IMPROVING STUDENTS LISTENING COMPREHENSION IN ENGLISH LEARNING AT THE TEN GRADE OF SMAN 6 PADANGSIDIMPUAN

A SKRIPSI

Submitted to Tarbiyah and Teachers Training Faculty, State Islamic University of North Sumatera Medan as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan

By:

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DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHER TRAINING
THE STATE ISLAMIC UNIVERSITY NORTH SUMATERA
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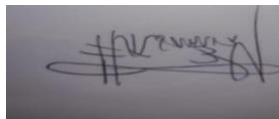
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 Menyatakan dengan sepenuhnya bahwa skripsi yang berjudul diatas adalah asli dari buah pikiran saya, kecuali kutipan-kutipan yang disebutkan di dalamnya sebagai sumbernya.

       Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiblakan, maka gelar dan ijazah yang diberikan universitas batal saya terima.

                                         Medan,   2021

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ABSTRACT

THE EFFECTIVNESS OF RIDDLE FOR IMPROVING LISTENING AND STUDENT COMPREHENSION IN ENGLISH LEARNING AT THE EIGHT GRADE OF SMAN 6 PADANGSIDIMPUAN

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Keywords: Ridlle Games, Students' listening Comprehension

The research aimed to improved the students' listening comprehension through riddles games Strategy. This research was conducted by using Classroom Action Research (CAR). The subject of this research was IX-MIA 1 grade of SMAN 6 Padangsidimpuan 2019/2020 academic year which consist of 36 students. The objective of this research was to improve students' listening comprehension by using riddle games strategy at nine Grade of SMAN 6 Padangsidimpuan. This research was conducted in one cycle which consist of planning, acting, observing, and reflecting. The data were gathered through quantitative and qualitative data. The result of this research showed that there was increasing of students' skill in Listening comprehension. The mean of pre-test was 60 and the mean of post-test was 80. It indicated that the scores after CAR was better than scores before CAR. In the pre-test, she percentage of students who get point ≥ 77 up were 16 students (44,44%) and in the post-test students who got point ≥ 77 were 29 students (80,88%). In other words, the students` skill in listening comprehension by riddles games strategy improved and became well in the first meeting to the next meeting.

ACKNOWLEDGEMENT.

In the name of Allah, the Merciful and the Beneficent. Praise and appreciation to Allah for providing the writer with the power and direction needed to complete this skripsi. Peace and blessings be upon the prophet Muhammad SAW, his family, relatives, and all of his followers.

The written of this skripsi entitled "The effectiveness of riddle for improving listening and students comprehension in English learning Nine eight grade of Sman 6 Padangsidempuan Year 2019/2020". This skripsi is written to fulfill one of requirement to obtain the *sarjana degree* at Departement of English Education of Faculty Tarbiyah Science and Teachers Training State Islamic University of North Sumatera.

Finishing this skripsi is a miracle for me because it is really difficult for me to do so. However, now that this skripsi has been written, it has been refused. Then, I'd want to thank Allah SWT for the blessing that has allowed me to finish writing this skripsi. In addition, the writer wishes to express gratitude to the following individuals for their assistance and support.

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Medan, on March 2021

Yusra Khairati Nasution

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CHAPTER 1

INTRODUCTION

A. Background of Problem

English currently has become an international language for many people in the world. As Carson (2007) says, there is little doubt that English is an essential linguistic tool for many business executives, academics, politicians, scientists, technologists, tourists, and global citizens. Recognizing its significance, English has been taught as a foreign language to pupils in Indonesian schools. As a result, English is recognized as a mandatory subject that is taught in Junior High Schools through Universities.

The purpose of senior high school English teaching and learning is to assist pupils achieve a functional level of communication, both orally and in writing. Junior high school students must master the four English skills of writing, reading, speaking, and listening to reach the aim. In this case, the researcher focuses on listening. Listening is one of the most important skills to master, according to many academics, because it helps students enhance their other English skills. In their daily lives, people listen more than they read, speak, or write. In order to understand and respond to their teacher's directives during the English teaching and learning process, senior high school students in the tenth grade must master listening skills.

It is necessary to be able to listen in order to properly receive communications. It is a combination of hearing what another person says and creating a psychological attachment to the person speaking. Listening is one of the

linguistic skills. It necessitates a desire to understand another human being, a polite and welcoming attitude, and a willingness to open one's mind and try to see things from another's point of view. It requires a lot of focus and energy. It demands us to set aside our own thoughts and aspirations, put ourselves in the shoes of another, and try to experience the world through that person's eyes.

However, English teachers face challenges in teaching pupils to accomplish the primary goal, notably in listening skills. Their final exam results demonstrate this. Many of them did not meet the needed minimum score. It happens because they are unable to listen to the English text in class. Even when they are able to hear the sentence, they typically fail to write it down. Certain people even miss the main idea, as well as some supporting ideas or details, in the tape.

The difficulties that students had with hearing comprehension revealed that listening is the most difficult skill for pupils learning a foreign language. It was founded on three factors that influenced their listening: listening materials, the listener factor, and the physical environment. Accents, pronunciation, tempo of speech, limited vocabulary, and speakers with diverse accents are as a result. To assist children improve their language skills, more focus should be placed on teaching listening. Listening was regarded as the most difficult language skill for pupils in particular language schools since it takes more attention and concentration to absorb the material, which includes interlanguage., which includes interpreting conversation and monologue text.

Listening is a complicated process in which several things happen inside the brain at the same time. Teachers, on the other hand, play an important role in the learning process. The teachers were able to control the youngsters and the environment in the classroom. It is common for students to have problems listening when they are studying. The professor is now responsible for resolving any issues that students may experience. The majority of teachers, on the other hand, were unconcerned. The teacher may decide that doing so is unnecessary.[1]

Teaching and learning will be successful if variables such as the technique of instructional English, the completeness of teaching facilitation, interesting media, and the state of the school environment are supported. This concept, according to researchers, can also be utilized to improve listening abilities.[2]

There are numerous ways for improving kids' listening skills. Riddles are one method for teaching listening that can be used as an alternative. Riddle is an element of listening games, and because Riddle incorporates game requirements, there is a sense of enthusiasm over words. Riddle games require greater imagination to solve the Riddles that are produced while playing words. Then Riddle can persuade someone to become more interested in playing. It also has rules to follow. As a result, Riddle is a game. "A Riddle is a statement, question, or phrase with a double or disguised meaning, presented as a problem to be solved," remarked Brassell". [3]According to Hapsari, some advantages of riddle

[1] Helena I.R.Agustien,*Communication Strategies in Sustained Casual Conversations,* (Sydney: unpublished thesis for the degree of Doctor Philosophy in the School of English and Linguistics. Macquarie University, 199

[2] Jack C. Ricardsand Willy A. Renandya,*Methodology In Language Teaching*, (Cambridge : Cambridge University Press, 2002), p.201.

[3] *Danny Brassell, Leena Furtado,Enhancing English As A Second Language Students'*

game are: Riddle game can increase the students' interest to learning listening, The students' can increase their vocabulary using riddle game, etc.

The reason why the writer conducts this research is because of the students of SMAN 6 Padangsidimpuan are still face difficulty in learning listening especially in getting and understanding the sound also understanding the information. They have low score on several listening comprehension exercises on learners' score book. The average score of their listening comprehension exercises was 45. It categorized as low score because it was below 70 as the English standard score at SMAN 6 Padangsidimpuan.

The results of the interview with the English teacher also revealed that the learners had difficulty understanding and obtaining the listening comprehension material, which could be attributed to a lack of vocabulary, a lack of practice with listening comprehension material, and the scarcity of listening comprehension tools such as sound and material. According to Ngalim, various social elements also influence learners' learning and achievement.[4]

These social aspects include the family situation, the teacher and teaching style, the equipment utilized in the teaching learning process, the learning environment, and social motivation. Teaching strategies are an important aspect that influences learners' accomplishment since they can change learners'

Vocabulary. (The Reading Matrix, 2008) Vol. 8, No. 1

[4] *M. Ngalim Purwanto, Psikologi Pendidikan, (Bandung: Remaja Rosdakarya, 2010), p. 102*

motivation. If the tactics are discouraging, the students will most likely become demotivated. [5]

According to an interview with the English instructor at SMAN 6 Padangsidimpuan, she described the concept of the listening comprehension material, then students listened to the sound and answered certain listening comprehension questions in their exercise book. This method may not encourage learners' activities, so they do not pay attention and do not get the information and understand what the sound is talking about. On the other hand, using a game can help them get the information and understand, because games make students more interesting and challenging, which helps them to focus more on learning English in a fun way.

According to Brewster and Ellis (2002:27), Games are not only enjoyable and stimulating, but they also provide excellent exercise for increasing vocabulary, pronunciation, grammar, and the four language skills. It is simple to accomplish in the classroom. Hence, The teaching approach is significant in the teaching learning process because it affects the motivation of students in the teaching learning process. One of the characteristics for good teachers is to have a good teaching method. According to Harmer, teachers must produce engaging classes.[6]

Games are one of the approaches that can be used to teach listening since they are a possible activity that allows pupils to express themselves freely. Games

[5] Jeremy Harmer, Jeremy Harmer, The Practice of English Languange Teaching, (New York: Longman

[6] *Jeremy Harmer, Jeremy Harmer, The Practice of English Languange Teaching, (New York: Longman Publishing),p.6*

can also be used to encourage pupils to connect and communicate verbally with one another. The researcher focuses on guessing games in this study. The purpose of employing guessing games in speaking activities is to provide more opportunities for students to practice speaking during the allotted minutes.

As a result, the author believes that there should be an alternative method that can be used to help children improve their listening skills. The author suggested that by playing riddle games, they would be able to easily achieve their listening goal. The Riddle Game is used to improve listening skills and pupil understanding. The researcher hypothesizes that riddle games combine language practice with a fun activity in order to see if there is a significant difference in students' listening ability in grade XI who are taught using guessing riddle games versus those who are taught without them at SMAN 6 Padangsidimpuan during the academic year of 2019/ 2020.

B. Identification of the Study

As indicated in the study's background, the kids' listening skills remained poor. There were some elements affecting the student's listening ability, including issues with the student, teacher, and learning activity. The first issue concerned the kids. The eleventh grade pupils at SMAN 6 Padangsidimpuan lacked enthusiasm to improve their listening skills. They thought listening was difficult since they were rarely given a listening exercise. As a result, when the researcher administered a listening test to them, the results were not favorable. They discovered that the speakers spoke excessively quickly, as well as several new words that they had never heard before. The following issue was related to the

teacher. She only uses the same method to assign and practice listening tasks. As a result, students become dissatisfied, believing that there is no longer any possibility of improving their listening and understanding skills. They required more practice to improve their listening skills in new ways.

The third issue was with the supplies. The material should be interesting, current, and suited to the levels, requirements, and capacity of the pupils. There were extra English materials from other resources, but the materials used in teaching learning activities were largely from the course book and LKS. The course book was filled with difficult and tedious information and exercises. The final issue was one of learning style. The teacher was the major focus of the learning activity, which used a teacher-centered method. The kids were not provided additional opportunities to practice their listening skill. When the students had problems, the teacher simply handed them the solutions instead of helping them to the correct answer.

C. Limitation of the Study

Based on the identification of study above, many factors can influence the students'listening skill. In this case, researcher will focus on the strategy of listening comprehension, especially using game as strategy. There are many media can be used to support listening, but researcher will use riddle games. The researcher limits the study on the students' listening comprehension by using riddles games.

D. Reaserch Problem

Based on the limitation of the problem above, the research problem of this study is "How Riddle game can effective to improving listening and students comprehension in englisnh learning at eleven grade of SMAN 6 Padangsidimpuan.

E. The Objective of the Study

The objective of this study is to know whether Riddle game can effective to improving listening and students comprehension in English learning at eleven grade of SMAN 6 Padangsidimpuan.

F. The Significances of the Study

The researcher expects this study can motivate teachers in their attempt to develop theirs students' listening and student comprehension.

1. Theoritically

Significances The result of this research were expected to be a source of information for further research in teaching and learning speaking especially by using riddle game.

2. Practically

a. For the teachers of SMAN 6 Padangsidimpuan, it can be a source of information and knowledge about the kind of teaching method especially in teaching learning speaking and also it can be implemented by the teacher in teaching and learning English especially in speaking skill.

b. For the students, the finding of the research will motivate them to practice more than they did before and encourage them to learn speaking English

c. For other researcher, The results of this study are expected to be one of resources to get the larger knowledge and experience about how to teach English using Riddle game, especially to teach the second semester student of Senior high school.

CHAPTER II
THEORETICAL FRAMEWORK

A. Theoretical Review

A.1. Concept of Teaching Learning English as a Foreign Language

English is a global language that has a tremendous impact on people's lives. The majority of the world's countries accept English as an international language. As a result, English should be used for both broad and specific reasons in international communication. As a result, persons who live in countries where English is spoken as a second language must study it. According to Geoffrey et al., "English as a foreign language is taught in schools and is often widely utilized, despite the fact that it does not play a major part in national or social life." This demonstrates that a student learning English as a foreign language must have a limited amount of time to apply their English in daily activities.

According to Setiyadi, for Indonesian language learners, English is a foreign language because it is exclusively taught in schools and no one speaks it in the community. English is taught as a foreign language in Indonesia. The English as a First Foreign Language Program aims to encourage the use of English as a first language in all countries. This demonstrates that English is the first language spoken by everyone on the earth.

Every country on the earth has English as its first foreign language. This means that English is the first foreign language spoken by everyone on the earth. Given this reality, and given the importance of English, foreign language instruction should be prioritized. In this manner, students will acquire not only the

language but also its culture. Then, in order to attain the purpose of teaching English, skilled, creative, and innovative teachers, as well as educational media and other resources, are required.

In addition, teaching must be interesting and relevant to students. Teaching is a unique skill. Teachers must be active and able to make children eager to learn. As a result, a teacher will inspire and maintain student motivation. Learning English with Mastery allows students to learn significantly faster and enjoy learning more.

Teachers must determine how close to their students they should be. The most important feature is that the teacher can properly regulate the classroom and deal with any problems that arise. Teachers are one of the most significant components in class management, thus they must have a range of ideas to keep the class from being monotonous and dull. The purpose of teaching English as a foreign language to students is to enhance their language skills in four areas: listening, speaking, reading, and writing. Furthermore, learning a foreign language aims to improve students' hearing, speaking, reading, and writing abilities.

A.2. Listening

A.2.1. Defeniton of Listening

Because of the nature of listening, pupils can grasp and respond to words. One of the most crucial aspects of learning a foreign language is listening. Listening is an essential requirement for speaking English as a foreign language.

Although there is no universally accepted definition of listening, there are characteristics that everyone thinks should be included in one.

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The five most often used elements in content analysis of the 50 definitions of listening were perception, attention, memory, and reaction.[7] As "The selective process of attending to hearing, understanding, and remembering aural symbols."[8] This includes not only responding to what is heard, but also selectively comprehending and memorizing information. Hearing is related to the senses, whereas listening is related to the mind. Hearing is merely identifying the sound, whereas listening is focused on the message of what is being said.

A.2.2. Kinds of Listening

According to Jeremy Harmer Extensive listening and intensive listening are the two types of listening. It is critical for students to increase their language input by practicing extended and comprehensive listening in order to develop their English listening skills. The type of listening section, learner level, and listening objectives all influence the amount of listening skills practiced.[9]

Below are the kinds of listening based on Jeremy Harmer:

a. Longer activities are the focus of extensive listening. This could last anywhere between a few minutes and several hours. Extensive listening is concerned with overall information rather than specific aspects. When you listen widely, you don't have to interpret every word or pay heed to grammatical rules.[10] Instead,

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[7] *Glenn in janusik, listening pedagogy: Where Do We Go from Here? In Andrew D. Wolvin,(Ed.) Listening and Human Communication in 21st Century ,(London: Blackwell Publishing Ltd, 2010),P.204*

[8] *Barker in janusik ,listening pedagogy: Where Do We Go from Here? In Andrew D. Wolvin 2010), P.205 8 2.*

[9] *Betty Parrish, Teaching Adult ESL A Practical Introduction,(New York: McGraw Hill,2004),p.97*

[10] Meredithkreisa, hungry for fluency? Get there with intensive and extensive listening, Fluent U, 2019

All you have to do is try to understand the audio as a whole. Because intensive listening focuses on understanding spoken language in real-world settings. This is especially important for intermediate and advanced students who wish to progress from theoretical understanding to perfect fluency in the language.

b. You spend a lot of time in class practicing listening. Intensive listening is used to focus on specific information. Questions concerning listening practice or tests may necessitate this level of attention to detail. Intensive listening might be challenging at times, and you might not be able to answer all of the questions right away. To develop acute listening, listen to a quote and then answer questions about it. To respond, you may need to focus on one aspect of the circumstance or offer a follow-up question concerning the speaker's question.

It is critical to listen closely in order to understand the shape of the text, because we must understand the lexical and grammatical aspects that contribute to the production of meaning. As a result, intensive listening necessitates paying close attention to language, sounds, or specific factual aspects such as words, phrases, grammatical units, pragmatic units, sound alterations (vowel reduction and consonant assimilation), stress, intonation, and pauses, among others. Feedback from teachers on the truth and assisting students in succeeding.[11]

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[11] *Ibid.P.229*

A.3. Media in Teaching listening

There are many medias in teaching listening, but the researcher choose riddle game as one of the media to teach English focused on listening.

A.3.1. Definition of Game

Games are not enjoyable for students during the teaching and learning process. Furthermore, it is said that playing games in the classroom would not only transform the dynamics of the classroom, but will also refresh kids and help the brain learn more effectively.[12] It means that incorporating games into the learning process will help pupils learn more efficiently.

According to the theory above, it can be concluded that a game is a fun activity with objectives and rules. A game can make students feel more at ease and enjoy themselves in class since it has a fun aspect that allows them to expand their brains and learn more successfully in the learning process.

Other people define a game as an activity having rules, a goal, and an element of fun. Competitive games and cooperative games are the two types of games. A race to the goal is a competitive game in which individuals or teams race to the goal. Cooperative games are those in which players or teams collaborate to achieve a common goal.[13] As a result, the game not only helps learners acquire new vocabulary or grammar, but it also helps to enhance their social and conversational skills, sense of fair play, and encourages and increases cooperation. According to the descriptions above, what distinguishes language

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[12] Redjeki Agoestyowati, 102 English Game (from A To Z), (Jakarta : Gramedia Pustaka Utama, 2007),
p.xiii

[13] AS Hornby, Oxford learners`s Dictionary of Current English P.553

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games from other activities in the EFL classroom is that games share three characteristics: objective, rules, and fun. When playing games, there is always a goal to achieve, rules to obey, and entertainment to be had.

A.3.2. Advantages of Games

Everyone recognizes that games are enjoyable, yet some people believe that they are only entertaining. Games are not simply engaging and entertaining ways for students to learn new skills. Macedonia (2005) It is debatable whether learning a foreign language is declarative or procedural. Language games focusing on procedural foreign languages are one of the ways employed. Furthermore, they instill a sense of fun and a good attitude toward learning, so facilitating the learning process. Positive emotions improve learning not only in our perception but also from a neurobiological standpoint; negative emotions, on the other hand, impede the flow of information.[14] When students play games, they actively participate in the teaching and learning process. Games can be utilized to review the subject at the end of the class. Furthermore, games can boost pupils' attention and motivation to follow instructions. As Lewis and Bedson (1999) point out, games add variation to the classroom and engage students by offering a reasonable incentive to utilize the target language.[15] That is, the game can be used to assist teachers in the teaching and learning process rather than simply filling time in the classroom when there are no more tasks to do.

Children's minds require stimulation that allows them to rethink. Experts recommend a variety of interventions to assist them. It is crucial that they develop

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[14] Macedonia, M. (2005), "games and foreign language teaching " support for learning v.20, N.3

[15] *Gordon lewis, Gunther Bedson, Games for children, oxford, 1999.*

their creativity and critical thinking abilities as well as their critical mind. To be able to contribute to making the world a better place, students must be able to discriminate between what can do harm and what humans require. It derives from my early years of training and teaching. It has been discovered that riddles, stories, poetry, and so on provide children with the opportunity to think, learn, and develop themselves for today and future.[16]

According to Ghada Sari, Games have been shown to provide benefits and efficacy in a variety of ways, as seen below:

a. Games are engaging and fun for pupils, and they help them learn and recall new content more quickly.

b. Games typically incorporate friendly competition and keep pupils engaged.

c. Games bring real-world context into the classroom, allowing students to utilize English in a more flexible and communicative manner.

d. Games are very stimulating and provide kids with additional opportunity to express their thoughts and feelings.

To introduce popular games, teachers should also aim to keep focused on some clearly recognizable goals from one subject to the next.

A.4. Definition of riddle game

Bartl said that Riddle is a guessing game that can be used to encourage students" concentration, patience and interests in learning English.[17] It

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[16]

[17] *Allison Bartl, 101 quick-thinking games+Riddle for children, (Germany : Hunter House Publishers, 2008), p.1.*

means that games. A riddle game that can be used to teach pupils English. Collis observed, "Riddles are a great way to enjoy English while learning it." Riddle may make native English speakers chuckle because of its comedy and unusual pictures. Although many people are familiar with Riddle, it also generates a sense of excitement about words and pushes students to be engaged in playing while learning.

In addition, Mardan states that "A riddle is generally a question devised so as to require clever or 3 unexpected thinking for its answer.[18] Riddle game requires more ingenuity and critical thinking to solve it. According to Zipke riddle is a question that turns into a joke because Riddle have puzzling question and the answer is surprising and unpredictable.[19] Riddle games can help participants boost their self-confidence, think more creatively, and reduce anxiety associated with language acquisition. The kids will be able to learn the target language instinctively by playing Riddle games, and they will acquire some new words without feeling stressed.

A.4.1. Procedure of Riddle Game

Many procedures to play riddle game, there are some procedure to play riddle game.

Procedure 1:

a. Divide the class into two groups: The QUESTION group and the ANSWER group.

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[18] *M. J. Mardan, 2009, What Is a Riddle?English-Learners (Biggest Source for Nonnative English Learners), Available at www.English-Learners.com.*
[19] *M. Zipke, 2008, Teaching Metalinguistic Awareness and Reading Comprehension with Riddle*

b. Give the questions to the first group and the answers to the other group.

c. Each student in the first group is supposed to read the question he has aloud and whoever has the answer in the other group reads the answer aloud.

d. If the question and the answer match, put the students in pairs. If they don't, continue till the right answer is found. Each student can read his part only twice. When all questions and answers are matched ask the pairs to read the riddle they have just for fun.[20]

Procedure 2:

a. Tell your students that the riddle is about a person, place, animal, or thing.

b. Write the vocabulary that you believe they do not know on the board and go over the meanings within the context of how they are used in the riddle. Do not put words on the board that will give away the answer.

Brown states "Teaching is showing or helping someone to learn how to do something, providing with knowledge, and causing to know or understand".[21]It means that teaching is a process that should be done by teacher based on the experience, knowledge and material.

B. Releated of study

1. First from proposal by Lailyah Diana Widia Afrianti about "THE EFFECT OF USING RIDDLES ON VOCABULARY ACHIEVEMENT OF THE EIGHTH GRADE STUDENTS AT MTs BAITUL HIKMAH TEMPUREJO JEMBER IN THE ACADEMIC YEAR 2014/2015" The purpose of this research

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[20] *loccit.p*

[21] Brown, H. D. 2001. *Teaching by Principles: An Interactive Approach Language to Language Pedagogy.* White Plains, NY: Pearson Education.

is to investigate experimentally whether or not there is significant effect of using riddles on vocabulary achievement of the eight grade students at MTs Baitul Hikmah.

Tempurejo Jember in the 2014/2015 academic year. Two classes which consisted of 44 eight grade students were taken as the control and the experimental group. The design of this research is randomized control group pre-test and post-test. After establishing pretest in both groups, the students in experimental group were taught by using riddles as technique to know whether or not there is significant effect on the student's vocabulary achievement. Whereas, the teaching and learning process in the control group was done without using riddles. After two meetings, posttest was given to students in both groups. The result of the pretest and posttest were calculated by using t-test formula.

The result of data analysis showed that statistical value of t-test was higher than the critical value of t-table at significant level 5% (3.31>1.68) it means that the alternative hypothesis was accepted. So, it can be concluded that there is a significant effect of riddles on vocabulary achievement of the eight grade students at MTs Baitul Hikmah Tempurejo Jember in the 2014/2015 academic year.
From these experiments which were used by the researcher, a riddle is one of the techniques that the teacher can use in teaching English.Based on the result of the data analysis, it is clear that the students' vocabulary achievement of experimental

group which was taught by using riddles as a technique is higher than the control grout that was thaught without riddle.[22]

2. Second Thesis from Agatha Rani Sapta Dini about " THE EFFECT OF USING RIDDLES ON THE EIGHTH GRADE STUDENTS' VOCABULARY ACHIEVEMENT AT SMPN ASEMBAGUS SITUBONDOA.

In learning vocabulary, students have difficulty in memorizing and understanding the meaning of the words. Because of that reason, the teacher needs to use media that can help the students in understanding meaning of vocabulary easily. To solve the problem, the researcher used riddles as media to help the students memorize and understand the meaning of new vocabulary. The researcher used riddles because it can create relax atmosphere and can motivate students in learning. As Marcy (2008) state that doing the exercises through riddle is an activity that the teacher can transfer the material and make students relax in the class when they accept the material. Moreover Frost (2009) says that riddles can provide an entertaining way for students to identify words. This means that riddles can be very useful and meaningful in language learning process.The purpose of this research was to know whether or not there is a significant effect of using riddles on the eighth grade students' vocabulary achievement at SMPN 1 Asembagus Situbondo.

The research design of this research was a quasi experimental design because the research was intended to know weather or not the use of riddles had significant effect on the eighth grade students' vocabulary achievement at SMPN

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[22] Lailyah Diana Widia Afrianti, the effectiveness of using riddles on vocabulary achievement of the eight grade student at mts baitul hikmah tempurejo jember in the academic year 2014/1015.

1 Asembagus. More specifically, the design of this research is quasi experimental research with post-test only control group design.

This research used two classes. The first class was treated as the experimental class and the second class was as the control class. In this research, the experimental class received the treatment that it was taught vocabulary by using riddles, while the control class did not receive any treatment which means the teacher in this class taught vocabulary by using common techniques used by the English teacher in that school. From analyzed to know the effect of Using Riddles on the Eighth Grade Students' Vocabulary Achievement at SMPN 1 Asembagus Situbondo. The degree of relative effectiveness of riddles used in teaching vocabulary was obtained from this following formula: using riddles got 6.86% higher than the students in the control class who were taught by using memorizing the meaning of vocabularies and applied them in the sentences.

The result of the research showed that the experimental class got better scores in vocabulary achievement than the control class. It happened because the students who were taught vocabulary by using riddles said that they were easier to memorize the words. The students also said that they were interested in the tricky clues given by the teacher when they were playing riddles in the classroom. It was because the teacher in this school had never used riddles in teaching vocabulary. Consequently, they paid more attention to the materials given when the teacher was teaching vocabulary by using riddles.

Moreover, the students in the experimental class had great enthusiasm to learn vocabulary when they were taught vocabulary by using riddles. The students

did not feel under pressure that they could know all the meaning of the vocabulary and used the dictionary all the time. They can predict the meaning of vocabulary used because the description of the riddle used familiar words, so the students could comprehend all the vocabulary used. In other words, it increased the students' interest and motivation in learning vocabulary. As Marcy (2008) state that doing the exercises through riddle is an activity that the teacher can transfer the material and make students relax in the class when they accept the material.

Moreover Frost (2009) says that riddles can provide an entertaining way for students to identify words. This was a good technique to teach vocabulary to the students. It was different from the control class that was taught Riddles in their vocabulary class Consequently, the students in the control class could not absorb the material as well as the students' in the experimental class.

Furthermore, the significant effect of using riddles on the students' teach vocabulary achievement was supported by the previous researcher who proved that teaching vocabulary by using riddles was very useful in learning vocabulary. The research result showed that the students who were taught vocabulary by using riddles. From the discussion above, it could be concluded that Riddle was an appropriate technique for teaching vocabulary. It was proved by the result of this research that indicated the use of riddles had positive significant effect on the eighth grade students' vocabulary achievement.[23]

3. The third an Article from RIA SABRIANA about "IMPROVING STUDENTS' VOCABULARY BY USING RIDDLE GAME". The aim of this

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[23] *Agatha rani sapta dini, The effect of using riddles on the eight student,s vocabulary achievement at SmpN 1 Asembagus Situbondo.*

research is to improve students' vocabulary, especially in meaning and spelling of vocabularies. This research was conducted on the seventh grade students of SMP Negeri 8 Pontianak in academic year 2014/2015.

In this research, the subject is class VII E that consists of 30 students. The researcher conducted a classroom action research in her research and acted as the teacher during the research period. The data were collected by using direct and measurement technique. The tools of data collecting were observation checklist, field note, and test. Riddle game was used as the technique in this research which is conducted the research in two cycles.

Based on the research finding, the researcher concluded that there was an improvement of students' mean score after applying riddle game technique. This classroom action research was conducted in two cycles with four stages planning, acting, observing, and reflecting. The students kept improving step by step in each cycle until they achieved the standard minimum score.

In the first cycle, the students did not achieve the standard minimum score (KKM) in this school. In the first cycle, the students' mean score was 59.83, it was categorized as poor. Therefore, based on the reflection from the first cycle, it was necessary to conduct the second cycle. In the second cycle the indicators of success were fulfilled and the action was stop. The students' mean score in this cycle was 76.20.

Based on the analysis of qualitative data of the observation checklist and field note, in the first cycle, the students' perform was categorized as a poor performance. There were some students who did not focus on the teacher. The

students did not do the game good enough. There were some students who seem motivated while doing the game or the activity. And some students seem a little bit confused of the riddle game. In the second cycle, there were many improvements based on the observation checklist and field note. The student's performanced categorized as a very good performance. In the second cycle, most of students seem motivated when listening to the teacher, doing the activity and doing the test. From the pre-activity to the post-activity, the students are more active and enthusiastic than the first cycle.

In conclusion, the activities and the result of the test of the first cycle and the second cycle have improved. Therefore, the action hypothesis of this research that has been predicted id proved that riddle game teaching technique can improve students' vocabulary in meaning and spelling of the words on the seventh grade students of SMPN 8 Pontianak.

From the three of references above, theres's no writer used riddle to help English learning in listening. They only used riddle games for help students in vocabulary, speaking and writing. So writer make a new research that different from another that's how riddles game can help student to improve theirs listening and make learning process become fun.[24]

4. The fourth Journal SEYEDEH MASOMEH AHMADI ABOUT " THE IMPORTANCE OF LISTENING COMPREHENSION IN LANGUAGE LEARNING"

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[24] *Ria Sabrina, Improving students vocabulary by using riddle game.*

The ability to understand the spoken language has an important role in second language learning and use. It is anecessary skill for classroom real communication activities. It is a skill for oral communication between native and nonnative speakers. With guidance and practice, learners can improve their listening comprehension skills. Language teachers should respond to their learners' need to develop increased listening comprehension skills by making listening comprehension an integral component of their instructional sequence. Through this paper, the researcher believed that if learners want to improve their listening skill, they should practice it a lot in the target language. The review of literature indicated that learners should be provided with appropriate materials and activities in which they can learn how to understand the English language.

Teachers should give learners the opportunity to listen to native speakers' speech, should select listening texts that are produced by non-native speakers so that they can develop their listening skills and do not get disappointed. When learners have developed their listening skills to a specified level, teachers can choose texts spoken by native speakers as teaching materials and activities. Suitable teaching in listening comprehension can decrease listening anxiety and provide a good basis for becoming independent learners who can effectively use the listening process for learning.[25]

The fifth journal by Mania Moayad Mubaslat about " The Effect of Using Educational Games on the Students' Achievement in English Language for the Primary Stage"

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[25] *The Importance of Listening Comprehension in Language Learning Seyedeh Masoumeh Ahmadi*

This study attempts to determine the role of educational games on learning a foreign language, and to compare games with more traditional practices as effective learning tools on the basic educational stage students at governmental schools in Jordan, an experimental research is conducted using three groups out of six randomly. To determine the relationship between learning a foreign language and educational games among the participants, a one way Analysis of Variance (ANOVA) is performed based on achievement levels.

For the relation between educational games and learning a foreign language a Pearson's Correlational analysis is used. The results of the post test for the experimental group are so better than the controlled one which show that games have a good effect on improving the achievement for the primary stage and to create an interactive environment. It is recommended to use games since they are very effective especially for the primary stages in teaching a second language and games are helpful for the teacher as a procedure for language acquisition.[26]

Listening is undoubtedly the most important aspect of language and language learning because it is the key to speaking, and even more so to reading and writing. Particularly in the workplace, such ability is used at least three times more than speaking and four to five times more than reading and writing extensively. Listening and speaking are typically taught together, although novices who do not appear to be literate should focus on observation rather than speaking practice. Listening skills are complex active interpretation skills in which listeners hear what they hear and already know.

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[26] *The Effect of Using Educational Games on the Students' Achievement in English Language for the Primary Stage*

Given the significance of listening in language learning and teaching, it is critical for language teachers to assist their pupils in becoming competent listeners. Teaching listening entails transmitting some information by providing a grasp of the linguistic system. It is preferable to run it continuously so that the students become acquainted with the topic. The listening process should be taught in senior high school in accordance with the objectives. Aside from that, the process must be outfitted with the appropriate materials in order for the teaching and learning process to be engaging. To make the teaching and learning process more entertaining, the materials are frequently equipped with some media.

C. Actional Hypothesis

In this research, the researcher with reference has hypothesis as temporary answer toward some problems that consist in this research 'listening comprehension can be improve by riddle games.

CHAPTER III
RESEARCH METHOD

A. Research Setting

The method that is employed in this research is action research. Action research designs are systematic procedures conducted by teachers or other individuals in educational setting to gather information about and subsequently improve the ways their particular setting operates, their teaching and their student learning.

According to Kember who stated that action research has several major characteristics; (1) action research is concerned with social practice which it involves direct interaction of teacher and group of students (2) action research is aimed towards improvement (3) action research is a cyclical process which involves some phases of planning, acting, observing, and reflecting (4) action research is pursued by systematic inquiry (5) action research is participative.[27]

From those statements, Classroom Action Research (CAR) is a problem-based research which its aims are to solve the problems that arise in the class and to make an improvement in teaching learning activity through cyclical process which involves some phases of planning, acting, observing, and reflecting. In addition, action research is portrayed as a cyclical process involving steps of planning, acting, observing and reflecting.[28]

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[27] *Merrill Prentice Hall, 2003), p.5*

[28] *David Kember, Action Learning and Action Research, (London: Kogan Page Ltd, 2000), pp. 24-28*
David Kember, Action Learning and Action Research,.... p.25

CAR helps both teachers and students to improve their performance. Thus, by using this method, it was expected that this study could investigate, analyze, and explain students' listening im The research design of CAR in this study is a collaborative classroom action research. It means the researcher collaborates with the English teacher of Asembagus Situbondo.

. In carried out the study, the researcher's role is as an English teacher who teaches listening through clustering technique to the students. While, the real English teacher's role is as an observer, who is observe teaching learning activities during the listening learning process. The real English teacher not only as an observer but also as an collaborator who help the researcher designing lesson plan, giving assessment, and analyzed data.

B. Setting and Subject of the Study

1. Setting

The school is located at Sutan Soripada Mulia street of Padangsidimpuan – Nort sumatera Province. This school is chosen as the field of the study based on the writer has teaching learning experience during teaching practice-teacher part time for 2 months, therefore she knows the condition of this school, and she can identify the problems faced by students in learning writing. After identifying the problems, she suggests to apply suitable technique to improve students' ability in listening for better quality of the school as well qualified students.

2. Participant

The subject of this research is of students of SMAN 6 Padangsidempaun. students. The sample of this research is tenth grade that consists of 30 students in academi Research Method .

C. Research Method

This reseacrh will employ Classroom Action Research. It is made up of three words: Research (study the activity of an object), Action (certain activities that are purposely done with a specific purpose), and Class (a group of students who are in the same time receive the same lesson from teacher).[29] Classroom action research maintained that action research related to a classroom inquiry initiated by a researcher, maybe a teacher, who examined their own practice critically with the goal of understanding and improving their teaching and the quality of education.[30]

Based on the explanation provided above, the study concludes that classroom action research is a study conducted in the classroom to identify and solve problems that arise during the teaching and learning process. Classroom action research is a hybrid of qualitative and quantitative methods of investigation. CAR collects and analyzes data qualitatively and quantitatively. Action research differs from formal research in that the former seeks to test hypotheses and develop general theories. The goal of action research is to increase performance further, and the results are not meant to be generalized.

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[29] Suharsimi Arikunto, 2010, *Penelitian Tindakan Kelas*, Jakarta: Bumi Aksara, p. 59.
[30] M. K. Wallace, 1998, *Action Research for Language Teacher*, Cambridge: Cambridge University Press.

However, the findings of action research can be utilized by others who have a comparable background to the study method. Form cycle stages exist in CAR. Each cycle has four steps: planning, activity, observation, and reflection. [31]:

1. Planning is beneficial in developing a key action plan to rectify what has occurred. CAR must be written, and the definition's word must be "perspective in action." The researcher will prepare everything needed for the teaching and learning process in this step. Some of the activities that will be done in planning include preparing the lesson plan for three meetings, preparing the test questions as the media that will be used, preparing the text/essay and some supporting pictures as the media of learning, preparing the data collection instrument: interview sheet, observation sheet, and sheet test, and repairing the phone to record the actions and take pictures during the conduct.

2. Action is defined as the development of subsequent actions, as well as action with the purpose to better the situation. Everything that has been prepared will be carried out by the researcher in this step. The researcher conducts this study in three meetings. Students are supported and developed in their reactions and changed behavior in this action..

3. Observation is a cycle that has the function of documenting the effect of the action in question. The entire process of action, effects, conditions, and restrictions of intended action and their impacts, as well as other concerns that occur in the context involved, are the objects of observation. Observation is suggested in this stage to determine the information action by a collaborator in the

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[31] Kunandar, 2008, *Langkah Mudah Penelitian Tindakan Kelas*, Jakarta: Raja Wali Pers, p.

classroom during the teaching learning process. The following activities will be observed by the collaborator during this step: Observing the research steps during the teaching-learning process.

a. Observing the students' activities during teaching-learning process.

b. Taking notes on all activities during teaching-learning process.

4. Reflection, here is feedback process from the action which is has been done before. Reflection is used to help the teacher make desicion. It has evaluative aspect to evaluate the effect of specious issues and suggest the way to handle it. In this step, the result of actions and observations are reflected by researcher. The researcher will revise the cycle one and should be maintained in the next cycle.

The research decided to conduct this research by using classroom action research (CAR) based on Kemmis and McTaggart's model. The stages of Kemmis and McTaggart's[32] model in action research can be seen as the following figure:

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[32] Anne Burns, 2009, *Doing Action Research in English Language Teaching*, UK: Routledge, p. 9.

Figure 3.1 Action Research Model (Kemmis and McTaggart)
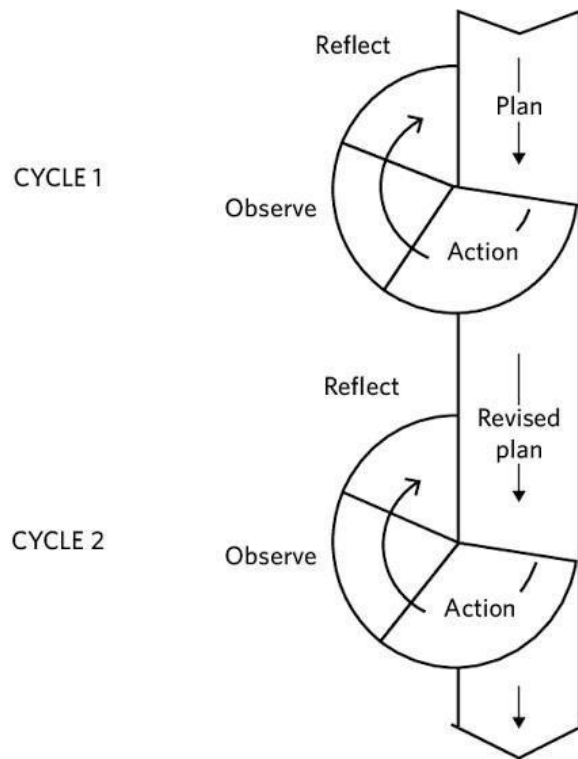
The researcher will conduct this research in two cycles. There are four phases in every cycle. The researcher will do some steps in each cycle.

D. Procedure of Collecting Data

This research employs action research in the classroom. The strategy is to discover how the teacher might organize his teaching and learning environment based on their own experience. He can test an idea as repair in their instructional learning procedure and observe the true consequence of those efforts.[33]

There are four components in one cycle for doing classroom action research. It consists of planning, acting, observing, and reflecting. This classroom

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33 RochiatiWiriatmadja,MetodePenelitianTindakanKelas,(Bandung:PT RemajaRosdakarya, 2005), p. 13.

action research is arranged into two cycles. They are cycle one and cycle two. The activities that will be done in each cycle is as follows:

1. Pre-cycle

In pre-cycle this research involves action research in the classroom. The idea is to identify how the teacher might design his teaching and learning environment based on their personal experience. He can put an idea to the test as a repair in their instructional learning technique and examine the genuine outcome of those efforts.

2. Cycle 1

The researcher uses children riddles in teaching listening. The topic was expressing agreement and disagreement. The procedure as follow:

a. Planning

    1) Arranging lesson plan

    2) Preparing the media related to the material.

    3) Preparing teaching material.

    4) Preparing checklist observation

    5) Making the test instrument of cycle 1

b. Action

    1) The researcher as a teacher explains the material.

    2)The researcher as a teacher make riddles game to the students.

    3) The researcher asks students to work in group and individually.

The main of observation is to check:

    1) The students' activity in listening and guess the answer of riddles game .

2) The students' response during the teaching and learning process.

3) The students' listening skill improvement.

c. Reflecting

This step is analyzing the whole action that has been done. Based on the data that had been collected, teacher and researcher discuss and make evaluation to determine the next cycle.

3. Cycle 2

a. Planning

1) Identify the problem and make the solution for the problem.

2) Arranging lesson plan.

3) Preparing the media related to the material.

4) Prepare teaching material.

5) Prepare checklist observation.

6) Make the instrument test of cycle 2

b. Action

1) The researcher as a teacher explains the material.

2) The researcher plays make riddles game to the students.

3) The researcher asks students to work in group and individually

c. Observation

The main observation is to check:

1) The students' activity in listening and play riddles games

2) The students' response during the teaching and learning process.

3) The students' listening skill improvement.

d. Reflecting

This step involves examining the entire course of action. The researcher conducts an evaluation of the previous actions based on the data that has been obtained. The researcher compares the overall achievement of the students by analyzing the results of all tests. As a result of performing classroom action research, researchers can draw conclusions.

E. Technique of Collecting Data

The researcher used quantitative and qualitative data in this study to obtain data. In order to acquire quantifiable data, the researcher administered a questionnaire to the students in order to assess their critical thinking while reading. They were instructed to complete the questionnaire provided by the researcher.

In the classroom, qualitative data is applied to the issue. Interviews, observations, and documentation were used to collect qualitative data. The researcher interviewed the teacher to learn about the improvement of students' abilities in the learning process, and the researcher questioned the English teacher and student to learn about their difficulties with listening questions and how they felt after receiving therapy. Observation is used to assess the circumstances, the progression of the teaching process, and the reactions of pupils while they are taught.

1. Interview

Before beginning the research, the researcher interviewed the instructor about the students' activity during listening comprehension, their condition to learn

more about their action as it relates to listening, and the approach typically used by the teacher in teaching listening comprehension. Before conducting the investigation, the researcher conducted interviews with students to assess their listening skills and played riddle games with them.

2. **Listening Test**

A critical thinking test is a test that measures a student's ability to think critically after studying utilizing a riddle game approach in a listening exercise. This test is intended to assess capability and to determine how far pupils have progressed in analyzing, synthesizing, recognizing, concluding, and evaluating or assessing an event or situation.

3. **Observation**

Observation refers to the act of directly observing what occurs during the learning process. The researcher uses an observation sheet and questions to collect data on riddles games as a medium for teaching listening comprehension. During class, the teacher and researcher will monitor the teaching and learning activities. The subjects of the observation are how teachers taught and how students responded.

4. **Documentation**

A document study is anything written that has information that can be used as proof. Document study includes some media, such as photographs and videos, that are relevant to the research topic. In this study, the researcher only used photographs as documentation.

5. **Diary Note**

A research note is a note that contains observations and findings from research and observation. A research note is also created to demonstrate a description during the instruction treatment. This tool can be used to assess the benefits and drawbacks of a strategy.

F. **Technique of Analyzing Data**

The data of this research will be analyzed by using t-test for quantitative data and Miles and Huberman technique for qualitative data.

1. **Technique of Analyzing Quantitative Data**

T-test is used to compare the two means from primarily study from cycle one to cycle two. The formula of the t-test is as follow:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$\bar{D}$ = Mean of difference of posttest 1 and posttest 2

D = Difference

N = Subject of the students

2. **Technique of Analyzing Qualitative Data**

The Miles and Huberman technique is used to analyze qualitative data; the analysis process begins with data reduction, data presentation, and drawing conclusions/verification. Data reduction is the process of selecting, focussing, observing, abstracting, and manipulating data from Miles and Huberman's field notes or transcriptions. It means that the researcher reduced the data before,

during, and after collecting it, as well as assessing it. The data for this study were extracted from the interview transcript. Following that, it is followed by data display, which is a structured, compressed collection of information that allows for conclusion drawing and action. The researcher was able to easily understand and examine what was going on with the data supplied by displaying it.

The final phase is conclusion drawing and verification. The qualitative analysis begins as soon as the data is collected in order to determine the regulations, patterns, explanations, feasible configurations, causal processes, and implications. In qualitative research, the conclusion is the discovery that can provide an answer to the study problem. The conclusion takes the form of a description of the subject of this investigation. Finally, in this process, the researcher will receive the research's findings and conclusions.

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

A. Research Finding

Data were analyzed with quantitative and qualitative data. Quantitative data were taken from the average score of students in the puzzle game in the listening test. Qualitative data were taken from observation sheets, interviews, and photographic evidence. This research was conducted in one class with 34 students of class X at SMAN 6 Padangsidempuan. This research was conducted in one cycle. The cycle consists of four steps of action research (planning, acting, observing, and reflecting). There is a pre-test at the beginning of the meeting and a post-test at the end of the meeting.

1. The Preliminary Study

preliminary research become conducted in September 2020. based on the outcomes of pupil listening observations, it could be visible that scholars' capabilities are still low. based on this hassle the researcher desires to follow a puzzle game within the listening method to remedy this problem. beginning from supplying easy puzzle video games to students in listening.

Quantitative records is taken from the effects of checks given to college students. The assessments given are nevertheless relevant to the topics taught and discussed in magnificence in each cycle. There has been a cycle consisting of four meetings on this study and the take a look at become given inside the closing cycle. From the pre-check, the whole score of the scholars became 2310 and the range of students who took the take a look at from the pre-check and submit-test

changed into 36 students. To recognize the result of listening comprehension take a look at, the researcher desires to calculate the imply rating. The mean score derived from the following formula:

$$Mx = \frac{\Sigma x}{N}$$

Where Mx : The mean of students' test

Σx : The total score

N : The numbers of students

So, the mean of students was: Mx = 2380:36 =66.1

Next, to know the class percentage of students who got up to 80 that is using the following formula:

$$P = \frac{R}{T} \times 100\%$$

P : The percentage of students who get the point ($\geq$ 80)

R : The number of students who get the point up ($\geq$ 80)

T : The total number of students who do the test.

P1 =16:36 x 100% = 44.44%

P2 = 29:36 x 100% = 80,55%

The median of pre-test can be found from this pattern:

$$Me = \frac{1}{2}(N+1)$$

$$= \frac{1}{2}(36+1) = \frac{1}{2} \times 37$$

$$= \frac{35}{2} = 18,5$$

18,5's number is **60**

Me = 60

The lowest score of the test is: **50**

The highest score of the test is: **90**

The score that appear oftenly (mode) is: **50 with 14 numbers.**

Range of the the test can be found in this pattern:

Range = *Ma-Mi*

= 90-50

= **40**

Standart deviation of the test = **7, 26273**

From the results of the data, it can be seen that students' listening skills and understanding are still low. The results of strong quantitative data are then combined with the qualitative data that has been collected. In this case, the researcher obtained qualitative data from interviews with students and teachers.

This interview was held 19th and 27th september 2019, before and after the class action. The researcher asks several questions to students about their habits in listening of students. This interview was held to know their knowledge about riddle games and listening comprehension. Some of the questions are: "have you ever hear about riddle games?", "what kind of listening teaching method you like?", "can you hear speaker from listening conversation clear?", etc.

2. Full Cycle

a. Planning

The researcher collaborated there are several activities in this stage. First, to see the students' initial abilities listening comprehension, the researcher conducted a pre-test conducted on November 9, 2019. Next, the researcher designed a lesson plan for four meetings and selected suitable teaching materials. The author also prepares the required media and some questions for student practice. In this case, the researcher prepares riddles games to test and improve student listening comprehension.

b. Acting

Action class was carried out on 13 and . (1) Researchers implemented strategies in the learning process based on lesson plans that had been prepared previously. There are several things done by researchers. In this part the researcher asked student to listen about explanation about implementation or riddle games and the procedure of riddle games in their mind, in order the would understand about the technique. (2) The researcher giving the topic of lesson to students. (3) The researcher asked the student to listening some audio about descriptive text and example of descriptive text so they can understand about the topic. (4) The researcher give example descriptive text with riddle games technique. The researcher describe something and student will guessed the answer what the researcher describe. (5) The researcher asked student to make example of descriptive text by riddle games technique. The students will describe a famous

place in Indonesia without telling what place is that. (6) giving the game to the student in order the students would more active and enjoy the class. The students will read their task which is describe the famous place, their friend listened and guessing what place the speaker said. Most of student were enthusiastic and serious when they were in game. The students did great job on their task so their friend difficult to guessing what the speaker describe and. The students also listened their friend carefully so they can guessing what their friend describe. This is perfect combination.

c. Observing

Researchers made observations by observing the behaviour of students during the learning process. Researchers saw that students could be directed to carry out the learning process easily. Some instructions given could be done well. Unfortunately, they were still shy and afraid to talk, despite having opinions and ideas. On several occasions, they were still confused and need to be given examples in the instructions.

Therefore, researchers provided examples and directions more clearly for students, and they could understand them better. In addition, the students followed the discussion well and enjoyed it. They actively asked questions and gave opinions even though they were still a bit embarrassed and afraid if they are wrong. The learning process seems to open their horizons about how to improve their listening comprehension by riddle games. Unlike the pre-test, they began to apply the process to answer the questions provided during the post-test. That caused their value to increase. At the pre-test, only 13 people were able to reach

score of 77, but at the post-test there were 22 people who were able to reach score of 77. This is a good and significant improvement.

The result of post-test shows that the percentage of the students who got point up 77 also grew up. In pre-test, students who got up 77 were only 16 of 36 students or 44,44%, and in the post-test, there were 29 from 36 students or 80,55%. The test between pre-test and post-test was 0,66289416, and T-table 1% = 0,4357. From the data, we can see that the mean of the value from pre-test and post-test that increase. Based on T-test, researcher found that t-test>t-table. It means that pre-test was really affected to the result of post-test. The coralation was having the same aim, means that if the pre-test results increase, the post-test results also increase.

Also based on interviews after the action class, students begin to understand how good riddle games good to improve their listening comprehension. The process can certainly be understood based on the actions carried out in learning process.

d. Reflecting

After checking students listening comprehension ability by giving a post-test in the riddle listening based, it was found that students' grades showed an increase significally. Based on their observations and test results, the researchers concluded that students were able to improve their listening comprehension with the riddle games strategy used by the teacher. Student scores increased significantly in the post-test compared to the pre-test scores. This makes

researchers think that the cycle can be stopped because students have begun to master the ability of listening comprehension.

B. Data Analysis

The result was indicated there was an improvement on the students' listening comprehension. It could be seen by the fact of mean that the students' score in post-test increased. The mean score in post-test was 80,55%.

The percentage of the students who got point up 77 also grew up. In pre-test, students who got up 77 were only 13 of 36 students or 47,05%, and in the post-test, there were 29 of 36 students or 80,55%. The researcher organized all the quantitative data from each meeting. In the cycle, researcher conducted listening test. From the first test, it was found that students' listening comprehension was still middle to low. There didn't know yet the idea riddle games can improve their listening.

In the cycle especially in action class, students were able to follow learning well and understand instructions, such as questioning, guessing the riddle games, make describe text by riddle games strategy, and knowledge they already have. at first, they were confused by the learning strategy, because before they had never done learning riddle games in their listening . But in the midst of learning and teaching they could follow the flow well.

The discussion the student doing well during the learning process even they didn't know that riddle can improve their listening comprehension but after the researcher explain and gave example, the students understand and can follow the topic well. But based on the results of the pre-test, their weakness was

understanding what speaker said based on data. This was proven because in the pre-test, there was one question that indirectly asked them to make analyzes and predictions based on data, but no one answered correctly. In this case, researcher tried to teach and improve their abilities in this case by providing analogies and comparisons with similar types of conditions. This needs to be done so they can understand the concept. Students will better understand and be able to apply it in other conditions if they already understand the basic concept.

Overall, it can be seen that the riddle games applied is able to improve students' listening comprehension. This is evidenced by the increase in post-test scores compared to the scores they got during the pre-test. In the pre-test, there were only 13 out of 36 people who reached score of 77. In the post-test, the number of students who reached the score of 77 increased to 29 people. At least the number of students who reached the value of 77 increased by 16 students.

The researcher also analyzed the qualitative data which taken from interview, observation sheet, and documentation. The interview showed that the implementation of riddle games can helped them in listening comprehension activity especially in exam. From interview also, the student said they didn`t have enough motivation to follow listening learning process. With Riddle games technique student found the new way to make listening more fun and they can enjoy all the learning process. Karma (2010) concluded that using games is and efficient way to teach English in the class room. This way you get the best result in the classroom. It arouses students` motivation. Games prepare young learners for life and they acquire positive social attitudes. Games teach sharing, helping

each other and working as a team.[34] A child learns by doing, living, trying, and imitating. So this kind of learning is lasting. During games, some feeling such as the pleasure of winning and fear of losing may arise. This gives to the teacher an idea about student`s character. So games are must-have activities for hardworking teachers. This is in line with Buckingham (2003).[35] Observation sheet showed that the students gave good responses and attitude during the teaching and learning process.

The last documentation showed the activity in the class. These all qualitative data supported the research finding which is based on the qualitative data. Based on the quantitative data, it found that the implementation of riddle games had successfuly improved the students' listening comprehension.

C. Discussion

This part covers the discussion of the teaching listening through of riddles games. The research was conducted to find out the improving of the students' listening comprehension by using riddle games. Through riddle the learners were ore engaged in the classroom activities. A research has suggested that better engagement in the classroom can make the learners learn better.[36] Riddle games strategy was one of technique that could help the students to be easier in facing listening comprehension. This discussion is based on how Riddle game can retain students` listening comprehension.

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[34] Kamra R, (2010). The importance using games in english classroom.

[35] Buckingham, D. (2003). Video games: text, Narrative and Play. Presentation to seminar at Institude of education London UK june 2003 as part of Textuality in Vidio games: interactivity, Narrative space and Role Play Project.

[36] Ikhsanudin, I., Sudarsono, S., & Salam, U. (2019). Using Magic trick Problem Based activities to Improve Students` Engagement a in Listening Class.

The finding of research proved that riddle game can retain students` listening. It can be seen from improvement of student score. Besides , improving the students score, the implementation of riddle game got positive responses from students in their teaching-learning process of listening comprehension. Riddle games also can incrase student motivation in learning Listening comprehension.

From related study First from proposal by Lailyah Diana Widia Afrianti about "The Effect Of Using Riddles On Vocabulary Achievement Of The Eighth Grade Students At Mts Baitul" The result of data analysis showed that statistical value of t-test was higher than the critical value of t-table at significant level 5% (3.31>1.68) it means that the alternative hypothesis was accepted. So, it can be concluded that there is a significant effect of riddles on vocabulary achievement of the eight grade students at MTs Baitul Hikmah Tempurejo Jember in the 2014/2015 academic year.

Second Thesis from Agatha Rani Sapta Dini about " The Effect Of Using Riddles On The Eighth Grade Students' Vocabulary Achievement At Smpn Asembagus Situbondoa. The degree of relative effectiveness of riddles used in teaching vocabulary was obtained from this following formula: using riddles got 6.86% higher than the students in the control class who were taught by using memorizing the meaning of vocabularies and applied them in the sentences.

The difference with the researcher is the researcher make new skill to make students` English increased. Most of the others researcher made speaking or improving vocabulary to used this riddle games technique. Meanwhile the researcher made riddles games to improving student` listening comprehension.

From the result the researcher observation this technique also can improving students` listening comprehension.

From the explanation above, the result of researcher finding and previous study, there were discussed about the important technique of English learning. we can see that riddles games can improving or effective to next technique to teach any skill of English leaning.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the schedule of the study, it can be concluded that:

1. The puzzle game was implemented through topics for the second grade students of SMAN 6 Padangsidimpuan. After being implemented in all cycles, the results are: Riddle can develop and motivate students in learning English, especially listening. So riddle is effectively used in teaching vocabulary to improve students' vocabulary, as evidenced by a very good response, this is based on the results of enthusiastic participation during the teaching and learning process.

2. In terms of students' reactions to the puzzles employed by the teacher to teach listening, they were as follows: all students were glad and delighted when utilizing this game. The majority of pupils felt that it was quite beneficial to them to facilitate the vocabulary members. Students responded well to the usage of puzzles during the teaching and learning process. This is evidenced by their active participation and passion in the teaching and learning process.

3. 3. According to the preliminary investigation, the mean score of the pre-test was 60. On the post-test, 44.44 percent of pupils scored up to 77 points. Using puzzle game methods in the teaching process improves

students' listening comprehension. It was demonstrated in the first cycle that the mean value of the pre-test (60 or 44.44 percent) increased in the post-test (80 or 80.55 percent). This suggests that employing the riddle games method improves pupils' listening comprehension. It was discovered that the score grew constantly from pre-test to post-test. Qualitative observations and interviews done while listening to the action demonstrate that students are eager to participate and actively contribute to conversations during the teaching and learning process. The teacher's reaction to the use of the gallery walk technique is positive, and it becomes an additional technique for understanding listening comprehension. As a result, puzzle games can help children enhance their listening comprehension.

4. Based on these findings, we can conclude that puzzle games can help students enhance their listening comprehension. This signifies that the thesis's research objective was solved and answered by employing a puzzle game as a way to increase students' listening comprehension.

B. Suggestion

There are some suggestion to offer to the English teacher and the other researcher based on research finding.

1. Riddle games is effective to improve students listening comprehension .

2. Riddle games can be alternative to overcome students` saturation.

3. This strategy or technique is suggested to the English teacher or other researcher who want to conduct in similar research or study.

Last, the researcher hopes the result of this research can be used as an additional reference, there will be further research with different discussion which can make a revision within development of this riddle game.

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APPENDIX I
LESSON PLAN

School   : SMAN 6 Padangsidimpuan

Subject   : English Lesson

Material   : Descriptive Text

Class   : X

Time   : 4 x 45 minutes (2 meetings)

A. Core Competence

KI-1 and KI-2: Live and practise the teachings of the religion adhered. **Live and practice** honest behaviour, discipline, courtesy, caring (mutual, cooperative, tolerant, peaceful), accountable, responsive, and pro-actively interact effectively in accordance with the child's development in the environment, families, schools, communities and the natural environment around the nation, State, regional, and international area ".

KI 3: apprehend, put in force, and analyze authentic knowledge, conceptual, procedural, and Meta cognition based on interest about technological know-how, era, artwork, lifestyle, and arts with perception into humanity, nationality, country of the Union, and the associated reason civilization phenomena and activities, as well as implementing the procedural expertise in a specific field of observe in accordance with their aptitude and hobby in solving troubles

KI 4: cultivate, assume and offer within the realm of concrete and summary domain names related to the development of which he had learned in college

independently, act effectively and creatively, as well as being able to use suitable techniques to educational guidelines.

B. The Basic Competencies and Indicators of Achievement of the Competencies

1.   Basic Competences

3.4   Analyzing the social function, text structure and linguistic elements of several oral and written descriptive texts by providing and asking for short and simple information regarding people, objects and places according to the context of their use.

4.4   Compiling oral and written descriptive texts, short and simple, related to people, objects and places, taking into account social functions, text structures, and linguistic elements, correctly and in context

2.   Indicators of Achievement of the Competences

3.4.1   Determining implied information in descriptive text regarding people, objects and places according to the context of their use

3.4.2   Determining detailed information from the text in the form of descriptions related to people, objects and places according to the context of their use

3.4.3   Determining the main idea of the description text regarding people, objects and places according to the context of their use.

3.4.4   Identifying text structures in the form of descriptions related to people, objects and places in accordance with the context of their use

3.4.5.   State the social function of descriptive texts related to people, objects and places in accordance with the context of their use.

4.4.1   Matching the provided image with a statement about the description of the image

4.4.2   Making simple descriptive text regarding people, objects and places according to the context of their use

3.7.3. Using the language features to mention and ask the receipt correctly.

D. Learning Objective

3.4.1   Determine implied information in descriptive text regarding people, objects and places according to the context of their correct use

3.4.2   Determine detailed information from text in the form of descriptions related to people, objects and places according to the context of their use appropriately and correctly

3.4.3   Determining the main idea of the descriptive text regarding people, objects and places according to the context of their correct use.

3.4.4   Identifying the text structure of descriptive texts related to people, objects and places according to the context of their use properly and correctly

3.4.5   State the social functions of descriptive texts related to people, objects and places according to the context of their use properly and correctly.

3.4.6   Provided pictures about tourist attractions, students can match images with a statement about the description of the image correctly .

3.4.7   After reading and understanding the text structure and language features of the description text, students can make simple descriptive texts about tourist attractions

E. Learning Material

Social functions

Provide information to achieve the best results in an efficient, avoiding accidents, damage, waste, etc.

The structure of the text

-       Orientation

-       Complication

-       Resolution

-       Linguistic features

Language element

(1)   Nouns related to famous people, tourist attractions, and historical buildings, with or without *a* and *the* , plural (*-s), this, that, those, my, his* , etc.

(2)   Adjectives about people, animals, objects in students' lives at home, school, and their surroundings, with or without adverbs *quite* , *very, extremely, and so on.*

(3)   A verb to express routine state and action in the simple present tense.

(4)   Appropriate use of singular and plural nominals, with or without *a, the, this, those, my, their* , etc. correctly in the nominal phrase

(5)   Speech, word stress, intonation

(6)   Spelling and punctuation

Approaches, Models and Methods

1.   Approach : Scientific (Scientific) The application of the scientific method:

a.   Observe

b.   Questioning

c.   Exploring

d.   Associate

e.   Communicating

2.   Model   : *Games*

      Strategy   : Riddle Games

Learning Activities the First Meeting

Activities	Description	Time Allocation
Opening	1. Teacher great the students and check attendance list. 2. Teacher asks the students whether they know about narrative text or not. 3. Teacher motivates the students to learn. 4. Teacher explains the objective of learning descriptive text. 5. Teacher explain what riddle is and give example of riddle	10 minutes

Core Activity	Exploration 1. The students explore the video about "animal riddles" 2. The teacher asks the students to conclude what the video about and take note the words that they do not know. Elaboration 1. The student are tried to guessing the answer of riddle from the video . 2. The students are asked to take note and mention the verbs that they got from the video. 3. The students identify the materials that mentioned in the video by writing them in their books. 4. The students identify the steps that mentioned in the video. Collecting Information and Trying 1. The students will make text to describe things. 2. In a small group, the student will explain about their text and another friend will try to guessing what their friend describe.	70 minutes
Closing	1. The students and teachers provide feedback on the process and learning outcomes. 2. The teacher tells the students the next material that will be learned 3. The students and teachers say the closing greetings..	10 minutes

Second meeting

Activities	Description	Time Allocation
Opening	1. Teacher great the students and check attendance list. 2. Teacher asks the students whether they know about descriptive text or not. 3. Teacher motivates the students to learn. 4. Teacher explains the objective of learning descriptive text.	10 minutes

Core Activity	Exploration	70 minutes
	1. The students explore the example of descriptive text given by the teacher.	
	2. The teacher asks the students to give the explanation of what the text about.	
	3. The students are asked to take note and mention the verbs that they got from the descriptive text.	
	Elaboration	
	1. The students identify the materials that mentioned in the descriptive text.	
	2. The students identify the steps that mentioned in the descriptive text.	
Closing	1. The students get an assignment to write a descriptive text with their favorite theme	10 minutes
	2. The students and teachers provide feedback on the process and learning outcomes.	
	3. The teacher tells the students the next material that will be learned The students and teachers say the closing greetings.	

H. Learning Source, Media, and Tools

1. Learning source   : Textbook, Youtube.

2. Media   : Video.

3. Tools   : Infocus, speaker, laptop, markers and worksheet.

Medan,   October 2019

Principal of SMAN 6 Padangsidimpuan,   English Teacher,

Misrawati Siregar S. Pd   **Efrilda Malik Hsb M. Pd**

Researcher,

Yusra Khairati Nasution
NIM 34153062

The Ant and The Dove

Once upon the time, a very thirsty Ant was drinking water from the river. Suddenly, the Ant last his balance and fell into the river water. " help, help, help" cried the Ant. But no one could hear his cries. A dove, sitting on a tree nearby, saw that the ant was in trouble. She quickly plucked off a leaf from the tree and dropped it into the water. The ant climbed on the leaf. He thanked the dove for saving his life. after a few days, the dove was sitting on a tree. The ant saw a hunter aiming his arrow at the dove. The ant knew that his friend, the dove was in danger, he quickly bit the hunter`s leg. The hunter cried in pain. The hunter`s missed the dove. This time, the ant saved the dove. The dove thanked the ant for saving her life and they become friends forever.

Moral of the story : one good deed deserves another.

RIDDLE TEST ASSIGMENT

1. I`m a soft and furry pet. I have four legs and a long tail. I have sharp teeth and claws. I like to chase mice. Who am i? (I am a cat)
2. My skin is green and slippery. I have four legs and webbed feet. I eat bugs and little fish. I can swim under water and hop on land. Who am i? (I am a frog)
3. I have four legs and tail. I have no teeth. I can swim and dive underwater. I carry my house around with me. Who am i? (I am a turtle)
4. I have four legs and long tail. I eat oats and hay. I love to run fast. I let people ride on my back. Who am i? (I am a horse)

1. I`m a biggest city and the biggest city in east java, I have shark and crocodile statues as symbol of city. Usually people call me city of heroes. What city I`m ? (Surabaya)
2. I have many tample on my tample. I ever be one of world seven wonder. I lived on Magelang. Every wall of mine has story. What I am? (Borubudur tample)
3. I am one of the most famous vocation in this world. I`m in Indonesia. And my capital city is Denpasar. (Bali)

APPENDIX IV

RIDDLE TEST ASSIGMENT

Direction: the students will hear riddle from audio that teacher play and students will try to guessing.

1. The maker doesn't need it, the buyer doesn't use it, the user uses it without knowing. What is it?
2. The more of them you take, the more you leave behind. What are they?
3. I have four legs, I love to play. I like to smell. I can wag my tail. Who am I?
4. If you look you cannot see me. And if you see me you cannot see anything else. I can make anything you want happen, but later everything goues back to normal. What am i?
5. First, think of the colour of the clouds. Next, think of the colour of snow. Now, think of the colour of a bright full moon. Now, answer quickly, what do cows drink ?
6. Throw away the outside and cook the inside, then eat the outside and throw away the inside. What is it ?
7. What has hands but can`t clap?
8. Take off my skin, I won't cry, but you will! What am I ?
9. What has to be broken before you can use it?
10. What belongs to you but other people use it more than you?
11. You see a boat filled with people. It has not sunk, but when you look again, you don`t see a single person on the boat, why?
12. What is the light as a feather, but even the world`s strong east man couldn`t hold it for more than a minute?
13. What word is spelled wrong in every dictionary?
14. I have cities, but no houses. I have mountains, but no trees. I have water, but no fish. What am I?
15. What kind of coat that can be put on only when wet?
16. You answer me, although I never ask you question. What am I?

17. In a one– story pink house, there was a pink person, a pink cat, a pink fish, a pink computer, a pink chair, a pink table, a pink telephone, a pink shower- everything was pink! What colour were the stairs?

18. A girl is sitting in a house at night that has no light on at all. There is no lamp, no candle, nothing. Yet she is reading, how?

19. Take off my skin, I won't cry, but you will. What am I?

20. What is always in front of you but can`t be seen?

APPENDIX V

ANSWERING

1. Coffin
2. Footstep
3. Dog
4. Imagination
5. Water
6. A corn
7. A clock
8. An union
9. An egg
10. Your name
11. Because all of them merry
12. His breath
13. Wrong
14. A map
15. A coat of paint
16. A telephone
17. This is story house, there`s no stairs
18. She`s blind, she read her mind
19. An union
20. The future

INTERVIEW SHEET REPORT

First Session Interview with the Teacher

The Researcher : Sudah berapa lama ibu menjadi guru bahasa Inggris dan mengajar di SmaN 6 ini ?

The Teacher   : Saya sudah mengajar sebagai guru bahasa Inggris selama 17 tahun di sini

The Researcher : Apakah ibu mengalami banyak kesulitan saat menyampaikan materi di kelas x ini?

The Teacher   : Mungkin karena mereka dasarnya kurang bias Bahasa inggris jadi saya harus mengulang cukup sering hingga mereka bias paham.

The Researcher : Bagaimana anda mengontrol siswa selama pembelajaran berlangsung?

The Teacher   : Mereka adalah siswa yang penurut dan mudah diatur, sehingga mudah saja untuk mengontrolnya. Jika dalam situasi yang kurang kondusif, guru-guru hanya perlu mengingatkan mereka. Saya pun melakukan hal yang sama. Mengingatkan untuk tetap kondusifpun dibantu dengan ketua kelas juga yang selalu sadar untuk memperhatikan teman-temannya.

The Researcher : Saat pelajaran yang diajarkan berkaitan *dengan descriptive text* bagaimana cara anda mengajarkannya?

 The Teacher   : Untuk materi descriptive text saya akan memberikan menjelasan tentang descriptive text itu sendiri dan membrikan contoh seperti yang di buku lalu memberikan tugas untuk mendiskripsikan suatu tempat seperti struktur descriptive text yang ada di buku.

The Researcher : Apakah menurtu ibu kemampuan Bahasa inggris murid di sini sudah baik?

The Teacher   : Masih sangat kurang ya, yang bias hanya 3 atau 4 orang saja, lainnya harus berlatih lebih giat lagi, namun mereka cukup bias

mengikuti pelajaran dengan baik-baik. Hanya saja kita sebagai guru harus cukup sabra mengajarkannya berulang kali.

The Researcher : Bagaimana dengan kemampuan Listening siswa disini buk?

The Teacher : Kurang memuaskan ya, mungkin kurangnya kosa kata juga salah satu penyebabnya dan lagi kurang terbiasa berbahasa inggris sehari-hari jadi ya begitu mereka hanya bias di greetings saja. Jika saya putar audio berbahasa inggris mereka sudah langsung menyerah.

Second Session Interview with Students .

The Researcher : Apakah kamu suka belajar berbahasa inggris terutama pembelajaran listening ?

Student 1   : Mengganti cara mengajar agar tidak membosankan.

Student 2   : Memberikan banyak permainan agar lebih semangat.

Student 3   : Memberikan contoh video yang lebih gampang di dengar.

Student 1   : Tidak.

Student 2   : Tidak saya tidak paham apa yang speaker katakan dan percakapan mereka tidak menarik.

Student 3   : Terkadang iya, kalua pembawaan speakernya asik.

The Researcher : Apakah kesulitan yang di rasakan ketika beljar listening?

Student 1   : Tidak mengerti sama sekali.

Student 2   : Biasanya latihan listening selalu percakapan dan mereka berbicara terlalu cepat dan dengan accent yang saya tidak pahami jadi sangat sulit untuk memahaminya.

Student 3   : Materi yang di bawa selalu kurang menarik sehingga saya kurang bersemangat jika pelajaran listening.

The Researcher : Apakah kamu suka dengan cara gurumu mengajar materi listening?

Student 1   : Terkadang iya, kalua judul materinya menarik.

Student 2   : Tidak. Saya tidak suka karena terlalu membosankan

Student 3   : Kurang karena kemungkinan besar saya tidak tahu speaker sedang berbicara mengenai apa.

The Researcher : Apa yang kamu inginkan dari guru Bahasa inggrismu untuk menarik minat belajar Bahasa inggrismu lebih meningkat.

Student 1   : Lebih di perbanyak praktek dari pada teori.

Student 2   : Menggunakan metode yang berbeda dari yang sebelumnya.

Student 3   : Adakan games di setiap pembelajaran agar tidak membosankan.

INTERVIEW GUIDELINE WITH THE STUDENTS AFTER

IMPLEMENTING CLASSROOM ACTION RESEARCH

1. Bagaimana pendapat kamu tentang belajar menulis narrative text dengan metode think talk write?

   Student 1: Menyenangkan, karena sebelum ini belum pernah digunakan guru saya

   Student 2: Menarik bu, jadi lebih menyenangkan belajar dengan menonton video

   Student 3: Menarik sekali.

2. Apakah setelah diajarkan dengan metode think talk write, kamu jadi tertarik untuk menulis?

   Student 1: Cukup tertarik karena ternyata menyenangkan menulis itu.

   Student 2: Sedikit bu, tergantung text yang ditulis

   Student 3: Saya kira iya.

3. Apakah dengan belajar melalui metode think talk write, kamu merasa kemampuan menulismu berkembang?

   Student 1: Ya apalagi sebelum ini saya kurang suka menulis, setelah ini mungkin saya akan mencoba beberapa tulisan.

   Student 2: Iya bu, karena banyak kosakata yang saya dapat juga.

   Student 3: Menurut saya iya, karena ternyata gampang

4. Adakah kesulitan yang kamu dapatkan selama menulis narrative text dengan metode think talk write?

   Student 1: Sedikit, karena ketika saya belum mengerti saya suka terbalik- balik nulisnya

   Student 2: Saya sedikit bingung menulis kalimat bahasa inggrisnya bu

   Student 3: Tentang.vocabulary

OBSERVATION SHEET

Students : SMAN 6 PADANGSIDEMPUAN : IX-IPA 1
Subject : English

NO	OBSERVATION ITEM	OBSERVATION SCORE					
		0	1	2	3	4	5
A.	**Pre-Teaching**						
	The teacher greats the student and check their condition.						✓
	The students respond to greeting and tell their condition						✓
	The teacher give some motivation						✓
	The teacher check the attendance list						✓
	The teacher outlines the material						✓
	The teacher explain the goal of teaching and learning						✓
	The teacher give some games to give them stimulus						✓
	The teacher prepare student for study						✓	
B.	**While Teaching**						
	The students are ready to learn the material						✓
	The teacher gives the explanation of the material						✓
	The teacher gives the students a chance to express their opinion and to give a question that related to lesson						✓
	The students give respond during the class						✓
	The teacher checks the students' understanding						✓
	The teacher gives the test to the students						✓
	The students use dictionary						✓	
	The teacher moves around the during the class						✓	
	The learning process to see the students' activities and gives a helps when needed.						✓
C.	**Post-Teaching**						
	The teacher summarizes the lesson						✓
	The teacher gives reward and motivates the students to participate more in next meeting.						✓	
D.	**Class Situation**						
	The student's enthusiasm/ motivation						✓
	The students' involvement			✓				

						✓	
Time allocation						✓	
The use of series picture as media	✓						
The teacher's instruction							✓

Description:

5 : Perfect

4 : Excellent

3 : Above average

2 : Average

1 : Unsatisfactory

0 : No Applicable

APPENDIX VIII
NOTE DIARY

The first meeting of the research was the pre-test. The researcher gave the student the pre-test to know how far their capability in especially about listening comprehension in English . The research played audio and the researcher play 2 times after listened the story they will explain back the story with their language and they had to finish in 20 minutes. The students seemed difficult to explain back. After test, researcher discussed with students and asked them how difficult the test. Based on the discussion, they said they don't understand what speaker said. They confused in answering questions because there were biases in the questions and words that they didn't hear before. Researcher also did some interview to some students about their habit in reading comprehension and how they think during reading process.

Second Meeting (Wednesday, 13 November 2019)

In second meeting, the researcher explain the material about descriptive text. And told the student that we will learn descriptive text with riddle games to improve their comprehension in listening. The researcher also explain about What is riddle games and what kind of riddle games we used. It started with the researcher gave the riddle games and the student will listening and try guessing what the answer, after the researcher gave 3 example of riddle games then the researcher told to student make 2 group and gave 16 riddle and 16 answered of riddle. They can used dictionary to make sure they understand the meaning of the riddle and the answer. Every student will try to find the answer by speaking and listening to each other. They had 15 minutes to find their match.

During the process, students could be directed to carry out the learning process easily. Some instructions given could be done well. The student very excited during the processed of study. Some of them still confused but they keep trying listening their friend and they enjoy the process. The researcher gave the student homework to make descriptive text but with riddles games style. They should describe famous place in one city without tell the name. Every student had different city.

Third Meeting (Thursday, 14 November 2019)

In third meeting, the researcher and students continued discussion about past matery. Asked student about past matery to make sure they remember still remember and then The researcher asked the student to tell their task in front the class and the others student will listening their friend and try to guessing what famous place their friend describe.

Fourth Meeting (Saturday, 16 November 2019)

In fourth meeting, researcher asked students to did reflection about what they have studied in the meeting before and summerize the process being a new comprehension in listening process. After that, students did post-test with the same material with pre-test, to saw the increasing of students' listening comprehension. Based on the post-test, students' critical thinking in listening comprehension is increased using riddle games and the research could be stopped because students' ability had been increased.

TABLE OF DATA TEST

No	Name of Student	Pre test	Note	Post test	Note
1	Abdul Hadi Tanjung	50	Failed	70	Failed
2	Adhita Sari Srg	50	Failed	70	Failed
3	Afrida Damai Yanti	90	Passed	100	Passed
4	Alfa Rozi Pohan	80	Passed	80	Passed
5	Alrizal Alwaldi	50	Failed	60	Failed
6	Amanda Micola	50	Failed	80	Passed
7	Annisa Trinarti	50	Failed	70	Failed
8	Anugrah Mulia	60	Failed	80	Passed
9	Aswad Fazri	80	Passed	100	Passed
10	Atika Sari Smr	90	Passed	90	Passed
11	Daniel Ritonga	50	Failed	80	Passed
12	Elsa Alfariani	50	Failed	60	Failed
13	Erik Syah Sihombing	80	Passed	80	Passed
14	Ferdiansyah Hrp	60	Failed	70	Failed
15	Indah Lestari	50	Failed	60	Failed
16	Irgi Fahrezi	80	Passed	80	Passed
17	Issa Maulana	50	Failed	70	Failed
18	Khoirul Mutawaqqilin	80	Passed	80	Passed
19	Mentari Hrp	80	Passed	90	Passed
20	Mhd. Alfa Reza	90	Passed	90	Passed
21	Minta Ito Ritonga	50	Failed	80	Passed
22	Mhd . Fadli Tbmn	60	Failed	70	Failed
23	Murniari Hrp	50	Failed	70	Failed

24	Nurma Hannum	50	Failed	80	Passed
25	Nurul Zannah Srg	50	Failed	70	Failed
26	Parlindungan Rtg	80	Passed	80	Passed
27	Putri Dayana Srg	90	Passed	100	Passed
28	Rahmat Aditya	60	Failed	80	Passed
29	Ridwan Hamid	70	Failed	80	Passed
30	Ridwan Saputra	70	Failed	70	Failed
31	Rizki Ganda	70	Failed	90	Passed
32	Rusdan Saleh	50	Failed	60	Failed
33	Sabruddin Hrp	90	Passed	80	Passed
34	Suci Amalai	60	Failed	80	Passed
35	Syaiful Ali	70	Failed	70	Failed
36	Victor Fahruddin	90	Passed	90	Passed
		2380		2810	

APPENDIX X

Pictures

APPENDIX XI

PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS (SMA) NEGERI 6
Jalan Sutan Soripada Mulia No. 25 A Telp. (0634) 22510. Kode Pos : 22715
Email : sman_sixpap@ymail.com. Website : www.sman6padangsidimpuan.sch.id
KOTA PADANGSIDIMPUAN

No. : 421.4/ 581 /SMAN.6/2020
Lampiran : -
Hal : Izin Melaksanakan Penelitian
Di SMA Negeri 6 Padangsidimpuan
TP. 2020/2021

Kepada :
Yth. Dekan Fakultas IMImu Tarbiyah
dan Keguruan
UIN Sumatera Utara Medan
Di-
Tempat

Dengan hormat, menghunjuk surat Saudara Nomor : B-119/ITK/ITK.V.3/PP.00.9/09/2019 tertanggal 25 September 2019 yang kami terima, maka dengan ini kami sampaikan bahwa:

Nama	:	YUSRA KHAIRATI NASUTION
NPM	:	34153062
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Keguruan

telah mengadakan penelitian untuk penyusunan Skripsi yang bersangkutan dengan judul :

"THE EFFECTIVENESS OF RIDDLE FOR IMPROVING LISTENING AND STUDENT COMPREHENSION IN ENGLISH LEARNING".

Demikian kami sampaikan untuk dapat dimaklumi dan terima kasih.

Padangsidimpuan, 09 September 2020
A.n Kepala Sekolah
Wakil Kepala Sekolah Urusan Kurikulum

SYARIF MUDA HARAHAP,S.Pd.
NIP. 19710608 199801 1 001