

CHAPTER IV

RESULT AND DISCUSSION

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 question as 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 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 write 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. And as stated in chapter III before, 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 July 31, 2010. In this cycle the researcher acted as teacher who carried out the lesson. She got time allotment 1x45 minutes to conduct her study, the teacher preparing lesson plan, instructional material, and technique, and the criteria of success. The teacher selected topic under title "flowers". And used envelopes consist of peaces of paper which insist of riddles as media to mention the clues of riddles based on the theme, and wrote the chose of 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 main activity, 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 chosen 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 was given ten minutes to discuss with their groups in 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 a lot 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.

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 whose 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 a motivation to make them did not feel shy. The second was about the students' understanding. Most of the students 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 August 1, 2010, about the problem of the cycle before are about the students' motivation and about the students' understanding. Here 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 a motivation to make them did not feel shy. The researcher will help them in giving the meaning of that vocabulary which they do not know yet to understanding the riddles' clues. In second cycle the teacher preparing 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 mom!!!

Teacher: what it was about?

Students: flowers

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

Students: tulips.

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 August 7, 2010. 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 easier 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 10 questions and it was given to the students in the last cycle.

After giving the questionnaires, the researcher analyzed every number of questions one by one, to make more detailed result to measure the students' responses, researcher used the pattern:

$$\text{Score} = \frac{\text{Total earned}}{\text{Total students}} \times 100\%$$

The result is presented in the following table:

| Number of question | Total earned | | | Total student |
|--------------------|--------------|---|---|---------------|
| | A | B | C | |
| 1 | 24 | 3 | 3 | 30 students |
| 2 | 24 | 4 | 2 | 30 students |
| 3 | 28 | 2 | - | 30 students |
| 4 | 25 | 5 | - | 30 students |
| 5 | 24 | 6 | - | 30 students |
| 6 | 25 | 5 | - | 30 students |
| 7 | 28 | 1 | 1 | 30 students |
| 8 | 26 | 2 | 2 | 30 students |
| 9 | 26 | 2 | 2 | 30 students |
| 10 | 26 | 4 | - | 30 students |

For question number 1; do the students like English? The results are:

Table 1.1

| No. | Criteria | Score |
|-----|----------|-------|
| 1. | Ya | 80% |
| 2. | Biasa | 10% |
| 3. | Tidak | 10% |

By looking the result of questionnaire above, it shows that most of the students like English lesson, because the percentage reach out for 80 % students earned “yes”.

For question number 2; do the students like vocabulary lesson? The results are:

Table 1.2

| No. | Criteria | Score |
|-----|----------|--------|
| 1. | Ya | 80% |
| 2. | Biasa | 13,33% |
| 3. | Tidak | 6,67% |

By looking the result of questionnaire above, it shows that most of the students like vocabulary lesson, because the percentage reach out for 80 % students earned “yes”

For question number 3; in your opinion, do you like given game in vocabulary class? The results are:

Table 1.3

| No. | Criteria | Score |
|-----|----------|--------|
| 1. | Ya | 93,33% |
| 2. | Biasa | 6,67% |
| 3. | Tidak | 0% |

Then based on that table, can be concluded that most of the students like when given game in their vocabulary class, based on the percentage that reach out for 93, 33 % students earned “yes”.

For question number 4; in your opinion, do you like given riddles game in vocabulary class? The results are:

Table 1.4

| No. | Criteria | Score |
|-----|----------|--------|
| 1. | Ya | 83,33% |
| 2. | Biasa | 16,67% |
| 3. | Tidak | 0% |

About riddles game was implemented in teaching vocabulary, most of the students is like about it, it was proven from the percentage that reach out for 83, 33% students earned “yes”.

For question number 5; do you like material used in “riddles game” that taught in your vocabulary class? The results are:

Table 1.5

| No. | Criteria | Score |
|-----|----------|-------|
| 1. | Ya | 80% |
| 2. | Biasa | 20% |
| 3. | Tidak | 0% |

Most the students also like the topic of material used by riddles game in their vocabulary class; it was proven from the percentage that reaches out for 80 % students earned “yes”. Their responses about riddles is good enough, it can be made them motivated in learning English, especially vocabulary.

For question number 6; do you like teacher’s way in giving riddles game in your vocabulary class? The results are:

Table 1.6

| No. | Criteria | Score |
|-----|----------|--------|
| 1. | Ya | 83,33% |
| 2. | Biasa | 16,67% |

| | | |
|----|-------|----|
| 3. | Tidak | 0% |
|----|-------|----|

Most of the students like teacher's way in giving riddles game that given, the percentage was reach out for 83, 33 % students earned "yes".

For question number 7; in your opinion, do you feel easy to remember new vocabularies that given in riddle game? The results are:

Table 1.7

| No. | Criteria | Score |
|-----|----------|--------|
| 1. | Ya | 93,33% |
| 2. | Biasa | 3,33% |
| 3. | Tidak | 3,33% |

By implementing riddles game in teaching vocabulary, most of the students easier to remembering new vocabularies that given in the game. It based on the percentage which reach out for 93, 33 % students earned "yes".

For question number 8; do vocabularies given in riddles game is easy to understand? The results are:

Table 1.8

| No. | Criteria | Score |
|-----|----------|--------|
| 1. | Ya | 86,67% |
| 2. | Biasa | 6,67% |

| | | |
|----|-------|-------|
| 3. | Tidak | 6,67% |
|----|-------|-------|

The vocabulary that used inn riddles game is easy to understand, it was proven by the percentage. There are 86, 67% students that stated it.

For question number 9; do you often found difficult words in understanding clues to answer “riddles” that given? The results are:

Table 1.9

| No. | Criteria | Score |
|-----|----------|--------|
| 1. | Ya | 86,67% |
| 2. | Biasa | 6,67% |
| 3. | Tidak | 6,67% |

Most the students often finding difficult words in understanding clues to answer “riddles” that given, it shows by the result of percentage was reach out for 86, 67% from the student feel like that.

For question number 10; do you want to know all of the meaning from the new vocabularies given in riddles game?

Table 1.10

| No. | Criteria | Score |
|-----|----------|--------|
| 1. | Ya | 86,67% |
| 2. | Biasa | 13.33% |
| 3. | Tidak | 0% |

And the last about the meaning of vocabularies, most of the students want to know all of the meaning from the new vocabularies that given in riddles game, it was proven by the percentage was reach out for 86, 67% students earned “yes”.

From the table of questionnaire above, the result analyzed based on the research problem. And it was divided into three matters; the first is about the implementation of using riddles game in teaching vocabulary to the second grade students of MTs Miftahul Ulum Bendung Mojokerto. The second is about the use riddles game to improve the students’ vocabulary. And the last is about the students’ responses to riddles material used by the teacher in learning activity?

The first is about the implementation of using riddles game in teaching vocabulary to the second grade students of MTs Miftahul Ulum Bendung Mojokerto. Based on the result of the questionnaire, it could be concluded that most the students of MTs Miftahul Ulum Bendung Mojokerto would like riddles game was implemented in teaching vocabulary. Based on the percentage that reaches out for 83, 33% students stated that they like riddles game was implemented in their vocabulary class.

The second is about the use riddles game to improve the students’ vocabulary. It can be concluded that most of the students were easier to remember the new vocabulary which is taught in riddles game. Because the percentage reaches out for 93, 33 % earned that by using riddles game can make them easier to remember the new vocabulary.

The third is about the students' responses to the material were used the teacher by using riddles game in teaching vocabulary. The students were comfortable during learning vocabulary by using riddles game, and their responses toward the topic of material was used in teaching vocabulary is very good, because there are 80% students stated that they like riddles game material used by the teacher in learning activity.

3. Scores of Students

To measure the students' mastery to the material, the researcher gave assessment to the students for each meeting.

The assessment was given during three meetings. The kinds of assessments that were given in each meeting can be seen in appendix 6, 11, 16 The assessments that were given in each cycle then were scored by the researcher. After that, the researcher counted average score of each meeting.

To measure the average score, the researcher used the pattern.

$$\text{Average Score} = \frac{\text{Total Score}}{\text{Total students}}$$

And the result of them can be seen in the table 2.1.below:

Table 2.1
THE IMPROVEMENTS OF STUDENTS' VOCABULARY LEVEL

| No. | Name of students | First cycle | Second cycle | Third cycle |
|-----|----------------------|-------------|--------------|-------------|
| 1. | Ah. Zainuri | 8 | 10 | 9 |
| 2. | Ali Imron | 6 | 7 | 9 |
| 3. | Danik Muthoharoh | 9 | 10 | 10 |
| 4. | Dian Cahyanti | 10 | 10 | 10 |
| 5. | Dzurrotun Nafisah | 8 | 10 | 10 |
| 6. | Erni | 6 | 6 | 7 |
| 7. | Iin Nur Mazidatun N. | 9 | 10 | 10 |
| 8. | Indra Purnomo | 7 | 8 | 9 |
| 9. | Irfa Nurdiana | 8 | 10 | 10 |
| 10. | Krisniati | 9 | 10 | 10 |
| 11. | Kusnul Muthoharoh | 9 | 10 | 10 |
| 12. | Mariyah Ulfa | 7 | 9 | 10 |
| 13. | Miranda Alan Yoga P. | 8 | 9 | 7 |
| 14. | M. Bukori | 6 | 7 | 9 |
| 15. | M. Fahmiud Dzikri | 8 | 9 | 10 |
| 16. | M. Fikhan | 6 | 6 | 6 |
| 17. | M. Herwin | 8 | 7 | 9 |
| 18. | M. Irvan | 8 | 10 | 9 |
| 19. | M. Malik Ibrahim | 10 | 10 | 10 |
| 20. | M. Muh Dhorin | 7 | 8 | 7 |

| | | | | |
|-----|------------------|----|-----|-----|
| 21. | M. Zainul Arifin | 6 | 8 | 10 |
| 22. | Muji Astutik | 8 | 10 | 10 |
| 23. | Niswatur Rohmah | 10 | 10 | 10 |
| 24. | Nur Khasanah | 8 | 9 | 10 |
| 25. | Nur Lailatul M. | 6 | 6 | 7 |
| 26. | Nofita Sari | 10 | 10 | 10 |
| 27. | Rahayu Ilmiah | 9 | 10 | 10 |
| 28. | Siti Maria Ulfa | 8 | 7 | 9 |
| 29. | Tika Sri Wahyuni | 10 | 10 | 10 |
| 30. | Zainul Fanani | 8 | 8 | 9 |
| | Average score | 8 | 8,8 | 9,2 |

From the improvements of students' vocabulary level table above, the result analyzed based on the students' value in doing the exercise which was given by the teacher in each cycle at the last section before closing class.

In the first cycle the result of average score is 8, it means that the students' vocabulary mastery is good enough. By using riddles game in teaching vocabulary, the student can received and remembered some new vocabulary well; it can be seen from their value from their exercise in the first cycle, most the student get 8 point in doing the task.

In the second cycle the result of average score is 8, 8. It shows that the student have good improvement in their vocabulary. Most the students get a rising value.

In the last cycle the result of average score is 9, 2. This result shows that, the students have a lot improvement in their vocabulary. It was proven by their value in the last cycle. Most of the students get 10 points in doing the task.

B. Discussion

1. The Teaching Learning Process

The researcher found several things that could be noted down from the result of the observation during the technique was implemented. The result showed the development of the students' vocabulary mastery by using riddles game. In this case, the researcher observed what was happening in some activities.

a. First Cycle

The first cycle, there were many things happened. Riddles game with the theme "Flowers" could not be implemented perfectly. There were only several students who were active and the others were passive. They were passive because they were too shy to speak English, so they shy to answer the riddles loudly. They only smiled when the teacher were asked to give the answer. The crucial problem arose when they got less motivation and less confident in learning English.

Knowing that conditions, the researcher tried to ask eliciting questions and give them motivation by giving positive sign while say something or give the response toward riddles, like saying “good” or “that’s right” to make them speak more in English. Moreover, according to the real teacher, the researcher as the practitioner in this first cycle even though had already corrected the vocabulary mistakes, yet the students still did not understand their mistakes. The result, they still made mistakes later. Therefore, the researcher tried to check students’ understanding by asking them the meaning of the riddles clues and help them to understanding the meaning of vocabulary which they do not know yet before.

The mistakes in guessing the riddles occurred due to the students’ limited understanding the meaning of some vocabularies in the vocabulary class. So, it was actually natural if they made mistakes since the riddles game technique spontaneously much use in vocabulary class.

b. Second Cycle

The second cycle, there were something happened. Riddles game with the theme “Things at home” could not be implemented perfectly. There were several students who were passive. They were passive because they were still shy to give their answer the riddles loudly. They only smiled when the teacher were asked to give the answer. The crucial problem arose when they got less motivation and less confident in learning English.

Knowing that conditions, the researcher tried to ask eliciting questions and give them motivation by giving positive sign while say something or give the response toward riddles, like saying “good” or “that’s right” to make them speak more in English. And giving more jokes in first section to make the students more enjoy to learning vocabulary class.

c. Third Cycle

In the third cycle of the theme “Animals”, the students made progress in their vocabulary mastery. They made only few errors in their answer of riddles game while implementing riddles game technique. It was because the teacher had checked the students’ understanding the meaning of riddles clues in the second cycle and the third cycle. The improvement of students’ vocabulary could be seen at the students’ score from the first cycle until the third cycle. Its result showed that they could mastery of vocabulary well by using riddles game, and they are easier to remembering some new vocabulary. Although there were still mistakes in answer the riddles, at least they could reduce the errors. Another important thing that was found in this cycle was the participation of the students in their groups while they do riddle game in vocabulary class.

The students showed cooperative work and they had a great responsibility. It was shown by a member of the groups who understood the setting well, he or she pointed the other members to take their role. The members also divided the task to speak as average. When the students found difficulties during finding the guess of the

riddles, members of the groups immediately solve the problem by discussing it or asking to the teacher. The important one was the method made the students and the atmosphere of the class become alive. It was because the students were accustomed to doing riddles game. In riddles game activity, the students could more entertain the others. The groups competed to give the interesting performance. It caused other students who looked at the group's performance felt consoled. Then, it encouraged them to give responses on what their answered. The technique using riddles game activity also increased the students' self-confidence in English vocabulary class. It could be seen from the students' performance in the class. The students were brave to express their answer loudly and they felt enjoy to interact with friends. It could happen because the student had enjoyed and they did not solve the riddles for themselves.

2. The Result of Questionnaire

Based on the result of questionnaire above, the writer discussed about it in this section. By looking the result of questionnaire above, it shows that most of the students like English and vocabulary lesson, because the percentage reach out for 80 %. Then can be concluding that most of the students like when given game in their vocabulary class, based on the percentage that reach out for 93, 33 %.

About riddles game was implemented in teaching vocabulary, most of the students is like about it, it was proven from the percentage that reach out for 83, 33% and most the students also like the topic of material used by riddles game in their

vocabulary class, it was proven from the percentage that reach out for 80 %. Their responses about riddles is good enough, it can be made them motivated in learning English, especially vocabulary.

Most of the students like teacher's way in giving riddles game that given, the percentage was reach out for 83, 33 %. By implementing riddles game in teaching vocabulary, most of the students easier to remembering new vocabularies that given in the game. It based on the percentage which reach out for 93, 33 %. The vocabulary that used inn riddles game is easy to understand, it was proven by the percentage. There are 86, 67% students that stated it.

Most the students often finding difficult words in understanding clues to answer "riddles" that given, it shows by the result of percentage was reach out for 86, 67% from the student feel like that. And the last about the meaning of vocabularies, most of the students want to know all of the meaning from the new vocabularies that given in riddles game, it was proven by the percentage was reach out for 86, 67%.

The conclusion of them is, the riddles game is effective used in teaching vocabulary to improve the student's vocabulary. It can develop and motivate students in learning English, especially vocabulary.

3. The Student Score

Based on the result of the student's score above, the writer was discussed about it in this part. This study focuses on the using of riddles game in teaching vocabulary to improving student's vocabulary. By looking the result of the student's score above, it shows that riddles game can be used to improve student's vocabulary;

it was proven by the students' value which has a lot of improvement from the first cycle until the last cycle.

It means that, by using riddles game in teaching vocabulary, the student can receive and remember some new vocabulary well and the riddles game can develop and motivate students in learning English, especially vocabulary.

students' often found difficulties in getting information from the English test. Therefore the researcher and the teacher conducted the study by using riddles game