



UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

**IMPROVING THE STUDENTS' VOCABULARY BY USING RIDDLES GAME AT
THE SECOND GRADE STUDENT OF SMP TERPADU AL-FARABI**

SKRIPSI

*Submitted to Tarbiyah Faculty and Teacher Training UIN-SU Medan, as a partial
Fulfilment of The Requirement for S-1 Program (S.Pd)*

By:

DIVIA BARDHI

0304162143

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN

2021



**IMPROVING THE STUDENTS' VOCABULARY BY USING RIDDLES GAME AT
THE SECOND GRADE STUDENT OF SMP TERPADU AL-FARABI**

SKRIPSI

*Submitted to Tarbiyah Faculty and Teacher Training UIN-SU Medan, as a partial
Fulfilment of The Requirement for S-1 Program (S.Pd)*

By:

DIVIA BARDHI

0304162143

Advisor I

Dr. H.Syaukani, M.Ed, Adm

NIP:196007161986031002

Advisor II

Emeliya Sukma Dara, M.Hum

NIP: 1981092620099122004

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN

2021

SURAT PENGESAHAN

Skripsi ini yang berjudul "Improving The Students' Vocabulary by Using Riddles Game at The Second Grade of SMP Terpadu Al-Farabi" yang disusun oleh Divia Bardhi yang telah dimunaqasyahkan dalam sidang Munaqasyah Sarjana Strata Satu (S-1) Fakultas Ilmu Tarbiyah dan Keguruan UINSU Medan pada tanggal:

14 Oktober 2021 M
7 Rabiul Awal 1443 H

Skripsi telah diterima sebagai persyaratan untuk memperoleh Gelar Sarjana Pendidikan (S.Pd) dalam Ilmu Tarbiyah dan Keguruan pada Jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UINSU Medan.

Panitia Sidang Munaqasyah Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan

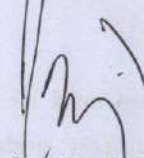
Ketua

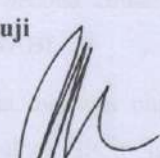

Yanis Lubis, S.Ag. M.Hum
NIP.19700606 200003 1 006

Sekretaris

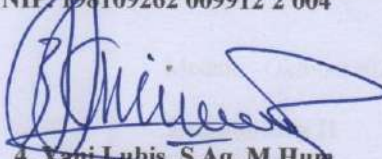

Ernita Daulay, M.Hum
NIP.198001201 200912 2 003

Anggota Penguji


1. **Dr. H. Syaokani, M.Ed. Amd**
NIP. 19600716 198603 1 002


2. **Emeliva Sukma Dara Damanik, M.Hum**
NIP. 198109262 009912 2 004

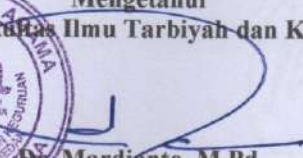

3. **Dr. Utami Dewi, M.Hum**
NIP.19820227 200801 2 009


4. **Yanis Lubis, S.Ag. M.Hum**
NIP.19700606 200003 1 006

Mengetahui



Dekan Fakultas Ilmu Tarbiyah dan Keguruan


Dr. Mardianto, M.Pd
NIP.19671212 199403 1 004

Nomor : Istimewa
Lampiran : -
Perihal : Skripsi
a.n. Divia Bardhi

Medan, Oktober 2021
Kepada Yth:
Bapak Dekan Fakultas Ilmu
Tarbiyah dan Keguruan UIN
Sumatera Utara
di-
Medan

Assalamualaikum Wr. Wb

Setelah membaca, meneliti, mengoreksi, dan memberi saran-saran perbaikan seperlunya terhadap skripsi saudara:

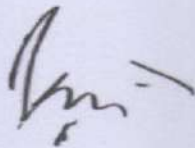
Nama : Divia Bardhi
NIM : 0304162143
Jurusan : Pendidikan Bahasa Inggris
Judul : Improving The Student's Vocabulary By Using
Riddles Games At The Second Grade Student Of
SMP TERPADU AL-FARABI

Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang munaqasyah skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

Medan, Oktober 2021

Pembimbing I

Pembimbing II



Dr. H. Syaukani, M. Ed, Adm
NIP: 196007161986031002

Emeliya Sukma Dara Damanik, M. Hum
NIP: 198109262009912200

PERNYATAAN KEASLIAN SKRIPSI

Yang bertanda tangan di bawah ini:

Nama : Divia Bardhi

NIM : 0304162143

Jurusan : Pendidikan Bahasa Inggris

Judul : Improving The Student's Vocabulary By Using
Riddles Games At The Second Grade Student Of SMP
TERPADU AL-FARABI

Menyatakan dengan sepenuhnya bahwa skripsi yang berjudul di atas adalah asli dan buah pikiran saya, kecuali kutipan-kutipan yang disebutkan di dalamnyasebagai sumbernya.

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

Medan, Oktober 2021



Divia Bardhi
NIM: 0304162143

at Pernyataan

ABSTRACT

Divia Bardhi

0304162143

IMPROVING THE STUDENTS' VOCABULARY BY USING RIDDLES GAME AT THE SECOND GRADE STUDENT OF SMP TERPADU AL-FARABI

Key Words: Improve, vocabulary, riddles, and games.

The researcher studied the application of a riddles game used by the instructor to enhance students' vocabulary via this research. The researchers selected riddles game as a method to enhance students' vocabulary because answering riddles requires inventiveness, which may make students' brains more trained, and students can be more driven to acquire vocabulary. This study must be carried out in order to determine the impact of utilizing a riddle game to enhance students' vocabulary.

The research problems are as follows: how is the implementation of teaching vocabulary using riddles to improve students' vocabulary in the second grade students of SMP Terpadu Al-Farabi Medan? how can using riddles game in teaching vocabulary improve students' vocabulary? and what are the students' responses to riddles used by the teacher in teaching vocabulary? The technique used in this study is classroom action research, which consists of three cycles, each with four steps: planning, acting, observing, and reflecting. The kids are from SMP Terpadu Al-Farabi Medan's second grade, and there are 30 of them. The tools are as follows: an observation checklist, an evaluation, and a questionnaire.

Based on the data analysis, the writer discovered that increasing students' vocabulary by utilizing riddles at sMP Terpadu Al-Farabi Medan's second grade pupils produced the following results: 1) The Riddles game is implemented via three themes, including flowers,

household items, and animals, and this game was developed through collaborative classroom action research. Riddles may improve and encourage children to learn English, particularly vocabulary, after being introduced in the third cycle. Riddles were helpful in teaching vocabulary to increase students' vocabulary, as shown by their positive responses and better scores from the first to the third cycle. 2) By utilizing riddles in vocabulary instruction, students' vocabulary may increase since they can readily retain the language that has been given. It is shown by the students' scores, which show that the majority of pupils get 10 points for completing the assignment. 3). The following information is provided regarding student answers to the teacher's riddles used in vocabulary instruction: All of the kids were pleased and enthusiastic about the usage of this game. The majority of students said that it was very beneficial in terms of making it simpler for them to retain the terminology. Students responded well to the usage of riddles throughout the teaching and learning process. This is shown by their excitement and active involvement in the teaching and learning process.



UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah all glory is given to Allah SWT, the Almighty God who has given the ability, knowledge, health, and time, so the writer was able to complete this research. Peace and blessing be upon the Prophet Muhammad *Shallallahu 'alaihi wa sallam*, his family, his relatives and his followers. The ones who has guiding us from the darkness era to the era full of peace and knowledge. May we get his intercession in the Judgment day.

The title of this undergraduate thesis is **“Improving The Student’s Vocabulary By Using Riddles Game At The Second Grade Of SMP TERPADU AL-FARABI.** Written as partial fulfillment of the requirements for the Degree of *Sarjana Pendidikan* (S-1 Program) to the Faculty of Tarbiyah and Teacher Training State Islamic University of North Sumatera (UIN-SU) Medan.

In progress of completing this thesis, the writer has received many supports and helps from advisor, family and friends. Therefore, the writer would like to express gratitude to the following people:

1. **Prof. Dr. H. Syahrin Harahap, M.A** as the Rector of State Islamic University of North Sumatera (UINSU).
2. **Dr. Mardianto, M.Pd** as the dean of Faculty of Tarbiyah and Teachers’ Training, State Islamic University of North Sumatera.
3. **Yani Lubis, S.Ag., M. Hum** as the head of English Education Department .
4. **Dr. H. Syaukani, M.Ed, Amd** as the first advisor who has been very patient in providing guidance, correction and suggestion for this under graduate thesis from the beginning last

5. **Emeliya Sukma Dara Damanik, M.Hum** as the second advisor who has given suggestion and motivation to complete in the process of finishing this thesis
6. **Maulana Malik Muttaqin, MA** as the Headmaster of SMP Terpadu Al-Farabi Medan who has given an opportunity to the writer to conduct this research in the school.
7. **Adi Guna Pangestu S.Pd** the English teacher of SMP Terpadu Al-Farabi Medan who has given time and opportunity for the writer to collect the data in her class for this thesis.
8. All of the students in 8-1 and 8-2 at SMP Terpadu Al-Farabi Medan in academic year 2020/2021 who have enthusiastically participated in this study.
9. My lovely parent, **Hendrik and Kiki Handayani**, big thanks for love, support, advice, motivation, and always pray for the successful in arrange the thesis until finish.
10. Big thanks for myself already survive to finish this thesis.
11. My brother Dodi Ramadhan who always give their love and encouragement the writer.
12. My Fiance Sanjay BSc (Bachelor of Science) who always supporting and give the positive vibes.
13. All my dearest friends in PBI-6 (2016). Thanks for a memorable time during four years.

Medan, Oktober 2021


Divia Bardhi

TABLE OF CONTENT

	Page
Cover	i
Abstract	v
Acknowledgment	vii
Table of Content	viii
Table of Content	ix
Chapter I Introduction	1
1. Background of Study.....	1
2. Identification of Problem.....	4
3. Objective of study.....	4
4. Significance of the Study.....	5
5. Scope and Limitation.....	5
6. Definition of Key Terms.....	6
Chapter II Literature Review	7
1. Vocabulary.....	7
A. Defenition of vocabulary.....	7
B. Types of Vocabulary.....	7
C. The Importance of Vocabulary.....	8
D. Vocabulary Items for the SMP Students.....	8
E. Vocabulary Learning.....	9
2. Games.....	10
A. Definition of Game.....	10
B. Principle of Games Selection.....	10
C. The Role of Game.....	13

D. Games in Language Learning.....	14
E. Using Games to Teach Vocabulary.....	15
F. The Advantages of Using Games to Teach Vocabulary	16
3. Riddles Game.....	17
A. The Definition of Riddles Game.....	17
B. Types of riddles game.....	17
C. Riddles game for teaching vocabulary.....	18
Chapter III Research Methodology.....	19
1. Research Design.....	19
a. First cycle.....	20
b. Second cycle.....	20
c. Next cycle.....	21
2. Research Setting and Subject.....	21
3. Population and Sample.....	21
4. Research Procedure.....	21
a. Preliminary study.....	22
b. Planning.....	22
c. Implementing the action	23
d. Observation checklist.....	23
5. Data Collection Technique.....	19
6. Data Analysis.....	24
Chapter IV Result And Discussion.....	26
A. The description of the teacher's activities in using Riddles in teaching	26
vocabulary.....	

1. The result of teaching and learning process.....	26
a. First cycle.....	26
b. Second cycle.....	29
c. Third cycle.....	31
2. The result of questionnaire.....	33
3. Score of the students.....	43
B. Discussion.....	43
Chapter V Conclusion And Suggestion.....	48
References.....	50
Appendices.....	54



UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

Chapter I

Introduction

1. Background of the study

According to the Oxford Learner's Pocket Dictionary, language is a system of sounds, words, mannerisms, signs, and symbols that people use to express their thoughts and emotions.¹ It is used as a communication tool in daily life and education. To interact with others and express their thoughts, ideas, and feelings, people utilize language.

الرَّحْمَنُ ۙ ۱ عَلَّمَ الْقُرْآنَ ۚ ۲ خَلَقَ الْإِنْسَانَ ۚ ۳ عَلَّمَهُ الْبَيَانَ ۚ ۴

1. "(God) Most Gracious!" 2. He is the one who taught them the Qur'an. 3. He produced man: 4. He has imparted speech (and intelligence) upon him. (1-4 in Ar-Rahman)²

It is evident from the surah above that God, who created humans and gave them a brain, humans can do many amazing things especially speak and pronounce the words in order to human can interact with other and with the languages human easy to convey their ideas and express their feeling either oral, written and gesture.

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَأَخْتَلَفَ الْأَلْوَانُ وَاللُّغَاتُ إِنَّ فِي

ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ ۚ ۲۲

Meaning: Among His Signs are the creation of the heavens and the earth, as well as the variances in your languages and colors: indeed, in that are Signs for those who know. (Ar-Rum verse 22)³

¹Martin H. Manser, (2000), *Oxford Learner's Pocket Dictionary 5th edition*, New York : Oxford University Press, p. 233.

² Abdullah Yusuf Ali, *The Holy Qur'an, Text and Translation*, New Delhi: Millat Book Center, p. 590

³ Abdullah Yusuf Ali, *op.cit* ., p. 436

According to the Qur'an verse above, Allah demonstrates His power through the variations in languages and colors, where God created humans with different ethnicities, nations, and languages, and we can see people who live in different nations have different languages, so we need to learn the language to understand what people say and communicate.

A language is a tool for communication that is extremely important in daily life. Language allows you to communicate with other people, express yourself, express emotions, transmit ideas, information, and concepts, and spread knowledge. In reality, language may serve as the most effective medium of teaching and efficiency in education via a range of written and spoken languages. According to Jujun Suriasumantri, language allows people to not only think regularly but also express what they are thinking. As a result, without language, people are unable to conceive complexly and abstractly. As a result, in order for a language to fulfill the roles stated above, particularly as a medium of communication and scientific thought, it must be studied and improved. Every human being should be able to communicate in a foreign language. Language skills and talents cannot be learned on their own; they must be gained via a process. Learning is the process of being able to have and develop talents as well as linguistic skills. Language learning and development efforts and procedures may be carried out in two ways: formal and informal schooling.⁴

English has four abilities: listening, speaking, reading, and writing. The focus of the curriculum, according to the 2006 English Curriculum and its additions, is for pupils to be able to communicate in English by acquiring all abilities. However, learning these abilities is difficult for Indonesian students since English is not the same as Indonesian. Their spelling, pronunciation, and meaning are all different. To acquire this language ability, Indonesian students must initially learn a significant number of English words..

⁴ James Dean Brown, *The Elements of Language Curriculum: A Systematic Approach to Program Development*, (Boston : Heinle & Heinle Publisher, 2006

A vast vocabulary is required for reading, listening, writing, and speaking. The most important part of learning a foreign language is the acquisition of vocabulary. Although vocabulary is so important in communication, this is the cornerstone of a language. The ability to comprehend language accurately determines whether or not communication will work. Students can't listen, talk, read, or write properly if they don't have a good vocabulary. They can't accomplish anything with four talents until they understand the vocabulary and single words..

Teachers may utilize a variety of techniques to increase student vocabulary while teaching English, such as songs, images, games, and so on. According to Richard, while selecting a technique, a teacher must evaluate the efficacy and relevancy of the approach with the content provided. Technique success is the success of the teaching and learning process, which serves to determine educational quality. There are many ways for boosting vocabulary, including the use of songs, images, games, and so on. The first is to increase vocabulary by utilizing excellent songs to educate by using vocabulary cassettes, cassettes, and songs lyrics as a medium; the drawback to adopting the following method is that it is relatively difficult in adapting the vocabulary in song lyrics to topics based on the 2004 curriculum. However, several researchers have looked into this technique. Finally, play junior high school-appropriate games. Classes will be more energetic and dynamic, and students will be less bored. They will find it easier to study and improve their vocabulary. On the other hand, there are numerous game types. As a result, this technique may be utilized in a variety of ways for teaching and learning.⁵

Students are bored and uninterested in English courses because of the presentation of instructional materials that still rely on guidebooks. As teachers, we often meet pupils who

⁵ Kasihani K. E Suyanto. English For Young Learners (Jakarta: Bumi Aksara, 2014), h. 2

seem drowsy or who are unable to focus on their studies. As a result, the youngsters seem more engaged in talking with their peers or playing as they want. It is not unexpected that the outcomes of English learning are not as anticipated. It is very sad, given that English is one of the courses that kids will need and utilize in the future in order to compete internationally. The employment of traditional learning techniques has an effect on student interest and involvement in the learning process, either directly or indirectly. If you do not utilize suitable techniques and media, pupils' English skills and abilities will eventually not improve, in addition to learning results that are not as anticipated. As a result, the aforementioned causal variables must be treated as soon as possible. Changes in the English learning techniques employed by instructors are one approach to do this. To educate and improve English, comprehend vocabulary comprehension maximally, instructors at SMP Terpadu AL-FARABI MEDAN may utilize the game technique, where students who are creative and active can be more motivated in learning English, So that learning becomes more pleasant. The game technique is a learning style that can produce interest and enthusiasm for learning, allowing students to avoid boredom and even feel satisfied with their learning, even if the subject is difficult. This game is used to shift learning from passive to active, from stiff to mobile, and from saturated to joyful. Students may create a new experience in the learning process by using the game technique, allowing them to more easily retain and acquire more information connected to English language. Various kinds of games may be discovered in the game technique that can be used in the learning process. For instance, English language games or vocabulary games, specifically Riddles games .

2. Problem of the study

1. How is the use of riddles to teach vocabulary being implemented to improve student vocabulary?

2. Can the use of riddle games in vocabulary instruction improve student vocabulary?

3. Objective of the study

1. To describe how a riddles game was used to teach vocabulary.

2. Knowing how to use riddles in vocabulary instruction will help students improve their vocabulary.

4. Significance of the study

This research, hopefully, will help both the teacher and the student in the process of teaching and learning in order to expand the students' vocabulary. This will be useful for English instructors in providing a pleasant and enjoyable environment for their pupils to learn English, particularly in expanding their vocabulary.

5. Scope and Limitation

a. Second-year junior high school student

The researcher chose a second-grade student because, according to the observations, all of the pupils of SMP Terpadu AL-FARABI MEDAN had a relatively limited English vocabulary. As a result, the author selected them as the topic of her study.

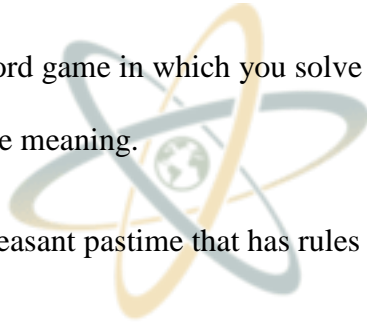
b. The studies are more prioritized of using riddles games

The researcher focused on the use of riddles games because the author is interested in the outcome of using riddles games in teaching English, particularly vocabulary content. As a result, the author concentrated on the usage of riddle in the game.

6. Key Term

To prevent misunderstanding and misinterpretation of terminology mentioned in this research, the author attempts to define the following important concepts:

- a. Improve means expanding the pupils' vocabulary.
- b. The vocabulary of a pupil is a collection of words or phrases.
- c. Riddles is a word game in which you solve statements, questions, or phrases that have a double meaning.
- d. A game is a pleasant pastime that has rules to follow.



UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

Chapter II

Literature Review

1. Vocabulary

A. The Definition of Vocabulary

The word "vocabulary" has several different meanings. According to A. S. Hornby, The total set of words that make up a language is its vocabulary. As a result, there are many different words and phrases that make up language.⁶ He continues by stating that a language's vocabulary is a collection of words or phrases. In other terms, vocabulary is a part of a language that uses words to convey information or explanations.⁷

Furthermore, David L. Shepherd offers this definition of vocabulary: "Vocabulary is one of the most crucial elements of language development." It suggests that when building a language, vocabulary should be taken into account.⁸ These definitions define vocabulary as a word or sound that carries a specific meaning as a unit of speech. It is the element of language learning that is most important. A learner must have a mastery of the language and must keep expanding their vocabulary in order to achieve four skills. Vocabulary is undoubtedly an important component of language. As a result, without a vocabulary, there is no language.

B. Types of Vocabulary

According to De Gregory, who was cited by Nur Hidayatul, there are two main classifications of words: function words and content words.

⁶ A. S. Hornby, Oxford Advanced Learner's Dictionary. (Oxford University Press, 1987) p. 461

⁷ A. S. Hornby, Oxford Advanced Learner's Dictionary of Current English. (Oxford University Press, 1995) p. 1331

⁸ David L. Shepherd. *Vocabulary Meaning and Word Analysis*, Comprehension High School Reading Methods. (USA: Bell and Howel Company, Co, 2003) p. 39

Function words comprise the first group is made up of words that must be mastered in order to be used in a sentence. Noun determiners, auxiliaries, qualifiers, prepositions, coordinators, interrogators, and sentence linkers are examples of these terms⁹. Second, content words, often referred to as lexical words, are words whose meanings, synonyms, antonyms, and contextual explanations are frequently used to explain their meaning. These terms include, among others, nouns, verbs, adjectives, and adverbs.

C. The Importance of Vocabulary

The following are some examples of the significance of vocabulary: "Vocabulary is the most essential component of linguistic power," says Lee C. Deighton. Students who have a big vocabulary will perform well in both receptive (hearing and reading) and expressive (speaking and writing) skills, those with a limited vocabulary, on the other hand, will struggle with these abilities."

Vocabulary is therefore one of the language elements that is most crucial to mastering the four language talents when learning English as a foreign language. Furthermore, David L. Shepherd asserts that knowledge of vocabulary is essential for communication since without it, people cannot have a natural conversation. It implies that vocabulary is essential in communicating. We can't converse with speakers of that language if we don't know many words in it. In the end, it is clear that vocabulary is one of the most crucial aspects of teaching and learning English as a foreign language, if not all languages, without discounting other linguistic components. In order for the instructional learning objectives to be successfully attained, teachers must have a superb approach of involving students in learning English vocabulary.

D. SMP Students' Vocabulary Items

⁹ Nur Hidayatul. The Analysis of vocabulary Teaching Trough Puzzles. (Thesis Surabaya, UNESA, 2002) p. 20

The vocabulary study material is separated into two models and is based on the English course curriculum from 2004 for junior high school pupils. It is the classification of the words according to the topic and grade. According to the Department of National Education, second-year student topics include flora and fauna, friendship, season, travel, health, jobs, recreation, and young life. A distinct theme is used to teach vocabulary items based on the theme that include words that should be acquired in context. The vocabulary-related topic is regarded as fitting the competence goal. Genres as descriptive, narrative, recount, procedural, report, etc. yield vocabulary words.¹⁰

The genre is divided into categories for SMP students in the second grade according to the semester. For instance, first-semester students study narrative text, whereas second-semester students study descriptive text. The social purpose of the descriptive text is to describe the flora and fauna, place, or object.

E. Vocabulary Learning

According to A.S. Hornby, a person's vocabulary is the entire collection of words they are familiar with in their native tongue, and they utilize these words to express themselves through language. Therefore, an activity of teaching vocabulary is aiming on finding a recent set of words and improving language skills.

Plenty of ways to presenting vocabulary as the following below:

1. Build a context or situation where students able to simplify the meaning.
2. Describe, defining or drawing an object if required.
3. Invite students outside and introducing words from any signboard of the shop.

¹⁰ Departemen Pendidikan Nasional, Kurikulum 2004, (Jakarta: Pusat Kurikulum, Balitbang Depdiknas: 2003 iv, 88 hal, 2003) p. 33

4. Playing words games. There are many types of games such as riddle which beneficial for practices and improving vocabulary after introduced. Then, on presenting recent vocabulary, we able to implement plenty of ideas such as Build context or situation, applying game which is a riddle¹¹.

2. Games

A. Definition of Game

Definition of a game according to Oxford Advanced Dictionary recently says that a game in competitive form or go in sport with a set of rules.¹² According to Larcabal: “A Game able to: 1.) Supporting those who are playing to find and improve their identity. 2.) Supporting those who are building a relationship with others in effective and cooperative ways. 3.) Practicing them to be freedom and open for innovation because they think fear or ashamed is unnecessary and to be more confident instead. 4.)¹³ Carrying also facilitating them and fear in preventing student to mastering the language.” According to Larcabal:

Therefore, a set of a game able to help them who are playing to gain more confidences creativity, and relieves anxiety for language learning. Students can learn language subconsciously by utilizing the game as a tool, and they can learn new words without feeling any pressure.

B. Principle of Games Selection

¹¹ Nur Hidayatul. *The Analysis of vocabulary Teaching Trough Puzzles*. (Thesis Surabaya, UNESA, 2002) p. 25

¹² A. S. Hornby, *Oxford Advanced Learner's Dictionary of Current English*. (Oxford University Press, 1995) p. 486

¹³ . Rod Ellis. 2006. *The role of games in language acquisition*. Oxford University Press

Weed proposes a few guidelines for choosing games when affectivity and success are necessary. Teachers should take certain elements into account when choosing games, and the principles can be utilized as a checklist.

1. The purpose of the game

Teachers are required to choose the goals and related to the goal with the certain main point that will be taught during the teaching. Example of command words are come on, hurry up, and etc.

2. the area where the game is played

Teachers are required to check if there is a possibility to conduct games with movement on the room space capacity.

3. The student's numbers

Teachers must be aware that while some games are effective for the majority of kids, others are only effective for a select group of pupils. There is the possibility to adapt the games with a certain situation if have thought about it beforehand. Meaning, games are required to be planned and implemented properly first before applied in school activities. The team game allowed me to re-setup to a solo game and somewhat.

4. The student's age

Certainly, children are not suitable to play adult's game and somewhat. Hence, teachers able to use other vocabulary and smaller gamesto creatin games according to student's level.

5. Games level activity

Teachers are required to pay attention that is challenging to calm the students after played active games. So, teachers have to present a game specifically able to calm students lastly.

6. The type of games

Teachers are advised to present general games such as a guess-the-word game, race, and relay.

7. The time allocation

There are few games that are required to have more times to play, games seem simple possibly required more time to play. So a teacher has to make sure the student are aware of the structure of the vocabulary's sentences and requirements.

8. Property's use

While games required few properties, teachers have to make sure to carry those and not just made it like that. The attributes can be changed by the teacher to fit the vocabulary and class.

9. The necessary rewards

After winning the game, students are happy, and the game may also involve awarding prizes.

10. The Interrelated purpose

This is one of the most crucial factors since there needs to be a connection between the game and the lesson's subject matter.¹⁴

¹⁴Gretchen E. using Games in Teaching Children s.(English Teaching Forum. Vol X,)No. 2

C. The Role of Game

Any age can enjoy the thrill of playing games, and people are not judged by their age but rather by how well they can participate. Normally young and adult students interesting in participating in the game, as Eningtyas says in her thesis that young students love to play games with a different technique. Meaning, a game which has an important aspect in young student's life. Andrew Wright and others say a game can help and drive all students to maintain their interests in studies. A game also helps teachers in the context of where language is useful and meaningful¹⁵. Certainly, teachers have to make sure the game has to be interesting and joyful. At the same time, some of the language materials have to be learned. According to Hadfield, who was mentioned by Eningtyas, there are two types of games: cooperative games and competitive games.¹⁶ On the coop game model, players and teams cooperating to achieve the same set of goals, in this game there is no opponent and winner or loser side. Instead, all students have to work together to accomplish the problem. However, in a competitive game model, players or teams are being competitive for winning the game. Students have to try their best for able to provide the answer to the question quickly so that the student works effectively and keeps away stress during and after the game¹⁷. Advisable that, teachers should create a group for the students, following consideration that benefits from studies in team rivalry. Rivalry under a team will increase pressure on the team to achieve academically.¹⁸ They go on to say that "when the group or team loses, each member

¹⁵ Eningtyas, Word Games As a Means of Teaching Speaking to the Second Year Students of SLTPN 1 Pucuk Lamongan. (S1 Thesis Surabaya: UNESA)

¹⁶ Andrew Wright. Games for Language Learning. (New York: Cambridge University Press) p. 1

¹⁷ Eningtyas, Word Games As a Means of Teaching Speaking to the Second Year Students of SLTPN 1 Pucuk Lamongan. (S1 Thesis Surabaya: UNESA)

¹⁸ H. Douglas Brown. Principles of Language Learning and Teaching. (Englewood Cliff, N.J.: Prentice-Hall, 2006) p. 317

will take it less personally."¹⁹ Therefore, competition between the teams or group has been applied mostly than individual competition.

D. Games in Language Learning

Games are intriguing, according to David and Roger, because they offer enjoyment, relaxation, and joy. The fact this is efficient in learning. It is the factor that many English teachers become a secondary language that is using game by kids, teenagers, also adults are satisfied on the result²⁰. In order to do games to be more effective, Lubis says: "The best game arranged with practice instead of with long briefing". Meaning, with practice students, get more experience in coaching physic, emotion, and mindset²¹. To identify the effectiveness of the game, let's see the benefits of using the game: 1. helping them who are playing for improvement of identity. 2. Helping them who are having a relationship with others with more cooperative and effective, practicing them in being the freedom to express the creativity when they are not in fear, shy, or become more confident. Provide and facilitate them, that at the end will help to reduce tension and fear that prevent students to master the language²².

However, she reminds us that even though the game can be used for few language items at some stage in process of acquisition, the main purpose of the game should improve the creativity of communication. Games aren't seen as a method to reward or unwind after a hard day's work; rather, they have evolved into exciting ways to teach pupils the major language

¹⁹Eningtyas, Word Games As a Means of Teaching Speaking to the second Year Students of SLTPN 1 Pucuk Lamongan. (S1 Thesis. Surabaya: UNESA, 2004)

²⁰Johnson, David. W. and Roger T. Johnson. Learning Together and Alone, Cooperation, Competitive and Individualization. (New Jersey: Prentive Hall. Inc. Englewood Cliffs.2002) p. 100

²¹ Lubis, Yusnaini. Developing Communicative Proficiency in the English Foreign Language (EFL). (Jakarta: Depdikbud, 2008) P.58

²²Rod Ellis. 2006. The role of games in language acquisition. Oxford University Press

without them even recognizing it. Even though gives many advantages, also it's challenging to attain excellent language, because the challenge might appear while the teacher implements a game. Eningtyas in her thesis briefed that difficulties teacher might face is students want to express themselves in English but afraid that might spit out a perverted word in their sentences. 2. One of many students dominate the game, give less opportunity to practice their English knowledge. 3. Students became uncontrollable while playing the game²³.



E. Using Games to Teach Vocabulary

The key purpose of teaching vocabulary is to improve the interests in words. The students who have curiosity about words more tend to improve vocabulary and become more discriminative.²⁴ He said that in general students love wordplay, riddles, crossword puzzles, palindromes also anagram. Generally, the lesson will: 1. Shows fun elements or challenges in English learning and encourage wordplay. 2. Encourage pupils to carefully consider their word choices as a crucial component of vocabulary development. 3. Provide training for pupils to say the words according to the given instruction. 4. To demand students matching the words with the meaning 5. Provide pronunciation training and drive student attention careful with word-formation. 6. Showing students how words can be manipulated to build a new set of words. 7. Importance of the position of the alphabet with the relation of the meaning of the words. 8. Encourage the student to do clarification and generalization concepts. The level of class is important to determine the type of game. In other words, the

²³Eningtyas. Word Games As a Means of Teaching Speaking to the Second Year Students of SLTPN 1 Pucuk Lamongan. (S1 Thesis. Surabaya: UNESA, 2004)

²⁴I.S.P Nation, 2008. Techniques of teaching vocabulary. USA: Heinle ELT

instructor cannot provide a game that is more challenging than the pupil can handle, so that the selection of the game is important to do. Several games required a mature mindset, others can be played with a lower level. However, with the right set of words, the teacher can adjust the game tactic with the desired class.

F. Benefits of Playing Games to Teach Vocabulary

We are aware that there are many different methods for teaching vocabulary, and one of them is playing games. Experts say games that are used in learning vocabulary have plenty of benefits. Gertrude in his book says that games are proved to have a benefit also effectively in studies about vocabularies, In certain way 1. Game present relaxes also excited for the candidate or students, also helping all of them in learning also memories recent set of the word easier. 2. Game is normally engaging finely rival also makes students become more excited. 3. Vocabularies game present real-life content in class also improving the implementation of English use of students by flexibility and communication. Games are motivating and provide more opportunities for students to express their opinion and feeling. 4. Games adding more diversion of normal class activity “dilute the atmosphere”, but also implemented as introducing a new set of idea. So games can help them who plays to improve and boost their confidence, more creative and reducing nervous/fear to learn languages. Shortly, game implementation more effective and efficient in avoiding the bored in class²⁵.

Says Both, He says games able to helping in create vocabularies. with the game, vocabulary of student able to improve and build²⁶. According to Phun, as quoted by Dory says the vocabularies games are fun about words, curiosity, and happiness. As the result,

²⁵Gertrude Nye Dorry. Games for Second Language Learning. (New York: Mc. Braw-Hill, Inc) p:56

²⁶Digiacomio Michael. 2018. ESL Games for the Classroom. Rockridge Press

students keen to learn those words due to the needs²⁷. So vocabulary games attract the interest of a student to studies and passion in learning words.

3. Riddles Game

According to the above statement, a vocabulary game is a part of the riddle, due to many criteria that riddle game have from the games, The sense of excitement about words. Because in riddle required to be cleverness for solve riddles so can create words and riddles can motivate a person to be more interested in playing. This has rules to play as well. So riddles also a part of the games.

A. The Definition of Riddles Game

Plenty definition of a riddle, according to Evan “Riddle is a noun which is referring to a confusion that needs a solution”²⁸, according to Blachowicz as quoted by Danny says the “riddle is questioned with a response such as a wordplay game”.²⁹ According to Danny Brassel: “Riddle is an expression or inquiry which has a secondary meaning, propose as a riddle which has to be solved”.³⁰ Riddle games divide into 2 types: 1. Enigmas, which is the problem in general that expressing that in allegorical or metaphorical required cleverness and thinking carefully on the problem-solving. Also, the riddle with the question depends on the impact of good punishment in question and answers. Against popular belief, riddle does not always involve wordplay games. The author comes to the conclusion that a riddle is a noun that can be used as a hint or clue about anything and then needs to be solved based on the

²⁷ Gertrude Nye Dorry. *Games for Second Language Learning*. (New York: Mc. Braw-Hill, Inc) p:60

²⁸ Bergen Evans, Cornelia Evans, *A Dictionary Of Contemporary American Usage*. (New York, Random House, Inc, 2000)

²⁹ Danny Brassell, Leena Furtado, *Enhancing English As A Second Language Students’ Vocabulary*. (The Reading Matrix, 2008) Vol. 8, No. 1

³⁰ *Ibid*, (2008: 1)

subsequent assertion. Riddle is the wordplay game and playing by statement's and question's solution also an expression that has the secondary definition.

B. Riddle game types

Enigmas and conundrums are the two primary categories of riddles. The first category is a form of figurative question that can only be answered by carefully reading the sentence. Mainly old English poetry has a riddle that is embedded in it, Conundrums same as what Enigma on the fact is the answer is hidden in the set of questions on the punning concepts able to show the real answer which is hidden in the question. The usage of words with various meanings but the same pronunciations can also reveal hidden truths³¹.

C. Riddles game for teaching vocabulary

Riddle gives students a fun approach to recognize words that was used: Definition of terminology used in riddles, such as "I have three eyes, all in one line when the red is opened all will freeze" or "word traffic light" in a riddle. Is the rhyme used in the riddles intended to be playful and draw in students, or not? Riddles can be used as a written assignment in the form of a worksheet or as an oral activity for the class to practice vocabulary. Riddles can be used to teach vocabulary as an oral activity or as a written task in the form of a worksheet, claims the following.³².

³¹ Ahmed Abdel Rashid, Teaching vocabulary using riddles. (Article: 2001)

³² Andrew Wright, Games for Language Learning. (New York: Cambridge University Press, 2004)

CHAPTER III

RESEARCH METHODOLOGY

1. Research Design

The studies are sometimes referred to as classroom action research. Classroom action research is approaching on where the facilitators engaged of the group's candidates on the context of their environment works in helping to explore and defining the problem in some needs³³. In some of these studies, the researcher takes on the role of a teacher who instructs pupils, with the actual instructor acting as an observer who watches the teacher employ a game of riddles to increase vocabulary knowledge while the learning process is taking place. Because related to the class setup, this research directed for learning strategies to finding a solution from the class problem in a vocabulary lesson. To resolve the class problem in a vocabulary lesson, the real teacher uses riddles while the learning process takes place.³⁴ The cycle procedure, which this research's class research used, consists of the four steps listed below, all of which were adapted from Kurt Lewin:

- 1) Plan the actions
- 2) Implement the actions
- 3) Observer the actions
- 4) Reflection

³³Bill Atweh, Stephen K, and Patricia W. *Action Research in Practice: Partnership for Social Justice in Education*, (London: Routledge). P. 212

³⁴Iskandar, *Penelitian Tindakan Kelas*. (Ciputat: Gaung Persada, 2009), h. 28



Take into account the study's objectives and the descriptive and qualitative methodologies that were used in its creation. Instead of using numbers to describe how the riddles game is used in class, words will be used. The sentence that follows serves as an example of classroom action research.³⁵

a. First cycle

(-) Identifying the issue and developing a solution requires the preparation of a lesson plan, instructional strategy, a few tools, and success criteria.

(-) Applying the initial implementation based on the lesson plan is referred to as implementing the action.

(-) Performing the observation and rating the outcome of the execution is "observing the action."

(-) Evaluate the first implementation and learning outcomes along with the first modification implementation from the evaluation result's plan.

b. Second cycle

(-) Planning an action involves determining how to solve an issue, choosing a solution, and enhancing the second implantation.

(-) Applying the second implementation in place of the action

³⁵ Ibid, h. 70

(-) Data gathering for the second implementation = observing the action

(-) Action reflection = second implementation evaluation

c. The next cycles

(-) Conclusion, advice, and suggestion

2. Research Setting and Subject

The research study's implementation was put up in SMP Terpadu Al-Farabi Medan. The location of the school is nearby the university however this school is strategic and easy to access for most people because the location is at the main road and easy to see. The following subject is the second-grade students of SMP Terpadu Al-Farabi Medan

3. Population and Sample

The population is a grouping or compilation of all elements with more than one observed attribute.³⁶ There are 3 classes of SMP Terpadu Al-Farabi Medan, one class for 1st class, one class for 2nd class, one class for 3rd class. The population under study includes the group of students from these classes. A sample is a subset of the research population. The second class at SMP Terpadu Al-Farabi Medan will serve as the research sample because it was discovered through observation that majority of the students in this class have extremely limited vocabulary knowledge. They have challenges getting information from English texts. Therefore, we selected them as a research sample.

4. Research Procedure

³⁶Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta: PT. Bumi Aksara, 2008) Edisi Revisi V, h. 1008

Research carried out by the following procedure:

a. Preliminary study

A preliminary investigation was conducted to understand more about the SMP Terpadu Al-Farabi Medan learning paradigm, specifically with regard to vocabulary development. Besides that, The researcher made an effort to understand more about the issue of teaching and learning, particularly with regard to vocabulary learning. In this initial study, the researcher meets face-to-face with the headmaster of SMP Terpadu Al-Farabi Medan to discuss research plans and to conduct formal interviews with second-class teachers as well as live observation. The analysis result found competency of students vocabulary. Data gathered are applied to planning the action.

b. Planning

(-) Lesson Plan

The lesson plan is planned with few observation factors: Standard of competency, competency-based, Indicator, material, learning process, marking, sources and learning media, assignment, projects, and evaluation.

(-) Learning materials and technique

In doing researches, the researcher is preparing learning material and relevant techniques with vocabulary topics. The research gathers materials from books or other available resources and chosen by the researchers, however the methodology of the research use riddles game as a technique.

(-) Criteria of success

The success criteria are established to determine whether or not the action's execution was successful. In order to determine whether or not the riddle game

technique is effective in raising student vocabulary proficiency, success criteria are used. According to Prof. H. Sukardi, three criteria are employed in studies to determine whether an activity was successful:

- (-) According to the findings of the observation, the teacher did a fantastic job using the riddles game technique.
- (-) According to the questionnaires given to the students, they are engaged and participate in the teaching and learning process to a degree of about 70%.
- (-) According to the evaluation, the student's vocabulary is larger than or equal to 8 on the test of test competency, scoring greater than or equal to 65%.³⁷

c. Implementing the Action

Before the design is complete, the researcher uses riddle games with SMP Terpadu Al-Farabi Medan students in the second grade. While the actual teacher will act as the observer during the learning session in this implementation plan, the research as practitioners will apply a lesson plan. This segment is completed in three cycles in accordance with the previously established schedule. Every cycle's implementation is announced in three sessions, each of which lasts for two hours.

d. Observation Checklist

There are a few markers on the observation checklist that make it simpler for the researcher to gather data. Teachers' and students' activities serve as the indicators. The

³⁷Iskandar, Penelitian Tindakan Kelas. (Ciputat: Gaung Persada, 2009) h. 32

activities that teachers must implement from the start of the teaching and learning process to its conclusion are described in the items below.

5. Data Collection Technique

Information acquired for this study included student test scores, observation transcripts, and questionnaires. The first information on how the teaching and learning process is implemented comes from the observational data. The second data was gathered after students completed the test at each cycle's end, and the third data came from questionnaire responses. There aren't many tools available to help with observation of the execution of teaching and learning activities. Each instrument is described as follows:

a. Observation checklist

The researcher gathers information regarding riddle games as a vocabulary-teaching strategy using observational data. The topic, a gaming strategy, and the teaching and learning process are indicators that are measured in this observation.

b. Assessment

It will use 10 multiple choice or non-multiple choice questions that are pertinent to the content to gauge pupils' vocabulary growth. At the conclusion of each cycle, he will offer the assessment for analysis.

c. Questionnaire

To determine how students responded to the teaching and learning process, the researcher will create a questionnaire for students in the most recent cycle.

6. Data Analysis

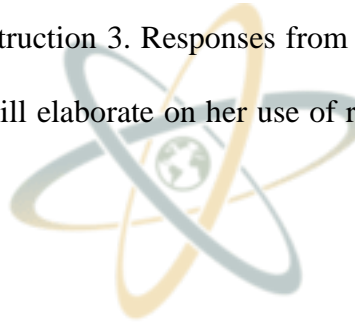
The researcher used both descriptive and qualitative methods to analyze the data from the three meetings. Data from the observation result assessment and the questionnaire are evaluated. Based on the findings of the observation, it will be discussed how riddles were used by SMP Terpadu Al-Farabi second-class students over the course of three cycles to help them learn vocabulary. Then, The researcher will compare the students' scores for each cycle of the riddles game in order to determine whether the student's vocabulary abilities have improved as a result of playing the game. Finally, based on the results of the questionnaire, the researcher will compare the responses of the students to the riddle material that was utilized by the teacher during vocabulary class by tallying the students' presentation scores and comparing the results from each cycle.



CHAPTER IV

RESULT AND DISCUSSION

The data gathered throughout the study will be provided in this chapter. The following is the outcome and discussion, including the response to the research question: 1. Riddles are used in vocabulary lessons to broaden students' vocabulary 2. the enhancement following the use of riddles in vocabulary instruction 3. Responses from students while utilizing riddles to teach vocabulary. The teacher will elaborate on her use of riddles to teach vocabulary during the conversation.



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

Before beginning the investigation, the researcher did a pre-observation study. To discover more about the vocabulary class teaching and learning process, the researcher speaks with an English instructor of second grade. According to the interview, the instructor typically told the students to jot down certain words and then ask them to remember them as well as how to pronounce them correctly. The instructor said that the pupils' vocabulary was extremely restricted, and that they needed to increase their vocabulary in order to answer the issue. Then, as previously mentioned in Chapter III, there were three cycles in this study. Each cycle's subject was different.

The subject for which the riddles game would be implemented had been provided by the researcher. The following is a list of the teacher's actions in putting the riddles game into practice:

1. The Result of Teaching and Learning Process

a. First cycle

Planning: The researcher took on the role of a teacher throughout this cycle and taught the lesson. While the instructor prepared the lesson plan, instructional materials, and method as well as the success criteria, she was given 1x45 minutes to conduct her study. The instructor selected the topic under the term "flowers." and used paper-based envelopes with insistent riddle envelopes as a medium to discuss riddle clues based on the topic, putting the solution option on the whiteboard. The instructor does a good job of implementing the riddles game approach according to the cycle's success criteria, which are based on the observation checklist. The students are engaged, with about 75% of them taking part in the teaching-learning process, according to the questionnaire. More than 60% of pupils received vocabulary mastery exam scores greater than or equal to 8 in the evaluation. In preparation for the next cycle, the researcher makes notes throughout the final phase of this cycle.

Acting: The instructor welcomed the students and confirmed their attendance before the workout to create a positive atmosphere. To help students understand the main activity, the teacher explains the riddles game and how to play it. After that, the teacher divides the class into six groups and delivers directions to each group. Students may create them in groups. Additionally, to avoid any miscommunications during practice. Each group was given an envelope containing ten riddles, and the teacher told them to write the solutions on the board. Each team must choose the appropriate answer from the ones listed on the whiteboard to quickly and correctly solve the puzzles involving the names of flowers in order to win. Each class must complete the puzzles. Ten minutes were provided to the class to discuss the solution in small groups. In the subsequent game, the instructor congratulated the game's winner. In addition to assisting students in understanding the topic, the instructor gave each student a piece of paper containing 10 riddles. The teacher then went over the meaning of the

language in the riddles with the students. In this section, students are free to ask the teacher a lot of questions about the definitions of words they haven't yet mastered.

Observing: The vocabulary lesson's content, instructional strategy, and teaching-learning process were all examined during the observation process. In this instance, the researcher evaluated and assessed the students' vocabulary knowledge using an observation checklist and an evaluation. The evaluation was finished when the pupils had learned the word through the use of a riddles game based on their vocabulary lecture. While language learning and instruction were taking place, the observer saw the action right away.

The observation result revealed that the method was not performed properly due to two reasons. First, since they were still timid, the pupils were passive in guessing the solution, just a few of them were engaged in predicting the answer throughout the teaching-learning process. Second, the content utilized is too challenging for the pupils, causing them to be perplexed about the meaning of terminology. During the action's execution, the instructor and pupils worked together. The pupils wanted to know the meaning of the terms and solve all of the riddles posed by the instructor, so they were all happy to follow this class. The learning and teaching process went smoothly when everyone in the class paid attention to the teacher's instructions. This can be observed when the teacher provided 10 hints of riddles about each flower and the students tried to guess it.

Reflection: The researcher learned that some important concerns needed to be prioritized throughout this cycle. The students' motivation was the original source of worry. It was discovered that many pupils were uninterested in solving the puzzles. By asking the students to answer the riddles, the researcher may pay greater attention to the students who are passive in guessing the riddles. And motivating them so that they did not feel shy. The second concern was the pupils' comprehension. The majority of the pupils were still

perplexed by the meaning hints in the puzzles. Given this, it was critical for the instructor to assist them in explaining the meaning of the words that they did not yet understand.

b. Second cycle

Planning: The motivation and comprehension of the pupils were the main problems from the first cycle, which was done on August 1, 2010. The researcher will pay more attention to the students who are passive in their answers by asking the students to respond to the riddles and motivating them so that they did not feel shy. By elucidating the meaning of words they do not yet understand, the researcher will help them decipher the riddle's hints. In the second cycle, the instructor develops the lesson plan, instructional strategy, and success criteria. The subject was chosen by the instructor under the heading "things at home" and used envelopes contain feelings from a piece of paper that insists on riddles and replies as a medium to mention the hints of riddles depending on the topic, with the pupils being required to match the paper's response and the paper's riddles. The instructor does a good job of implementing the riddles game approach according to the cycle's success criteria, which are based on the observation checklist. The students are engaged, with about 75% of them taking part in the teaching-learning process, according to the questionnaire. More than 60% of pupils received vocabulary mastery exam scores greater than or equal to 8 in the evaluation. In preparation for the next cycle, the researcher makes notes throughout the final phase of this cycle.

Acting: The teacher then divided the class into six groups after explaining how to play a riddles game that was related to the lesson that will be taught. The teacher distributed the riddles game in the teaching activity as she had in the first cycle, but she handled things a little differently this time. She did not directly respond on the whiteboard, and she surprised the students in the first section by giving each group one envelope containing 20 cuts of small

papers. The first ten sheets are hints, while the remaining papers contain the solution. After each group got it, the response is the name of anything at home. The instructor requested that they open it jointly. Two minutes were provided to each group of students to finish the puzzles. The team that correctly matches the clue and response wins. However, the instructor first questioned the pupils about the previous session before starting the activity.

Teacher: Do you recall what we spoke about last week?

Yes, mom!!! said the students.

What was it about, teacher?

Flowers for students

Teacher: Would you kindly let me know what flowers you use when you kiss?

Tulips for students.

As in the first cycle, The teacher distributed sheets of paper containing 10 riddles to each student before having a discussion with them about the terminology used in the riddles. In this section, the teacher may quiz the students extensively on the definitions of words they are unfamiliar with. After the students had a better understanding of the game, the instructor offered them an assignment to see how much vocabulary they had gained from it.

Observing: The youngsters had used the strategy before, so they were very skilled at the riddles game. However, during this cycle, all of the students were urged to take part in speculating the answer and studying with their groups. Their readiness to speak out has improved significantly over the last round. They worked together more effectively as well. The students felt more at ease when they were discussed with their peers. Students may speak up more as a result of the teacher's efforts, such as asking questions and sending a positive

signal while complimenting their responses. Even if there were a few errors in the students' response, the teacher's remarks on their understanding of the meaning of the riddle hint may have improved their vocabulary knowledge. In addition to using an observation checklist and the students' vocabulary assessment forms for the final observation of this cycle, the researcher also gave the students a questionnaire to find out how they felt about the riddles game technique that was used for three meetings during the teaching and learning of vocabulary class.

Reflection: During this cycle, The researcher identified a crucial problem that required in-depth investigation. The students' motivation remained a key factor. It was found that some students were still answering the questions passively. Here, the researcher should pay more attention to the students who are passive in guessing the riddles by encouraging them to answer the riddles and motivating them so that they do not feel bashful again, and for the first part, the researcher will tell additional jokes to calm the pupils.

c. Third cycle

Planning: The motivation of the students remained the problem in the previous cycle. In the last cycle, the researcher will focus more on the students who are passive in guessing the riddles by challenging them to solve the riddles and energizing them so they do not feel timid again. In the initial portion, the researcher will also speak more jokes to pacify the students. In the third cycle, The teacher creates the course plan, instructional materials, delivery strategy, and success standards. The instructor selected the topic under the heading "animals." used vocally to mention the clues in riddles related to the issue, and the students also gave oral responses. The instructor does a good job of implementing the riddles game approach according to the cycle's success criteria, which are based on the observation checklist. The students are engaged, with about 75% of them taking part in the teaching-learning process,

according to the questionnaire. More than 60% of pupils received vocabulary mastery exam scores greater than or equal to 8 in the evaluation. In preparation for the next cycle, the researcher makes notes throughout the final phase of this cycle.

Acting: In the third meeting, the researcher started outlining what the students were supposed to do and divided them into six groups. The instructor then distributed one envelope containing 10 puzzle hints to each group. The riddles had to be guessed by each group. The group with the most accurate guesses after 10 minutes wins. During the activities, the researcher walked about and controlled the class, asking the students about their problems and motivating them, as well as appreciating the students' involvement by saying "good" or "that's correct." During the teaching-learning process, the pupils were constantly motivated. As in the previous two cycles, the instructor gave each student a piece of paper with 10 riddles that had been given to them, and then the teacher discussed with the students the meaning of vocabulary from the riddles. In this section, the teacher may quiz the students extensively on the definitions of words they are unfamiliar with. After the students had a better understanding of the game, the instructor offered them an assignment to see how much vocabulary they had gained from it.

Observation: The subject was handled nicely in this cycle. The pupils pay attentively to the instructor, yet they are too timid to offer a question. The class, on the other hand, was in excellent shape. And the majority of them grasp the subject and are capable of doing the job effectively.

Reflection: The children made some improvement during this round. They were easier to handle than before. Even if they continued to give incorrect replies, they got the courage to speak up. The technique and recommendations used throughout the study were appropriate. And the method's outcome may help pupils enhance their language knowledge. The

researcher makes the following suggestions to improve the riddles game's capacity to raise students' vocabulary mastery after applying the approach to play the preceding activity and taking into account each cycle's reflection: First, the topic must be interesting, followed by a description of the riddles game technique that the students will use, and third, the students must be serious and use all of their mental capacity to solve the riddles during conversation, observation, or role-playing. The final step is to devise a strategy for maintaining students' academic motivation. In order to ensure that the kids understood what they needed to fix from their vocabulary, it was best to do it after they finished their riddles game activity. The majority of the students were able to understand the lesson extremely well, as seen by the results of their exam, thus the researcher noticed no significant issues in this cycle.

2. Result of the Questionnaire

In the last cycle, the researcher gave each student a questionnaire to find out how they felt about the learning-teaching process. There were ten items in the questionnaire.

After the questionnaires were distributed, the researcher went through each set of questions individually in order to provide more thorough results. Following this approach, the researcher gauged the pupils' responses:

Score = Total earned

————— x 100%

Total students

The result is presented in the following table:

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

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

UNIVERSITAS ISLAM NEGERI
 Table 1.1
 SUMATERA UTARA MEDAN

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

Looking at the survey's data, it is evident that most students enjoy English classes because the percentage reached 80% of students who responded "yes." Do the children enjoy the vocabulary lessons? Following are the results:

Table 1.2

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

It is evident from the survey's results that the majority of students enjoy vocabulary classes, as the percentage of "yes" responses reached 80%. Do you enjoy playing the supplied game in vocabulary class, in response to question 3? Following are the results:

Table 1.3

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

It may be deduced from that table that the majority of students appreciate playing games during vocabulary lessons; based on the proportion that reaches 93, 33 percent of students responded "yes." Do you enjoy the provided riddle games in vocabulary class, in response to question 4? Following are the results:

Table 1.4

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

The majority of the students enjoyed the riddles game when it was used to teach vocabulary, as seen by the percentage that reached 83, 33 percent of students said "yes." Do you approve of the data used in the vocabulary class's "riddles game" in response to question 5? Following are the results:

Table 1.5

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

According to the percentage of students who selected "yes," most students find the vocabulary lesson's riddles game to be interesting. Their solutions to puzzles are good enough to inspire them to study English, especially vocabulary. Do you like the way your teacher assigns riddle games in your vocabulary lesson in response to question 6? Following are the results:

Table 1.6

No.	Criteria	Score
-----	----------	-------

1	Ya	83,33%
2	Biasa	16,67%
3	Tidak	0%

The number of students who said they favored the teacher's approach of presenting the riddles game reached 83, with 33 percent of them selecting "yes." Do you find it easy to remember the new terminology that is offered in the riddle game, in response to question 7?

Following are the results:

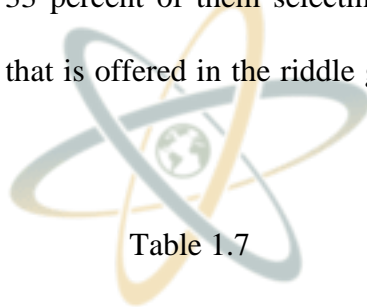


Table 1.7

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

Most students find it easier to remember new words that are provided in riddles games when they are used to teach vocabulary. According to the percentage that reaches 93, 33% of pupils responded "yes." In response to query number eight, yes or no, depending on your level of vocabulary comprehension. Following are the results:

Table 1.8

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

3	Tidak	6,67%
---	-------	-------

The language employed in the riddles game is simple to grasp, as shown by the percentage. It was stated by 86, or 67 percent, of the pupils. For question 9, do you often encounter difficult terms while deciphering hints to solve "riddles" that are provided? The outcomes are as follows:

Table 1.9

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

According to a proportion of 86, 67% of students find it challenging to understand the terms used in the solutions to the "riddles" that are given. Do you want to learn every definition for the brand-new words that are used in the riddles game?

Table 1.10

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

Finally, when it comes to the meaning of vocabulary, According to the percentage that reached 86, 67% of students answered "yes," the majority of students want to know

every definition of the new words that are supplied in the riddles game. Depending on the topic of the research, the findings of the questionnaire shown in the above table were assessed. And it was split into three issues: the first is the introduction of utilizing riddles games to teach vocabulary to SMP Terpadu Al-Farabi Medan's second-grade pupils. The second is about using riddle games to help kids increase their vocabulary. And what about the pupils' answers to the teacher's riddle material utilized in a learning activity? The first is on how the riddles game was used to teach vocabulary to second-grade pupils at SMP Terpadu Al-Farabi Medan Medan. Based on the results of the questionnaire, it is possible to infer that the majority of the students at SMP Terpadu Al-Farabi Medan would prefer that a riddles game be used to teach vocabulary. 33 percent of students indicated they loved the riddles game that was introduced in their vocabulary lesson, according to the proportion that reaches 83. The second is about using riddle games to help kids increase their vocabulary. It may be inferred that the majority of the students found it simpler to recall the new language presented in the riddles game. Because the proportion reaches 93, 33 percent earned that playing riddles games may help people recall new language.

In response to the students' responses to the subject, the third concern is the teacher's use of riddle games to teach vocabulary. The students were at ease while playing a riddles game to learn vocabulary, and their reactions to the vocabulary-teaching material were very favorable, with 80% of them saying they liked the riddles game material the teacher used in the learning activity.

1. Scores of Students

The researcher assessed the students' mastery of the subject at each meeting in order to evaluate their knowledge of the material. The evaluation was provided over the course of three sessions. The researcher then evaluated the evaluations provided throughout each cycle.

The researcher then calculated the average score for each meeting. The pattern was utilized by the researcher to get the average score.

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

Total students

And the table 2.1. below shows the outcome of them

Table 2.1

THE IMPROVEMENTS OF STUDENTS' VOCABULARY LEVEL

NO.	Name of Students	First cycle	Second cycle	Third cycle
1.	Aditya Rahanda	8	10	9
2.	Aditya Prayoga	6	7	9
3.	Agung Pratama	9	10	10
4.	Akbar Langit	10	10	10
5.	Anisa Melani	8	10	10
6.	Ariani Tri Afsari	6	6	7
7.	Azizah Adelia	9	10	10

8.	Bambang Adrian	7	8	9
9.	Dennis Dirga Putra	8	10	10
10.	Dhea Audya Putri	9	10	10
11.	Fardeen Ashrof	9	10	10
12.	Ghiffari Ralka	7	9	10
13.	Haris Gustiawan	8	9	7
14.	Ifza Octaviona	6	7	9
15.	Irfansyah	8	9	10
16.	Kesya Risqinta	6	6	6
17.	Khairi Arbiasyah	8	7	9
18.	M.Risky Ardana	8	10	9
19.	Meikel Sembiring	10	10	10

20.	Dimas Mahfuz	7	8	7
21.	M.Alfasha Gultom	6	8	10
22.	M.Bil Zikri	8	10	10
23.	Ningsih	10	10	10
24.	Nur Aina	8	9	10
25.	Prtya Shavira	6	6	7
26.	Reda Adrian	10	10	10
27.	Riana Br Ginting	9	10	10
28.	Riani Br Ginting	8	7	9
29.	Risya Putri Ramadhani	10	10	10
30.	Surya Darmawan	8	8	9
	Average score	8	8,8	9,2

Based on the students' value in completing the exercise that was presented by the instructor in each cycle at the final section before class concluded, the results of the student vocabulary level improvement table above were assessed.

When the first cycle's average score is 8, it means that the students' language skills are sufficient. By using riddles games to teach vocabulary, students can learn and recall new words effectively. As can be seen from the results of their first cycle of exercises, the majority of students gain 8 points for finishing the task.

The average score in the second cycle is 8, 8. It demonstrates that the student's vocabulary has improved significantly. The majority of pupils get an increasing value.

The average score in the previous round was 9, 2. This result demonstrates that the pupils' vocabulary has significantly improved. It was shown by their worth in the previous cycle. The majority of pupils get 10 points for completing the assignment.

A. Discussion

1. The Instructional Process

As a result of the observation made when the procedure was being employed, the researcher found numerous items that may be noted. The results showed how using a riddle game helped the students' vocabulary knowledge improve. In this case, the researcher watched as specific events took place.

a. First Cycle

Many things happened in the first cycle. The "Flowers"-themed riddles game was unable to be effectively implemented. Only a few of the students were engaged; the others were passive. They were inactive because they were too shy to speak English, therefore they were too timid to respond to the riddles loudly. They only grinned when the teacher was prompted to speak. The crucial problem arose when they stopped being motivated and confident in learning English.

Knowing the situation, the researcher made an effort to ask eliciting questions and encourage them by giving positive feedback when they spoke or answered riddles, such as "good" or "that's correct," to encourage them to speak more English. Furthermore, Even though the researcher had already corrected the vocabulary problems as the practitioner in this first cycle, the actual instructor claims that the students still did not understand their mistakes. As a result, they kept making mistakes after that. As a result, the researcher made an effort to gauge the students' understanding by asking them to decipher the riddle's hints and helping them understand the meaning of unfamiliar words. The students' inadequate understanding of the definitions of some words they learnt in vocabulary class contributed to their mistakes in solving the puzzles. It was therefore expected that they would make mistakes because the riddles game method was frequently employed in vocabulary lessons.

b. Second Cycle

It thus happened in the second cycle. The "Things at Home"-themed Riddles game could not be properly completed. Some of the students seemed uninterested. They didn't speak since they were still too shy to give their answers to the riddles out

loud. They only grinned when the teacher was prompted to speak. The crucial problem arose when they stopped being motivated and confident in learning English.

Knowing the situation, the researcher made an effort to ask eliciting questions and encourage them by giving positive feedback when they spoke or answered riddles, such as "good" or "that's correct," to encourage them to speak more English. Additionally, there are more jokes in the opening section to encourage children to study language.

c. Third Cycle

The third cycle of the "Animals" theme allowed the students to increase their vocabulary knowledge. They used the riddles game method, and they only made a few blunders in their replies. It occurred as a result of the teacher testing the students' understanding of the significance of the riddle clues in the second and third cycles. From the first to the third cycle, students' scores can be used to track vocabulary growth. Its results showed that they were better at remembering new vocabulary and that they could acquire language successfully by playing a riddle game. Even said, there were less mistakes made when solving the riddles. The kids' participation in their groups while playing a riddle game in vocabulary class was another important discovery in this cycle.

The children showed a great degree of accountability and teamwork. It was shown by a group member who knew the situation well, and he or she directed the other members to assume their roles. The job of speaking as average was likewise shared among the participants. When students struggled to figure out the answers to the riddles, group members quickly found a solution by talking it out or asking the instructor. The approach, in particular, brought the students and the classroom

environment to life. It was because the kids were used to playing the riddles game. During the riddles game activity, the students could more effectively amuse the other students. To put on the most engaging performance, the groups competed. It improved the mood of other children who witnessed the group's performance. It then prompted them to reply to what they had said. The use of riddles in a gaming activity helped the kids feel more confident while learning English vocabulary. The way the students performed in class made it clear. The children enjoyed talking with their peers and were bold enough to express their ideas. This might have happened because the student was having fun and didn't solve the riddles on their own.

2. The Result of Questionnaire

On the basis of the answers to the aforementioned questionnaire, the author addressed it in this section. Looking at the results of the questionnaire above, it is clear that the majority of students like English and vocabulary lessons, as the proportion exceeds 80%. According to the statistics that reach 93, 33 percent, it is clear that most pupils appreciate playing games during vocabulary lessons. The majority of students enjoy the riddles game that was used to teach vocabulary, as shown by the percentage that reached 83, 33 percent, and the majority of students enjoy the subject matter that was covered by the riddles game in their vocabulary class, as shown by the percentage that reached 80 percent. Children are sufficiently encouraged to learn English, especially vocabulary, by their answers to riddles.

The proportion of pupils who liked the teacher's method of delivering riddles game that was provided was 83, 33 percent. By including a riddle game into vocabulary instruction, most students find it easier to recall new vocabulary that is presented in the game. It is based on the proportion, which is 93, 33 percent. The language employed in the inn riddles game is simple to comprehend, as shown by the percentage. It was stated by 86, or 67 percent, of the

pupils. Most students often find difficult terms in comprehending hints to solve "riddles" that are provided, as shown by the proportion of 86, 67 percent of students feeling this way. The majority of pupils want to know the meaning of the new words they learn in the riddles game, as seen by the proportion of 86, 67 percent, when it comes to vocabulary. The result is that the riddles game is an excellent tool for teaching vocabulary and improving student vocabulary. It may help pupils improve and encourage them to learn English, particularly vocabulary.

3. The Student Score

Based on the student's performance in the previous section, the writer was discussed in this one. This study focuses on using a riddle game to assist pupils increase their vocabulary in the classroom. The students' value, which has greatly increased from the first cycle to the final cycle, indicates that the riddles game may be utilized to improve students' vocabulary when looking at the outcomes of the students' scores above.

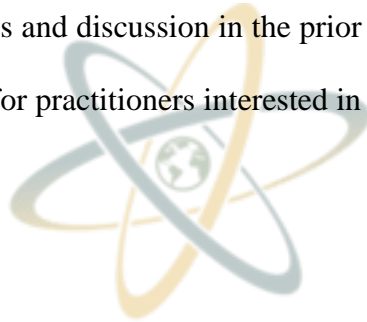
It suggests that by using a riddles game to teach vocabulary, students may acquire and remember new vocabulary more efficiently. It also suggests that the riddles game might help and motivate students to learn English, especially vocabulary. Students frequently struggled to understand the topics on the English exam. In order to conduct the study, the researcher and instructor used a riddle game.

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

CHAPTER V

CONCLUSION AND SUGGESTION

The conclusion and recommendation sections make up this chapter. The author draws some conclusions about employing riddles games in vocabulary instruction to boost students' vocabulary based on the findings and discussion in the prior chapter. Meanwhile, the last part makes some recommendations for practitioners interested in this subject. The following is the findings and recommendations:



A. Conclusion

This study focuses on the implementation of using riddles in vocabulary teaching to the second grade students of SMP Terpadu AL-FARABI, how the use of riddles games in vocabulary teaching can improve the students' vocabulary, and how the students' reactions to the teacher's riddles materials. Based on the study's findings, it can be concluded that the Riddles game was adopted through cooperative classroom action research and uses three themes, including flowers, household goods, and animals. Riddles may improve and encourage children to learn English, particularly vocabulary, after being introduced in the third cycle. So Riddles are helpful in teaching vocabulary to increase pupils' vocabulary, as shown by their positive reaction. It is based on survey data that revealed that more than 80% of students enthusiastically engage in the teaching and learning process. Additionally, their performance improved from the first to the third cycle, as shown by assessment data that reveals that more than 60% of students received vocabulary mastery test scores greater than or equal to 8.

By utilizing riddles to teach vocabulary, the students' vocabulary may grow as a result of their ability to quickly recall the terminology that has been taught. It is shown by the students' scores, which show that the majority of pupils get 10 points for completing the assignment.

The following are student answers to the teacher's riddles used in vocabulary instruction: All of the kids were pleased and enthusiastic about the usage of this game. The majority of students said that it was very beneficial in terms of making it simpler for them to retain the terminology. Riddles were frequently used in the teaching and learning process, and the students responded favorably to them. They actively participate in and are enthusiastic about the teaching and learning process, which demonstrates this.

B. Suggestion

The researcher suggests that riddles games be used for all students in order to increase their vocabulary and make the teaching and learning process more enjoyable and engaging. It tries to prevent pupils from becoming bored and to spark their interest in learning more about English, particularly vocabulary. As a result, a fun and simple riddle game is produced.

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

REFERENCES

Ali, Abdullah Yusuf. 2006. The Holy Qur'an, Text and Translation. New Delhi: Millat Book Center

Arifin, Zainal. 2004. Permainan simulasi main peran dalam pengajaran bahasa. Jakarta: Proyek Pengembangan Guru (P3G) Depdikbud

Arikunto, Suharsimi, 2008. Prosedur penelitian: suatu pendekatan praktek. Jakarta: PT: Bumi Aksara. Edisi Revisi V

Brassell, Danny; Furtado, Leena 2008. Enhancing English as a second language students' vocabulary. Vol. 8, No. 1 The Reading Matrix

Brown H. Douglas, 2006. Principles of language learning and teaching. USA: Pearson Education ESL.

Brown, James D, 2006 The elements of language curriculum: A systematic approach to program development. Boston : Heinle & Heinle Publisher.

Clements James. 2017. Teaching English. London: Routledge

Cohen, Louis; Manion, Lawrence; Morrison, Keith. 2005. Research methods in education. New York: Routledge Falmer.

Crystal, David. 2003. English as a global language. New York: Cambridge University Press

Charles Hadfield. 2009. Introduction to teaching English. Oxford University press.

Digiacom Michael. 2018. ESL Games for the Classroom. Rockridge Press

Departemen Pendidikan Nasional, 2003. Kurikulum 2004, Jakarta: Pusat Kurikulum, Balitbang Depdiknas: 2003 iv, 88 hal

Eningtyas. 2004. Word games as a means of teaching speaking to the second year students of SLTPN 1 Pucuk Lamongan. S1 Thesis. Surabaya: UNESA.

Evans, Bergen: Evans, Cornelia. 2000. A dictionary of contemporary American usage, New York, Random House, Inc.

Guidelines for Language Games No. 5

Goodwyn, Andrew; Branson, Jane. 2005. Teaching English. New York: Routledge Falmer.

Gertrude Nye Dorry, 2010. Games for second language learning. New York: Mc. Braw-Hill, Inc.

Hidayat, Nur. 2002. The analysis of vocabulary teaching through puzzles. S1 Thesis Surabaya: UNESA .

Hornby, A. S, 1995. Oxford advanced learners' dictionary of current English. New York: Oxford University Press.

Iskandar, 2009. Penelitian tindakan kelas. Ciputat: Gaung Persada.

Ismiyati, 2003. Teaching vocabulary through games in the first year of junior high school. S1 Thesis Surabaya: UNESA

I.S.P Nation, 2008. Techniques of teaching vocabulary. USA: Heinle ELT

Johnson, David. W. and Roger T. Johnson. 2002. Learning together and alone, cooperation, competition, and individualization. New Jersey: Prentice Hall. Inc. Englewood Cliffs.

Jujun S. Sumantri, Filsafat Ilmu (Jakarta: Pustaka Sinar Harapan cetakan ke-18.

K stepherd; Atweh Bill; W Patricia. 2000. Action Research in practice: Partnership for social justice in education. London: Routledge.

Kasihani K. E Suyanto. English For Young Learners (Jakarta: Bumi Aksara, 2014).

Lubis, Yusnaini. 2008. Developing communicative proficiency in the English foreign language (EFL). Jakarta: Depdikbud

Nasih, Ahmad M. dan Khodijah, 2009 Lilik Nur. Metode dan tehnik pembelajaran pendidikan agama Islam. Bandung: Aditama

Nurul Puspita. 2017. The use of the "crossword puzzles" game to teach English vocabulary to the second-grade students of junior high school. S1 Thesis Lampung: UIN Raden Intan

Rashid, Ahmed A. 2001. Teaching vocabulary using riddles. Article

Retno, Nur Dyah Kumala, 2008 The effect of using puzzles to improve the SMP students' vocabulary mastery. S1 Thesis Surabaya: UNESA

River, M. Wilga. 2000. Teaching foreign language skill. London: The University Press.

Stepherd, David L. 2003. Vocabulary meaning and word analysis; comprehension high school reading methods. Bell and Howel Company, Co.

Sandra Lee McKay. 2002 . Teaching of English as an international language. Oxford University Press, USA

Stephen J Farenga, Daniel Ness. 2005. Encyclopedia of education. New York: Routledge

Thornbury, Scott. 2002. How to teach vocabulary. England: Pearson Longman

Thornbury, Scott. 2004. How to teach vocabulary. USA: Pearson Longman

Wragg, E.C. 2000. An introduction to classroom Observation. New York: Routledge

Wright, Andrew. 20004. Games for language learning. New York: Cambridge University Press.



UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN





INSTRUMENT PENELITIAN (LESSON PLAN)

IMPROVING THE STUDENTS' ENGLISH VOCABULARY BY RIDDLES GAMES

NO.	DAY	ACTIVITIES		Media	Alocation of Researcher Students Time
		Researcher	Students		
1.	Hari ke 1	1. Peneliti memperkenalkan diri kepada siswa/i dan menjelaskan tentang penelitian yang akan dilaksanakan beberapa hari kemudian	Menyimak, mengingat dan menanggapi	<ul style="list-style-type: none"> • Lembar soal pre-test • Papan tulis • Alat tulis 	10 menit
		2. Peneliti menanyakan beberapa aktivitas siswa/i selama liburan dan mengaitkan dengan tema yang akan diteliti dan juga sebagai pemanasan	Siswa/i menceritakan aktivitas mereka Mengerjakan soal Pre-test yang telah diberikan oleh guru		15 menit
		3. Selanjutnya, peneliti meminta kepada siswa/i untuk menjawab pertanyaan yang ada di lembaran yang diberikan sebagai nilai Pre-test	Menyimak, mengingat dan menanggapi		40 menit
		4. Penutup, memberikan gambaran materi untuk pertemuan selanjutnya.			5 menit
2.	Hari ke 2	1. Peneliti mengabsensi kembali siswa/i di kelas dan menanyakan kabar siswa/i sebagai warming up dan mereview kembali materi yang telah dipelajari	Menyimak, mengingat dan menanggapi	<ul style="list-style-type: none"> • Papan Tulis • Alat tulis • Print out gambar 	10 menit
		2. Peneliti melakukan Tanya jawab seputar riddles yang akan dipelajari	Menyimak, mengingat dan menanggapi		15 menit
		3. Peneliti menjelaskan dan memberikan contoh riddles kepada siswa/i	Menyimak, mengingat dan menanggapi		40 menit
		4. Peneliti meminta siswa membuat kalimat dari kata	Mengerjakan soal yang telah diberikan oleh peneliti		5 menit

3.	Hari ke 3	<p>riddles secara kelompok</p> <p>5. Penutup, peneliti memberikan feedback dari soal yang telah siswa/i kerjakan dan memberikan gambaran materi untuk pertemuan selanjutnya.</p>	<p>Menyimak, mengingat dan menanggapi</p>		10 menit
4.	Hari ke 4	<p>1. Peneliti mengabsensi seperti biasa menanyakan perkembangan yang telah dipelajari oleh siswa/i</p> <p>2. Peneliti menjelaskan tentang short descriptive text</p> <p>3. Selanjutnya, peneliti meminta siswa untuk mengerjakan lembaran soal</p> <p>4. Penutup, peneliti memberikan feedback dari jawaban yang telah siswa/i kerjakan dan memberikan gambaran materi pertemuan selanjutnya</p>	<p>Menyimak, mengingat dan menanggapi</p> <p>Menyimak, mengingat dan menanggapi</p> <p>Mengerjakan soal yang telah diberikan oleh peneliti</p> <p>Menyimak, mengingat dan menanggapi</p>	<ul style="list-style-type: none"> • Alat tulis • Papan Tulis • Print out • Laptop • Papan tulis • Alat tuli 	<p>15 menit</p> <p>40 menit</p> <p>5 menit</p> <p>10 menit</p> <p>20 menit</p> <p>35 menit</p> <p>5 menit</p>
5.	Hari ke 5	<p>1. Peneliti mengabsensi seperti biasa menanyakan perkembangan yang telah dipelajari oleh siswa/i</p> <p>2. Peneliti memperlihatkan beberapa short video tentang riddles dan meminta siswa untuk menjawab bersama-sama</p> <p>3. Peneliti meminta siswa menulis kembali riddles yang telah diberikan</p> <p>4. Penutup, peneliti memberikan feedback dari jawaban yang telah siswa/i kerjakan dan memberikan gambaran materi pertemuan selanjutnya.</p>	<p>Menyimak, mengingat dan menanggapi</p> <p>Menyimak, mengingat dan menanggapi</p> <p>Menyimak, mengingat dan menanggapi</p> <p>Menyimak, mengingat dan menanggapi</p>		15 menit

		<p>1. Peneliti mengabsensi seperti biasa dan menjelaskan tentang Post-test yang akan siswa/i kerjakan nantinya</p> <p>2. Peneliti membagikan lembaran soal dan meminta kepada siswa/i untuk menjawab pertanyaan yang ada di lembaran yang diberikan sebagai nilai Post-test</p> <p>3. Peneliti mengakhiri kelas sekaligus penutupan kepada seluruh siswa/i yang telah berpartisipasi atas penelitian</p>	<p>menanggapi</p> <p>Mengerjakan lembar soal yang telah dibagikan oleh peneliti</p> <p>Menyimak, mengingat dan menanggapi</p>	<ul style="list-style-type: none"> • Alat tulis • Lembar soal • Papan tulis 	<p>35 menit</p> <p>20 menit</p>
--	--	--	---	--	---------------------------------

Medan, 23 September 2021

English Teacher



Adi Guna Pangestu, S.Pd.I

Researcher



Divia Bardhi

UNIVERSITAS ISLAM NEGERI
Known by
SUMATERA UTARA MEDAN
The Principal of SMP Terpadu Al-Farabi



Maulana Malik Muttaqin, MA



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl.Willem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-15658/ITK/ITK.V.3/PP.00.9/08/2021
Lampiran : -
Hal : Izin Riset

Yth. Bapak/Ibu Kepala Sekolah SMP Al-Farabi

Assalamualaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : Divia Bardhi
NIM : 0304162143
Tempat/Tanggal Lahir : Medan, 24 Mei 1998
Program Studi : Tadris Bahasa Inggris
Semester : X (Sepuluh)
Alamat : JL BINJAI KOMP PERSIT KCK LK 1

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Smp terpadu Al-Farabi Jl.Perjuangan No.177, Tanjung Selamat, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

"improving students's vocabulary by using riddles games at second grade students"

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 05 Agustus 2021
a.n. Dekan
Ketua Program Studi Pendidikan Bahasa
Inggris



Digitally Signed

Yani Lubis, M.Hum
NIP. 197006062000031006

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

Info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat



SMP TERPADU AL-FARABI

MENYELENGGARAKAN PENDIDIKAN BEBAS UANG SEKOLAH

Akta Pendirian Yayasan Nomor : 06 Tanggal 16 Februari 2012

Keputusan MENKUMHAM-RI Nomor : AHU-2525.AH.01.04 Tahun 2012

Surat Izin Operasional : 421/452/PDM/2020

NSS : 212070103076 NPSN : 69911233 Akreditasi : B

Alamat : Jl. Perjuangan No. 177 Tanjung Selamat Sunggal - Deli Serdang - Sumut - 20352 - Email: smpterpadaufarabi@gmail.com - Hp : 081362232237

SURAT KETERANGAN TELAH MELAKUKAN RISET

Nomor: 667/YPMA/SMP/2021

Yang bertanda tangan di bawah ini:

Nama : MAULANA MALIK MUTTAQIN, MA
Jabatan : Kepala SMP TERPADU AL-FARABI
Kecamatan : Sunggal
Kabupaten : Deli Serdang
Provinsi : Sumatera Utara

Dengan ini menerangkan bahwa:

Nama : DIVIA BARDHI
NIM : 0304162143
Fakultas : Ilmu Tarbiyah dan Keguruan
Program Studi : Tadris Bahasa Inggris
Semester : X (Sepuluh)
Alamat : Jl Binjai Komp Persit KCK Lk I

Telah melakukan Riset di SMP TERPADU AL-FARABI pada tanggal 9 Agustus 2021 s/d 22 September 2021, untuk memperoleh keterangan dan Data-data keperluan penulisan Skripsi yang berjudul:

“Improving Students’ Vocabulary By Using Riddles Games At The Second Grade Student Of SMP Terpadu Al-Farabi Medan”

Demikian Surat Keterangan ini diperbuat untuk dipergunakan sebagaimana mestinya.



Sunggal, 22 September 2021
Kepala Sekolah,

MAULANA MALIK MUTTAQIN, MA

1. I'm tall when I'm young and I'm short when I'm old. What am I?

- A. Candle B. Fan C. Chair D. Table

2. What has four legs, but can't walk?

- A. Banana B. Leaf C. Table D. Flower

3. I'm in the sky, I have many colors and I come out when it rains. What am I?

- A. Flower B. Rainbow C. Apple D. Sun

4. I'm yellow, I'm out in the morning, my job is to light up the world. What am I?

- A. Moon B. Star C. Sun D. Rainbow

5. What's full of holes but still holds water?

- A. Sponge B. Pencil C. Book D. Table

6. I'm a vegetable, orange in color, and often eaten by rabbits. What am I?

- A. Strawberry B. Banana C. Carrot D. Tomato

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

- A. Tomato B. Onion C. Ginger D. Carrot

8. What is green and you can go?

- A. Traffic lamp B. Sun C. Moon D. Fan

9. What has to be broken before you can use it?

- A. Egg B. Soy sauce C. Mango D. Onion

10. The faster you run, the faster it is. The slower you run, the slower it is.

- A. Wind B. Lamp C. Shadow D. Flower

1. I'm very tall, i have long neck, i eat leaves. What am i?

A.Giraffe B.Bird C.Camel D.Lion

2. I live in the jungle, i love banana, i can climb the trees. What am i?

A.Sheep B.Elephant C.Ant D.Monkey

3. I live in water , I've got small green body and long tongue, i can jump and swim, i eat insects. What am i?

A.Crocodile B.Snail C.Mouse D.Frog

4. I live in a farm, i am black and white or brown. I like eating grass, people drink my milk. What am i?

A.Bear B.Cow C.Cat D.Fox

5. I can fly. I sleep during the day hunt at night. I eat fruits, small animals, or insects. What am i?

A.Bird B.Bat C.Dog D.Platypus

6. I am a reptil, i have four short legs and strong jaws with sharp teeth. I hunt animals. What am i?

A.Tiger B.Lynx C.Crocodile D.Gecko

7. I am a biggest animlas in the sea. I am mamalia. What am i?

A.Whale B.Elephant C.Octopus D.Giraffe

8. I live in the desert. I have two humps on my neck. What am i?

A.Sheep B.Seal C.Camel D.Lion

9. I have a pouch where i put my babies. I live in Australia. Ican jump . what am i?

A.Deer B. Kangaroo C.Salmon D.Goat

10. I dont have any legs and i am long. I eat animals. Ican be poisonous. What am i?

A.Crocodile B.Caterpillar C.Snake D.Fish



UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN