THE USING OF RIDDLES TECHNIQUE TO INCREASE STUDENTS’ VOCABULARY MASTERY FOR THE FIRST GRADE AT MTS PAB 1 HELVETIA

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Abstract

The objective of this research is to know the implementation of riddle technique in students’ vocabulary mastery and to find out whether the improvement of the students’ vocabulary mastery through the riddle technique. This research was conducted at MTS Persatuan Amal Bakti (PAB) 1 Helvetia academic year 2017-2018 as the subject of researcher. The subject of this research were consisted of 49 students of the first grade in class VII-B.

The research was conducted with Classroom Action Research. In conducting this classroom action research, the writer divided the action into two cycles. The instrument of collecting data were qualitative data from observation, interview, diary notes, and documentation. Quantitative data were taken from tests, which was carried out in the end of every cycle.

Based on the result of this research showed that the students’ score increased from the first meeting namely cycle I until the last meeting namely cycle II. From the counting, the researcher found the mean of pre-test was 46.32, there was 8.16% (4 students) who got points up 75. In the post test cycle I, the mean was 68.67, it was higher than pre-test. There was 46.93% (23 students) who got points up 75 in post test I of cycle I. In the post test cycle II, the mean was 78.87, it was higher than post test I. There was 85.71% (42 students) who got points up 75 in post test I of cycle I. In the other words, the students’ vocabulary mastery was increased. Based on the observation, it showed that the enthusiasm and excitement of the students were also improved.

Keyword : Vocabulary, Riddle Technique

I. INTRODUCTION

The chapter presents eight topics related to the study. Those are background of the study, identification of study, research of study, objective of the study, scope of the study, significance of the study, definition of key terms and previous study.

1.1. Background of Study

Learning vocabulary is very important. Without a proportional amount of vocabulary anyone will get trouble in speaking, reading, listening and writing. In other words, the first that to be master for language learner in learning language especially English is vocabulary. Vocabulary is one of English components or sub skill that must be taught to the learners, because vocabulary has the primary role for all languages.

Vocabulary is an essential need for students as their first step to go on studying English. To development students’ language skill in reading, speaking, listening, and writing, the learners must master vocabulary. The mastery of vocabulary cannot sometimes be reached optimally. Without learning the basic vocabulary, no one will successful in that language. In other words, if the students want to have good English, they have to improve their vocabulary.

Problem in learning and teaching English still exist at school, because English language is completely different from the Indonesian language in the system of the structure, pronunciation and vocabulary. For teacher create English teaching effectively
and efficiently is not an easy job, therefore, that the English teacher must be able to organize teaching learning activities. They have to present materials by using a suitable teaching technique. A good teaching technique makes students understand and master the lesson like the other lessons which need a suitable technique and methods, teaching language also needs a suitable techniques and methods. In reality learning English especially to memorize vocabulary is boring for some students. There are many technique and methods of language teaching that can be selected for teaching vocabulary, some of the teacher are using kind of games such as: stick figure, puzzle, card game, wall cards, pictures, riddle technique and others.

A Riddle is one of the vocabulary technique. Riddles technique requires more ingenuity and critical thinking to solve it. Besides, riddles also foster a sense of excitement about words and motivate students to be interested in playing while learning. Riddles games also have rules that must be followed by every player.

The purpose of this research is to find out whether the use of riddle in English teaching vocabulary is effective or not. By this research, the researcher hopes that the result of the research will be useful and considered as one of the best technique in order to teaching vocabulary to students especially in a level junior high school. But based on my first observation, I found that most of the students’ at MTs PAB-1 HELVETIA still have difficulties in vocabulary. Because, the teacher taught vocabulary monotonously and the students’ motivation to memorize was low.

That’s why I want to conduct a study on the title “The using of riddle technique to increase students’ vocabulary mastery for the first grade at MTS PAB-1 Helvetia”.

II. REVIEW OF RELATED LITERATURE
In conducting a research, theories are needed to explain some concept or terms applied in the research concerned. Some terms are used in this study and they need to be theoretically explained.

2.1 Theoretical Framework
2.1.1 Vocabular

2.1.1.1 Definition of Vocabulary
Vocabulary is all the words that a person knows or uses. Vocabulary is the set of words in the language. A word is one of the most important parts or components of language. It is the simplest thing or element of a language that conveys meaning. Vocabulary is a central part of language. The more words students know well and can use, the more meaning they can communicate in a wide variety of circumstances.

Vocabulary is the knowledge of meanings of words. Words represent complex and often multiple meanings. Furthermore, these complex, multiple meanings of words need to be understood in the context of other words in the sentences and paragraphs of texts. Not only are students expected to understand words in texts, but also texts can be expected to introduce them to many new words. Vocabulary can be defined as a powerful carrier of meaning. Additionally, Diamond suggests that vocabulary is the knowledge of words and their meanings. This means that without establishing a strong vocabulary base first, comprehension and use of a language will not be achieved.

Talking about vocabulary, Allah also says in Holy Qur’an Q.S Al-Baqarah: 31-33

وَعَلَّمَ آَدَمَ الْأَسْأَاءَ كُلَّهَا ثَُُّ عَرَضَهُمأ عَلَى الأمَلََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََََ*a

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II.

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II.

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II.

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II.

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II.

b
The meaning: “And He taught Adam the names of all things, then He placed them before the angles, and said: tell the names of these if you are right (31). They said: “Glory to Thee; of knowledge we have none, save what thou has taught us, it truth it is thou art perfect in knowledge and wisdom (32). He said “O Adam! Tell them the names. When we had told them, Allah said, “Did I tell you that I know the secret of the heaven and earth, and I know what ye reveal and what ye conceal” (33)."  

The verse above shows that human can do communication after they know the names of the whole things in the world. We can see from this verse that Allah taught Adam names of all things. The names of all things mean vocabulary in English subject. All people will have good ability in English if they have many stocks of English vocabulary because they will be able express their idea precisely and can do communication well with other people.

The verse also describes the teaching process that is given by Allah to prophet Adam for the education process firstly. It means that education has been exemplified by Allah from the first creation of man. So, the first of the verse shows that man was created in a state of not knowing anything. Learning vocabulary can be seen from the process teaching as Allah taught Adam the names of the whole things when education is as process that must exist in human life. Allah SWT has prepared man the ability to call out words from names of the things. It’s fact that man can communicate well if they know the names of everything.

The verse also shows that education and learning is very important because education is as a process that must exist in human life. Moreover, nowadays, learning is very important part to talk about, of course include learning vocabulary inside.

### 2.1.1.2 The Importance of Vocabulary

The importance of vocabulary are:

a. Vocabulary is a basic part of reading comprehension. Simply put, if students don’t know enough words, they are going to have trouble understanding when reading. If there are too many words the students don’t know, comprehension will suffer. The content of textbooks is often challenge enough.

b. Vocabulary is a major part of almost every standardized test, including reading achievements tests, college entrance exams, and armed forces and vocational placement tests. Test developers know that vocabulary is a key measure of both one’s learning and one’s ability to learn.

c. Studies have indicated that students with strong vocabulary are more successful in school and one widely known study found that a good vocabulary, more than any other factor, was common to people enjoying successful careers in life. Words are in fact the tools not just of better reading, but of better writing, speaking, listening well. The more the student have vocabulary will effective their communication can be.

d. In today’s world, a good vocabulary counts more than ever. Far fewer people work on farms or in factories. Far more in jobs that provide services or process information. More than ever, words are the tools of reading, speaking, writing and listening. A solid vocabulary is essential for both of these skills.

### 2.1.1.3 Kinds of Vocabulary

Vocabulary refers to words we use to communicate in oral and print language. In order to communicate effectively using oral and print language, we must be able to flexibly use words that we recognize and understand. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Print vocabulary consists of those words for
which the meaning is known when we write or read silently. Print vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary.

Vocabulary is divided into two kinds, they are receptive vocabulary and productive vocabulary.

1. Receptive vocabulary
   Receptive vocabulary is that set of words for which an individual can assign meanings when listening or reading.

2. Productive vocabulary
   Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently.

2.1.1.4 Vocabulary Mastery

A good vocabulary is a vital part of effective communication. A command of many words will make you a better writer, speaker, listener and reader. Studies have shown that students with a strong vocabulary and students who work to improve a limited vocabulary, are more successful in school. Nation proposes the following list of the different kinds of knowledge that a person must master in order to know a word are:

1. the meaning of the word
2. the written form of the word
3. the spoken form of the word
4. the grammatical behaviour of the word
5. the collocations of the word
6. the register of the word
7. the associations of the word
8. the frequency of the word

These are known as types of word knowledge, and most or all of them are necessary to be able to use a word in the wide variety of language situations one comes across. The different types of word knowledge are not necessarily learned at the same time, however. As we have seen, being able to use a word in oral discourse does not necessarily entail being able to spell it. Similarly, a person will probably know at least one meaning for a word before knowing all of its derivative forms. Each of the word-knowledge types is likely to be learned in a gradual manner, but some may develop later than others and at different rates. From this perspective, vocabulary acquisition must be incremental, as it is clearly impossible to gain immediate mastery of all these word knowledges simultaneously. The students’ vocabulary will expand by:

1. reading-novels, newspaper or magazines,
2. exploring websites,
3. watching films or video,
4. listening to the radio, songs and audio books.

The assumption cover various aspects of what is meant by knowing a word:

1. Knowing a word means knowing the degree of probability of encountering that word in speech or print.
2. Knowing a word implies knowing the limitations on the use of the word according variations of function and situation.
3. Knowing a word means knowing the syntactic behaviour associated with the word.
4. Knowing a word entails knowledge of the underlying form of a word and derivations that can be made from it.
5. Knowing a word entails knowledge of the the network of associations between that word and another words in the language.
6. Knowing a word means knowing the semantic value of a word.

2.1.1.5 Teaching Vocabulary

Teaching is helping other people learn. It is one of the most important ways that people relate to one another. Teaching helps people acquire the knowledge they need to become responsible citizens, to earn a living, and to lead useful rewarding lives. Teaching also transfers knowledge from one generation to the next.
Vocabulary have in common is the fact that vocabulary knowledge requires not only word meanings knowledge, but it requires the usage of the words in the appropriate context and in a natural way and also includes the relationship between new words acquired and the ones already acquired. Therefore, teachers should use strategies that teach the meaning of words in context and help students associate the new vocabulary learned and what they already knew and help students memorize the words and their meanings.

The student should be able to recognize words, and know their meanings as well. Thus, when a student is effectively able to recognize and use a word in different contexts, speak, write, pronounce the word well, she or he has the knowledge and meaning of that word.  

Pupils were encouraged to enter the new vocabulary learnt both inside and outside the classroom into their word banks or vocabulary. Pupils were invited to share with the class the words they had got from time to time. Positive feedback was given to pupils who added new entries on their own initiative. During the learning process, pupils were also encouraged to refer to their word banks to help them complete the learning tasks.

The tryout experience showed that active use of word banks was an effective way to help pupils gather new words at their own pace for their own reference as well as retrieve or recall the words they need in writing. By managing their personal word banks, pupils learnt to acquire self-management skills as well as study skills. They were thus able to develop good learning habits for life long learning.

Vocabulary is too often focused on unusual words encountered in novels, short stories or other materials students are reading in class. In story doesn’t mean that most people need to know them. Certainly, a teacher should point out the meanings in the context of the story, but having students memorize definitions of words.  

The knowledge of word meanings and the ability to access that knowledge efficiently are recognized as important factors in reading and listening comprehension, speaking and writing fluency. Thus, vocabulary knowledge helps students with language comprehension. Vocabulary knowledge is the heart of a language comprehension and use. Additionally, Barra suggests that to comprehend a text successfully students need to have sufficient word knowledge. This is to say that the comprehension of a language depends on the amount of words that are known in that language. Also, students need to have sufficient word knowledge to understand what they read. Students can understand a writer’s message only if they know the meaning of most of the words used in a text. Without knowledge of the key vocabulary in a text, a learner may have serious trouble in understanding the message, that is, word knowledge is crucial to reading comprehension and determines how well students will be able to comprehend the texts they read. So, having students with a large amount of vocabulary knowledge is essential to language comprehension.

In addition, vocabulary helps students with language production. Hubbard states that the more words a student knows the more precisely that student can express the exact meaning he or she wants to. Based on this view, to communicate effectively students need to know a large number of word meanings. Likewise, Cardenas states that vocabulary is used to determine the proficiency a student has in oral context. This is to say that vocabulary is an essential component to determine how much a student is able to communicate successfully. So, students have to overcome the lack of vocabulary knowledge in order to communicate effectively. Language teachers should focus on effective instruction to teach vocabulary to help students to develop their vocabulary knowledge in order to communicate successfully. However, the focus of the instruction was not always on the vocabulary. So, the next section is intended to provide a brief background of vocabulary instruction.

### 2.1.2. Riddle Technique

Riddle is a question or statement that contains a deliberately hidden meaning. Riddles today are usually meant to be amusing. They often take the form of a
conundrum, a kind of riddle that depends on puns. A puzzling statement or question, sometimes in the form of a rhyme is a riddle. Asking riddle is the world’s oldest quiz game. Riddles are also called conundrums. Sometimes a riddle is based on a pun, or play on words.

We ask one another riddles today as a form of amusement, but people long ago took riddles very seriously. Ancient oracles often answers questions and gave advice in the form of riddles, and rulers used riddles to send secret messages to one another.

Example:

What has four legs but can not walk?

Answer: chair.

According to some ancient legends, people’s lives sometimes depended on their giving the correct answer to riddles. In one famous Greek myth, Oedipus, the hero solved a riddle asked by the Sphinx. For many centuries, the riddle was often regarded as a kind of coded message that came from divine inspiration. People believed the message could be understood only by individuals with special knowledge.

Riddles are an important part of child’s upbringing in many parts of the world. Some people think that guessing riddles sharpens a child’s wits; others believe that guessing a riddle right helps to make the crops grow and keeps the routine of daily life going right. Riddles can be very hard to guess. They can be beautiful and poetic. They can be funny.

2.1.3. Teaching Vocabulary through Riddles Technique

There are many ways of teaching new words and teachers need to learn a variety of techniques, because some methods will work better with certain type of words than others. A whole lesson may be spent on developing vocabulary. On the other hand, vocabulary teaching may take place in response to particular question or need.

Riddles are one of the effective techniques in teaching language, including the teaching of English. Riddle can help both sides the teacher and the students in creating a more interactive classroom atmosphere in which they will generate active responses. By observing the riddle, the students are easy to remember and can imagine the description of the object.

Further, the riddle is interesting, but the teacher must select it which is appropriate for presenting the material. Dealing with teaching vocabulary, it is proper that the teacher selects the riddle for presenting new vocabulary, there are some criteria in selecting good riddles in the classroom activities as follows:

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

Riddles do not only give an opportunity to the learners to learn the language but also to play with it. In other words, the students can play with the language to make them active in the teaching learning process. The description of the riddle seems to be repeated in the learners’ ears when the teacher reads the description twice or more. Sometimes, the teacher also translates the meaning of the difficult words to help the students to get the meaning of the description. It can make the students easy to comprehend and familiar with the new words.

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

Riddles are stimulative and imaginative. From the riddle description, the teacher can stimulate the students to imagine the description to find the answer, without imagining it the students is difficult to find the answer. Riddles gave certain advantages in language teaching, such as listening, vocabulary and speaking. The students listen to the description told by the teacher. Then, the riddles also give the students some vocabularies. It seems that in the riddles there are many words presented contextually. The riddles also give speaking listening activity to the students. Here, it could give a certain activity in learning language. Those advantages could be gained if the teacher could be creative in using...
riddles in the teaching and learning of vocabulary.26

2.2. Conceptual Framework

As mentioned above, the students should master vocabulary. Vocabulary is one of the basic elements in mastering English. If the students can not master in vocabulary, the students automatically will not obtain the four skills of English, such as listening, reading, speaking, and writing.

In obtaining the four skills of language, teacher must use an effective technique in teaching vocabulary. It is also essential for students to learn English but they often face difficulties in learning it. It is because the teaching learning process is monotonous. Therefore, it is not surprising that the students face difficulties in mastering vocabulary.

Students know that vocabulary development is essential for them to learn English, but they often do not have a clear understanding of how to go about really learning vocabulary. For students, remembering new words is hard because words are slippery things. The teachers should be creative and up to date giving new world. They can do anything they want to improve their vocabulary mastery.

Riddle is considered as an affective, enjoyable and interesting way to teach vocabulary because it can give the students enjoyment or challenge in studying vocabulary. Riddle must have hard thinking to answer the questions of riddle.

From the discussion above, the writer proposed that riddle technique in teaching vocabulary in English language can improve students’ vocabulary mastery. So, the more teachers use riddles technique the more vocabulary students will have.

2.3. Hypothesis

Hypothesis is proposed in this research has a formula as follows: by using riddles technique in teaching vocabulary in English lesson can improve students’ vocabulary mastery and improve students’ vocabulary at the first grade students’ of MTs PAB-1 Helvetia

This research method was designed in a Classroom Action Research. Classroom action research is useful for the teacher to improving the process and the quality of learning in the class. By using steps in classroom action research, teacher can find the problem solving in their class and the problem solving.

Classroom action is an activity to find out what the best way from the problem in the classroom directly, although class term can understand more deep, it is not only in the classroom but also everywhere the teachers do the teaching process. So, we can improve students’ ability in learning process. This aim of classroom action research is to improve the teachers’ teaching their own classroom or school. While there is no requirement that the findings be generalized to other situation, the results can add to knowledge base. According to Arikunto, Classroom Action Research consist of three words, there are.29

Classroom action research consisting of three words that could be understood as follows understanding.

1. Research is examine the activities of an object, use the rules of a particular methodology to obtain data or information useful to improve the quality of a thing that interest and important for researchers.

2. Action is something movement activities that are deliberately made with a specific purpose, which study form a series of cycle of activity.

3. Class is a group of students who are in the same time receiving the same lesson from a teacher. Restriction written for the understanding of the nation that class in long, to knock out a misconception and is widely understood by public with the room where the teacher. Not a form of classroom but a group of students who were studying.

The writer uses a classroom action research design by Kemmis and McTaggar. The cycle contains four phases; they are
The procedures of research are performed by administering two cycles. Each cycle consists of two meetings. Each cycle contains four steps which are planning, action, observation, and reflection.

3.1.1 Cycle I

1. The following points are the specifications of the planning are the first cycle:
   a) Conducting the cycles in two meetings.
   b) Administering the vocabulary learning process according to lesson plan.
   c) Conducting pre-test in order to know the students’ basic ability in vocabulary before getting a treatment.
   d) Preparing material for vocabulary learning process.
   e) Conducting a test of vocabulary mastery by riddle technique in the last meeting.
   f) Preparing the instrument for collecting data: diary notes, observation, documentation and interview sheets.

2. Action thinks and considers what action will be done, how strategy will be applied, and what material will be provide. In this step, the researcher will teach the students how to increase vocabulary by using riddle technique.

3. Observation is some activities that consist of gathering data to identify the result of action. Collecting data can be considered from several factors: students, teacher, interaction of students and teacher. The researcher want to find out the overall condition occur during the teaching learning process.

4. Reflection are activities of reflection consist of four aspect, as follow:
   - Analysis data from the observation’s result
   - Meaning of the result of analyzing data
   - The explanation of analyzing
   - Conclusion

If the result does not reach that the research need to continue to the research into cycle II.

3.1.2 Cycle II

After the cycle of planning, action, observation, and reflection in cycle I, the process in the cycle II is the same with first cycle. Cycle II is done if there is increasing of students’ ability in mastery vocabulary. During the treatments, the test give to the students after the end of meeting.

3.2. The Location, Subject, and Time of The Research

This research was conducted in MTs PAB-1 Helvetia located on Veteran Street Pasar IV Helvetia Labuhan Deli, academic year 2016-2017. The subject of this study was conducted in class VII-B of MTs PAB-1 Helvetia. There are 49 students in the class. The time of the research from cycle I and cycle II for 1 month.

3.3. The Procedure of Classroom Action Research (CAR)

The Classroom Action Research (CAR) using Kemmis and Taggart design consists of four phases, they are planning, acting, observing, and reflecting, after doing four phases called one cycle. After finishing the first cycle, it might be found a new problem or the previous unfinished problem yet. Therefore, it is necessary to continue to the second cycle in line it the same concept of the first cycle. The application of four phases of action research in the classroom as follows:

1. Cycle I
   The cycle I apply by using these steps:
<table>
<thead>
<tr>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
</tr>
<tr>
<td>a. Administer the pre-test consisting of 10 multiple choice items. The time available for pre-test is 20 minute.</td>
</tr>
<tr>
<td>b. Prepare the lesson plan.</td>
</tr>
<tr>
<td>c. Develop the scenario of teaching and learning of riddles technique in the classroom.</td>
</tr>
<tr>
<td>d. Prepare observation sheet and interview sheet.</td>
</tr>
<tr>
<td>Acting</td>
</tr>
<tr>
<td>In this phase, everything that has been planned on the lesson plan can be implemented in teaching and learning process.</td>
</tr>
<tr>
<td>Observing</td>
</tr>
<tr>
<td>a. Observation is done when the action had been done.</td>
</tr>
<tr>
<td>b. Notice and note all of activities in the physical classroom.</td>
</tr>
<tr>
<td>c. See the result of students’ work</td>
</tr>
<tr>
<td>Reflecting</td>
</tr>
</tbody>
</table>

**Table.1.1: cycle I**

### 2. Cycle II

<table>
<thead>
<tr>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
</tr>
<tr>
<td>a. Administer the pre-test consisting of 20 multiple choice items. The time available for pre-test is 20 minute.</td>
</tr>
<tr>
<td>b. Prepare the lesson plan for two meetings</td>
</tr>
<tr>
<td>c. Develop the scenario of teaching and learning of riddles technique in the classroom</td>
</tr>
<tr>
<td>d. Prepare observation sheet.</td>
</tr>
<tr>
<td>Acting</td>
</tr>
<tr>
<td>Action is the process of doing, it is the implementation of planning. So, in this phase, research conducts to everything that has been planned in teaching and learning process</td>
</tr>
<tr>
<td>Observing</td>
</tr>
<tr>
<td>In this phase, researcher observes all the situation or conditions that happened during the process of teaching and learning.</td>
</tr>
<tr>
<td>Reflecting</td>
</tr>
</tbody>
</table>

**Table.2: cycle II**

### 3.4. Instrument of Collecting Data

The instrument for collect the data by using:

1. Observation is a technique for technique for collecting data about researcher and students’ activities in teaching and learning process. Then observation sheet is given based on reality in the classroom, the type of observation which is used in this research is direct observation.

2. Interview use to get data about implementation of Classroom Action Research (CAR) to the researcher.

3. Test use for getting data research result the students. There are two tests in this research as follows:
   a. Pre-test
      In the testing process, the students have to read a passage silently and answer twenty questions related with the text given. This test also intended to have general description about the English skills of the students. The result of the test will be the evaluation before the retelling strategy is applied in the class.

   b. Post-test
      The students are instructed by the different strategy. The students have taught by the teacher by applying retelling technique. The test is given after the students read silently the passage that is same with the first passage and retell what they had read in the written form. From the score of this test, the writer is intended to know how about the improvements of the students’ vocabulary mastery. The result of the
scoring then is compared with the pre-test.

4. Diary notes are personal record usually done by the researcher itself that will be writing up daily. The diary notes are useful for knowing all the students’ activities during teaching and learning process.

3.5. Technique of Collecting Data

Technique of collecting data in this research used qualitative data and quantitative data. The completely explanation as follows:

1. Observation
   The writer observes the student’s and the teacher’s activities during teaching learning process. In observing the implementation the strategy, the writer applied an observation sheet. It observes about the teacher’s performance during Classroom Action Research (CAR), class situation in the classroom activity, and students’ response concerning the use of vocabulary by riddle technique.

2. Interview
   The researcher interview the English teacher and the students to know their condition about the material and the riddle technique used by the teacher in teaching English vocabulary.

3. Tests consisted of multiple choice
   The writer used test to get the data result about process of learning vocabulary. The tests are pre-test and post-test. The form of the test is multiple-choice items. It is to evaluate their skill in vocabulary at first. Meanwhile, the post test is implemented after using riddle technique in vocabulary. In this research, the test are about 20 questions for each cycles. In scoring vocabulary test, it determin that ranging from 0-100 score by accountint the correct answer.

4. Study Documentation
   Study documentation use to show the teaching and learning process by using the photograph.

The research take the picture when they were studying. It can show them that are serious or not when learning and teaching process and document in this research.

5. Diary Notes
   The researcher observe the students’ activities. The activities of students’ to solve the clues of riddle technique in diary notes. The improvement of students in vocabulary mastery also keep paying attention for teacher since the first meeting until the last meeting.

3.6. Technique of Data Analysis

The study applied qualitative and quantitative data. The qualitative data were analyzed from the interview sheet, observation sheet, diary notes and study documentation. The qualitative data was used to describe data while the learning process in the classroom. The quantitative data were used to analyze the score of the students, the researcher observed their activities by using riddle technique that given to the students. Quantitative data is broadly used to describe what could be measured or counted.

In this study, the data obtains from some sources. The researcher observes the students’ action while the use of technique and also the students’ opinion about the retelling technique in vocabulary. In this study, the data gather are obtains some sources. The first, to know the mean of the students’ score for each cycle, the researcher applied the following formula:

\[
\bar{X} = \frac{\sum X}{N}
\]

Where:
- \(\bar{X}\) = The mean of the students’ score
- \(\sum X\) = The total score of the students
- \(N\) = the number of the students

Second, the researcher tries to get the class percentage which pass the minimal mastery level criterion (KKM) considering English subject gains score 75, which is
adapted from the school agreement at MTs PAB-1 Helvetia. It uses the formula:

$$P = \frac{F}{N} \times 100\%$$

Where:
- $P$ = the class percentage
- $F$ = total percentage score
- $N$ = number of students

After getting mean of the students’ score per actions, the researcher identifies whether or not there might have students’ improvement score on vocabulary comprehension from pre-test up to post-test score in cycle 1 and cycle 2. In analyzing that, the researcher uses the formula:

$$P = \frac{y_2 - y}{y} \times 100\%$$

Where:
- $P$ = percentage of students’ improvement
- $y$ = pre-test result
- $y_1$ = post-test 1
- $y_2$ = post-test 2

In scoring vocabulary test, it was determined that the ranging from 0-100 by accounting the correct answer, by applying this formula:

$$S = \frac{R}{N} \times 100\%$$

Where:
- $S$ = Score
- $R$ = The number of correct answer
- $N$ = The number of question

IV. DATA ANALYSIS AND RESEARCH FINDING

4.1 The Data Description

The researcher got the data from class VII-B at MTs PAB-1 Helvetia about the factual conditions of the problems faced by the teacher and students in teaching and learning English especially vocabulary. The data was analyzed by quantitative and qualitative data. The quantitative data were taken from the mean of the students’ score in taking vocabulary test. The qualitative data were taken from observation sheet, interview, diary notes and photography evidence.

4.1.1 The Qualitative Data

4.1.1.1 Data of Observation

The researcher observed and investigated the students, the situation and the problem or obstacles found during teaching learning process. Observation sheet was used to measure the level of students’ activities during teaching and learning process in which riddle technique was applied students’ activities and behaviour students’ ability in vocabulary and interaction between teacher and students. The result of observation during the research can be seen in Appendix. The data gained from first observation before CAR and after CAR.

From the observation sheet, there were the increasing from each cycle by using riddle technique. The researcher noted that the students were active and enthusiastic in learning vocabulary after post test II. It seen from their enthusiastic and interested in the lesson while the teaching learning process and the increasing of their understanding and memorizing from their score.

4.1.1.2 Data of Interview

The interview was done before conducting the first cycle. The researcher interviewed the teacher and students. The interview also was done after implemented the technique to the teacher and some of students. From the students and teacher’s answer in interview, showed that the teacher felt the learning process was more active and the students’ ability were increasing also. From the students in interview pointed that they pleasure and enjoy learned vocabulary by using riddle technique.

4.1.1.3 Data of Diary Notes

Diary notes were written up by the researcher in every meeting during conducting the research. From the diary notes, it was found that the students were active and enthusiastic during the teaching learning process. Even though, some of students were lazy to learned vocabulary, but when the researcher applied the riddle technique, they felt interested and enjoy in study vocabulary. So, in this research, students showed the improvement in learning vocabulary.

4.1.1.4 Data of documentation

Photography was taken during teaching learning process in cycle I and
cycle II. From the documentation, it was found that the students were active and enthusiastic during teaching and learning process. It can be seen in Appendix.

4.1.2 The Quantitative Data

The quantitative data were taken from the result of the test given to the students. Test consisted from pre-test, post test of cycle I and post test of cycle II. The test that given still relevant to the topic taught and discussed in the classroom in every cycle. There were two cycles consisted four meetings in this research and the test was given in the last of each cycle.

4.1.2.1 The Result of Pre-Test

The researcher gave the pre-test that consist of 20 questions multiple choice to know the students’ ability at memorizing vocabulary. All of students present in pre-test, it can be seen in table 1 follow:

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Initial</th>
<th>Students’ Score Pre-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ADN</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>APA</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>AMS</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>AG</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>AIK</td>
<td>60</td>
</tr>
<tr>
<td>6</td>
<td>ASBM</td>
<td>60</td>
</tr>
<tr>
<td>7</td>
<td>APR</td>
<td>60</td>
</tr>
<tr>
<td>8</td>
<td>AWD</td>
<td>45</td>
</tr>
<tr>
<td>9</td>
<td>AN</td>
<td>55</td>
</tr>
<tr>
<td>10</td>
<td>AR</td>
<td>60</td>
</tr>
<tr>
<td>11</td>
<td>CPS</td>
<td>30</td>
</tr>
<tr>
<td>12</td>
<td>DM</td>
<td>35</td>
</tr>
<tr>
<td>13</td>
<td>DTT</td>
<td>65</td>
</tr>
<tr>
<td>14</td>
<td>DA</td>
<td>35</td>
</tr>
<tr>
<td>15</td>
<td>EW</td>
<td>60</td>
</tr>
<tr>
<td>16</td>
<td>FU</td>
<td>50</td>
</tr>
<tr>
<td>17</td>
<td>FH</td>
<td>60</td>
</tr>
<tr>
<td>18</td>
<td>FSA</td>
<td>40</td>
</tr>
<tr>
<td>19</td>
<td>PJR</td>
<td>10</td>
</tr>
<tr>
<td>20</td>
<td>JP</td>
<td>10</td>
</tr>
<tr>
<td>21</td>
<td>IFK</td>
<td>75</td>
</tr>
<tr>
<td>22</td>
<td>IH</td>
<td>45</td>
</tr>
<tr>
<td>23</td>
<td>KRPP</td>
<td>60</td>
</tr>
<tr>
<td>24</td>
<td>MAH</td>
<td>45</td>
</tr>
<tr>
<td>25</td>
<td>MAN</td>
<td>45</td>
</tr>
<tr>
<td>26</td>
<td>MA</td>
<td>25</td>
</tr>
<tr>
<td>27</td>
<td>MDS</td>
<td>75</td>
</tr>
<tr>
<td>28</td>
<td>MHA</td>
<td>15</td>
</tr>
<tr>
<td>29</td>
<td>MRAF</td>
<td>45</td>
</tr>
<tr>
<td>30</td>
<td>MR</td>
<td>20</td>
</tr>
<tr>
<td>31</td>
<td>MRR</td>
<td>60</td>
</tr>
<tr>
<td>32</td>
<td>MA</td>
<td>45</td>
</tr>
<tr>
<td>33</td>
<td>MS</td>
<td>45</td>
</tr>
<tr>
<td>34</td>
<td>MTR</td>
<td>75</td>
</tr>
<tr>
<td>35</td>
<td>NC</td>
<td>50</td>
</tr>
<tr>
<td>36</td>
<td>NA</td>
<td>50</td>
</tr>
<tr>
<td>37</td>
<td>ABD</td>
<td>35</td>
</tr>
<tr>
<td>38</td>
<td>NF</td>
<td>55</td>
</tr>
<tr>
<td>39</td>
<td>RS</td>
<td>25</td>
</tr>
<tr>
<td>40</td>
<td>RF</td>
<td>55</td>
</tr>
</tbody>
</table>

\[ \bar{X} = \frac{\sum X}{N} \]

\[ \bar{X} = \frac{2270}{49} = 46.32 \]

From the analysis above, the students’ ability at memorizing vocabulary was low. The mean of the students was 46.32. Then, to the percentage of students who passed the KKM score, the researcher used the following formula:

\[ P = \frac{P}{N} \times 100\% \]

\[ P = \frac{4}{49} \times 100\% \]

\[ P = 8.16\% \]

Based on the result of the pre test, there were only four students or 8.16% of the students who got the score above the Minimum Mastery Criterion (KKM) meanwhile the 45 students were below that criterion. From that analyzing, it could be seen that almost of first grade of MTs PAB-1 Helvetia students’ vocabulary was still very low. So, it needs to find out the solution to overcome this problem. The researcher used riddle technique in teaching vocabulary as an innovation in teaching learning process. Then, the researcher continued to the first cycle.

4.1.2.2 The Result of Post Test I

The researcher gave them the test consist of 20 questions in multiple choice to know students’ ability in vocabulary. The result of post test I in cycle I, it can be seen in table 2:

<table>
<thead>
<tr>
<th>No</th>
<th>Name of students</th>
<th>Students’ Score Post Test I</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ADN</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>APA</td>
<td>60</td>
</tr>
</tbody>
</table>
Based on the post test I of the first cycle, the total score of students was 3365 and the number of students took the test was 49, so the mean of students’ score was

\[ \bar{X} = \frac{\sum X}{N} \]

\[ \bar{X} = \frac{3365}{49} = 68.67 \]

From the analysis above, the students’ ability at memorizing vocabulary was low. The mean of students was 68.67. Then, the researcher calculated the class percentage that’s passed the Minimum Mastery Criterion (KKM), using the following formula:

\[ P = \frac{N_a}{N} \times 100\% \]

\[ P = \frac{23}{49} \times 100\% \]

\[ P = 46.93\% \]

The data showed that the mean score of post-test 1 was 46.93%. There were twenty three students or 46.93% of the students who got the score above the Minimum Mastery Criteria (KKM), meanwhile the other 26 students were below that criterion. It implied that the first criterion has not fulfilled. So, post test of the first cycle was categorized unsucess. The second cycle will be conducted by the researcher.

### 4.1.2.3 The Result of Post Test II

The researcher collected the data from post-test 2. To know students’ ability, the researcher gave them the test consist of 20 questions in multiple choice. The students’ ability from the post test 2 can be seen in the following table:
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>34.</td>
<td>MTR</td>
<td>90</td>
</tr>
<tr>
<td>35.</td>
<td>NC</td>
<td>75</td>
</tr>
<tr>
<td>36.</td>
<td>NA</td>
<td>85</td>
</tr>
<tr>
<td>37.</td>
<td>ABD</td>
<td>70</td>
</tr>
<tr>
<td>38.</td>
<td>NF</td>
<td>85</td>
</tr>
<tr>
<td>39.</td>
<td>RS</td>
<td>80</td>
</tr>
<tr>
<td>40.</td>
<td>RF</td>
<td>80</td>
</tr>
<tr>
<td>41.</td>
<td>REL</td>
<td>75</td>
</tr>
<tr>
<td>42.</td>
<td>RA</td>
<td>80</td>
</tr>
<tr>
<td>43.</td>
<td>RH</td>
<td>100</td>
</tr>
<tr>
<td>44.</td>
<td>SM</td>
<td>75</td>
</tr>
<tr>
<td>45.</td>
<td>SM</td>
<td>75</td>
</tr>
<tr>
<td>46.</td>
<td>TA</td>
<td>80</td>
</tr>
<tr>
<td>47.</td>
<td>UA</td>
<td>85</td>
</tr>
<tr>
<td>48.</td>
<td>WUS</td>
<td>75</td>
</tr>
<tr>
<td>49.</td>
<td>WA</td>
<td>85</td>
</tr>
</tbody>
</table>

$\Sigma$ = 3865

$\bar{X} = \frac{\Sigma X}{N}$

$\bar{X} = \frac{3865}{49}$

= 78.87

Table 1.5: The students’ score from the post-test 2

Based on the post test 2, the total score of students was 3865 and the number of students took the test was 49, so the mean of students’ score was $\bar{X} = \frac{\Sigma X}{N}$

\[ \bar{X} = \frac{3865}{49} = 78.87 \]

From the analysis above, the students’ ability at memorizing vocabulary was improved. It can be seen from the mean of the students was 78.87. Then, the researcher calculated the class percentage that’s passed the Minimum Mastery Criterion (KKM), using the following formula:

\[ P = \frac{F}{N} \times 100\% \]

\[ P = \frac{42}{49} \times 100\% \]

\[ P = 85.71\% \]

4.1.3 Cycle I

In the cycle I consist of planning, action, observation, and reflection.

a. Planning

In this cycle, there were two meetings which were conducting to the students. The researcher prepared materials that taught containing of riddle technique. The researcher gave students some questions to provoke students to talk and find out the level of students’ skill in English language. In this phase, the researcher made a planning based on the problems faced by students about vocabulary. The researcher had done prepare as follows:

b. Acting

In this CAR, the researcher had done some cases in the action step. The researcher implemented riddle technique in teaching learning process and the researcher had done all of procedures as follows:

a. Implemented the teaching learning process based on the lesson plan.

b. Asked their understanding about last lesson.

c. Introduced the students how to use riddle technique in learning vocabulary.

d. The researcher gave new vocabulary about animals to answered by students.

e. The researcher gave clue of new vocabulary each question than the students answered from the clue.

f. Every students collected the points in every meetings who students have many scores will be the winner.

g. The researcher asked the students to pronounce the answer, the difficult words and translating them.

h. The researcher asked the difficulties to the students during teaching learning process.

i. The teacher gave the students test vocabulary namely multiple choice test based on the previous topic that was learned.
j. The researcher made the conclusion of the lesson.

c. **Observing**

The observation activities conducted the class VII-B, the researcher implemented riddle technique to increase students’ vocabulary in learning process. During the action, the researcher observed the learning from the began activities, how to manage the process of learning and organizing the students.

Based on the report of observations of teaching, some of the things that can be seen of follows:

a. Checked the observation sheet by checklist the observation format.

b. Took the diary notes, analyzed the classroom and wrote all of the action that happened in the classroom. It was done to know the students’ interest in learning vocabulary by using riddle.

c. To knew the increasing of students’ vocabulary by using riddle technique.

d. **Reflecting**

Based on observation in learning of increasing students’ vocabulary that imply by using riddle technique. There are increasing from the students’ ability at memorizing vocabulary after using riddle technique. It can be seen from the result of pre-test score until the post test 1 score.

After teaching and learning process by using riddle technique in cycle 1, the researcher observed that there are some cases to be fixed in the cycle 2 to make this research perfectly, they are the students’ ability at memorizing vocabulary should be improved and the teacher should take care to the students who has less confidence, so they brave to expand their idea. It needs to revise the acting and planning before implement to the next cycle so that it could achieve the the Minimum Mastery Criterion - **Kriteria Ketuntasan Minimal (KKM)** of success of this study. So, the researcher had to move to the next cycle.

### 4.1.4 Cycle 2

The first cycle was started at the first meeting until the third meeting. In cycle 2, the researcher was expected that the result from the students was better than the first cycle. Similar to the first cycle, the researcher conducted to the second cycle with the same steps. In the cycle 2 consist of planning, acting, observing and reflecting.

a. **Planning**

   a. Knowing the students problems in taught and learned vocabulary in first cycle.

   b. Making the lesson plan for cycle 2.

   c. Preparing the post test 2 as instrument to collect the data about the students problems at memorizing vocabulary.

   d. Making observation sheet to observe the studnets and researcher’s activities in teaching learning process.

   e. The researcher created more supportive condition in order to foster the students to give more their responses and their participation actively in the class.

b. **Acting**

The researcher implemented riddle technique in teaching learning process and the researcher had done all of procedures as follows:

   a. Implemented the teaching learning process based on the lesson plan.

   b. Asked their understanding about last lesson.

   c. The researcher gave warm up to the students brain by asking some new vocabulary that will be discussed in the classroom.

   d. The researcher gave new vocabulary about profession to answered by students.

   e. The researcher asked to mention all of profession and wrote on the blackboard.

   f. The researcher made them four groups.

   g. The researcher have some cards and sticked the cards on the blackboard.

   h. The researcher gave clue of new vocabulary each question than the students answered from the clue.

   i. Every groups collected the points who students have many scores will be the winner.

   j. The researcher asked the students to pronounce the
answer, the difficult words and translating them.

k. The researcher asked the difficulties to the students during teaching learning process.

l. The teacher gave the students test vocabulary namely multiple choice test based on the previous topic that was learned.

m. The researcher made the conclusion of the lesson.

c. Observing

In cycle 2, the condition of the class was very well after implementing riddle technique. All of students became actively to the activity given by the researcher so the atmosphere of class make the students interested to follow the lesson. The activity of student was observed and it showed that the condition of class was very well after implementing riddle technique, there were fewer the students who didn’t understand how to play this game, all of the students become actively to the activity given by teacher so the atmosphere of class make the students interested to follow the lesson.

d. Reflecting

In this phase, the feedback of the teaching learning process was taken from the result of the observation. As the observation and result the test, the researcher could be concludes as follow:

a. The research could be increased the students’ ability in vocabulary by using riddle technique.

b. Students’ score had improvement too. It was based on the percentage of the students’ score. It made the researcher felt that the cycle could be stopped because the students could master in vocabulary through riddle technique.

4.2. Data Analysis

Based on the result of the students’ vocabulary achievement in the cycle 1, it was from pre test mean score from the mean class 46,32 increased to 68,67 or from 4 students who passed the score above the Minimum Mastery Criterion to 23 students. That means that there was 33.0% of mean score improvement. The calculation of the improvement percentage is gained from the post test 2 the following formula:

\[ P = \frac{y_2 - y}{y} \times 100\% \]

\[ P = \frac{78.87 - 46.32}{46.32} \times 100\% \]

\[ P = 70.27\% \]

Based on the result of the students’ vocabulary score, there was better improvement of students’ average score from the students’ vocabulary achievement in the pre-test to the students’ vocabulary in the second cycle. The mean score of the pre-test in the preliminary was 46,32 or four students who passed the score above the Minimum Mastery Criterion and the mean score of the students on the second cycle was 78,87 or forty two students who passed the score above the Minimum Mastery Criterion. It means that there was 70.27% of average score improvement.

From the result of analysis showed that there was a development on the students’ ability at memorizing vocabulary. They got the increasing score in each cycle the following table:

<table>
<thead>
<tr>
<th>NO</th>
<th>Test</th>
<th>Mean</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pre-test</td>
<td>46.32</td>
<td>8.16%</td>
</tr>
<tr>
<td>2.</td>
<td>Post-test I</td>
<td>68.67</td>
<td>46.93%</td>
</tr>
<tr>
<td>3.</td>
<td>Post-test II</td>
<td>78.87</td>
<td>85.71%</td>
</tr>
</tbody>
</table>

Table 1.6: The data of the test result

The result of percentage of students master during the research showed that percentage of students master improved in each test. In the pre test there were only 8,16% or four students. It was caused the teacher did not give the treatment to the students. In the post test I there was the improvement of percentage of students was 46,93% or 23 students, and in the post test II there were 85,71% or 42 students. In the cycle 2, not all the students got point up to 75 but there were not get good point. Even though they did not get point up 75, their score kept improving from pre test until post
test 2. It was caused in this cycle the researcher still applied riddle technique and explained it more detail, and also did some additional activities that were based on the reflection done by the researcher and collaboration to prevent the same mistakes in cycle I and to get better improvement of students’ score. Researcher motivated students to generate their interest in learning English.

From the data, it indicated that using riddle technique at memorizing vocabulary was effective, and the data above can be concluded that the students’ ability have been improved by using riddle technique.

4.3. Research Finding

The finding of this research is that riddle technique can increase the students’ ability at memorizing vocabulary. By applying this technique, the score of the students in vocabulary kept increasing from the pre test until post test in each cycle. The percentage of the post test I was 46.93%, the percentage of the post test 2 was 85.71%, it indicated that the scores and the mean in second cycle were better than in the first cycle. Automatically the percentage of students who got point up 75 or passed the KKM also grew up. In the pre-test, the students who got point up 75 were 4 students (8.16%). In the post-test I the students who got point up 75 were 23 students (46.93%). It means that there was an increasing about 48.25%. Post-test II the students passed KKM 75 were 42 (85.71%) and the increasing was about 70.27%. Riddle technique was applied to increase the students’ vocabulary. Riddle technique was one of many strategies that could make the students easier in learning English especially in vocabulary. They got the increasing score in each instruments the following table:

<table>
<thead>
<tr>
<th>NO</th>
<th>Test</th>
<th>The students passed the KKM</th>
<th>Mean</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-test</td>
<td>4 students</td>
<td>46.32</td>
<td>8.16%</td>
</tr>
<tr>
<td>2</td>
<td>Post-test I</td>
<td>23 students</td>
<td>68.67</td>
<td>46.93%</td>
</tr>
<tr>
<td>3</td>
<td>Post-test II</td>
<td>42 students</td>
<td>78.87</td>
<td>85.71%</td>
</tr>
</tbody>
</table>

Table 1.7: The data of increasing the score

Riddle technique related to the clue. The researcher gave the clue to the students, so that the students answer from it. Before the researcher gave the clue the students were confused in learning vocabulary. After

gave the treatment from clue of riddle technique, the students were more active, focus, enthusiast during teaching learning process.

This improvement not only happened in the mean of students’ score but also the expression, interest, and excitement of students showed that there was improvement. It can be seen in the interview, observation sheet, diary notes and documentation. Most of the students were more active and enthusiastic during teaching learning process. It implied that the use of riddle technique could increase the students’ vocabulary and also help the English teacher to teach vocabulary.

4.4. Discussion

This part covers the discussion of the teaching vocabulary through riddle technique. The discussion is based on how riddle technique can increase students’ vocabulary.

The finding of the research proved that riddle technique can retain students’ vocabulary. It can be seen from the improvement of the students score. The students’ average score of pre-test was 46.32. After the implementation of riddle technique, the average score of post-test 1 of cycle 1 was 68.67. Then, the researcher continued to the second cycle with the average post-test 2 were 78.87 passed the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) 75 as the criterion of success determined. Besides, improving the students’ score, the implementation of riddle technique got positive responses from students in their teaching-learning process of vocabulary.

V. Conclusion

Based on the result of the research in MTs Persatuan Amal Bakti (PAB) 1 it can be concluded that riddle technique can increase the students’ vocabulary. It can be seen in the following:

1. The percentage of students’ score of pre-test was only 8.16%, it means there were just four students who got points up 75. The percentage of students’ score in post-test of cycle I there were 46.93% or 23 students who got points up 75. It means that was an improvement from the pre-test to the post test of cycle I about 48.25%. The percentage of
students’ score in post test of cycle II, there were 85.71% or 42 students who got points up 75. It means that was an improvement from the pre-test to the post test of cycle II about 70.27%. Based on the data analysis, the result of the research showed that increasing the students’ ability in vocabulary by using riddle technique.

2. The result of interview, observation, diary notes and documentation showed that the teacher and the students gave positive responses after the implementation of riddle technique in teaching vocabulary.

VI. REFERENCES

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