

**TEACHING VOCABULARY BY USING JOKES AT THE TENTH
YEAR STUDENTS OF SMA NEGERI 4 PALOPO
(A Funny Riddle Application In Language Teaching)**

(Classroom Action Research)



A THESIS

**Submitted to the English Language Studies Program of Si Tarbiyah
Departement of State College For Islamic Studies of Palopo in
partial Fulfillment of Requirement for S.Pd
Degree in English Teaching**

By

NUR AMALINA

Student ID: 09.16.3.0034

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTEMENT
THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2013**

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- 2. Amalia Yahya, S.E., M.Hum**

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTEMENT THE
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(STAIN) PALOPO
2013**

THESIS APPROVAL

This thesis entitled “**Teaching Vocabulary By Using Jokes at The Tenth Year Students of SMA Negeri 4 Palopo (A Funny Riddle Application In Language Teaching)**”, which is written by NUR AMALINA, Reg. Number. 09.16.3.0034. English S1 study program of Tarbiyah Departement of State Collage For Islamic Studies Palopo, and has been examined and defended in MUNAQASYAH session which is carried out on **Friday, November 29th 2013 M** concide with 25 Muharram 1435 H It is authorized and acceptables as partial fulfillment of requirement for S.Pd. Degree in English Language Teaching.

Palopo, November 29th 2013 M.

25 Muharram 1435 H.

COMMITTEE OF EXAMINATION

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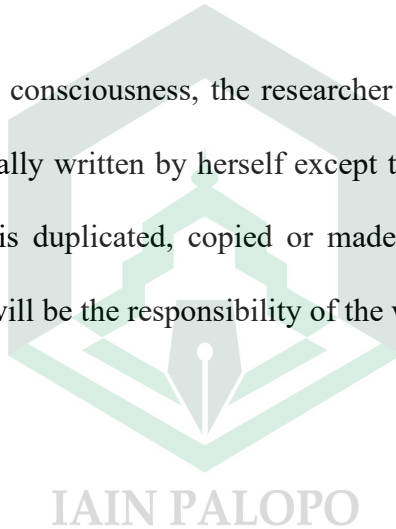
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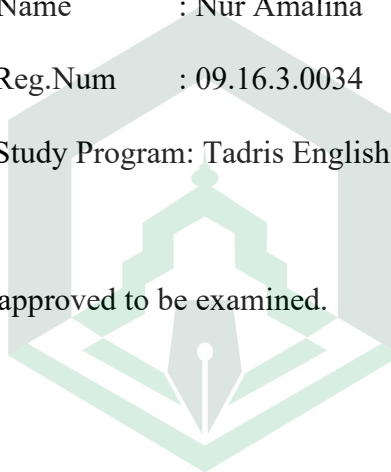
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CONSULTANT APPROVAL

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Palopo, 29 November 2013

Nur Amalina

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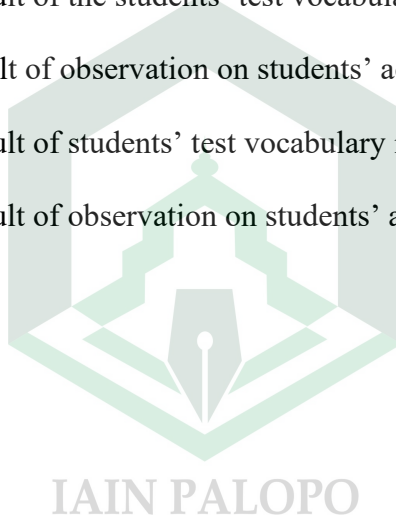
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ABSTRACT

Nur Amalina, 2013. *Teaching Vocabulary By Using Jokes at The Tenth Year Students of SMA Negeri 4 Palopo (A funny riddle Application In Language Teaching)* Thesis, English Study Program Educational Departement of State College for Islamic Studies (STAIN) Palopo. Under Supervisor (1) Dr. Rustan S., M. Hum. (2) Amaliah Yahya, S.E., M.Hum.

Key Words : Teaching, Vocabulary, Jokes, Funny Riddle.

This research aims to find out the effective ways of using jokes: funny riddle application in teaching vocabulary. The problem statement of this research was “What is the effective way in teaching vocabulary by using Jokes at the tenth year students of SMA Negeri 4 Palopo (A Funny Riddle application in language teaching)”?

This research employed Classroom Action Research (CAR) in which the implementation consisted of 3 cycles namely the first cycle, second cycle, and third cycle. Each cycle consisted of four steps namely planning, acting, observation, and reflecting. The sample of this research was class X₂ consist of 19 students. In collecting the data, the writer used observation and vocabulary test in evaluation (reflecting).

The result of this research showed that in cycle 1, the students' mean score is 59,47, cycle 2 the students' mean score is 68,68, students were still less active in learning vocabulary and in cycle 3 the students' mean score is 84,47. In the last cycle students were more active in learning vocabulary than cycle 1 and 2. This thesis showed that the effective ways in using funny riddle in teaching vocabulary are as follow: (a) Using group in learning process. (b). Involving students directly by asking students to identified the noun, adjective and verb then practice in other sentence. (c) Using dictionary to make the students more easy to understand the funny riddle. (d) Reviewed the vocabulary that had been taught in previous meeting. It applied to remind them about the previous lesson, whether the students had memorized and understand the vocabulary or not. (e) Giving more intensive guidance and motivation to the students. In order to be more active in learning process and assisted them who got difficulties, like how to pronounce the vocabularies and identified it.

CHAPTER I

INTRODUCTION

A. Background

English is an important language in the world and has many interrelationships with the various aspects of life which is owned by humans. In our country, English plays an important role in the development of education. Without mastering English, it is quite difficult to enter a large world, which includes the world of science, technology, politics, and business.

Realizing the importance of English, the Indonesian government through the Ministry of National Education has included English in the curriculum since elementary school. However, there are still low numbers of students in Indonesia especially at the tenth year students class of SMA Negeri 4 Palopo region can master English well. They usually lack of vocabulary. It seems that students getting bored to learn or memorize vocabulary because there is not enough good way that has been applied by the teacher. The teacher only applied traditional method like lecturing method. That is why the students become unmotivated. So that direct and indirectly the researcher saw that most of students find some problems in improving their English vocabulary so that those influence students to write, and speak in English.

Vocabulary is important point in learning a language, because it is main part to begin our writing, speaking, reading and listening, it makes us easy to translate some words into English or Indonesia.

Through vocabulary, we can communicate ideas, emotion, and desires. Many students cannot read and understand the text because they do not have a good vocabulary in their mind. Sometimes they are worry to make conversation with each other because they are lack of vocabulary and fear to make mistakes.

In the process of learning a foreign language, Ricardo Vadillo said that students should be able to feel comfortable enough before students learn effectively. This comfortable feeling can be practice in the language classroom by using fun ways. Teachers can begin teaching foreign language by using jokes (A funny riddles application).¹ Furthermore Ricardo Vadillo said that joke has an important role to help the learning process. While Lomaax and Mosaavi (1998) said that the use of joke in learning foreign language can reduce the level of stress, upgrade the condition of learning more comfortable and make the activities of learning process more fun, interest the students' attention and upgrade the interaction between students and teacher.²

All of us have known where joke is good for our health. Activities that smelled of joke and laugh gleefully also believe can accelerate the process and reduce

¹ Diyan Yulianto, *Cara mudah belajar Inggris dengan humor-humor super gokil*, (Cet I; Yogyakarta: CV Diva Press, 2010), p. 6

² <http://www.Pengajaran-Bahasa-Dengan-Humor.html>, accessed on the 11 of January in 2013.

the level of stress.³ With a variety of benefits why we do not try to use of joke in the foreign language learning activities?

Based on the explanation above, the researcher thinks that it is necessary to find out the other way in teaching Vocabulary. So the research is conducted under the topic ***“Teaching Vocabulary by Using Jokes at The Tenth Year Students of SMA Negeri 4 Palopo (A Funny Riddle Application in Language Teaching)”***.

B. Problem Statement

Based on the background above, the researcher formulates research question, as follow:

“What is the effective way in teaching vocabulary by using jokes at the tenth year students of SMA Negeri 4 Palopo (A funny riddle application in language teaching)”.

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C. Objectives of the Research

Relevant to the research question, the research states the objective of the research; namely

“To find out the effective way in teaching vocabulary by using jokes at the tenth year students of SMA Negeri 4 Palopo (A funny riddle application in language teaching)”.

³ Diyan . Op.cit. p.5.

D. Significance of the Research

The result of this research is expected to be useful information for:

1. The students at the tenth year students of SMA Negeri 4 Palopo who want to improve their vocabulary.
2. English teachers particularly teachers at the tenth year students of SMA Negeri 4 Palopo who want to improve their teaching method.
3. Other researchers who want to conduct a further research.

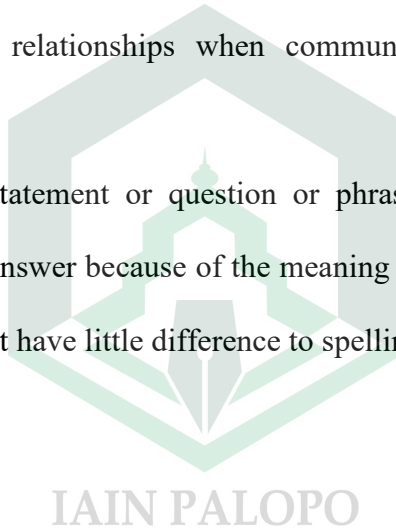
E. Scope of the research

This research is restricted to vocabulary teaching by using jokes for the tenth year students of SMA Negeri 4 Palopo (A funny riddle application in language teaching) Where the students must find out the answer of funny riddle. In this research the researcher limits to noun, adjective and verb.

F. Definition of the Terms

Based on the title is teaching vocabulary by using jokes at the tenth year students of SMA Negeri 4 Palopo (A funny riddle application in language teaching) the researches gives definition as follow:

1. Teaching is the activities of educating or instructing or teaching; activities that impart knowledge or skill.⁴
2. Vocabulary is all the words that a person knows or uses, all the words in a language, list of words with their meanings especially in a book for learning a foreign language.⁵
3. Jokes is a social instrument that provides an effective way to reduce psychological distress, communicate a range of feelings and ideas, and enhance relationships; also, humor protects social relationships when communicating negative information. (Baldwin, 2007).⁶
4. Funny riddle is a statement or question or phrase having a double or veiled meaning and have fun answer because of the meaning from the idiomatic expression, and have sound alike but have little difference to spelling and also the meaning.⁷



⁴ [Http://ardictionary.com/teaching/1174](http://ardictionary.com/teaching/1174), accessed on the 25 of august in 2012.

⁵ Oxford Univesity Press, Oxford Learner's Pocket Dictionary,(New York:Oxford Universty Press,2003),P.482

⁶ <http://jembersantri.blogspot.com/2013/06/pengertian-humor-atau-lelucon.html#ixzz2hzOFiNNQ>. Accessed on the 17 of October 2013.

⁷ Diyan. Op.cit. P.14



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

Some researchers have conducted their research on the use of various techniques in teaching vocabulary:

a. Ika Ashari in her research “Improving vocabulary of students through bingo game at the seventh year students of SMPN 8 Palopo”. She concluded the result indicates that using bingo game is effective because it can improve the students’ vocabulary.¹

b. Kartika Sari in her research “The use of wise word in improving students’ vocabulary at the second year of SMUN I Sabbang”. She found that wise word is a good way to improve students’ vocabulary. Through wise word the students will have a good skill in English learning.²

Referring to those previous findings it can be inferred that there are many ways to teaching vocabulary skill such as using bingo game or wise word. Each method or games has special characteristic different with others but generally the aim is to teaching vocabulary skill.

¹ Ika Ashari. *Improving Vocabulary of students’ through Bingo Game at the seventh Year Students of SMPN 8 Palopo*, (Unpublished Thesis STAIN, Palopo, 2008), P.58.

² Kartika Sari. *The use of wise word in improving students’ vocabulary at the second year of SMUN I Sabbang*, (Unpublished Thesis STAIN, Palopo, 2009), P.60.

Based on the previous findings above the researcher wants to conduct a research dealing with how to teach vocabulary by using jokes (A funny riddle application in language teaching).

B. Concept of Teaching

Generally, people usually said that teaching is a process that makes someone from unknown to know. But as we know there is some expert have definition about teaching, According to Brown, Teaching is guiding and facilitating learning, enabling the learner, setting the condition for learning.³

Hamalik gives some definition of teaching, they are:

- a). Teaching is delivering knowledge to the educator or the students at school.
- b). Teaching is bequeathing of culture to the young generation through education behavior.
- c). Teaching is the effort of environment organizing to make learning condition for the students.

We cannot take the conclusion if we just know one definition, but we must know the other definition like Manser. According to Manser, teaching is work or idea that is taught.⁴

³ Douglas Brown, *Principle of Learning and Teaching*, (Fifth edition, U.S.A:Longman , 2006), P.8.

⁴ Manser H Martin, *Oxford Learner Pocket Dictionary*, (New edition: Oxford University Press, 1995), P. 8.

From several definition about teaching above, we can take the conclusion that teaching is an act we must guide and facilitate the students in learning process.

C. Concept of Vocabulary

1). Definition of Vocabulary

There are many concepts about vocabulary, some of them:

- a). Vocabulary is all the words that a person knows or used, all the words in a language, list the words with their meaning, especially in a book for learning foreign language.⁵
- b). Vocabulary is words known, learned used, short list of word with their meaning.⁶
- c). Vocabulary is one of the component of language exist without words. Words are and that language exist without words. Words are signs or symbols for ideas.⁷

Based on the reference above the researches tries to make conclusion that vocabulary is very important thing to back our English where vocabulary is as one of component of language so that no more language exist without words. We also cannot do more if we have less vocabulary.

⁵ Victoria Bull, *Oxford Learner's Pocket Dictionary* (Fourth edition; New York: Oxford University Press, 2008), P. 495.

⁶ Handy Learner's, dictionary of American English.

⁷ Pieter A. Napa, *Vocabulary Development Skills*, (Cet.I; Yogyakarta Karnisius, 1991), P.6.

2). Teaching Vocabulary

Teaching vocabulary is clearly more than just presenting new words. One of the problem of vocabulary teaching is how to select what words to teach. To select the important vocabulary, means that can be used by the students. In this case, before teaching it, the teacher should select the vocabulary students need.

According to Paul Meara at the minimum level estimated that if students learn words around of 50 words a week, He thinks that is not unreasonable, especially if the learning just focus on grammar teaching and of course this target just will be reach in 40 weeks or one academic year, more or less.⁸ Most researcher now days recommend for basic vocabulary must know at least 3,000 word families, while for more special needs must know at least 5,000 words.

When teaching vocabulary, you normally start by doing one of two things, you either give the students the word and ask the meaning, or you can explain the meaning or concept, and ask the word and finally your students can understand.⁹

Harmer states that there are three activities which are designed to teach and practice word, they are:¹⁰

⁸ Scoot Thorn bury, *How to Teach Vocabulary*, (Malaysia: Longman Group, 2008), P.21.

⁹ Jane Willis, *Teaching English through English*, (England: Longman Group, 1981), P.118.

¹⁰ Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman Group), P.161.

a). Presentation

There are many occasions when some form of presentation and explanation is the best way to bring new words into the classroom. Such as:

(1). Realia

One way of presenting words is to bring the things. They present into the classroom – by bringing “realia” in the room. Words like ‘pen’, ‘ruler’, ‘bag’, ‘book’, etc. can obviously be presented in this way. The teacher holds up the object (or points to it) sets the word and then gets students to repeat it.

(2). Picture

Bringing a book into the classroom is not a problem and bringing a car however. One solution is the use of pictures.

Picture can be board drawings, wall pictures and charts, flashcards, magazine picture and any other non-technical visual representation. Pictures can be used to explain the meaning of vocabulary items: teachers can draw things on the board or bring in pictures. They can illustrate concept such as above and opposite just as easily as hats, coats, walking sticks, cars, smiles, frowns, etc.

(3). Mime, action, and Gesture.

It is often impossible to explain the meaning of words and grammar either through the use of realia or in pictures. Actions, in particular, are probably better explained by mime. Concepts like running or smoking are easy to present in this way; so are ways of walking, expressions, prepositions, (‘to, ‘towards’, etc) and time (a hand jerked back over the shoulder to represent the past).

(4). Contrast

We see how words exist because of their scene relations and this can be used to teach meaning. We can present the meaning of 'empty' by contrasting it with 'full', 'cold' by contrasting 'hot', 'big', by contrasting it with 'small'. We may present these concepts with picture or mime, and drawing attention to the contrasts in meaning to ensure our students' understanding.

(5). Enumeration

Another sense relation we looked at was that of general and specific words. We can use this to present meaning. We can say 'clothes' and explain this by enumerating or listing various items. The same is true of 'vegetable' or 'furniture', for example.

(6). Explanation

Explaining the meaning of vocabulary items can be very difficult, especially at beginner and elementary levels. But with more intermediate students such a technique can be used. It is worth remembering that explaining the meaning of a word must include explaining any facts of word use which are relevant. If we are explaining the meaning of 'mate' (= friend) we have to point out that it is a colloquial word used in informal context and that it is more often used for females.

(7). Translation

Translation is a quick and easy way to present the meaning of words but it is not without problems. In the first place it is not always easy to translate words. And in the second place, even where translation is possible, it may make it a bit too easy for the students by discouraging them from interacting with the words. Where

translation can quickly solve a presentation problem it may be a good idea, but we should bear in mind that a consistent policy towards the use of the mother tongue is helpful for both teachers and students.

All of the presentation techniques either singly or in combination are useful ways of introducing new words. That must be remembered with vocabulary material. We should not introduce words without making sure that students know how they are said. Not only will this mean that they can use the words in speech, it will also help them to remember the words.

b). Discovery

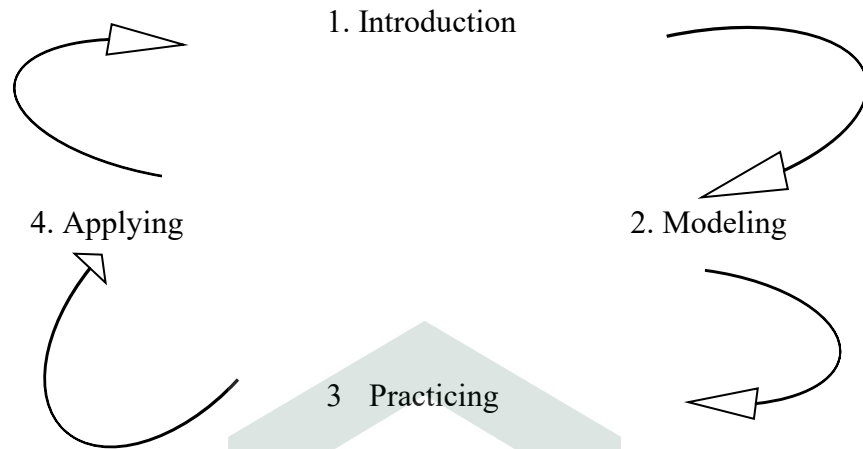
Discovery techniques from simple matching task to more complexes understanding of connotation and context, such as: adjective, part of the body (word network), around the house (work network), ways of moving, fear.

c). Practice

Using new vocabulary, this is known in real communication, so it would not be forgotten easily.

Based on the explanation above there are three kinds of some technique of teaching vocabulary, so in this case, I will try to combine a lot of the technique. When teaching vocabulary, the teacher normally starts by doing one of two things, teacher either give of the students the word or asks the meaning. She or he explains the meaning or concept, and asks the word. Finally she or he checks that students weather they have understood.

Similarly, Kasihani K.E. Suyanto points out learning vocabulary can also be done through four stages: Introduction, Modeling, Practicing, Applying.



Introducing: The teacher introduces new words with clear and true pronunciation, use picture, and real object

Modeling: The teacher gives example by being a model

Practicing: The teacher trains the students to imitate and train

Applying: The students apply in the situation with the teacher help.¹¹

¹¹ Kasihani K.E. Suyanto *English for Young Learners* (Bumi Aksara , Jakarta, 2007), P.27

The Ten Best Vocabulary Learning Tips

a. Read, Read, Read!

Most vocabulary words are learned from context. The more words you're exposed to, the better vocabulary you will have. While you read, pay close attention to words you don't know. First, try to figure out their meanings from context. Then look the words up. Read and listen to challenging material so that you'll be exposed to many new words.

b. Improve your context skills.

Research shows that the vast majority of words are learned from context. To improve your context skills pay close attention to how words are used.

c. Practice, practice, practice.

Learning a word won't help very much if you promptly forget it. Research shows that it takes from 10 to 20 repetitions to really make a word part of your vocabulary. It helps to write the word - both the definition and a sentence you make up using the word - perhaps on an index card that can later be reviewed. As soon as you learn a new word, start using it.

d. Make up as many associations and connections as possible.

Say the word aloud to activate your auditory memory. Relate the word to words you already know. For example, (very large) has a similar meaning to the words gigantic, huge, large, etc. You could make a sequence: small, medium, large, very large.

e. Vocabulary Learning Tip Five: Use mnemonics (memory tricks).

For example, funny little word pictures will help you remember what words mean, and they are fun to make up.

f. Get in the habit of looking up words you don't know.

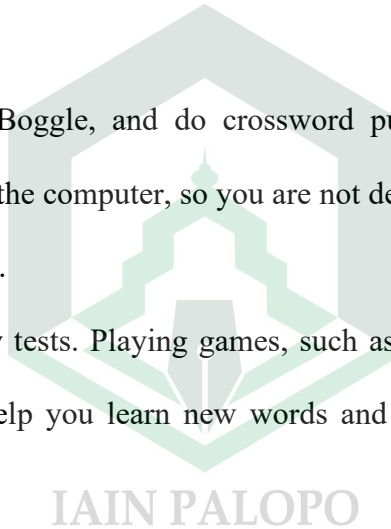
If you have a dictionary program on your computer, keep it open and handy. America Online and other internet services have dictionaries and thesauruses on their tool bars. Find them and look up any word you are not absolutely sure of.

g. Play with words.

Play Scrabble, Boggle, and do crossword puzzles. These and other word games are available for the computer, so you are not dependent on a partner to play.

h. Use vocabulary lists.

Take vocabulary tests. Playing games, such as the ones on this site, that test your knowledge will help you learn new words and also let you know how much progress you're making.



i. Take vocabulary tests.

Playing games, such as the ones on this site, that test your knowledge will help you learn new words and also let you know how much progress you're making.

j. Get excited about words!

Learn to say what you really mean and discover the joys of being able to express yourself in writing.¹²

¹² Vocabulary Tips, http://www.sheppardsoftware.com/vocabulary_tips.htm, Accessed on the 15 of May in 2013.

Ways of presenting the meaning of new vocabulary

- a. Concise definition (as a dictionary: often a super ordinate with qualification: for example, a cat is an animal which....)
- b. Detailed description (of appearance, qualities....)
- c. Example (hyponyms)
- d. Illustration (picture, object)
- e. Demonstration (acting, mime)
- f. Context (story or sentence in which the item occurs)
- g. Synonyms
- h. Opposite (antonyms)
- i. Translation
- j. Associated ideas, collocation.¹³

3). Types of Vocabulary

In learning vocabulary there are some types that always used by the learners as follow:

a). Reading vocabulary

A person's reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simply because it includes the other.

¹³ Penny Ur, *A Course in Language Teaching*, (Cambridge: University Press, 1996), P.63.

b). Listening vocabulary

A person's listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

c). Writing vocabulary

A person's writing vocabulary is all the words he or she can employ in writing.

d). Speaking vocabulary

A person's speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse – though slight and unintentional – may be compensated by facial expressions, tone of voice, or hand gestures.¹⁴

4). The Class of Words

(a). Function of Words

By 'Function words' we mean a word that does not belong to one of the four major part of speech in English (noun, verb, adjective, and adverb). Their purpose is not only to express meaning but to relate other words to each other. These are the words you must know in order to speak or understand English with any fluency at all. Not only are they among the most frequent in the language, but they are also indispensable in forming sentences.

¹⁴ Anonym *Types of Vocabulary*, Online: <http://en.wikipedia.org/wiki/vocabulary> – Tembolok – Mirip, Accessed on June, 11, 2012.

Among the function words are articles, auxiliary verbs, conjunctions, preposition, pronoun, noun-determines, substitute nouns, intensifiers, and other specialized expressions. They also include numerals, day of the week, and month of the year. Many of the words can be used in more than one way.

Function words are those that often have little meaning in the dictionary sense but which serve important functions in relating other words in the language to each other. Examples are: is, at, to, which, for, by, he etc. since these are the words that occur most frequently the language, they are sure to be mastered in any good elementary language course. You simply can not say much of any looking them up in the dictionary is not of much use. Since they acquire most of their meaning from the sentences in which then are used, it is rather pointless to discuss them in isolation. The other function of words is the basic building in speech and writing. No one can communicate without words that convey exact meaning.

(b). Content Words

Content words are words which refer to a thing, quality, state, or action and which have meaning (lexical meaning) when the words are used alone.

(1). Noun

Noun is the word that refers to a person, a place or a thing, a quality or an activity.¹⁵

¹⁵ Victoria Bull, Oxford Learner's Pocket Dictionary (Fourth edition; New York: Oxford University Press, 2008), P. 298.

Example:

Infinitive	Past Tense	Past Participle
Watch	Watched	Watched

Irregular verb is the change of verb which does not follow the normal form, but it must be memorized.

Example:

Infinitive	Past Tense	Past Participle
Go	Went	Gone

(c). Transitive and Intransitive Verb

Transitive verb is the word which needs object to complete the meaning or it cannot stand alone without and pronoun as object.

Example:

She Buys an apple

Intransitive verb is the word which does not need object because it has complete meaning and its verb always active verb.

Example:

Bark Fall Etc

(d). Full verb, and Auxiliary verb

Full verb is the word which used to state an activity or action. It can stand by itself and has complete meaning without to.

Example:

Sing Laugh Watch Etc

Auxiliary verb is the verb which helps other verb to for the complete structure. It cannot stand by itself but it needs other verb especially full verb.

Example:

To be (am, is, are, was, were, be, being, been)

Do, does, did

Have, has, had.

(3). Adjective

Adjective is the word used to describe or narrow noun and pronouns (Pronoun).

There are two kinds of adjective, they are :

(a). Descriptive Adjective

Adjective that describe a state of noun or pronoun which includes the size, shape, color, smell, taste, and etc.

Example:

Big Round Small Etc.

(b). Limiting Adjective

Adjective that limit noun or pronoun without providing information on the condition, type, and etc.

Example:

My book Three men Etc.

(4). Adverb

Adverb is adverb that give us an idea how to a person does an action or how things happen. There many kind of adverb, they are:

(a). Adverb of Manner

Example:

Nuna is waiting patiently for the plane to arrive.

(b).Adverb of place

Example:

My sister, Ani, lives in Balandai.

(c). Adverb of time

Example:

An earthquake happened recently in Palopo

(d). Adverb of direction

Example:

I am walking forward, but my sister is walking backwards.

(e). Adverb of frequency

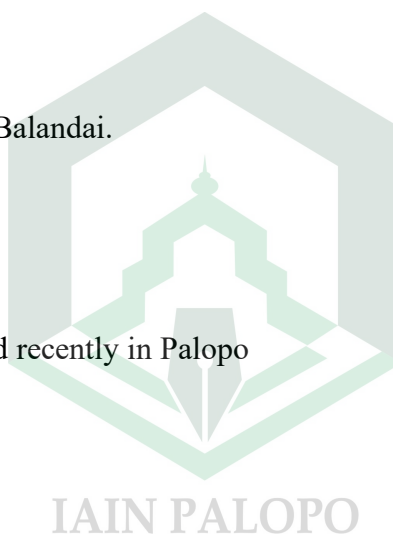
Example:

My father seldom visit me because he is very busy.

(f). Adverb of degree

Example:

I almost lost my money at the room today.



IAIN PALOPO

(g). Interrogative adverb

Example:

How do you make a twitter account?

(h). Relative adverb

Example:

I do not know why Adi does not accept Kevin's proposal.

5). Vocabulary selection

Teaching vocabulary is an important part of language and it must be done carefully. The English teacher should know which words are important to learn because many word will not be useful to the students. Useful words are the word that occurs frequently in every day English.

To select the important vocabulary, means that we choose the actual words that can used by the students in this case, before teaching it, the teacher should select the vocabulary students' need.

The vocabulary needed by the students is the vocabulary that can be used for the language performance. For example: vocabulary for thinking, for communication, or for human relation in the class particularly and except generally.

Jeremi harmer in his book, *The Practice of English Language State That: A generally principle of vocabulary selection has been that of frequently. We can decide which words we should teach based on how frequently they are used by the speakers of language. The words which are most commonly used are the ones we should teach first.*

To select the vocabulary, means that we can choose the actual words that can be used by the students. in this case before teaching it, the teacher should select the vocabulary students' need. The vocabulary needed by the students is the vocabulary that can be used for the language performance. For the selection of vocabulary, the learning process is more efficient.

An English teacher in this case needs to rely on certain of vocabulary selection in order to meet the various goals and conditions. In connection with reading materials, selection of vocabulary should be considered by the teacher especially for the first stage of English instruction.

D. Concept of Cooperative Learning

1. Definition of Cooperative Learning

Cooperative learning is a method of instruction that has students working together in groups, usually with the goal of completing a specific task. This method can help students develop leadership skills and the ability to work with others as a team.¹⁷

There are two principal areas underlined in this cooperative learning, namely: students' achievement and student' social relationship. The students increases their ability to learn practically and theoretically and they are involved in the community.

¹⁷ <http://k6educators.about.com/od/educationglossary/g/gcooplearning.htm>. Accessed on the 15 on November in 2013.

Cooperative learning is not only a great way of learning but it is also a very vast field of research and analysis. Consequent to research and analysis, the design section exist which suggest the designing of course outline and groups tasks.

Cooperative learning encourages these students and molds them to work in a professional environment. Cooperative learning of disabled and normal students is another great way of encourage disabled students. When disabled and handicapped students work in mainstream and heterogeous environments, they learn in a more productive and skillful manner.

All cooperative learning methods share the idea that students work together to learn and are responsible for their team-mates' learning as well as their own. These methods emphasize the use of team goals and team success which can be achieved only if all members of the team learn the objectives being taught.

2. Elements of cooperative learning

Lie (2002: 29-34) defined five key elements of cooperative learning as they followings:

- a. Positive interdependence occurs when again for one student is associated with gain for other.
- b. Face-to-face interaction occur when the student meet each other physically (eye to eye and knee to knee), to promote each support's learning contributing and sharing.
- c. Individual accountability begins from standing on the main purpose that the student need to increase their academic achievement, therefore posing them study the lesson and responsible for each given task will put them in their accountability individually.

d. Social skills include the ways of student interact with each other to achieve activity or task objectives (e.g. praising and recognition). Since the student will free to express themselves, the other will appreciate and help if necessary.

e. Group processing, whereby the students are assessed of what they have learned, how they have learned best, and how they might do better as a learning group or team. This will be one of wonderful impression that each students in a team tries to master the lesson.

3. Types of Cooperative Learning

Here some sampling of the forms of cooperative learning that have received the most empirical attentions, beginning with the more teacher-centered moving to move students centered approaches (Cooper,1990).

a. STAD (Student Team Achievement Division).

In this cooperative learning technique, and then receive a worksheet to complete in teams of four. The teams, formed by the teacher are typically heterogeneous, based on prior achievement, race sex, language background and other factors determined by instructor. The worksheets may contain case studies, problems to solve, or other tasks. Once all members have agreed that have completed the task and mastered the skill assessed by worksheet, the instructor is called over.

b. Jigsaw.

With this technique, the teacher assigns a different mini-topic, to each member of a team. The students research their assigned mini topics, and then meet in expert group with member of other teams assigned the same mini topic to discuss

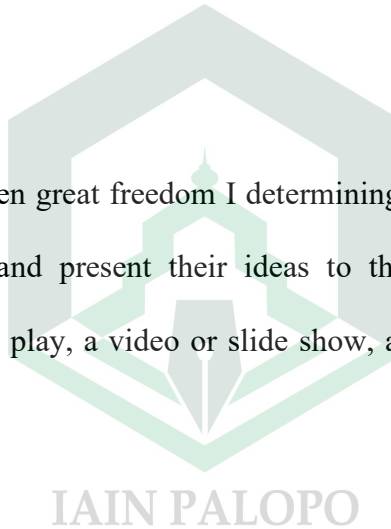
refine their understanding of the subject. Team members return to their original groups to teach the mini-topic to the entire team.

c. Constructive Controversy (Structure Controversy).

Pair within a four person team are assigned different sides of an issue. Each pair researches one side of the topic (or a summary) is provided by teacher. The two pairs discuss the topic not to win a debate but to adduce as much information on the topic as possible. Pairs then switch sides and develop argument for the opposite side of the same issue.

d. Group investigation.

Students are given great freedom in determining how to organize their teams, conduct the research, and present their ideas to the total class. Often the class presentation is a briefly play, a video or slide show, a demonstration, or some other type of performance.



E. Concept of Funny Riddle

1). Definition of Funny Riddle

Funny riddle is a statement or question or phrase having a double or veiled meaning and have fun answer because of the meaning from the idiomatic expression, and have sound alike but have little difference to spelling and also the meaning.¹⁸

¹⁸ Diyan. *Op. cit.* P 14.

Shade (1996) gives definition about riddle as a kind of play on words, an enigma, a fact that is puzzling; commonly have a question and answer format. Basically riddle like what we say as a joke, it's just more specific shape.

2). Kinds of Funny Riddle

Based on the form of riddle there are two types of riddle. They are:

- a). enigmas, which are problems generally expressed in metaphorical or allegorical language that require ingenuity and careful thinking for their solution.
- b). conundrums, which are questions relying for their effects on punning in either the question or the answer.¹⁹

Based on the form of funny riddle there are two types of funny riddle. They are²⁰ :

(1). Alphabets Riddle

Alphabets riddle is a riddle that use the letters of the alphabet then associate with the names of the objects that have the same sound.

Example:

1. Q: Why is the letter “T” like an island?

A: Because it is in the middle of “water”!

2. Q: What letter is a drink?

A: T (Tea)

¹⁹ *Ibid.*

²⁰ *Ibid.* P.35

3. Q: What letter is looking for causes?

A: Y. (why)

(3). Vocabulary Riddle

Vocabulary riddle is a kind of riddle that use vocabulary in the English language as a source punch line. Sometimes, the funny thing was caused by a multi-meaning word. This type of joke requires breadth or English vocabulary for someone to be able to understand it, and laughed. Dictionary have important role to be able to participate guess what's so funny.

Example:

1. Q: He has married many women, but has never been married.

Who is he?

A: A preacher!

2. Q: Take off my skin, I won't cry, but you will! What am I?

A: An onion!

3. Q: What room has no walls?

A: A mushroom!

3). Strategies to Use Riddle

- a). Introduce and explain about Riddle to the students.
- b). Teacher starts to give funny riddle by using Indonesian language while the students listen it.
- c). Ask them to guess the answer of the riddle in English.
- d). Tell them the riddle in English.

- e). Show the importance vocabulary from the riddle.
- f). Ask them to write the vocabulary while they must memorize it.
- g). Ask them to reread together.
- h). Make discussion about how to answer the riddle well.
- i). Make conclusion about the class activity.

4). The Strengths and the weakness of Funny Riddle

From variety of research and experiences as an English teacher, Ricardo Vadillo (2004: 15-17) express his findings about the strengths and the weakness of using a funny riddle in English lessons. They are:

a). The strengths of funny riddle

- (1). The students apparently loved it, so funny riddles can be a source of motivation for them.
- (2). Funny Riddle can reduce the atmosphere tense in the classroom.
- (3). Most of the riddle have short arrangement that does not take a lot of time to listen.
- (4). If teachers are able to choose the right riddle, then students will be easy to understand and answer.
- (5). Students must think critically in order that they can answer the funny riddle.

b). The weakness of funny riddle

If the funny riddle given by using English language to the students so they can not guess the answer quickly because they did not know the meaning of the funny riddle.

5). Jokes in Language Learning

In English language learning students must have confidence because English should be understood, mastered, and practiced. If students already have a high confidence, then nothing would be easier to do including learning English. One way to increase students' confidence in learning English is use joke in the classroom and one of the using of joke in language learning is use funny riddle.

There are some researcher who revealed their findings about the benefits of using joke in learning the English language is as follows:

a). According to Ricardo Vadillo, Joke can reduce the tense atmosphere in class, if the teacher is able to select the appropriate joke, then students will be easy to understand or retell it and joke can train students' language skills, such as reading, speaking, listening, and vocabulary.²¹

b). According to Randall L. Garner (2006) professor of psychological science at Sam Houston University, Texas revealed that, the use of joke in language learning can make the atmosphere of the class more enjoyable. Joke in the classroom can also help to reduce anxiousness levels of students in the classroom.

²¹ Diyan Yulianto, *Op. Cit*, P. 22.

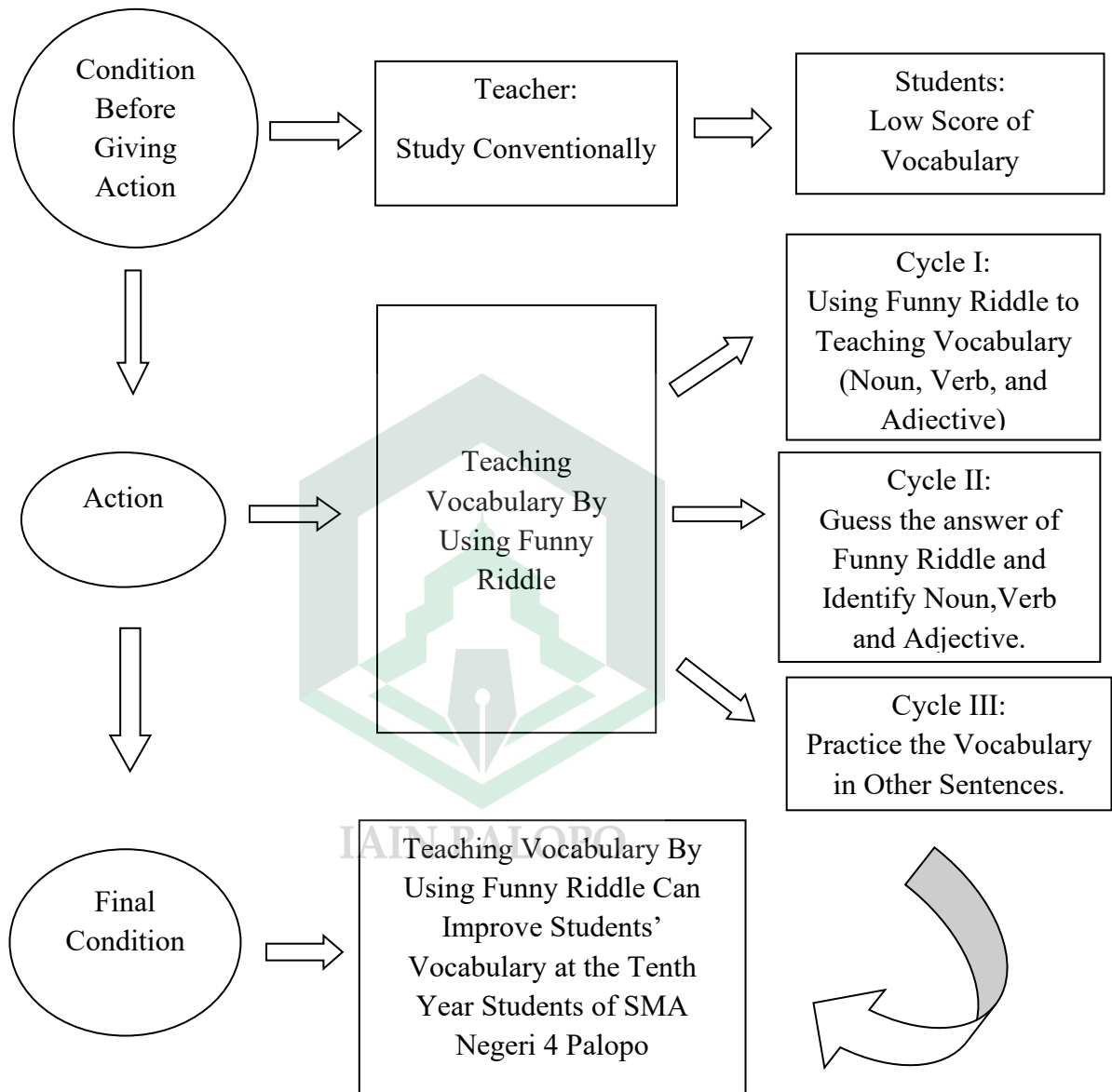
c). According to Hidayet Tuncay (2007), Director of the College of Foreign Languages, Istanbul Arel University have conducted a study on the use of jokes like a funny riddle in teaching English. This research involved four schools in Turkey concluded that the use of joke give positive contribute to the learning environment. Joke can improve the performance of a teacher and even can help to improve students talk time.

d). According to Alastair Clarke (2006) if the teacher success to make students laugh then they will give positive respond to the subjects they are studying.²²



²² Tertawa Bersama Guru Bahasa, Online, <http://Makassar.tribun news.com/mobile/index.php>. accessed on the 17 of May in 2013.

F. Conceptual Framework



CHAPTER III

RESEARCH METHOD

A. Definition of Classroom Action Research

This research would apply an action research or better known as Classroom Action Research. That contains of four stages; they are: Planning, Implementation of action, Observation and Reflection. This research conducted by the teacher to identify and to solve the students' problem in the class such as students getting bored to learn or memorize vocabulary because there is not enough good way that has been applied by the teacher. The teacher only applied lecturing method.

From the definition above, the researchers conclude that action research is a study conducted by teachers with a way to design an action, through planning, action observation and reflection to improve the quality of learning.

B. The Importance of Classroom Action Research

There are several reason why CAR is a need for teachers to improve the professional a teacher:

a). CAR is very conducive to make teachers become sensitive responsiveness to the dynamics of learning in their class. They become reflective and critical of what they and their students.

- b). Car can improve the performance of teachers to become professionals. Teachers are no longer as a practical, Who already feel satisfied with what is done for many years without any improvement and innovation, but also as researcher in its field.
- c). By carrying out the stages in the CAR, teachers are able to improve the learning process through a review in to what is to what happens in the class. Acts committed teachers solely based on the actual and factual issues that developed in its class.
- d). Implementation of CAR does not interfere with the main task of a teacher because he does not need to leave class. CAR is an integrated research activities with the implementation of the learning process.
- e). By implementing CAR teachers to be creative because it is always required to make efforts in innovation as the implementation and adaptation to various theories and techniques of learning and teaching materials that he uses.
- f). Implementation of CAR in education and learning has a purpose to improve and or enhance the practice of continuous learning so that the quality of the results of instructional skills of teachers, improving the relevance, improve management efficiency and grow the culture of instructional on teacher communities.

C. Types of Classroom Action Research

There are four types of CAR, namely: (1). CAR diagnostic, (2).CAR participants, (3). CAR empirical, and (4). Experimental CAR (Chain, 1990).

For more details, here presented in brief about the four types of CAR. They are:

a). CAR diagnostic

CAR diagnostic is research is designed to guide researchers toward an action. In this case researchers to diagnosis and into situations that are in the background research. As an example is when researchers attempt to deal with disputes, quarrels, conflict between students who have performed at a school or classroom.

b). CAR participants

A study participants was described as CAR if the person who will carry out study presented should be directly involved in the research process from the beginning until the results of the research are reported. Thus, since research planning researchers always involved, subsequent researchers to monitor, criticize, and collect data, then analyze the data and ended with the reported results their research. CAR participants can also be done at school as well as example in item above. Only, here the researchers claimed involvement directly and continuously since the beginning to the end of the study.

c). CAR empirical

CAR empirical is research when researchers attempt to perform ant act or action and opened what is does and what happens during the action. In principle, the researcher is pleased with the record keeping and collection researcher experience in their daily work.

d). Experimental CAR

Which is categorized as experimental if CAR held by seeking to apply the various techniques or strategies to effectively and efficiently in a activity teaching and learning. In relation to activity of teaching and learning, it is possible there is

more than one strategy or technique that is set to achieve an instructional goal. With the implementation of CAR is expected that researchers can determine which method is most effective in order to achieve the goal of teaching.

D. Research Type

This research follow the principle working of classroom action research (CAR) that contains of four stages, they are: Planning, implementation of success, observation, and reflection. This research conducted for third cycle.

E. Setting of the Research

The researcher was done her research in SMA Negeri 4 Palopo, which located at Bitti street. The subject in this research was the class X₂ in 2013/2014 academic year, consisted of 19 students.

F. Research Participant

The participant of this research are:

a).English teacher

English teacher was a researcher in this research, where the English teacher apply funny riddle while teaching vocabulary in the class.

b). Students

The position of the students in this research as subject of this research, the researcher hoped after researching the students could improve their vocabulary skill.

c). Partner and Collaborator

The position of collaborator in this research as observer, the collaborator help the researcher to observe the students, so the researcher could be able to know the students condition in learning process and gave suggestion for the problem in each cycle.

G. Technique and Instruments of Collecting Data

a). Techniques

The collecting data techniques in this classroom action research were:

(1). Test

Test was used to find out the students' score

(2). Observation

Observation was used to find out the students' participation during the use of funny riddle in teaching vocabulary.

(3). Discussion

Discussion among the researcher as a teacher with the the collaborator as way to make reflection in each cycle.

b). Instrument

The instrument was used in collecting data in this classroom action research were:

(1). Funny riddle.

(2).Vocabulary test.

(3).Observation sheet

(4).Discussion result among the researcher and collaborator.

It was useful to observe the students' participation during learning process by using funny riddle in teaching vocabulary, also as the main instrument in discussion part among the researcher and collaborator as way to make reflection in each cycle.

H. Data Analysis

The data which collected in every observation in each cycle was analyzed descriptively through percentage technique and by considering the tendency happened during the learning process.

a). Vocabulary test result

Students' score of vocabulary test was counted by using the formula, as

follow:
$$\text{Score} = \frac{\text{Total correct answer}}{\text{Total test items}} \times 100\%$$

Calculating the mean score of students' vocabulary test by using the

following formula:

$$\bar{X} = \frac{\sum x}{N}$$

Were:

X= the mean score

$\sum x$ = the total raw score

N = the number of students'.

b). Activities of students during the learning process

Activities of students during the learning process was analyzed by considering the students' participation and classified into active, very active, less active and not active.

I. Procedure of the Research

The method that was used in this research was classroom action research (CAR) method, it has four stages those are: Planning, Action, Observation, Evaluation or Reflection.

Cycle 1

a). Planning

(1). Made a lesson plan (RPP) and arrange material based on funny riddle in learning vocabulary.

(2). Made the test to know the increasing of the result study after they studied vocabulary by using funny riddle.

(3). Prepared the instruments which used in cycle of classroom action research before start teaching.

(4). Made the observation checklist for observing the condition of learning process.

b). Actions

(1). The researcher explained the purpose of in learning vocabulary.

(2). The researcher introduced about the use of funny riddle in learning vocabulary.

(3). The researcher introduced of materials of the lesson included noun, verb, and adjective.

(4). The researcher gave the funny riddle to the students in Indonesian language.

(5). The researcher asked to the students answered it in English.

(6). The researcher translate the funny riddle in English.

(7). The researcher asked to the students to identify noun, verb, and adjective in funny riddle.

(8). The researcher discussed the funny riddle with the students, and explained it.

(9). The researcher gave the students test of vocabulary.

(10). Close the class.

c). Observation

There are some important things that has been observed, those are:

- (1). Vocabulary test.
- (2). Students' participation during learning process.
- (3). Situation of learning and teaching process.

d). Reflection.

The result of the data had been done, it is continued until could be made as the reflection after action research. The reflection was discussed with a partner while the teacher should make research planning for the next cycle which repaired from cycle 1.

Cycle 2

In this section, the teacher did the next action based on the value of cycle 1 reflection namely:

a). Planning

(1). The researcher continued the activities that had been done in cycle 1, but in this cycle the researcher asked to the students change their position sit to be “U” form, after that the researcher gave again the example of alphabet riddle and the researcher asked to the students to identified noun, verb and adjective then wrote in the white board.

(2). Repaired the weakness in the cycle 1.

(3). Made planning again in the scenario learning process from the result of cycle 1 reflection.

b). Action

In this stage, action was done to upgrade the result based on the cycle 1 reflection. The stage were the same with the previous cycle to encourage the students to learn vocabulary by using funny riddle and the researcher also asked to the students to practice the vocabulary in other sentence.

c). Observation

The researcher did observation at cycle 2 was almost same with the observation at cycle 1.

d). Reflection

The result of the data had been done and there was some significant weakness in the second, so the reflection was discussed with a partner while the teacher should make research planning for the next cycle.

Cycle 3

In this section, the researcher did the next action based on the value of cycle 2 reflection namely:

a). Planning

(1). The researcher continued the activities that had been done in cycle 2, but in this cycle the researcher placed the students in group for studying vocabulary by using funny riddle. It was purposed to make students to be cooperative in their group.

(2). Repaired the weakness in the cycle 2.

(3). The researcher made planning again in the scenario learning process from the result of cycle 2 reflection.

b). Action

Like in the first and the second cycle, learning process started by recognize repeat about the lesson and gave to the students' competence test to measure the students' mastery in vocabulary.

c). Observation

The researcher identified and made note about all of problems that the researcher got when teaching and learning process and giving the test and also the

researcher gave more motivation to the students. In order to be active in learning process. So the students were realized the purpose in learning vocabulary.

d). Reflection

Reflection was done to see the result of cycle 3 action process, to analyze understand and make conclusion activity. The researcher analyzed cycle 3 to know whether the action of this cycle reaches success criteria based on the result of action.

J. Working Indicators

Successfully in this action research, if the value of students' learning will have an improvement. According to the criteria of completes of material (CCM) who is established by SMA Negeri 4 Palopo for English subject were 70. There will be also changes in attitudes of the students during the learning process is characterized by increased attendance, and the activity of students in the learning process that can be seen in the observation sheet.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. The First Condition of The Class

Based on the pre-observation, the researcher got some data about the students' condition of the class, including the students' problem. From interview the researcher got information from the students about difficulties of the four skills namely speaking, reading, writing, and listening in English; due to lack of vocabulary and on this case the researcher analyzed to overcome the problems. It means that the students were taught vocabulary by using jokes: funny riddle application. Where that the use of funny riddle application can help them to improve their vocabulary.

2. Cycle I

a. Planning

In this section, the researcher prepared to carry out the action research class required different tools that had been created and developed previously, namely lesson plan (RPP). In this case, the preparations which were prepared by the researcher before acting in the cycle I were:

- 1). Made a lesson plan about the use of funny riddle in teaching vocabulary.
- 2). Prepared the instruments which use in cycle of classroom action research.

b. Action

Action based on the schedule of the students' regular days, they are Monday and Saturday at the tenth year students class of SMA Negeri 4 Palopo. This action consisted of two meetings. They are:

1). The first meeting,

In this meeting the researcher explained about what the purpose in learning vocabulary. For example: through vocabulary, we can communicate ideas, emotion, and desires and because vocabulary is main part to begin our writing, speaking, reading and listening, it makes us easy to translate some words into English or Indonesia. And then the researcher explained the other way in learning vocabulary. One of many strategies in learning vocabulary was using funny riddle. In this case before the researcher explained about funny riddle and also explained to the students about the kinds of funny riddle including the sample. The researcher explained the kinds of vocabulary that the students would learn such as noun, adjective, and verb.

2). The second meeting

In this meeting, the researcher gave the students funny riddle. They are: Alphabets Riddle and vocabulary riddle including the examples in Indonesian language while the students listen to it. After that the researcher gave time to students about 3 minutes to guess the answer of the riddle in English. Then the researcher gave them the riddle in English. And the researcher and students together identified vocabulary such as noun, adjective and verb from the funny riddle. And

after that the researcher asked them to write the vocabulary while they must memorized it in 10 minutes. And the last the researcher gave vocabulary test to the students. The test consist twenty- three items from noun, adjective and verb and the researcher asked to the students to translate it.

c. Observation

Based on the observation made by researcher and collaborators in the cycle I, the data obtained as follow:

1). There were some of students seemed not be disciplines. Learning situation was not interesting because some of students seemed confuse with their new lesson.

3). When the reseacher gave the students funny riddle in Indonesian language, some of students was able to answer quickly in English. For Example:

Q: Huruf apa yang tedapat dalam abjad yang dapat dikatakan sebagai sayuran.

A: P (Pea).

4). There were some of students did not know how to identified noun, adjective and verb from the funny riddle.

5). There were some of students did not know the meaning of vocabulary from the funny riddle.

6). Evaluation on the students' vocabulary show the students' mastery on vocabulary was mostly in low score. The mean score was only 59,47 (see table I).

Table 1: The result of the students' test vocabulary in cycle 1.

No	Name	Score
1	Ardi Zikrullah	60
2	Evie Irawati	55
3	Fikeram	60
4	Guntur Haris	65
5	Hasma	70
6	Ira Hamdayani	60
7	Leni Widiastuti	65
8	Muh. Dede	65
9	Muh. Fiqhi	50
10	Nurlia Febrianti	55
11	Putri Mansyur	60
12	Rafli	50
13	Rahmayani	55
14	Reski Perian	55
15	Rismala	60
16	Sabaruddin	70
17	Samriani	60
18	Ucho Perdana	60
19	Vikral	55
Mean Score		59,47

The table above explained that the highest score is 70 and lowest score is 50. Two students who got score 70, three students who got score 65, seven students how got score 60, five students who got score 55, two students who got score 50. The mean score the result of the students' test vocabulary in cycle 1 the percentage 59,47. It means that the score is lower than the score standard, so the students' score of test in cycle 2 must be increased.

7).The result of observation on students' activities during the teaching and learning process. It can be seen in table below.

a). The first meeting

Table 2: The result of observation on students' activity in cycle 1 (1st meeting).

No	Name	Students' participation			
		Not active	Less active	Active	Very active
1	Ardi Zikrullah				
2	Evie Irawati				
3	Fikeram				
4	Guntur Haris				
5	Hasma				
6	Ira Hamdayani				
7	Leni Widiastuti				
8	Muh. Dede				
9	Muh. Fiqhi				
10	Nurlia Febrianti				
11	Putri Mansyur				
12	Raffli				
13	Rahmayani				
14	Reski Perian				
15	Rismala				
16	Sabaruddin				
17	Samriani				
18	Ucho Perdana				
19	Vikral				
Jumlah		8	9	2	
Percentage		42 %	47 %	11 %	

Based on the table above there some of students did not have braveness in learning activities, only 2 students active,9 students less active, and 8 students not active.

b).The second meeting

Table 3: The result of observation on students' activity in cycle 1 (2nd meeting).

No	Name	Students' participation			
		Not active	Less active	Active	Very active
1	Ardi Zikrullah				
2	Evie Irawati				
3	Fikeram				
4	Guntur Haris				
5	Hasma				
6	Ira Hamdayani				
7	Leni Widiastuti				
8	Muh. Dede				
9	Muh. Fiqhi				
10	Nurlia Febrianti				
11	Putri Mansyur				
12	Rafli				
13	Rahmayani				
14	Reski Perian				
15	Rismala				
16	Sabaruddin				
17	Samriani				
18	Ucho Perdana				
19	Vikral				
Jumlah		5	10	4	
Percentage		26 %	52 %	22 %	

Based on the table above, only 4 students active,10 students less active, 5 students not active. It means that the students did not really active.

Where:

Very Active: The students is responsive and participated fully in all activities in learning and teaching process.

Active: The students are responses to the material through answering the funny riddle and interacting with others, whether to the teacher or their friends.

Less active: The students pays attention and gave responses once in a while.

Not active: The students did not give responses to the material, they look confused, and sometimes leave the class.

d. Reflection

There was some significant weakness in cycle 1. They are:

- 1). Some of students confused with their new lesson.
- 2). Some of students did not know how to identified the vocabulary such as noun, verb, and adjective.
- 3). Some of students did not know the meaning of vocabulary from funny riddle.
- 4). The means score the result of students' test in cycle 1 the percentage 59,47. It means under low the score standard.
- 5). Some of students did not have braveness in learning activities only 22 percent students active in the class (See table: 3)

The solutions of the problems, the researcher did some way in the next cycle. They were:

1. The researcher would give more explanation about the material such as noun, verb and adjective.
- 2.The researcher would write the difficult words in the whiteboard.

3. The researcher gave the students homework that was study all about the material and gave the vocabulary to memorize in their home, because the students did not improve in cycle1.

3. Cycle 2

a. Planning

The researcher hoped in cycle 2 the students more active in the class than before. Planning in the cycle 2 different with the cycle 1. At the beginning of the meeting of this cycle the researcher asked students to change their seat position to be “U” form then the researcher gave again the example of alphabet riddle and the researcher asked to the students to identified noun, verb and adjective then wrote in the white board.

In order to decrease the weakness in the cycle 1. In this cycle 2 was planned as follow:

- 1). The researcher gave more explanation about the material.
- 2). The researcher gave more explanation and intensive guidance to the students for understand and answered the funny riddle then identified the vocabulary from funny riddle such as noun, adjective and verb.
- 3). The researcher gave more motivation to the students in order to be active in learning process. Such as gave they wise word to built their self confidence to study more and more.

b. Action

In this cycle the researcher started learning process by repeating about how to answer funny riddle in learning vocabulary and identified the vocabulary.

1). The first meeting.

At the beginning of the meeting of this cycle, the researcher asked to the students to change their position to be “U” form. After that the researcher gave more motivation to the students, than if the students were ready to study, the researcher explained the same material in the cycle 1 but in this cycle 2 of this first meeting the researcher just focus to give the first kinds of funny riddle namely alphabet riddle in English then asked them to answered it and identified noun, adjective and verb and also asked them to practice the vocabulary in other sentence.

2). The second meeting

In this step, the researcher started the learning process by gave the examples of the second kinds of funny riddle namely vocabulary riddle. As usually the researcher asked to the students to identified noun, adjective and verb while they translate it and practice the vocabulary in other sentence. After that the researcher gave time for 10 minutes to memorize the vocabulary before the researcher gave the competence test to measure the students’ mastery in vocabulary based on the vocabulary in funny riddle.

c. Observation

Based on the observation made by the researcher and collaborator in cycle 2, the data obtained as follow:

- 1). Some students more confused when the reseacher gave the funny riddle in English because they did not know the meaning of the funny riddle and also it was difficult for them to answer it.
- 2). Some of students still not be able to identified noun, adjective, and vocabulary.
- 3).The evaluation on students' vocabulary show that the students' mastery on vocabulary was mostly in low score. The mean score was only 68, 68. (see table 4).

Table 4: The result of students' test vocabulary in cycle 2.

No	Name	Score
1	Ardi Zikrullah	60
2	Evie Irawati	70
3	Fikeram	60
4	Guntur Haris	65
5	Hasma	80
6	Ira Hamdayani	70
7	Leni Widiastuti	80
8	Muh. Dede	75
9	Muh. Fiqhi	65
10	Nurlia Febrianti	60
11	Putri Mansyur	65
12	Rafli	55
13	Rahmayani	65
14	Reski Perian	65
15	Rismala	75
16	Sabaruddin	80
17	Samriani	75
18	Ucho Perdana	65
19	Vikral	75
Mean Score		68,68

The table above explained that the highest score is 80 and the lowest score is 55. Three students who got score of 80, four students who got score of 75, two students who got score of 70, six students who got score of 65, three students who got score of 60, and one student who got score of 55. The mean score the result of the students' test vocabulary in cycle 2 the percentage 68.68. It means that the result of the students' test vocabulary in cycle 2 still under low the score standard, so the researcher decided to do the next cycle.

4).The result of observation on students' activities during the teaching and learning process. It can be seen in table below:

Table 5: The result of observation on students' activities in cycle 2.

No	Name	Students' participation			
		Not active	Less active	Active	Very active
1	Ardi Zikrullah				
2	Evie Irawati				
3	Fikeram				
4	Guntur Haris				
5	Hasma				
6	Ira Hamdayani				
7	Leni Widiastuti				
8	Muh. Dede				
9	Muh. Fiqhi				
10	Nurlia Febrianti				
11	Putri Mansyur				
12	Rafli				
13	Rahmayani				
14	Reski Perian				
15	Rismala				
16	Sabaruddin				
17	Samriani				
18	Ucho Perdana				

19	Vikral				
	Jumlah	0	9	10	
	Percentage	0 %	48 %	52 %	

Table above explained the that, based on the result of observation on students' activity in cycle 2 showed nine students less active and ten students active. Its mean that students still did not have braveness to answer the funny riddle and did not really active in learning activities.

d. Reflecting

Based on the result of the observation and score in cycle 2, they were seen there were decrease numbers of the students have still low score. In the cycle 1 total of the students that have low score were 17 students and in the cycle 2 the low score decreased to 10 students of 19 students, the mean score of the class increase 59.47 to 68,68. The total of students who had got highest score in the cycle 2 have improvement than in cycle 1. Based on the result above it is concluded that teaching vocabulary by using funny riddle can improve the students' vocabulary, although there were increase but the result was not optimal and also it is low score by the standard score. It was because the result of learning observation there were still not active students in learning process, such us:

1). Some students more confused when the reseacher gave the funny riddle in English because they did not know the meaning of the funny riddle and also it was difficult for them to answer it.

2). Some of students still not was able to identified noun, adjective, and vocabulary.

3).Some of students had not braveness to answer the funny riddle only 52% students active in the class.

4). In the cycle 2 of learning, The evaluation mean score was 68.68.

The solutions of the problems the researcher did some way in the next cycle, they were:

1). The researcher would give more motivation to the students in order to be active in learning process. So the students were realizing the purpose in learning vocabulary.

2). The researcher would give more explanation about noun, adjective and verb.

3). The researcher would write the difficult vocabulary in the white board.

4). The researcher would repeat the example of funny riddle until three times.

5). The reseacher would ask to the students to bring their dictionary.

4. Cycle 3

a. Planning

In this cycle the researcher made the students to be more enthusiasm in learning vocabulary by using funny riddle. In this cycle the researcher and collaborator had a little different plan as it had been done in cycle 1 and cycle 2. In the cycle 1 and cycle 2, students study individually, while in this cycle the researcher placed the students in group for studying vocabulary by using funny riddle. It was purposed to make students to be cooperative in their group. The explanation was just

the same with cycle 1 and cycle 2 but in this cycle the researcher repeat 2-3 times in each explanation about answering the funny riddle and explained the vocabulary that had been identified by the students in learning vocabulary. The researcher also motivated students to concentrate in learning process and finished business before starting teaching.

b. Action

In this last cycle, the researcher started learning process by repeating about how to answer funny riddle and how to use it in learning vocabulary.

1). The first meeting

The action in this cycle were based on the revised plan. The material in the cycle 3 of this first meeting was same in the cycle 2 of the first meeting. At beginning of this meeting of this cycle, the researcher divided students into four groups where each group consisted of five students except one group consisted of four students. After the students were ready to study the researcher explained the same material in the cycle 2 of this first meeting namely alphabet riddle. The researcher started by explanation about the funny riddle in leaning vocabulary. After that the researcher gave to each group 4 examples of alphabet riddle and asked them to answer it then identified the noun, adjective and verb and also asked them to practice the vocabulary in other sentence one by one in front of other groups.

2). The second meeting

In this step, the researcher started the learning process by gave the examples of the second kinds of funny riddle namely vocabulary riddle. As usually the

researcher asked to the students to identify the noun, adjective and verb while they translate it. After that the researcher gave time for 10 minutes to memorize the vocabulary before the researcher gave the competence test to measure the students' mastery in vocabulary based on the vocabulary in funny riddle.

c. Observation

Based on the observation activities made by the researcher and collaborator in this cycle, where the researcher and collaborator had observe the learning activity about the condition class and students' activity. Learning vocabulary by using funny riddle got positive response. Because in this cycle some of students who were less active in learning process in cycle 1 and 2 very enthusiasm and have understood how to identified noun, adjective and verb from funny riddle, and they did not confused again to answer the funny riddle because they always used dictionary to found the meaning of vocabulary and also evaluation on the students' vocabulary showed that the students' master in vocabulary were mostly in good score. The mean score was 84,47 (see table 6).

Table 6: The result of the students' test vocabulary in cycle 3.

No	Name	Score
1	Ardi Zikrullah	85
2	Evie Irawati	80
3	Fikeram	80
4	Guntur Haris	75
5	Hasma	100
6	Ira Hamdayani	85
7	Leni Widiastuti	100
8	Muh. Dede	75
9	Muh. Fiqhi	90
10	Nurlia Febrianti	80
11	Putri Mansyur	80
12	Rafli	75
13	Rahmayani	85
14	Reski Perian	85
15	Rismala	95
16	Sabaruddin	100
17	Samriani	80
18	Ucho Perdana	80
19	Vikral	75
Mean Score		84,47

The table above explained that the highest score is 100 and the lowest score is 75. Three students who got score of 100, one student who got score 95, one student who got score 90, four students who got score of 85, six students who got score of 80, four students who got score of 75. It means that the criteria of success in this cycle the students had better achievement.

The result of observation on students' activities during the teaching and learning process. It can be seen in table below:

Table 7: The result of observation on students' activity in cycle 3.

No	Name	Students' participation			
		Not active	Less active	Active	Very active
1	Ardi Zikrullah				
2	Evie Irawati				
3	Fikeram				
4	Guntur Haris				
5	Hasma				
6	Ira Hamdayani				
7	Leni Widiastuti				
8	Muh. Dede				
9	Muh. Fiqhi				
10	Nurlia Febrianti				
11	Putri Mansyur				
12	Rafli				
13	Rahmayani				
14	Reski Perian				
15	Rismala				
16	Sabaruddin				
17	Samriani				
18	Ucho Perdana				
19	Vikral				
Jumlah		-	-	15	4
Percentage				79 %	21 %

Based on the table above, there was increase the students' activities in this cycle. Learning vocabulary by using funny riddle got positive response. Even students who were less active in learning process in this cycle very enthusiasm. In

this cycle there were fifteen active students and four students got very active. It means that the criteria of success in this cycle the students had better achievement.

d. Reflecting

Based on the result of the observation and the score of the cycle 1, 2 and 3, can be seen that learning vocabulary by using funny riddle can improve the students' learning English skill especially vocabulary. If compared to cycle 1, 2, and 3, can be seen that the mean score of cycle 1 was 59.47. While the mean score of cycle 2 improve to be 68.68. There was increase the mean score of the cycle 3 was 84.47, and also in the cycle 3 most of students were more active during the action. The students were very enthusiasm in learning vocabulary by using funny riddle. It means that fulfilling pass standard, so the score of test in the cycle 3 was increase and based on the result observation made by observer to activities researcher execution leaning vocabulary by using funny riddle was a good.

The researcher concluded that the effective ways in teaching vocabulary by using funny riddle were:

1. Using group in learning process.
2. Involving students directly by asking students to identify noun, adjective and verb then practice in other sentence.
3. Using dictioanary to make the students more easy to answer the funny riddle.

4. Reviewed the vocabulary that had been taught in previous meeting. It was applied to remind them about the previous lesson, whether the students had memorized and understand the vocabulary or not.

5. Giving more intensive guidance and motivation to the students. In order to be more active in learning process and assisted them who got difficulties, like how to pronounce the vocabularies and identified it.

B. Discussion

Procedures implemented that teaching vocabulary by using funny riddle and the problem statement for this research namely: What is the effective way in teaching vocabulary by using funny Riddle. The researcher discussed the result of the data analysis in according with the scope of the research. The discussed intended to know the students' improvement in vocabulary by using funny riddle and it is emphasized to noun, adjective and verb.

In this research, the researcher use funny riddle as media in teaching vocabulary. According to Ricardo Vadillo, said that funny riddle is of one the elements of joke that one of a good way to teach vocabulary¹.

Looking at the findings, the researcher presented the discussion of the data some of students. The section presents the result of the data analysis. It aims to describing the result of the learning vocabulary by using funny riddle.

¹ Diyan Yulianto, *Cara mudah belajar Inggris dengan humor-humor super gokil*, (Cet I; Yogyakarta: CV Diva Press, 2010), P. 6.

Using funny riddle to teach vocabulary and the researcher ask to the students that they will identify the vocabulary such as noun, adjective, and verb from funny riddle and explain how to answer it. According to Jeremy Harmer said that there three techniques or activities which are designed to teach and practice words of vocabulary, they are:²

1. Presentation

Not all vocabulary can be learned through interaction and discovery techniques, even if such techniques are possible: However, they are not always the most cost effective.

2. Discovery

Students will be using their bilingual dictionaries; through some of them may know these words though do simple matching task to more complex understanding of connotation and context.

3. Practice

Using new words which are known in real communication so it will not be forgotten easily.

According to Randall L. Garner (2006) professor of psychological science at Sam Houston University, Texas revealed that, the use of joke like funny riddle in language learning can make the atmosphere of the class more enjoyable. Joke in the

² Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman Group), p.161.

classroom can also help to reduce anxiousness levels of students in the classroom.³

And there are four benefits of funny riddle, namely:

1. The students apparently loved it, so funny riddles can be a source of motivation for them.
2. Funny Riddle can make the atmosphere of the classroom more enjoyable.
3. Most of the riddle have short arrangement that do not take a lot of time to listen it.
4. If teachers are able to choose the right of funny riddle, then students will be easy to understand and answer.
5. Encourage the students to think critically so that students are able to secrete its own initiative.
6. Funny riddle can help to increase the students' vocabulary.⁴

According to Hidayet Tuncay (2007), Director of the College of Foreign Language, Istanbul Arel University have conducted a study on the use of jokes like funny riddle in teaching English. This research involved four schools in Turkey concluded that the use of joke give positive contribute to the learning environment.

³ Tertawa Bersama Guru Bahasa, Online, <http://Makassar.tribun news.com/mobile/index.php>. accessed on the 17 of May in 2013.

⁴ Diyan Yulianto, *Op.Cit.* P. 22.

Joke can improve the performance of a teacher and even can help to improve students talk time.⁵

Therefore, in this research using funny riddle in teaching vocabulary. The subject in this research was the class X₂ SMA Negeri 4 Palopo. In this research, the researcher explain about how to use funny riddle in learning vocabulary and the researcher gave the example of funny riddle and time to answer and identified the vocabulary like noun, adjective and verb.

Based on the analysis from the students' test in cycle 1, the mean score in the cycle 1 is 59.47. It is low score by the standard score. In the fact, from the result of students' activities in the cycle 1, some students seemed confuse with their new lesson.

Based on the activities made by researcher and collaborators in the cycle 1 the researcher found some weakness in teaching vocabulary by using funny riddle. They are:

1. Learning situation was not interesting because some of students seemed confuse with their new lesson.
2. When the researcher gave the students funny riddle in Indonesian language, some of students was able to answer quickly in English.
3. There were some of students did not know how to identified noun, adjective and verb from funny riddle.

⁵ Tertawa Bersama Guru Bahasa, Online, <http://Makassar.tribun news.com/mobile/index.php>. accessed on the 17 of May in 2013.

4. There were some of students did not know the meaning of vocabulary from the funny riddle.

Then, the solution of the problems the researcher did some way in the next cycle. They are:

1. The researcher would give more explanation about the material such as noun, verb and adjective.

2. The researcher would give guidance to the students to understand how to use funny riddle in leaning vocabulary.

3. The researcher would write the difficult vocabulary in the white board.

4. The researcher gave the students homework that was study all about the material and gave the vocabulary to memorize in their home, because the students did not improve in cycle 1.

The students' attitude in learning English vocabulary by using funny riddle to the data analysis based on the test, the researcher present the students' attitude in leaning vocabulary by using funny riddle in cycle 1 is low interest. In relation to the observation checklist to know the students' active participation in learning vocabulary by using funny riddle in cycle 1, the first meeting it was found that there were two students *active* in the class, nine students *less active*, and eight students *not active*. And in the second meeting, it was found that four students *active*, ten students *less active*, and five students *not active*. It means that the students did not really active. The evaluation from the result of observation made by collaborator to activities researcher execution leaning vocabulary by using funny riddle that the

students' vocabulary was low, it show the researcher did cycle 2 and must be increase some aspect in the next cycle. Especially the students' vocabulary.

The problem in the cycle 1 attracted the researcher and collaborator to continue the next cycle. In the cycle 2, the researcher observed the students more intense and in the cycle 2 the researcher hoped the students more active in the class than before. Planning in the cycle 2 different with in the cycle 1, at the beginning of the meeting of this cycle the researcher asked to the students to change their seat position to be "U" form, then the researcher gave the example of funny riddle in English than asked them to answer it and identified the vocabulary such as noun, adjective, and verb in front of the class.

Based on the result of the observation and score in cycle 2, they were seen there were decrease numbers of the students have still low score. In the cycle 1 total of the students that have low score were 17 students and in the cycle 2 the low score decreased to 10 students of 19 students, the mean score of the class increase 59.47 to 68.68. The total of the students who had highest score in the cycle 2 have improvement than in the cycle 1. Based on the result above it is concluded that teaching vocabulary by using funny riddle improved the students' vocabulary, although there were increase but the result was not optimal and also it is low score by the standard score.

In observation activities made by researcher and collaborators in cycle 2 the researcher found some weakness in teaching vocabulary by using funny riddle. They are:

1. Some students more confused when the researcher gave the funny riddle in English because they did not know the meaning of the funny riddle and also it was difficult for them to answer it.

2. Some of students still not be able to identified noun, adjective.

Then, the solution of the problems the researcher did some way in the next cycle. They are:

1. The researcher would give more motivation to the students in order to be active in learning process. So the students were realizing the purpose in learning vocabulary.

2. The researcher would give more explanation about noun, adjective and verb.

3. The researcher would write the difficult vocabulary in the white board.

4. The researcher would ask to the students to bring their dictionary.

The students' attitude in learning English vocabulary by using funny riddle to the data analysis based on the test, the researcher presents the students' attitude in learning vocabulary by using funny riddle in cycle 2 still low interest. In relation to the observation checklist to know the students' active participation in leaning vocabulary by using funny riddle in cycle 2, it was found that there were ten students *active*, nine students *less active* and none students *not active*. It means that the students did not really active. The evaluation from the result of the observation made by the collaborator to activities research execution learning vocabulary by using funny riddle that the students vocabulary was still low, it show the researcher did

cycle 3 and must be increase some aspect in the next cycle. Especially the students vocabulary.

The problem in the cycle 2 attracted the researcher and collaborator to continue the next cycle. In the cycle 3 the researcher made the students to be more enthusiasm in learning vocabulary by using funny riddle. In the cycle 3 the researcher and collaborator had a little different plan as it had been in cycle 1 and 2. In the cycle 1 and 2, the students study individually, while in the cycle 3 the researcher divided the students in four groups for studying vocabulary by using funny riddle. It was purposed to make students to be cooperative in their group.

In observation activities made by researcher and collaborator in the cycle 3, the researcher and collaborator to observe the leaning activity about condition class and students' activity, learning vocabulary by using funny riddle got positive response. Even students who were less active in learning process at the cycle 3 very enthusiasm and have understood how to learn vocabulary by using funny riddle.

Based on the result of data analysis in cycle 3, the researcher found that in the cycle 3 score was better than the result in cycle 1 and 2, the mean score of the students' test in the cycle 3 is 84,47. In cycle 3, there were fifteen students active and percentage reached 79% and four students got very active and percentage 21%. The accumulation of active and very active reached 100%. It means that the criteria of success in the cycle 3 the students had better achievement and the researcher has known in the application to appropriate way teaching vocabulary by using funny

riddle was focused in learning and the students fun and also easy to learning vocabulary.

The researcher also believes that the effective ways in teaching vocabulary by using funny riddle were:

1. Using group in learning process.
2. Involving students directly by asking students to identify the noun, adjective and verb then practice in other sentence. According to Jeremy Harmer one the techniques or activities which are designed to teach vocabulary is practice, using new words which are known in real communication so it will not be forgotten.⁶
3. Using dictionary to make the students more easy in answering the funny riddle.
4. Reviewed the vocabulary that had been taught in previous meeting. It was applied to remind them about the previous lesson, whether the students had memorized and understand the vocabulary or not.
5. Giving more intensive guidance and motivation to the students. In order to be more active in learning process and assisted them who got difficulties, such as how to pronounce the vocabularies and identified it.

⁶ *Ibid*



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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After finishing the research, the writer concludes that the advantages of using funny riddle to teach vocabulary to the tenth year students of SMA Negeri 4 Palopo. The advantages could be described as follows:

Using funny riddle is an effective way in teaching and improving students' vocabulary especially at SMA Negeri 4 Palopo. It supported by the achieving of the ideal score in the third cycle (1st, 2nd and 3th) namely in participation 79% active and 21% very active and the mean score 84,4, the score of the students always increase in every cycle. Furthermore, funny riddle make classroom situation interest and students enjoy the teaching and learning process during the acting.

The researcher concluded the effective ways in teaching vocabulary by using funny riddle. They are:

1. Using group in learning process.
2. Involving students directly by asking students to identify the noun, adjective and verb then practice in other sentence.
3. Using dictionary to make the students more easy to understand the funny riddle.

4. Reviewed the vocabulary that had been taught in previous meeting. It was applied to remind them about the previous lesson, whether the students had memorized and understand the vocabulary or not.

5. Giving more intensive guidance and motivation to the students. In order to be more active in learning process and assisted them who got difficulties, like how to pronounce the vocabularies and identified it.

B. Suggestions

Based on the conclusion above the researcher gives some suggestion as follow:

1. To teach vocabulary and to improve it, the English teacher or the lecture may apply teaching vocabulary by using funny riddle.

2. The English teacher and the lecture should be more creative in giving and appropriate strategy to the students which can make them relax and enjoy getting the material and also the teacher should make the classroom situation to the fun.

3. To achieve the goal of teaching, the teacher should adapt between material and strategy that teacher apply in classroom.

4. The teacher or lecture should not use the same funny riddle at each cycle in teaching vocabulary.

5. To improve the students' vocabulary, the students must memorize the vocabulary and always practice in daily activity.



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