

CHAPTER IV

RESEARCH FINDINGS

In this chapter the data which were obtained during the research will be presented. The result and the discussion including the answer to the research questions follows: 1. The implementation of teaching vocabulary using riddles to improve students' vocabulary; 2. The improvement after using riddles in teaching vocabulary; and 3. Student's responses when using riddles in teaching vocabulary. The discussion will elaborate on the description the teacher's activities in using riddles in teaching vocabulary.

A. The Practice of Teaching vocabularies at SMP Islam Al Azhaar Tulungagung

This part presents the information got from the field about the practice of teaching vocabularies applied at SMP Islam Al Azhaar Tulungagung. This school has one of missions to educate the students in mastering English, especially to master vocabularies actively. Therefore, the use of English language in students' daily activities is very significant. Based on the data documentation of learning, the one of missions of SMP Islam Al Azhaar Tulungagung is educate students to master international language (English and Arabic) as daily language. However, it is significant reason why the practice of teaching memorizing and speaking is being important aspect in here.

A. The Description of the Teacher's Activities in Using Riddles in Teaching Vocabulary.

Before doing the research, the researcher did the pre-observation study. The researcher interview the English teacher of the second grade to get information about the teaching learning process of vocabulary class. From the interview, it found that the teacher usually dictated the student to say some words then ask them to memorize and also how to pronounce it well. The teacher said that the students' vocabulary was very limited, because the to improve student's vocabulary to solve the problem. In the chapter III before it, there were three cycles in this research. The topic was different in each cycle.

The researcher had prepared the topic that will be used in implementing riddles game. The description of the teacher's activities in implementing the use of riddles game is explained as follows:

1. The Result of Teaching and Learning Process

a. First cycle

Planning: The first cycle was held on April 20, 2018. In this cycle the researcher acted as teacher who carried out the lesson. He got time allotment 1x30 minutes to conduct his study, the teacher preparing lesson plan, instructional material, and technique, and the criteria of success. The teacher selected topic under title "flowers". He used envelopes consisting of peaces of paper which insist riddles as media to mention the clues of riddles based on the theme, and wrote the the true

answer on the whiteboard. The criteria of success in this cycle are based on the observation checklist; the teacher has good performance in implementing the use of riddles game technique. Based on the questionnaire; the students are enthusiastic and approximately 75 percent of them participate during the teaching learning process. Based on the assessment; more than or equal to 60 percent of the students' score of vocabulary mastery test is greater than or equal to 8. In the last section of this cycle the researcher make notes as a reflection for the next cycle.

Acting: In this activity the teacher started by saying greeting to the students and checking the student' attendance to create conducive atmosphere. The teacher explains about riddles game which have related to the topic that will be taught and how to play it to make the students understand about the mainactivity, and then the teacher divided students into six groups then explained the instruction Students can build them in grouping. And to make sure there is no misunderstanding on practice. Teacher gave students one envelope to each group consist of ten riddles and write the answer on the whiteboard.

In this game, every group has to guess the riddles about the name of flowers by chosing the answer which available on the whiteboard quickly and correctly to win the game. The students in each group have to guess the riddles.

The students have given ten minutes to discuss with their groups definite the answer. In final game, the teacher mentioned the winner of this game. As addition to make students more understand about the materials, the teacher was giving a piece of paper which contents ten riddles that has been taught in each student, and

then the teacher discussed with the students about the meaning of vocabularies from the riddles. In this section, the students can ask some questions to the teacher about the meaning of vocabularies that they don't know yet before.

Observing: The observation process included the theme, the technique used, and the teaching learning process of vocabulary class. Here, the researcher used the observation checklist and the assessment to measure and assess the students' vocabulary mastery. The assessment was done when the students learned vocabulary by use of riddles game based on their vocabulary class. The observer observed the activity while the process of teaching and learning vocabulary immediately.

The result of observation showed that the technique was not done perfectly caused two factors. First, the students were passive to guess the answer because still felt shy, only some of them which active in guessing the answer during teaching learning process. Second, the material used is too difficult for the students, so students feel confused in understanding the meaning of vocabulary. During the implementation the action, there were cooperation among the teacher and students. The students wanted to answer all riddles which asked by the teacher, and they want to know about the meaning of the words, then all of the students were glad in following this lesson. When in the classroom all students paid attention to the teacher instruction the teaching and learning process have been gone fluently it can be seen when the teacher gave ten clues of riddles about each flowers and the students try to guess it. They can apply it after he has explained it.

Reflection: In this cycle the researcher found that there were some important points that should be given more attention. The first was about the students' motivation. It was found that there were many students were shy to guessing the riddles. Here, the researcher should give more attention to the students in guessing the riddles by asking to them to answer the riddles. And giving them a motivation to make them did not feel shy. The second was about the students' understanding. Some students of 8E class still confused about the meaning clues of the riddles. Seeing this, it was important for the teacher to help them in giving the meaning of that vocabulary which they do not know yet.

b. Second cycle

Planning: This second cycle was held on April 27, 2018, about the problem of the cycle before are about the students' motivation and about the students' understanding. Here, the researcher has given more attention to the students passive in guessing the riddles by asking to them to answer the riddles. He has given them a motivation to make them did not feel shy. The researcher has helped them in giving the meaning of that vocabulary which they do not know yet to understanding the riddles' clues. In the second cycle, the teacher has prepared lesson plan, instructional material, and technique, and the criteria of success. The teacher selected topic under title "things at home". And used envelopes consist of peaces of paper which insist of riddles and answer as media to mention the clues of riddles based on the theme, and the students have to pairing the paper's answer and the papers' riddles. The criteria of success in this cycle are based on the observation

checklist; the teacher has good performance in implementing the use of riddles game technique. Based on the questionnaire; the students are enthusiastic and approximately 75 percent of them participate during the teaching learning process. Based on the assessment; more than or equal to 60 percent of the students' score of vocabulary mastery test is greater than or equal to 8. In the last section of this cycle the researcher make notes as a reflection for the next cycle.

Acting: In this section, the teacher explained about riddles game which have related to the topic that will be taught and how to play it, and then the teacher grouping students into six groups In the teaching activity, the teacher distribute the riddles game like what the teacher did at the first cycle, the teacher gave a little different than what she did before, the teacher did not directly gave the answer on the white board, the teacher made the students surprised in the first section by gave to each group one envelope which contents 20 cut of little papers. They are 10 papers clues and the others are answer. The answer is the name of things at home, after each group received it. The teacher asked them to open it together. The students in each groups was given 2 minutes to finish that riddles. The group which had pairing the clue with the answer correctly is the winner. But before doing the activity the teacher asked about the previous lesson to the students with the following question;

Teacher: Did you still remember what we studied last week?

Students: yes sir!!!

Teacher: what it was about?

Students: flowers

Teacher: can you answer, what flowers do you use for kissing?

Students: rose.

As like in the first cycle, to make students more understand about the materials, the teacher was giving a piece of paper which contents ten riddles that has been taught in each student, and then the teacher discussed with the students about the meaning of vocabularies from the riddles. In this section the students can asked a lot to the teacher about the meaning of vocabularies that they don't know yet before. After the students more understand, the teacher gave exercise to evaluate how much they got vocabularies from this game.

Observing: The students doing riddles game very well because they had used the method before. However, in this cycle the students were all motivated to speak in guess the answer and learn together with their groups. Their willingness to speak up much better compared with the previous cycle. Moreover, their teamwork was more solid. The students were more comfortable when they were discussed with their friends. The teacher effort by asking eliciting questions and giving positive sign when commenting students' responses could encourage them to speak. Furthermore, the teacher's feedback through checking students' understanding the meaning of the riddles clue could improve their vocabulary mastery, although there were still little errors found in their answer. For the last observation of this cycle, beside the researcher did some observations using observation checklist and students' vocabulary assessment forms, here the researcher also distributed a questionnaire to the students to know their responses toward the riddles game technique given to them for three meetings during the teaching and learning of vocabulary class.

Reflection: In this cycle, the researcher found that there was important point which should be given more attention. It was still about the students' motivation. It was found that there were some students still passive in guessing the riddles. Here the researcher should give more attention to the students which passive in guessing the riddles by asking to them to answer the riddles and giving them more motivation to make them did not feel shy again. And in the first section, the researcher will give more jokes to make the students be more relaxed.

c. Third cycle

Planning: The third cycle was held on Mei 1, 2018. About the problem in the cycle before, it was still about the students' motivation. In this last cycle, the researcher will give more attention to the students which passive in guessing the riddles by asking to them to answer the riddles and giving them more motivation to make them did not feel shy again. And in the first section, the researcher will give more jokes to make the students be more relaxed. In the third cycle the teacher preparing lesson plan, instructional material, and technique, and the criteria of success.

The teacher selected topic under title "animals". And used orally as method in mention the clues of riddles based on the theme, and the students answer orally too. The criteria of success in this cycle are based on the observation checklist; the teacher has good performance in implementing the use of riddles game technique. Based on the questionnaire; the students are enthusiastic and approximately 75 percent of them participate during the teaching learning process. Based on the

assessment; more than or equal to 60 percent of the students' score of vocabulary mastery test is greater than or equal to 8. In the last section of this cycle the researcher make notes as a reflection for the next cycle.

Acting: The researcher started to explain what the students should do in the third meeting; the researcher also divided the students become six groups. Then the teacher divided one envelope containing ten clues of riddles to each group. Every group had to guess the riddles. Each group which can to guess correctly after ten minutes, that is the winner. During the students were doing the tasks, the researcher took around and control the class and asked the students about the difficulties, and motivated them and also appreciate the students' participation by saying "good" or "that's right". In order the students were always motivated during teaching learning process. As like in the two cycles before, to make students more understand about the materials, the teacher was giving a peach of paper which contents ten riddles that has been taught in each student, and then the teacher discussed with the students about the meaning of vocabularies from the riddles. In this section the students can asked a lot to the teacher about the meaning of vocabularies that they don't know yet before. After the students more understand, the teacher gave exercise to evaluate how much they got vocabularies from this game.

Observing: In this cycle, the topic was done well. The students pay attentin to the teacher, but the students was shy to ask a question to the teacher. However the condition of class was quite good. And most of them understand the topic and they could do the task very well too.

Reflection: In this cycle the students showed some improvements. They were more easy to be controlled than before. They also became confidence to speak up although there were still answer mistakes made. The method and suggestions that had been applied during the research were applicable. And the result of the method could assist the students to improve their vocabulary mastery. After having done the previous activity using riddles game technique as well as considering the reflection of each cycle, the researcher tries to give some suggestions in order to make the riddles game improve the students' vocabulary mastery as follows: first, the theme must be interesting. The second, explaining riddles game method that would be conducted by the students clearly. Third, accompanying the students' while doing interaction, observation, or role-play during riddles game, in order the students were serious and used their thinking ability maximally to guess the riddles. The last, finding the way to make students are able to keep learning motivation. Therefore, it was better done after the students finish their riddles game activity, and make sure that the students understand what they should repair from their vocabulary. In this cycle the researcher did not find any serious problem, because most of the students could catch the lesson very well, it can be seen from the result of their test.

2. Result of the Questionnaire

To know the students' responses toward learning teaching process, the researcher gave questionnaire for all the students and the questionnaire consist of 5 questions and it was given to the students in the last cycle.

Here are the result of the questionnaire for teacher :

No.	PERNYATAAN	Score		
		3	2	1
1.	Apakah penggunaan <i>Islamic riddle poem</i> dapat diikuti oleh siswa?	✓		
2.	Apakah penggunaan <i>Islamic riddle poem</i> dalam proses pembelajaran dapat menumbuhkan antusias siswa dalam belajar?	✓		
3.	Apakah penggunaan <i>Islamic riddle poem</i> dalam proses pembelajaran dapat memberikan kesan yang positif bagi siswa sehingga siswa lebih aktif dalam belajar?		✓	
4.	Apakah penggunaan <i>Islamic riddle poem</i> yang diaplikasikan didalam kelas dapat membantu siswa untuk memahami kosa kata berkaitan dengan materi pembelajaran?	✓		
5.	Apakah penggunaan <i>Islamic riddle poem</i> bermanfaat?		✓	
Total		13		

4.1 Questionnaire

Note: Score 3 for Yes
Score 2 for Enough
Score 1 for No

The total score is 13 from 15. Based on teacher's questionnaire, it can be seen that he considered that Islamic riddle poem can be followed by students. Islamic riddle poem also can increase students enthusiasm in learning process. The implementation of Islamic riddle poem can give enough positive effect to the students and it can make students more active in learning activity. Islamic riddle poem can help student to understand the vocabulary related to the material. The use of Islamic riddle poem in teaching learning process considered useful enough.