the students' participation is low. So, they don't pay attetion when the teacher trying to explain.
8.	What strategy do you usually apply to overcome the students' problems in reading?	I usually guide the students to solve their problem by explaining the meaning of the text.
9.	Do you ever try to give a reward for the student who achieve the good score in reading?	No, I don't.
10.	**What is the minimum requirement standard score of this school?**	**74**

APPENDIX C
The Previous Score of Class VIII

No.	Class A	Class B	Class C	Class D	Class E	Class F
1	82	60	81	81	81	80
2	65	75	86	85	60	63
3	67	50	87	70	64	71
4	75	60	88	72	70	80
5	73	65	91	76	73	69
6	65	73	70	77	69	73
7	70	72	60	81	76	69
8	75	69	80	90	77	70
9	62	80	81	82	80	80
10	62	88	69	86	86	85
11	82	76	62	66	88	86
12	67	60	92	76	91	87
13	65	75	60	71	60	90
14	65	80	65	73	60	63
15	65	69	79	91	80	61
16	62	61	82	80	71	60
17	78	79	71	83	73	59
18	80	62	73	84	76	77
19	85	77	69	86	79	80
20	75	63	90	78	69	80
21	62	64	92	81	68	84
22	70	80	80	70	81	88
23	78	75	75	63	80	86
24	73	77	86	59	92	90
25	78	69	81	60	80	63
26	80	63	90	79	60	81
27	65	61	90	73	80	71
28	73	77	81	61	70	80
29	75	60	80	60	70	79
30	65	79	76	68	92	80
31	65	90	70	76	80	79
32	78	88	69	77	79	76
33	80	83	64	81	82	80
34	80	64	69	89	76	82
35	80	60	79	80		61
36	73	66	78	60		62
37	72		60	70		**80**
38	75			71		71
MEAN	**73**	**71**	**75**	**75**	**76**	**76**

APPENDIX D

LESSON PLAN

(Cycle 1, Meeting 1)

School	: SMPN 9 Jember
Subject	: English
Class	: VIII
Language Skill	: Reading
Language Component	: Vocabulary (Nouns)
Theme	: Vacation
Time	: 2x40 minutes

STANDARD COMPETENCE

Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.

BASIC COMPETENCE

5.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar

5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

III. INDICATORS

3.1 Finding the vocabularies (noun) and their meaning from the recount text given.

3.2 Finding the meaning of vocabularies by using riddle clues.

3.3 Guessing the answers of the riddles (about noun) by riddles in text given.

IV. LEARING OBJECTIVES

4.1 The students are able to find the vocabularies (about nouns) and their meaning text given.

4.2 The students are able to find the meaning of vocabularies by using riddle clues.

4.3 The students are able to guessing the answers of the riddles (about noun) by riddles text given.

V. LEARNING MATERIAL

The material are enclosed.

VI. TEACHING LEARNING APPROACH

Cooperative Language Learning

VII. Teaching and Learning Activities

No	Learning Activities		Time allocation
	Teacher's Activities	**Students' Activities**	
1	**Set Induction** 1. Greeting the students 2. Praying 3. Checking students' attendance list. 4. Asking some leading questions related to the topic. 5. Stating learning objectives.	1. Answering the teacher 2. Praying 3. Paying attention to the teacher 4. Answering the teacher's questions and paying attention. 5. Paying attention to the teacher	4' 4' 4' 5' 5'

2	**Main Activities** 1. Explaining vocabularies (nouns). 2. Distributing the recount text to the students. 3. Asking the students to find vocabularies (nouns) and their meanings in the text in pairs. 4. Checking the answers together. 5. Asking the students to match the clues presented through riddles with the appropriate answers (about nouns) in the box individually. 6. Checking the answer together.	1. Paying attention to the teacher 2. Receiving the text 3. Finding vocabularies (nouns) and their meaning in the text 4. Checking the answer 5. Checking the answer 6. Checking the answer	10' 5' 5' 10' 5' 10'
3	Closure 1. Guiding the students to conclude what they have learned. 2. Parting the students.	1. Stating the conclusion. 2. Parting	8' 5'

VIII. MEDIA AND SOURCHES

   a. Sources
1. Haryadi. 2008. *Bahasa Inggris: for VIII Junior High School (SMP/MTS).*
2. http://examples.yourdictionary.com/examples-of-riddles.html
3. http://www.funology.com/riddles/

   b. Media
1. Riddles

IX. Evaluation
1. The evaluation: conducted during the teaching and learning process of vocabulary by using riddles.
2. Product evaluation: after the action implemented (instrument: vocabulary test)

The Students' Participation Checklist

NO	Name	Participation					Active	Passive
		1	2	3	4	5		
1								
2								
3								

Note:
The indicators of observation are as follows:
1. Asking the meaning of vocabularies in the riddle clues.
2. Finding the meaning of vocabularies in the riddle clues in pairs.
3. Guessing the answers of the riddles in groups.
4. Matching the riddles with the orrect answer in the box individually.
5. Working cooperatively with the group members.

a. The students are categorized as active students if they can fulfil at least 4 indicators out of 5 indicators provided.
b. The students are categorized as passive students if they can fulfil less than 4 indicators out of 5 indicators provided.

Final score: <u>The students' score</u> x 100
                Total score

                            Jember,

English Teacher,   Researcher,

Taslim, M.Pd.   Rosema Nuril Ilmi

LEARNING MATERIAL

Leading qustion:

I am different type of break.
I am not in a sentence, but something you take.
Seek out a spot and empty your space.
Found memories of me will swell in your head.
Let it go-enjoy the day ! so they say.

What am I?
Have you ever gone to vacation?
Can you mention the place where your last vacation is?
Do you know about riddles technique ?

Main Material

A noun refers to a person, a place or a thing.

Common Nouns
        Common nouns are anything that we can see, touch, hear, or taste. They do not need capital letters and can be idenifid easily by placing "a", "an", or "the" in front of the word. For example: a computer, an apple, the board.
Concrete Noun
        Concrete noun refer to objects that can be visualized or touched. For example: car, telephone, flower, boy, key, and vase.

The Students' Worksheet Exercise 1
Exercise I

My Vacation in Bali
        I spent my vacation in Bali with my father, mother, and sister. We left Semarang at 12.45. At 7 in the evening, we arrived at Ngurah Rai and directly went to the hotel. The hotel was amazing. Inna Grand Bali Hotel wasa big hotel. It's about 5 hectares and located next to sanur beach. It only took three minutes walking from the hotel to reach the beach. My sister and I went to the beach every morning.
        We spent the first day in Bali by enjoying our stay in the hotel. We did some exercise in a Gym and swam in the hotels' swimming pool.
        On the second day, we are picked by a minibus and went to Tanjung Benoa Harbour. Then, we took a boat to Nusa Penida Isand. We had a great tour at Nusa Penida. First we visited Toyapakeh village. We were amazed by this unique Balinese village. After that we snorkeled in the sea. The fish and coral were stunning. Late in the evening, we went back to our hotel in Denpasar.
        The following day, we went shopping at Sukawati. My mom bought a lot of Balinese clothing. I bought a small painting for my bedroom. My sister decided to buy some necklases made of shells. She said she wanted to give them as a souvenirs for her friends. Finally, we flew back to Semarang in the afternoon. It was one of the nicest vacations I've ever taken.
(Taken from Galileo LKS Bahasa Inggris)
Task 1. Find at least 10 nouns and their meaning in the text above. Do it in pairs.

No	Noun	Meaning

Etc.

Task II. Match the clues of the riddle in the left side by writing a letter of the apropriate words in the right side! Do it individually!

No.	Questions	Answer
1	I wake up in the morning and sleep in the evening. I can even though it is rain. What am I?	
2	I have one eye but I cannot see. I cannot see. I don't have knife but I can damage you I am used to sew clothes. What am I?	
3	I can begin with T. I end with T. I have tea. What am I?	
4	I will go up quickly if rain comes down. I have one leg. I am used to protect someone from rain. What am I?	
5	I have to be broken before people use me. My skin is hard but I am liquid. What am I?	

Clues
A. Umbrella
B. Egg
C. Sun
D. Traffic light
E. Needle
F. Teapot
G. Butterfly

Task III. Guess the riddles below based on the nouns in the text above. Do it in groups.

1. I am a big building.
   I have many rooms.
   People come and go to me.
   I will give you a comfort. What am I?
2. I have two eyes.
   I can swim, but I can not walk.
   I have tail.
   I live in the water. What am I?
3. I can go fast.
   But I have no legs.
   My body is bigger than a car, but smaller than a bus.
   I can bring people more than 5. What am I?
4. I am an accessory.
   Some people love me.
   Sometimes I become luxury and expensive.
   My shape is also unique.
   People use me around neck. What am I?
5. I am a kind of means of transportation.
   People use me in the sea or beach.
   I can go fast.
   But I have no legs. What am I?

The Distribution of the Test Item

Task II

No	Kinds of vocabulary	Number of items	Total Number
1.	Common Nouns	2, 3, 4, 5	4
2.	Concrete Nouns	1	1

Task III

No	Kinds of vocabulary	Number of items	Total Number
1.	Common Nouns	1, 3, 4	3
2.	Concrete Nouns	2, 5	2

Answer Key

Task I	Task III
C. Sun	1. Hotel
E. Needle	2. Fish
F. Teapot	3. Minibus
A. Umbrella	4. Necklace
B. Egg	5. Boat

APPENDIX E

LESSON PLAN

(Cycle 1, Meeting 2)

School   : SMPN 9 Jember
Subject   : English
Class   : VIII
Language Skill   : Reading
Language Component   : Vocabulary (Nouns)
Theme   : Vacation
Time   : 2 x 40 minutes

I. STANDARD COMPETENCE

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan*recount* yang berkaitan dengan lingkungan sekitar.

II. BASIC COMPETENCE

5.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar

5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount.*

III. INDICATORS

3.1 Finding the vocabularies (noun) and their meaning from the recount text given.
3.2 Finding the meaning of vocabularies by using riddle clues.
3.3 Guessing the answers of the riddles (about noun) by riddles in text given.

IV. LEARING OBJECTIVES

4.1 The students are able to find the vocabularies (about nouns) and their meaning in text given.
4.2 The students are able to find the meaning of vocabularies by using riddle clues.
4.3 The students are able to guessing the answers of the riddles (about noun) by riddles text given.

V. LEARNING MATERIAL

The material are enclosed.

VI. TEACHING LEARNING APPROACH

Cooperative Language Learning

VII. Teaching and Learning Activities

No	Learning Activities		Time allocation
	Teacher's Activities	**Students' Activities**	
1	**Set Induction** 1. Greeting the students 2. Praying 3. Checking students' attendance list. 4. Asking some leading questions related to the topic. 5. Stating learning objectives.	1. Answering the teacher 2. Praying 3. Paying attention to the teacher 4. Answering the teacher's questions and paying attention. 5. Paying attention to the teacher	4' 4' 4' 5' 5'

	Main Activities		
2	1. Explaining vocabularies (nouns). 2. Distributing the recount text to the students. 3. Asking the students to find vocabularies (nouns) and their meanings in the text in pairs. 4. Checking the answers together. 5. Asking the students to match the clues presented through riddles with the appropriate answers (about nouns) in the box individually. 6. Checking the answer together.	1. Paying attention to the teacher 2. Receiving the text 3. Finding vocabularies (nouns) and their meaning in the text 4. Checking the answer 5. Checking the asnwer 6. Checking the answer	10' 5' 5' 10'
3	Closure 1. Guiding the students to conclude what they have learned. 2. Parting the students.	1. Stating the conclusion. 2. Parting	7' 3'

VIII. MEDIA AND SOURCHES
    a. Sources
        1. Haryadi. 2008. *Bahasa Inggris: for VIII Junior High School (SMP/MTS).*
        2. http://examples.yourdictionary.com/examples-of-riddles.html
        3. http://www.funology.com/riddles/
    b. Media
        1. Riddles

    IX. Evaluation
        1. The evaluation: conducted during the teaching and learning process of vocabulary by using riddles.
        2. Product evaluation: after the action implemented (instrument: vocabulary test)

The Students' Active Participation Checklist

NO	Name	Participation					Active	Passive
		1	2	3	4	5		
1								
2								
3								
4								
5								

Note:

The indicators of observation are as follows:

1. Asking the meaning of vocabularies in the riddle clues.
2. Finding the meaning of vocabularies in the riddle clues in pairs.
3. Guessing the answers of the riddles in groups.
4. Matching the riddles with the correct answer in the box individually.
5. Working cooperatively with the group members.
a. The students are categorized as active students if they can fulfil at least 4 indicators out of 5 indicators provided.
b. The students are categorized as passive students if they can fulfil less than 4 indicators out of 5 indicators provided.
c. Final score: The students' score x 100
   Total score

Jember,
English Teacher,   Researcher,

Taslim, S.Pd.   Rosema Nuri Ilmil

LEARNING MATERIAL

Leading question:
Some people use me in a break time.
They take me for a few days.
Some people love me very much.
I will give you a happiness.
What am I
What are we going to learn today?

1. Have you ever been on holiday? When ?
2. Have you ever read about someone's experience?
3. Do you know about riddles techniques?

Main Material
Reviewing about material in the las meeting (about noun).

TEACHING MATERIALS

Last week, Rehan's class had a field trip to Kampoeng Wisata Taman Lele. There were twenty five students and two teachers visiting the park. They went there by bus.

At Kampoeng Wisata Taman Lele, Rehan and his friends saw many kinds of animals. There were crocodiles, deer, monkeys, and of course, catfish. Rehan was amazed to see so many catfish in the pond. The catfish almost covered the surface of the water.

Rehan and his friends were also enjoy riding water pedicab and taking flying fox. At the end of their visiting, the teacher asked them to gather at the restaurant in the park and they had lunch together. The meal was dellicious. After lunch, the teacer asked them to write about their trip to Kampoeng wisata Taman Lele. They had to submit the composition on the next school day. The teacher also said that the best composition would get two free tickets to Taman Lele.

Rehan and his friends cheered loudly. It would be nice to get free tickets and visit the Kampoeng Wisata Taman Lele.

(Taken from Galileo LKS Bahasa Inggris)

Task 1. Find at least 10 nouns and their meaning in the text above. Do it in pairs.

No	Noun	Meaning

Etc.

Task II. Match the clues of the riddle in the left side by writing a letter of the appropriate words in the right side. Do it individually.

No.	Questions	Answer
1	I have three eyes, all in a row, When the red one opens, all Freeze. What am I?	
2	I have 2 legs and 2 hands. I will run fast if someone pedals me fast. I am a kind of vehicle.	

Clues
A. Laptop
B. Sponge
C. River
D. Bike
E. Traffic light
F. Flower

	What am I?	
3	I have holes in my top and bottom, my left and right, and In the middle. But I still hold water. What am I?	
4	I am small and thin. I can explore the world although I cannot walk. Sometimes, I am used to type. What am I?	
5	I can't go up. I drop from cloud. Sometimes I cause flood. What am I?	

G. Telephone

Task III. Guess the riddles below based on the nouns in the text above. Do it in groups.
1. I am a wild animal.
   I like meat so much.
   My mouth is long.
   I live in the water and on the land.
   What am I?
2. I am slower than a car.
   But I can bring you somewhere.
   I have three wheels.
   You can find me at the market.
   What am I?
3. I have fur.
   I love banana.
   I can jump and climb.
   I live in the forest.
   What am I?
4. People can not live without me.
   I am liquid.
   You can use me to take a bath.
   I will make you fresh.
   What am I?
5. I have fur.
   My color is brown.
   I have horn.
   My horn is furcate.
   What am I ?

The Distribution of the Test Item

Task II

No	Kinds of vocabulary	Number of items	Total Number
1.	Common Nouns	1, 2, 4, 5	4
2.	Concrete Nouns	3,	1

Task III

No	Kinds of vocabulary	Number of items	Total Number
1.	Common Nouns	2, 5	2
2.	Concrete Nouns	1, 3, 4,	3

Answer Key

Task I	Task II
E. Traffic light	1.Crocodile
D. Bike	2.Pedicab
B. Sponge	3. Monkey
A. Laptop	4.Water
B. River	5.Deer

APPENDIX F

Vocabulary Test Cycle 1

Name   :

Students' Number   :

Class   :

Time 40 minutes

PART I

Choose the correct answer by crossing a, b, c, or d. Do it individually!

1. What is black when you buy it, red when you use it, and gray when you throw it away, and I am made of wood. What am I?
   a. Wood
   b. Fire
   c. Charcoal
   d. Sand
2. I have a long neck, a pair of wings, and I have feather, and a pink body. What am I?
   a. Pig
   b. Swan
   c. Flamingo
   d. Dove
3. I am a bird, but I cannot fly, I'm black and white. I can live in a world of ice, and I can swim, what am I?
   a. Frog
   b. Crocodile
   c. Bear
   d. Penguin
4. The maker doesn't need it, the buyer doesn't use it, the user uses it without knowing, it is used underground. What am I?
   a. Treasure
   b. Coffin
   c. Gold
   d. Copper
5. You hear it speak, for it has a hard tongue. But it cannot breathe, for it does not have lungs. What is it?
   a. Bell
   b. Heart
   c. Laptop
   d. Door
6. I can be long, or I can be short. I can be grown, and I can be bought. I can be painted, or left bare I can be round, or square. What am I?
   a. Kite
   b. Finger nail
   c. Water
   d. Flower

7. I love to dance and twist and prance. I can shake my tail. I fly into the sky. What am I?
   a. Boat
   b. Plane
   c. Kite
   d. Snake
8. I have no wings, but I fly, I have no teeth but I bite, policeman uses me. What am I?
   a. Bullet
   b. Gun
   c. Dog
   d. Pen
9. I am taken from a mine, and shut up in a wooden case. From which I am never released, and yet I am used by almost everybody. What am I?
   a. Pen
   b. Lead pencil
   c. Pencil box
   d. Woods
10. Take of my skin, I won't cry. Your mother usually needs me when she cooks. What am I?
    a. Sausage
    b. Onion
    c. Flavor
    d. Car

Part II

Guess the riddles below individually !

1. I come in from a different style.
   I can help you walk for miles.
   I come in a pair.
   I am something you wear.
   What am I?
2. It is an animal.
   It has orange and black colour.
   It has stripes.
   I live in the jungle.
   What am I?
3. I taste sweet and juicy.
   I smell fruity.
   I feel rough and wet.
   I look like bumpy ball.
   What am I?
4. I have 4 legs.
   My body is made of wood.
   My friend is table.
   People use me to sit down.
   What am I?
5. I have keys but no locks.
   I have a space, but no room.
   You can enter.
   But can't go outside.
   What am I?
6. I will call someone if someone else calls me.

I will be silent if someone does not call me.
I have some numbers on my face.
People use me to communicate.
What am I?

7. I wake up in the morning and sleep in the evening.
I can fly though I don't have wings.
My shape is circle.
I can shine the world in the afternoon.
What am I?

8. I will go up if rain comes down.
I only have one leg.

My head is wider than my body.
I protect people from rain.
What am I?

9. I have four legs and I have a long tail.
I eat oats and hay.
I love to run fast.
I let people ride on my back.
What am I?

10. I have wings but I am not a bird.
I am small and colorful.
I live in a garden and fields and forests.
I used to be a caterpillar.
What   am   I

Test III
Match the clues of the riddle in the left side by writing a letter of the appropriate words in the right side. Do it individually!

1.	I live in the ocean. I like to eat crabs. I can change color. My eight legs are called tentacles. What am I ?	
2.	I look at you, you look at me. I rise my right and you raise your left hand. I am used to make over someone. What am I?	
3.	I am in the sky. I happen when it rains. while the sunshine, I am colorful What am I?	
4.	I am smooth. I am in the spring. My name has five letters. I am the month when the spring begins. What am I?	
5.	I am a small mountain that is going to erupt. I make people angry. You can find me on someone's face. What am I?	
6.	I have 3 hands but these hands can't clap. My hands don't have the same length. There are 12 numbers on my body. I am used to check the time. What am I?	
7.	I don't have legs but I can run. My body is long. I	

A. Clock

B. Rainbow
C. River
D. Mirror

E. Egg
F. Shirt
G. March
H. Pimple
I. Octopus

J. Pen

	will sink you if you make me dirty. I have much water. What am I?	
8.	I have two arms. I don't have legs and head. My skin is thin but sometimes thick. People wear me to people wear me to cover their body. What am I?	
9.	I have to be broken before people use me. My skin is hard but the content is soft. I am used as food. What am I?	
10.	I am slim and straight. I can write although I don't Have hands. I am needed needed by students. What am I?	

The Distribution of the Test Item

Test 1

No	Kinds of vocabulary	Number of items	Total Number
1.	Common Nouns	1, 4, 5, 6, 7, 8, 9, 10	8
2.	Concrete Nouns	2, 3	2

Task II

No	Kinds of vocabulary	Number of items	Total Number
1.	Common Nouns	1, 3, 4, 5, 6, 7, 8	7
2.	Concrete Nouns	2, 9, 10	3

Task III

No	Kinds of vocabulary	Number of items	Total Number
1.	Common Nouns	2, 3, 4, 5, 7, 8, 10	7
2.	Concrete Nouns	1, 6, 9,	3

ANSWER KEY

Test I

1. C
2. C
3. D
4. B
5. A
6. B
7. C
8. A
9. B
10. B

Test II
1. Shoes
2. Tiger
3. Orange
4. Chair
5. Keyboard
6. Telephone
7. Sun
8. Umbrella
9. Horse
10. Butterfly

Test III

1. (I) Octopus
2. (D) Mirror
3. (B) Rainbow
4. (G) March
5. (H) Pimple
6. (A) Clock
7. (C) River
8. (F) Shirt
9. (E) Egg
10. (J) Pen

APPENDIX G

The Result of Observations in Cycle 1

No.	The Students' Initials	Meeting 1 Indicators					Note A	Note P	Meeting 2 Indicators					Note A	Note P
		1	2	3	4	5	A	P	1	2	3	4	5	A	P
1	ATWM	√		√		√		√	√		√		√		√
2	AWU	√	√			√		√	√	√	√		√	√	
3	ANFD		√	√				√		√	√				√
4	APDK	√				√		√	√				√		√
5	BA		√	√	√			√		√	√	√	√	√	
6	BJES	√	√		√	√	√		√	√		√	√	√	
7	DHP	√		√				√	√		√				√
8	DPRFA		√	√				√		√	√				√
9	EDHA	√	√		√	√	√		√			√	√	√	
10	FI	√		√		√		√	√	√	√		√	√	
11	FSB	√			√			√	√			√			√
12	IMNKC		√		√	√		√			√	√	√	√	
13	IWB	√	√	√		√	√		√	√	√		√	√	
14	IRP	√	√	√	√		√		√	√	√	√		√	
15	IF		√		√	√		√		√		√	√		√
16	MLK	√			√	√		√	√		√	√	√	√	
17	MR		√	√	√	√	√			√	√	√	√	√	
18	MR		√	√		√		√	√	√	√		√	√	
19	MS	√				√		√	√				√		√
20	NM	√	√	√		√	√		√	√	√		√		
21	NAH		√	√	√			√		√	√	√			√
22	NZR	√	√			√		√	√	√	√		√	√	
23	NDHO	√		√	√	√	√		√		√	√	√	√	
24	NIR		√	√				√		√	√				√
25	PJM	√			√	√		√	√		√	√	√	√	
26	RHR		√	√		√		√		√	√		√		√
27	RDA	√	√		√	√	√		√	√		√	√	√	
28	RS				√	√		√		√	√	√	√	√	
29	RA		√	√	√			√		√	√	√			√
30	RPD	√	√	√		√	√		√	√	√		√	√	
31	SNA	√	√		√			√	√	√		√	√	√	
32	SF		√	√	√			√		√	√	√	√	√	
33	TSB	√		√	√	√	√		√		√	√	√	√	
34	TCK			√	√	√		√		√	√	√	√	√	
35	TER		√			√		√		√			√		√
36	YR	√		√	√	√	√		√		√	√	√	√	
	Total						11	25						23	13

APPENDIX H

No	Students' Initials	Score	Achievement	
			Achieved	Not Achieved
1	ATWM	69		√
2	AWU	72		√
3	ANFD	50		√
4	APDK	60		√
5	BA	76	√	
6	BJES	78	√	
7	DHP	75	√	
8	DRPRFA	60		√
9	EDHA	75	√	
10	FI	76	√	
11	FSB	75	√	
12	IMNCK	78	√	
13	IWB	78	√	
14	IRP	84	√	
15	IF	62		√
16	MLK	75	√	
17	MR	76	√	
18	MR	75	√	
19	MS	70		√
20	NM	86	√	
21	NAH	70		√
22	NZR	75	√	
23	NDHO	62		√
24	NIR	72		√
25	PJM	50		√
26	RHR	70		√
27	RPA	80	√	
28	RS	76	√	
29	RA	75	√	
30	RPD	78	√	
31	SNA	75	√	
32	SF	40		√
33	TSB	74	√	
34	TCK	74	√	
35	TER	78	√	
36	YR	45		√
	TOTAL	2544	22	14

APPENDIX I

LESSON PLAN

(Cycle 2, Meeting 1)

School   : SMPN 9 Jember
Subject   : English
Class   : VIII
Language Skill   : Reading
Language Component: Vocabulary (Nouns)
Theme   : Vacation
Time   : 2x40 minutes

STANDARD COMPETENCE
    Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan*recount* yang berkaitan dengan lingkungan sekitar.

BASIC COMPETENCE
5.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar
5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.
III. INDICATORS
3.1 Finding the vocabularies (noun) and their meaning from therecount text given.
3.2 Finding the meaning of vocabularies by using riddle clues.
3.3 Guessing the answers of the riddles (about noun) by riddles in text given.
IV. LEARING OBJECTIVES
4.1 The students are able to find the vocabularies (about nouns) and their meaning text given.
4.2 The students are able to find the meaning of vocabularies by using riddle clues.
4.3 The students are able to guessing the answers of the riddles (about noun) by riddles text given.
V. LEARNING MATERIAL
    The material are enclosed.
VI. TEACHING LEARNING APPROACH
    Cooperative Language Learning
VII. Teaching and Learning Activities

No	Learning Activities		Time allocation
	Teacher's Activities	Students' Activities	
1	Set Induction 1. Greeting the students 2. Praying 3. Checking students' attendance list. 4. Asking some leading questions related to the topic. 5. Stating learning objectives.	1. Answering the teacher 2. Praying 3. Paying attention 4. Answering the teacher's questions and paying attention. 5. Paying attention	4' 4' 4' 5' 5'

| 2 | Main Activities

1. Explaining vocabularies (nouns).
2. Distributing the recount text to the students.
3. Asking the students to find vocabularies (nouns) and their meanings in the text in group.
4. Checking the answers together.

5. Asking the students to match the clues presented through riddles with the appropriate answers (about nouns) in the box individually.

6. Checking the answer together. | 1. Paying attention

2. Receiving the text

3. Finding vocabularies (nouns) and their meaning in the text

4. Checking the answer

5. Checking the answer

6. Checking the answer | 10'

5'

5'

10'

5'

10' |
| 3 | Closure
1. Guiding the students to conclude what they have learned.
2. Parting the students. | 1. Stating the conclusion.

2. Parting | 8'

5' |

VIII. MEDIA AND SOURCHES
   a. Sources
     1. Haryadi. 2008. *Bahasa Inggris: for VIII Junior High School (SMP/MTS).*
     2. http://examples.yourdictionary.com/examples-of-riddles.html
     3. http://www.funology.com/riddles/
   b. Media
     1. Riddles

  IX. Evaluation
     1. The evaluation: conducted during the teaching and learning process of vocabulary by using riddles.
     2. Product evaluation: after the action implemented (instrument: vocabulary test)

The Students' Participation Checklist

NO	Name	Participation					Active	Passive
		1	2	3	4	5		
1								
2								

Note:

The indicators of observation are as follows:

1. Asking the meaning of vocabularies in the riddle clues.
2. Finding the meaning of vocabularies in the riddle clues in pairs.
3. Guessing the answers of the riddles in groups.
4. Matching the riddles with the orrect answer in the box individually.
5. Working cooperatively with the group members.

NOTE:
a. The students are categorized as active students if they can fulfil at least 4 indicators out of 5 indicators provided.
b. The students are categorized as passive students if they can fulfil less than 4 indicators out of 5 indicators provided.

Final score: The students' score x 100
                        Total score

Jember,

English Teacher,   Researcher,

Taslim, S.Pd.   Rosema Nuril Ilmi

MATERIALS

Leading Question;

I cannot speak English but all my people can speak English

I am not rich but I have some tourism objects

A famous queen lives here

I am a capital of England

What am I?

What we are going to learn today?

MAIN ACIVITIES

A noun refers to a person a place or a thing.

Example of nouns

- Mr. Richard went to London.
- The cabin crews gave them newspapers and magazine
- The room had its own bathroom and toilet.

TEACHING MATERIALS

Vacation in London

Mr. Richard's family was on vacation. They were Mr. and Mrs. Richard with two sons. They went to London. They went to the British Embassy to get visas to enter Britain. They had booked fourteen days tour. They boarded a large Boeing fight. The cabin crews gave them newspapers and magazines to be read. There was a film for their entertainment. They had a very pleasant flight although there was heavy rain.

On arrival at Heathrow Airport, they had to go to Customs and Immigration. The officers were very kind. They checked the document carefully but their manners were very polite, they also helped Mr. Richard's family to get a hotel. But before entering the hotel, Mr. Richard did not forget to buy tamp to send a letter for Mr. Richard's father.

The hotel was a well-known four-star hotel. The room had its own bathroom and toilet, Mr. Richard's family also could see star and moon on the sky from the room. On the third floor, thee was a restaurant that served Asian and European food, the most favorite food was mushroom

The two weeks in London went very fast. Mrs. Richard bought a ring, a bottle of wine and a beautiful comb as presents for her mother. At the end of the 14-day., they were quite tired but they felt very happy.

(Taken from http://www.engishdirection.com/2008/10/vacation-to-london)

Task 1. Find at least 10 nouns and their meaning in the text above. Do it in pairs.

No	Noun	Meaning

Etc

Task II. Match the clues of the riddle in the left side by writing a letter of the apropriate words in the right side! Do it individually!

No.	Questions	Answer
1	I only have neck but I can stand up. I am usually made of glass Or plastic. I am used to keep water. What am I?	
2	I have a room but I don't have a door. I am plant but I don't have leaves. My color is white. What am I?	
3	I come out at night but I am lost in the afternoon. I can be seen at night on the sky. What am I?	
4	I am not alive but I born every morning. I made f paper I have So much information what am I	
5	I don't have money but I can travel around the world. Letter and envelope are my friends. What am I?	

Clues
A. House
B. Moon
C. Mushroom
D. Newspaper
E. Stamp
F. Bottle
G. Lamp

Task III. Guess the riddles below based on the nouns in the text above. Do it in groups.

1. I have teeth but I can't bite.
   My teeth's size is same.
   My teeth are pointed.
   I am used to make hair nat. what am I?
2. I look like a bird but I never go up.
   I have wings.
   I can fly
   I am used in public transportation.
   What am I?
3. I don't have hands but I can hold something.
   I am made of gold.

I am small
I always stay on someone's finger.
What am I?

4. I always come down but never go up.
   I have much water.
   I make people wet.
   I come down heavily from cloud. What am I?

5. I am dead in the morning although I am never killed.
   I come out at night.
   I can shine.
   I have some hands. What am I?

Answer Key

Task II	Task III
F. Bottle	1. Hotel
C. Mushroom	2. Fish
B. Moon	3. Minibus
D. Newspaper	4. Necklace
E. Stamp	5. Boat

APPENDIX J

LESSON PLAN

(Cycle 2, Meeting 2)

School   : SMPN 9 Jember
Subject   : English
Class   : VIII
Language Skill   : Reading
Language Component   : Vocabulary (Nouns)
Theme   : Vacation
Time   : 2 x 40 minutes

I. STANDARD COMPETENCE

    5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar.

II. BASIC COMPETENCE

    5.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar

    5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

III. INDICATORS

    3.1 Finding the vocabularies (noun) and their meaning from the recount text given.

    3.2 Finding the meaning of vocabularies by using riddle clues.

    3.3 Guessing the answers of the riddles (about noun) by riddles in text given.

IV. LEARING OBJECTIVES

    4.1 The students are able to find the vocabularies (about nouns) and their meaning in text given.

    4.2 The students are able to find the meaning of vocabularies by using riddle clues.

    4.3 The students are able to guessing the answers of the riddles (about noun) by riddles text given.

V. LEARNING MATERIAL

    The material are enclosed.

VI. TEACHING LEARNING APPROACH

    Cooperative Language Learning

VII. Teaching and Learning Activities

No	Learning Activities		Time allocation
	Teacher's Activities	**Students' Activities**	
1	**Set Induction** 1. Greeting the students 2. Praying 3. Checking students' attendance list. 4. Asking some leading questions related to the topic. 5. Stating learning objectives.	1. Answering the teacher 2. Praying 3. Paying attention 4. Answering the teacher's questions and paying attention. 5. Paying attention	4' 4' 4' 5' 5'

2	**Main Activities** 1. Explaining vocabularies (nouns). 2. Distributing the recount text to the students. 3. Asking the students to find vocabularies (nouns) and their meanings in the text in groups. 4. Checking the answers together. 5. Asking the students to match the clues presented through riddles with the appropriate answers (about nouns) in the box individually. 6. Checking the answer together.	1. Paying attention 2. Receiving the text 3. Finding vocabularies (nouns) and their meaning in the text 4. Checking 5. Checking 6. Checking	10' 5' 5' 10' 5' 10'
3	Closure 1. Guiding the students to conclude what they have learned. 2. Parting the students.	1. Stating the conclusion. 2. Parting	7' 3'

VIII. MEDIA AND SOURCHES
    c. Sources
        4. Haryadi. 2008. *Bahasa Inggris: for VIII Junior High School (SMP/MTS).*
        5. http://examples.yourdictionary.com/examples-of-riddles.html
        6. http://www.funology.com/riddles/
    d. Media
        2. Riddles

    X. Evaluation
        3. The evaluation: conducted during the teaching and learning process of vocabulary by using riddles.
        4. Product evaluation: after the action implemented (instrument: vocabulary test)

The Students' Active Participation Checklist

NO	Name	Participation					Active	Passive
		1	2	3	4	5		
1								
2								
3								
4								
5								

Note:

The indicators of observation are as follows:

1. Asking the meaning of vocabularies in the riddle clues.
2. Finding the meaning of vocabularies in the riddle clues in pairs.
3. Guessing the answers of the riddles in groups.
4. Matching the riddles with the correct answer in the box individually.
5. Working cooperatively with the group members.
   a. The students are categorized as active students if they can fulfil at least 4 indicators out of 5 indicators provided.
   b. The students are categorized as passive students if they can fulfil less than 4 indicators out of 5 indicators provided.

Final score: The students' score x 100
                        Total score

Jember,
English Teacher,   Researcher,

Taslim, S.Pd.   Rosema Nuri Ilmi

MATERIAL

Leading Question:
I have many beautiful beaches but I cannot swim
I am not alive but I have tourism objects
Many foreign people come here
I am a beautiful island in Indonesia
What am I?

MAIN ACTIVITIES
Review about teaching material in the last meeting (about nouns).

TEACHING MATERIAL

Visiting Bali

There were so many places to see in Bali. My friend decided to join the tours. My friend stayed in Kuta on arrival. He spent the first day by swimming and surfing on Kuta beach, although the sky was cloudy. He visited some tour agent and selected two tours. The first was to Singaraja, the second was to Ubud.

On the day of the first tour, he was ready. My friend with his group drove on through mountains. Singaraja is a city o about 9 thousand people. It is a busy but quiet town. The streets are line with tress and there are many Old Dutch House.

The second tour to Ubud was very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of tone sculpture. After that he stopped a little while to buy a delicious roasted corn at Sukawatti, besides he also bought a towel a necklace and a jacket.

My friend ten-day-stay ended very quickly besides his two ours. All his days were spent on the beach. He went sailing, surfing and playing kite every day. He was quite satisfied.

(Taken from http://www.englshdiction.com/2008/033/visiing-bl-recountext.html)

Task 1. Find at least 10 nouns and their meaning in the text above. Do it in pairs.

No	Noun	Meaning

Etc

Task II. Match the clues of the riddle in the left side by writing a letter of the appropriate words in the right side. Do it individually.

No.	Questions	Answer
1	I have hair but I don't have head. My seed can be eaten. I am a kin of fruit. What am I?	
2	I never be born but I stay in the world. I am black and hard. I am a material to make houses. What am I?	
3	I produce smoke although I am not	

Clues
A. Bike
B. Street
C. Sky
D. Cigarette
E. Stone
F. Corn
G. mountains

	smoking. Many animals live here. I am high and big. What am I?
4	I am blue in the afternoon. I am black in the evening. I stay above all people. I cannot be touched. What am I?
5	I don't have legs but I can be used for running, cycling, etc. Vehicles and people move on my body. What am I?

Task III. Guess the riddles below based on the nouns in the text above. Do it in groups

1. I have two arms.
   I don't have legs.
   My skin is thick.
   I am used to keep someone from cold. What am I?
2. I can fly although I don't have wings.
   I can't fly if there is rain.
   I need wind to fly.
   I am a toy. What am I?
3. I don't have salt but my water is salty.
   I have much water.
   Fish live here.
   People are sunbathing here. What am I?

4. I am easy to be wet and dry.
   My face dries your wet body.
   I stay in bathroom.
   I am made of thread. What am I?
5. I don't have hands but I always hold someone's neck.
   I am long.
   Girls love to use me.
   Sometimes I am made of gold. What am I?

Answer Key

Task II	Task III
F. Corn	1. Jacket
E. Stone	2. Kite
G. Mountains	3. Beach
C. Sky	4. Towel
B. Street	5. Necklace

APPENDIX K

VOCABULARY TEST CYCLE II

Name   :

Student's Number   :

Class   :

Time   : 80 minutes

PART I

Choose the correct answer by crossing a, b, c, or d. Do it individually!

1. I don't have wings but I can fly.
   I can fly if there is any wind
   I need string to fly.
   I am not a toy. What am I?
2. I don't have salt but my water is salty.
   My water can't be drunk
   I have much sand.
   People like to swim here. What am I?
3. I am easy to be wet.
   I am located in bathroom.
   I am made of thread.
   People need me to dry their wet body. What am I?
4. I have teeth but I can't bite.
   My teeth are pointed.
   I am colorful.
   I am used to make hair neat. What am I?
5. I always come down but never go up.
   I have much water.
   Sometimes I cause flood.
   I make people sick, what am I?
6. People should open my cloth before eating me.
   My body has hair.
   People eat my seeds.
   I am a yellow fruit. What am I?
7. I always come at night although I am never called.
   I can be seen on the sky.
   I can shine.
   My shape is round. What am I?
8. I have room but I don't have window.
   My color is white.
   I am a plant.
   I can become food. What am I?

9. I don't have legs but I can be found everywhere.
   People walk on my body.
   Vehicles move above me.
   I have a white line o my body. What am I?
10. I can be seen but I cannot be touched.
    I am blue in h afternoon
    I am black in the evening.
    You can find star here. What am I?

Part II

Guess the riddles below individually!

1. It looks like a cat but it is very big and wild.
   It has black and yellow stripes.
   It eats meats.
   What is it?
2. It has a long body but it has no leg.
   It generally has poison.
   It eats small animal especially frog.
   What is it?
3. I have 3 feet.
   I am silver.
   People use me for eating.
   What am I?
4. I am round and big.
   I am blue and green.
   People must save me.
   What am I?
5. I am so cold.
   I never come alone.
   I am white.
   What am I?
6. I have a face.
   I have two hands.
   But I do not have arms and legs.
   What am I?
7. I have neck.
   I don't have head.
   I am colorful.
   What am I?
8. I am tall
   I have 3 eyes.
   I like standing on the road.
   What am I?
9. I am black when you buy it.
   I am red when you use it.
   And I am gray when you throw it away?
   What am I?
10. I have many holes
    My best friend is water
    I live in a house
    What am i?

Part III

Match the clues of the riddle in the left side by writing a letter of the appropriate words in the right side. Do it individually!

1.	I don't have legs but I can stand up. I am made of glass or plastic. What am I?	
2.	I cannot grow but I can be Broken. My body is hard. I am used as material to make a house . What am I?	
3.	I have two arms. I don't have legs. My skin is thick people wear me to cover their body from cold weather. What am I?	
4.	I only come out at night although I am never called. I can shine on the sky. I have some hands. What am I?	
5.	I don't have hands but I always hold someone's neck. I stay on someone's neck. Girl love use me. What am I?	
6.	I look like a bird but I don't have child. I can fly. People use for public transportation. What am I ?	
7.	I produce smoke although I am not smoking. I am high and big. I will be dangerous if I erupt. What am I?	

A. Plane
B. Stamp
C. Ring
D. Necklace
E. Stone
F. Newspaper
G. Star
H. Mountain
I. Jacket
J. Lamp

8.	I don't have money but I can travel around the world letter and envelope are my friends. I always stay in the corner. What am I?	
9.	I don't have hands but I can hold something. I am made of gold. I stay on someone finger. What am I?	
10.	I am not alive but I am always born every morning. my colors are black and white. I have much information. What am I?	

Answer Key

1. AIR BALOON
2. BEACH
3. TOWEL
4. COMB
5. RAIN
6. PINEAPPLE
7. MOON
8. CASSAVA
9. STREET
10. SKY

1. TIGER
2. SNAKE
3. FORK
4. BALLOON
5. SNOW
6. MIRROR
7. BOTTLE
8. TRAFFIC LIGHT
9. TOOTHPASTE
10. SPONGE

1. J
2. E
3. I
4. G
5. D
6. A
7. H
8. B
9. C
10. F

APPENDIX L

The Result of Observations in Cycle 2

No.	The Students' Initials	Meeting 1 Indicators					Note A	Note P	Meeting 2 Indicators					Notee A	Notee P
		1	2	3	4	5	A	P	1	2	3	4	5	A	P
1	ATWM	√		√	√	√	√		√		√	√	√	√	
2	AWU	√	√	√		√	√		√	√	√		√	√	
3	ANFD		√	√	√	√	√			√	√	√	√	√	
4	APDK	√				√		√	√				√		√
5	BA		√	√	√	√	√			√	√	√	√	√	
6	BJES	√	√		√	√	√		√	√		√	√	√	
7	DHP	√		√				√	√	√	√	√		√	
8	DPRFA		√	√				√	√	√	√	√		√	
9	EDHA	√	√		√	√	√		√	√		√	√	√	
10	FI	√	√	√		√	√		√	√	√		√	√	
11	FSB	√			√			√	√			√			√
12	IMNKC	√	√		√	√	√		√	√		√	√	√	
13	IWB	√	√	√		√	√		√	√	√		√	√	
14	IRP	√	√	√	√		√		√	√	√	√		√	
15	IF		√		√	√		√	√	√		√	√	√	
16	MLK	√		√	√	√	√		√		√	√	√	√	
17	MR		√	√	√	√	√			√	√	√	√	√	
18	MR	√	√	√		√	√		√	√	√		√	√	
19	MS	√				√		√	√				√		√
20	NM	√	√	√		√	√		√	√	√		√	√	
21	NAH	√	√	√	√		√		√	√	√	√		√	
22	NZR	√	√	√		√	√		√	√	√		√	√	
23	NDHO	√			√	√	√		√		√	√	√	√	
24	NIR		√	√				√		√	√				√
25	PJM	√		√	√	√	√		√		√	√	√	√	
26	RHR		√	√		√		√		√	√	√	√	√	
27	RDA	√	√		√	√	√		√	√		√	√	√	
28	RS		√	√	√	√	√			√	√	√	√	√	
29	RA	√	√	√	√		√		√	√	√	√		√	
30	RPD	√	√	√		√	√		√	√	√		√	√	
31	SNA	√	√		√	√	√		√	√		√	√	√	
32	SF		√	√	√	√	√			√	√	√	√	√	
33	TSB	√		√	√	√	√		√		√	√	√	√	
34	TCK		√	√	√	√	√			√	√	√	√	√	
35	TER		√			√		√		√			√		√
36	YR	√		√	√	√	√		√		√	√	√	√	
	Total						27	9						31	5

APPENDIX M

No	Students' Initials	Score	Achievement	
			Achieved	Not Achieved
1	ATWM	77	√	
2	AWU	88	√	
3	ANFD	64		√
4	APDK	66		√
5	BA	82	√	
6	BJES	88	√	
7	DHP	83	√	
8	DRPRFA	65		√
9	EDHA	82	√	
10	FI	82	√	
11	FSB	81	√	
12	IMNCK	87	√	
13	IWB	80	√	
14	IRP	87	√	
15	IF	65		√
16	MLK	81	√	
17	MR	81	√	
18	MR	81	√	
19	MS	76	√	
20	NM	90	√	
21	NAH	78	√	
22	NZR	80	√	
23	NDHO	66	√	
24	NIR	76	√	
25	PJM	50		√
26	RHR	75	√	
27	RPA	84	√	
28	RS	78	√	
29	RA	78	√	
30	RPD	81	√	
31	SNA	77	√	
32	SF	43		√
33	TSB	75	√	
34	TCK	75	√	
35	TER	80	√	
36	YR	50		√
	TOTAL	2732	29	7