



**THE IMPLEMENTATION OF RIDDLE GAME MEDIA TO INCREASE
STUDENTS ABILITY IN SPEAKING FOR THE ELEVENTH GRADE
STUDENTS OF MAS. PP. RAUDHATUL HASANAH, PAYA BUNDUNG,
MEDAN**

THESIS

**Submitted to the Tarbiyah Science Faculty and Teacher Training State
Islamic University (UIN) North Sumatera Medan as a Partial Fulfillment
Requirement for S1 Degree**

By:

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHER
TRAINING
STATE ISLAMIC UNIVERSITY
NORTH SUMATERA
MEDAN**

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Assalamu'alaikum Wr. Wb.

Setelah membaca, meneliti, dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswa **Kamalia Maulina** yang berjudul:

THE IMPLEMENTATION OF RIDDLE GAME MEDIA TO INCREASE STUDENTS' ABILITY IN SPEAKING FOR THE ELEVENTH GRADE STUDENTS OF MAS. PP. RAUDHATUL HASANAH, PAYA BUNDUNG, MEDAN ,
maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk dimunaqasyahkan pada sidang Munaqasah Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

Demikianlah kami sampaikan, atas perhatian saudara, kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

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SURAT PERNYATAAN

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Menyatakan dengan sepenuhnya bahwa skripsi yang berjudul diatas asli dari buah pemikiran saya kecuali kutipan-kutipan di dalamnya yang disebutkan sebagai sumber.

Saya bersedia menerima segala konsekuensi yang akan saya dapatkan jika pernyataan saya tidak benar.

Demikianlah surat ini saya perbuat dengan sebenarnya.

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ABSTRACT



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Keywords: Riddle Game, Media, Speaking ability

This research had two purposes, to investigate how the implementation and how the result of implementation of riddle game media to increase students ability in speaking for the Eleventh Grade Students in Academic Year 2016/2017 of MAS. PP.RaudhatulHasanah, PayaBundung, Medan. The researcher used random sampling to apply the research. In addition, there were 29 students as the sample and this research applied by classroom action research. The data was collected by observation sheet, questionnaire, documentations and speaking test.

The result of the data analysis showed that there was an improvement of the mean of students' ability in speaking test score. The increase of this implementation from the pre-test to post-test II is 26% for pronunciation, 31.8% for grammar, 20.8% for vocabulary, 31.8% for fluency and 20.8% for content. For the average, there was 20.8% from the pre-test to post-test II. It was concluded that the implementation of riddle game media is strongly increase students' ability in speaking.

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CHAPTER 1

INTRODUCTION

A. Background of The Study

Just think what life would be like if we are able to speak more than one language, it would be great to be able to speak to people from other parts of the worlds. We get for not only introduce them our culture, our nation, and sharing knowledge, but also to increase our necessities such as our economics, our exchange program, and increasing ourselves in applying jobs if we can speak more than one language in this globalization era.

Focusing on many benefits taken from mastering language, our government has put English as a subject for learning. To increase students ability in English, the teacher must be innovative for creating the learning media. In addition to teach speaking and listening, however we must obtain much information and enjoyment from reading. To read, we must rely upon written language. Written language uses symbols to represent spoken language. Spoken language, however, existed for thousand, or perhaps millions of year, before development of written language.

I am interested to take speaking as my theses because as I see, speaking is an important skill. With mastering English speaking, people can make a good communication to the foreigners especially in cooperating the nation economic, culture, etc. Therefore, in studying language, the success language learner can be measured by their ability in carrying out conversation in daily life. Hence, in teaching and learning language, speaking should be the first purpose in developing language in all levels of education whether elementary school, junior

and senior high school and even in a university. Moreover, Speaking has the main position to the senior high school students because they will continue their studying in universities and closely look for the jobs in the future. Nowadays, there is no prestigious occupation chosen without orally English used in applying.

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. It means that speaking is oral skill used by people to speak up. Therefore, speaking is an ability to speak in studying language. It will have to learner or human beings to be more fluent in speaking and using language. The main point of speaking is being able to deliver some speech in every context of communication. It is because that people can be said of having a good language when he /she speaking fluently. In other words, speaking is a real evidence to language learner in mastering language.

Even though speaking is strongly important, butteaching speaking is not easy. There are many problems in teaching speaking. In fact, the problems come from students and teachers. The students' problems are: first, the students lack of vocabulary. Second, most of students are not confident to use English in speaking class. Third, the students are not interested to speak English because of bored practical teaching and media. Last, the students often use Ethnic Language or Indonesian in language.

Then, the teacher's problems are: first, The teacher still uses traditional method in teaching speaking. Furthermore, the teacher just gives the materials without any explanation. Second, the teacher still uses Ethnic language or Indonesian language when they teach. Third, the teacher sometimes cannot

manage the class well. So, the class is crowded. Last, the teacher do not use various media in teaching speaking.

Especially teaching speaking, the media must be enjoy and fun thing. For most students, speaking is really bored. So, using the wrong media will add their bored in speaking till dislike speaking anymore. I propose riddle game media because riddle is something funny and joy for everyone. Riddle game also can increase someone's concentration. Even the students have thought that speaking is bored, but because of this media they will feel joy and fresh in studying speaking.

Riddle is puzzling question, statement or description, intended to make a person use his/her wits. Riddle game is important in teaching speaking because it gives students an opportunity to practice communicating in different ways. Then, riddles are puzzled descriptive statements or direct questions demanding the answerer to provide the association or connotation. It means that riddle is puzzle game with direct question to answer the question.

Riddle game has some benefits, they are: first, introduce to the students the intellectual humor. Laughter is important to happiness and health. In addition, laughter is a very good way to motivate people. Second, the students' brain can work well. Third, expand students' vocabulary. So, the students will be happy while doing speaking with riddle game media.

Actually, teaching English speaking with riddle game media is giving riddle game as a media for them to speak English. It will increase their vocabulary and their interested to find out the answer. We can make a group for three students and give a riddle for each group. They must find out the answer and discuss it in team by using English language. Then, if a group can answer it, we can give

another riddle. It is simply but really interesting! The riddle game media will refresh our brain.

One example of riddle media is a man is on a trip with a fox, a goose and a sack of corn across at a time. It is not possible for him to leave the fox alone with the goose or the goose alone with the corn. How can he get all safely over the stream?

Later, the students will discuss in group for the answer by English. Their curious will let them to find out the answer. The process of this discussion will improve their ability in speaking. This is what we called by increase students' ability in speaking by riddle game media.

Furthermore, the research will be applied in MAS. PP. (Madrasah Aliyah Swasta Pondok Pesantren) Raudhatul Hasanah, Paya Bundung, Medan. It is because of several reasons. The first is MAS. PP. Raudhatul Hasanah, Paya Bundung Medan is an Islamic Boarding School which obligated the students to speak Arabic and English changeable for each week. But after the researcher researched to the place, practically, the students are more active in speaking Arabic than English. The second is technically, in teaching speaking, the teacher is rarely motivating the students for speaking English by some interested media and techniques. The third is that the eleventh grade students (who have studied for 5 years) are not interesting in speaking English meanwhile they have had a language surrounding for five years.

So, based on the explanation and problems above, the researcher conduct the research entitled **“The Implementation of Riddle Game Media to Increase**

**Students Ability in Speaking for The Eleventh Grade Students of MAS. PP.
Raudhatul Hasanah, Paya Bundung, Medan .**

B. Identification of The Problem

From the background of the study, there are four problems statement in this research:

1. The students have low ability in speaking English.
2. The students are not interested to English Speaking because of bored practical teaching and media.
3. The teachers have difficult way to increase students' ability in speaking.
4. The teachers do not motivate students speaking with interesting media.

C. The Limitation of The Problem

Based on the identification of the problems above, the researcher limits the thesis of the problem on "**Riddle Game Media to Increase Students Ability in Speaking**" by using some riddle media taken from books and internet.

Then the researcher limits the object of research by implementing the research in eleventh grade of MAS. PP. Raudhatul Hasanah, Medan.

D. The Formulation of The Study

From background of the research, the writer specifies the formulation of the study as:

1. How is the implementation of riddle game media to increase students' ability in speaking for the Eleventh Grade Students of MAS. PP.Raudhatul Hasanah, Paya Bundung, Medan?
2. How is the result of implementation of riddle game media to increase students' ability in speaking for the Eleventh Grade Students of MAS. PP. Raudhatul Hasanah, Paya Bundung, Medan?

E. The Aims of The Study

Based on the formulation of the research above, the aim of the study is:

1. To investigate how the implementation of riddle game media to increase students ability in speaking for the Eleventh Grade Students of MAS. PP.Raudhatul Hasanah, Paya Bundung, Medan.
2. To investigate how the result of implementation of riddle game media to increase students ability in speaking for the Eleventh Grade Students of MAS. PP.Raudhatul Hasanah, Paya Bundung, Medan.

F. The Objectives of The Study

In view of formulation of the problem, the objectives of this research are:

1. For the researcher as teacher two, who will have an experience and capability in conducting a research on the students' ability in learning

English as the first foreign language and to increase her ability in teaching as the good teacher in the future.

2. For students, to improve students ability in speaking after applying riddle game media.
3. For all English teachers, to add their idea in teaching English, especially increasing students' ability in speaking.
4. For other researchers, to use this study as a reference to conduct next research.

CHAPTER II

THEORITICAL REVIEW

We have known that a study is valid when it is supported by some related literatures. This theoretical review explains about the theories related to the topic. These have been used to determine the research, the data collection and the data analysis during the study. This chapter is divided into three main parts: they are review of the previous studies, review of related theories and review of theoretical framework.

The review of the previous studies discusses the previous studies conducted by other researchers related to the topic which I choose. Review of the related theories explains about the theories related to the topic. In this study, I discuss: speaking ability, teaching English speaking, the media used in teaching speaking, riddle game as media in teaching speaking and several riddles use as media in teaching speaking.

For teaching English and Teaching English speaking, I use four reference books: *Teaching Speaking and Listening in The Primary School (Third Edition)* written by Elyzabeth Grureon, Lyn Dawes, Carol Smith and Lorraine Hubbard, *The Practice of English Language teaching: Fourth Edition* written by Jeremy Harmer, *International Edition Effective Teaching Methods: Research-Based Practice, Eight Edition* written by Gary D., and *Teaching Oral Communication in Grades K-8* written by A.L. Chaney and T.L. Burk.

Then, for Games and Riddle Games, I use two books, they are *Primary Games: Experiential Learning Activities for Teaching Children K-8* written by Kim Sugar and Kostorovski Sugar, and *The Use of Games in The Language*

Classroom, written by unauthorized author. Moreover, there is one journal from KozhabayevaZhazira, *A Journal of Using Different Games in Teaching English*.

A. Theoretical Framework

1. Speaking Ability

One opinion from Nawawi about ability is that the students ability in which achieved by the students is realized to the form of score that will be acknowledge the certain position of students in the class because the scores they have reflect their ability in the learning process.¹

It is important like our prophet Muhammad SAW said that the strong Muslim is loved more by Allah than the weak one. The complete sentence is:

المؤمن القوي خير وأحب إلى الله من المؤمن الضعيف وفي كل خير

The meaning: A strong Muslim is better and more lovable to Allah than weak believer and for each of it is the kindness (H.R. Muslim)

From the hadith above, it can be concluded that ability is mastering a skill or potential expertise with congenital or the result of the exercise or practice and used to do something that is realized into an action.

A human is a social creature who needs to socialize each other. They want to convey something or to know something from others. One of the ways is through speaking. Speaking as the primary skill is not the same as writing. It is widely known that in writing each student can work individually without disturbing the rest of the class. However, in speaking each student needs to speak.

¹Nawawi, *Tingkat Keberhasilan Siswa di Sekolah*, (Jakarta Pusat: Pengembangan dan Pembinaan Bahasa, 1988) p: 13

They need partners, so that the rest of the class may listen to him, respond to him, and even support him.

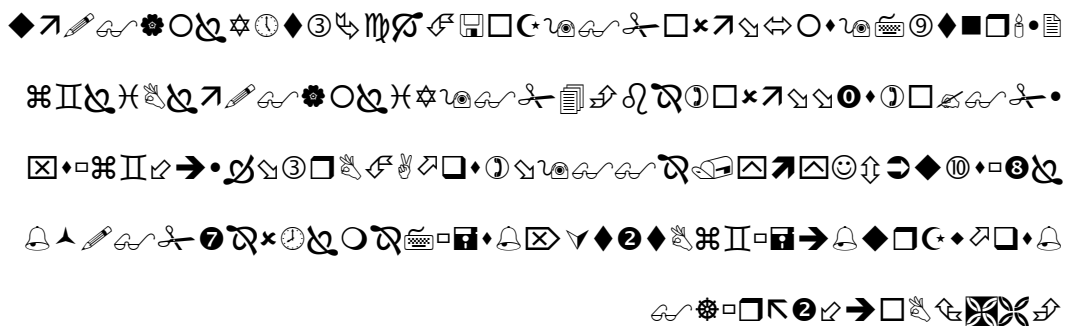
So, speaking is really important in order to deliver our mind. In Islam, we are ordered to speak up. There are some verses of Quran which talk about speaking:

QS. An-Nisa: 63



The meaning: Those men, Allah knows what is in their hearts; so keep clear of them, but admonish them, and speak to them a word to teach their very souls. ²

QS. Al Ahzab: 32



The meaning: O consorts of the prophet! Ye are not like any of the (other) women: if ye do fear (Allah), be not too complacent of speech, lest one in whose heart is a disease should be moved with desire: but speak ye a speech (that is) just. ³

²Drs. Arif Rahman and Team Al-Huda (editor), *Al-Qur an Tiga Bahasa: Arab-Indonesia-Inggris plus Transliterasi Arab Latin*, (Depok: Penerbit Al-Huda, 2011), p: 157

³*Ibid.*, p: 822

So, speaking is really important. In learning English, speaking is used to deliver our mind for the foreigner. Furthermore, English is the international language used in this world. How much fun it would speak not only Indonesia, it would be great to be able to speak to people from other parts of the worlds.⁴

Meanwhile, in Islam, learning for other languages has two great benefit, they are to spread Islam in their country and to know what they want to do with Islam itself. It must be impossible if we want to share them Islam and want to know what they want to do with Islam if we don't know their languages, like Rasulullah SAW said in one hadith:

عَنْ خَارِجَةَ بْنِ زَيْدِ بْنِ ثَابِتٍ عَنْ أَبِيهِ زَيْدِ بْنِ ثَابِتٍ قَالَ أَمَرَنِي رَسُولُ اللَّهِ -
عليه وسلم- أَنْ أَتَعَلَّمَ لَهُ كَلِمَاتِ كِتَابِ يَهُودٍ . « إِيَّيَّي وَاللَّهِ مَا آمَنَ يَهُودَ عَلَى كِتَابٍ » .
مَرَّ بِي نِصْفُ شَهْرٍ حَتَّى تَعَلَّمْتُهُ لَهُ قَالَ فَلَمَّا تَعَلَّمْتُهُ كَانَ إِذَا كَتَبَ إِلَى يَهُودَ كَتَبْتُ إِلَيْهِمْ وَإِذَا
كَتَبُوا إِلَيْهِ قَرَأْتُ لَهُ كِتَابَهُمْ. قَالَ أَبُو عِيسَى هَذَا حَدِيثٌ حَسَنٌ صَحِيحٌ

The meaning: It was said from Kharijah bin Zaid bin Tsabit, from His father; Zaid bin Tsabit, he said: “Rasulullah Shalallahu alaihi wa sallam asked me to learn (for him) sentences from Jewish, Wallahi (by the name of God!), I hesitated of bless from their treasons of my letter”.So, it was about a half month I mastered their language. Then, If He (Rasulullah SAW) asked me to write the letter for them, I wrote it. And if they wrote the letter for Him, I read their letters (for Him).” Abu Isasaid this hadits is hasan shahih. (HR. At Tirmidzi no. 2933).

Speaking has several meanings. Based on Oxford Dictionary, speaking is taken from word speak, which means to talk to somebody about something; to

⁴Conrad J. Schmitt, Glencoe McGraw Hill, *Invitation to language (Foreign Language Exploratory Program)*, (New York: 1998), p: 2

have a conversation to someone; to use your voice to say something; to mention or describe something/somebody; to be able to use particular language; to speak particular language to express yourself ⁵. Then, speaking is often thought of as a popular form of expression which uses the unprestigious colloquial register literary skills are on the whole more prized ⁶.

Moreover, “speaking is making use of words in an ordinary voice: uttering words, knowing and being able to use a language: expressing oneself in words: making a speech” Oxford Advanced Learner’s Dictionary (1995:1140). Then, speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (Chaney, 1998, p. 13).

“Speaking happens when two people are engaging in talking to each other. By speaking people can express their ideas or opinions to the hearers” Harmer (1991:46). The last, based on Brown, speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing information (Brown, 1994; Burns & Joyce, 1997).

Based on those definitions above, actually their statements are similar. Therefore, I conclude that speaking is a form of communication, which is used to convey or express any information, ideas or opinions to others. As one of the language activities, speaking aims to enable the students in applying their English in the real life communication.

2. Teaching English Speaking

Speaking is one of problem discussed for a longtime. Since the publication of *Use of Language: A Common Approach* (School Curriculum and

⁵Unauthorized, *Oxford Advanced Learner’s Dictionary (Seventh Edition)*, (Oxford: Oxford University Press, 2008), p: 1467

⁶Martin Bygate, *Foreign Language Study*, (England: OUP Oxford, 1987) p: 7

Assessment Authority (SCAA)1997c), which considered ways in which language and learning might be developed across the curriculum, the NLS has introduced practical approaches to raising standards in the classroom. It has become evident that speaking and listening skills underpin developments in literacy; that teaching and learning depend upon them.⁷

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Getting students to speak in class can sometimes be extremely easy. In a good atmosphere, students who get on with each other, and whose English is at an appropriate level, will often participate freely and enthusiastically if we give them a suitable topic and task. However, at other times, it is not so easy to get students going. Maybe the class mix is not quite right. Perhaps we have not chosen the right kind of topic. Sometimes it is the organization of the task which is at fault. But a problem that occurs more often than any of these is natural reluctance of

⁷Elyzabeth Grureon, Lyn Dawes, Carol Smith and Lorraine Hubbard, *Teaching Speaking and Listening in The Primary School (Third Edition)*, (London: David Fulton Publisher, 1988), p:11

some students to speak and to take a part. In such situations the role (s) that teachers play will be crucial.⁸

Students are often reluctant to speak because they are shy and are not predisposed to expressing themselves in front of other people, especially when they are being asked to give personal information or opinions. Frequently too, there is a worry about speaking badly and therefore losing face in front of their classmates. In such situations, there are a number of things we can do to help.

Teaching is an education activity. Based on Oxford Dictionary, teaching means the work of teacher; the teaching profession; the ideas of a particular person or group, especially about politics, religion or society that are taught to other people.⁹

For decades, American teaching reflected a direct instruction model. Teachers were expected to present or transmit knowledge to students, who were expected to receive, store, and return that knowledge upon request (Weiss & Weiss, 1998). Many researchers and educators have challenged this view, suggesting that learners do not simply receive knowledge: rather, they actively construct knowledge through interacting with the social, cultural, and linguistic context in which an experience occurs (Chaille, 2007; Fosnot, 2005; Henson, 2009; Nieto & Bode, 2012; Philips, 2000; Richardson, 1997). Effective teachers function as able facilitators, coaches, and guides for students knowledge building processes.¹⁰

⁸Jeremy Harmer, *The Practice of English Language teaching: Fourth Edition*, (New York: Pearson Longman, 1997), p: 345

⁹Unauthorized, *Oxford Advanced Learner's Dictionary (Seventh Edition)*, p: 1574

¹⁰Gary D. Borich, *International Edition Effective Teaching Methods: Research-Based Practice, Eighth Edition* (Canada: Electronic Publishing Services, 2014), p: 25

Learning and teaching a foreign language, especially English, needs a lot of patience, energy, time, creativity and competence. The success of the teaching and learning of foreign language skills including English is determined by a number of factors both linguistic and non linguistic such as the students, the teacher, the methods, material and media or used aids.

Besides providing proper materials, the teacher also creates positive condition for having good communication in the classroom. The situation should encourage the teacher and students and students-students interactions. English teachers are expected to use the limited time effectively in teaching speaking. They have to choose the appropriate techniques, materials, and activities so that they must be creative. In small groups or whole-class discussion, teachers can create an interactive classroom.

3. Speaking Aspects

Speaking is not simply expressing something orally. However, the students need to acquire some speaking aspects to have good speaking skill. As proposed by Brown (2001:168), those aspects are pronunciation, fluency, vocabulary, and accuracy.

1. Pronunciation

Based on Longman Dictionary (2000:429), pronunciation is the way a certain sound or sounds is produced. It covers the way for speakers to produce clear language when they speak. To make a successful communication happens, the speakers need to be able to deliver clear message for listeners. In speaking, teaching pronunciation including stress, rhythm, and intonation is very important.

2. Fluency

As proposed by Harris and Hodges (1995:14), fluency is an ability to speak quickly and automatically.

3. Accuracy

Accuracy is an ability to produce sentences or utterance with correct grammar as stated in Longman Dictionary (2002:204). The speakers need to follow the rules of the language such as grammar and structure to be able to speak accurately.

4. Vocabulary

Based on Longman Dictionary (2002:580), vocabulary is a set of lexemes, consisting of single words, compound words, and idioms that are typically used when talking something. To be able to speak fluently and accurately, a speaker of a foreign language should master enough vocabulary and has the capability to use it accurately.

4. Speaking Activities in the Class

However, the teacher needs to be able to manage the class by using strategies and media. There are some activities to promote speaking in class:¹¹

1. Discussion

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not

¹¹A.L. Chaney and T.L. Burk, *Teaching Oral Communication in Grades K-8*, (Boston: Allyn & Bacon, 1998), p: 176

spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions.

2. Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and..." (Harmer, 1984)

3. Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

4. Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an

important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

5. Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

6. Story Telling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

7. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives

students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

8. Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

9. Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

10. Playing Cards

In this game, students should form groups of four. Each suit will represent a topic. For instance:

- ❖ **Diamonds:** Earning money
- ❖ **Hearts:** Love and relationships
- ❖ **Spades:** An unforgettable memory
- ❖ **Clubs:** Best teacher

Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example: If the topic "Diamonds: Earning Money" is selected, here are some possible questions:

- ❖ Is money important in your life? Why?
- ❖ What is the easiest way of earning money?
- ❖ What do you think about lottery? Etc.

However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

11. Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

12. Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

13. Find The Differences

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

5. The Media Used in Teaching Speaking

Actually, all things can be used as teaching media. Therefore, there are various kinds of media that can be used in the teaching and learning process. Teachers should know what kind of media which are appropriate to the students in the teaching and learning process. According to Smaldino (2007), there are six kinds of media: text, audio, visuals, video, manipulative and people. Furthermore, Alessi (2001) mentions that there are five types of media. Those can be seen below:

- a. Human-based media: teachers, instructors, and tutors

- b. Print-based media: books, guidelines, workbooks, and handouts
- c. Visual-based media: books, charts, graphics, maps, transparencies, and slide
- d. Audiovisual-based media: videos, films, slide-tape programs, and television.

Media is a tool for language teaching and learning which can give a contribution to the teaching learning process. It can be used to increase and improve students' ability in learning English especially in speaking. In this case using media in delivering the lesson can be a good solution. Besides, teaching speaking by using media is important because the students can more easily catch the lesson and be more active in joining the class. It also can motivate and arouse the students' interest in learning English. Here are some examples of media used:

- a. Charts
- b. Posters
- c. Flashcards
- d. Graphs
- e. Map
- f. Slides
- g. Film Strips
- h. White Board
- i. Flipchart
- j. Work Sheet
- k. Newsletter
- l. Cartoon

- m. Picture
- n. Puppets
- o. Models

Eventually, what was mentioned above, the role of the teacher is quite important. The teacher must cultivate overcoming the problems are faced by the students in teaching learning process of speaking. One of the efforts carried out by English teacher is using of visual media in teaching learning process of speaking. It means that, the use of visual media mentioned to increase the students learning success, especially in speaking aspect. Through the students learning success is expected they can understand the message content conveyed by other people, and then they can respond the message content mentioned truly and exactly.

Media is much more often used in teaching and learning process because it can be more effective and efficient. Furthermore, in teaching speaking for example is picture. Generally, these medias used are because concrete. It means that students should identify and imagine in giving statement of its self. Therefore, by using these media are able to emphasize on seeking of students. The primary purpose uses these media to make easily understandable in giving opinion or probably perception of that picture. Fortunately, students give some opinion about the picture or other media that was given by their teacher spontaneously and emotionally.

In this case, the teacher can use the media above as an alternative of teaching speaking because these media are able to make the students more interesting. The teaching speaking is more interesting and it can give motivation

to the students understand about the lesson longer and automatically. These media are also easy to get and use. Finally, students should improve the motivation and imagination to speak fluently. In this case, the priority of teaching speaking by using media it absolutely depends on the teacher in the way of teaching speaking. Speaking is one of productive language skill that must accustom in daily life in order to make habit in oral communication than others skill. Traditionally, when students speak with others they think how to make a good sentences systematically that regard has good response. Particularly, speaking is very important it is as communication in giving opinion and emotion to share with others.

6. Riddle Games as A Media of Teaching Speaking

Actually, if everyone listen a game, they will be surprised because what they think, they will be face the joy and fresh activity. According to Webster s Dictionary, game¹² means as:

- a. An amusement or pastime;
- b. The material or equipment used in playing certain games;
- c. A competitive activity involving skill, chance, or endurance and played according to a set of rules for the amusement of the players or spectators;
- d. A single occasion of such an activity or a division of one;
- e. The number of points required to win a game;
- f. The score at particular stage in a game;
- g. A particular manner or a style of playing a game;

¹²Random House Reference, *Random House Webster s College Dictionary*, (New York: Random House, 1999), p: 505

- h. Something requiring skill, endurance, or adherence to rules;
- i. A trick or strategy;
- j. Fun; sport; joke;

Based on the meanings above, we can conclude that game is something acted by people to get the fun.

Almost everybody loves playing whether they are young or old. From early childhood playing is an enormous part of most children's lives and it plays a big part of their development as well. Children start playing as early as infancy but as they develop throughout their childhood they keep playing, and as they grow up and mature the nature of their play changes.

When children enter middle childhood (6-12) their play starts to change into games which are different from play in the sense that they are more organized and planned, and they usually include a variation of rules and a specific objective (Rixon.1981.p. 3). When playing most games participants are almost forced into communicating with each other in order for the game to work.

The need for communication during games, and the informal setting games provide encourages students to be unafraid to talk, which practices their fluency, a valuable communication skill. The national curriculum for foreign languages in Iceland emphasizes the importance of learning languages and especially the importance of communication. Because of this fact it is vitally important for teachers to create a positive learning environment, and to try to spark interest amongst their students both in the foreign language and culture because that is important to a successful language learning process. Games help

to achieve these goals as they help satisfy the requirement of the national curriculum that language learning should be enjoyable for students.

Nowadays, games are used to the media of teaching. Once it was all about learners being passive and listening in the classroom, but today learners are usually much more active in the classroom, and what better way to be active than by playing games (Steve Sugar.1998.p. 3).¹³

The national curriculum in foreign languages in Iceland talks about the importance of keeping teaching methods diverse in order to light and sustain interest amongst students. Teachers can help sustain diversity in a variety of ways, for example by using activities that require students to be creative in thinking and by emphasizing individual learning and cooperative learning equally.

A more specific way that teachers can use in order to keep diversity within the classroom is to not be afraid of using games as a teaching media along with other media. According to the national curriculum games can be a good teaching media and games, such as role playing games, imitation games, theatrical expression and problem solving activities are especially fitting for all stages of language learning.

Howard Gardner, who theories that humans have eight intelligences, claims that when exploring a certain topic in school it can, and should, be approached in 6 different ways in order to maximize the chances of reaching all students in the classroom. One of these ways is “the personal way”, where the ultimate goal is to see if it is possible to approach a specific topic by using, for example, role play, or other interactions (Gardner.2006.p 142). In addition,

¹³Kim Sugar and Kostorovski Sugar, *Primary Games: Experiential Learning Activities for Teaching Children K-8*, (San Fransisko: Josey Bass, 2002), p: 3

Armstrong (2000) suggests board games as a teaching strategy that might suit students with interpersonal intelligence because they provide an excellent setting for interaction between students.¹⁴

Each student has a personal preference for how she receives, interprets, and understands information. Michael Grinder, in his book *Righting the Education Conveyor Belt*, divides learners into three main types—visual, auditory, and kinesthetic. As educators we hope to successfully address all three types of learners each day and with each lesson. Games are an amicable way for an educator to present material and assess material learned, in a way that appeals to all her students. Games also help you maximize each student's learning potential. Games help everyone win.

7. Game Categories

Games that are used in teaching can be divided into categories in many different ways. One way of dividing educational games is by categorizing them into groups depending on their model. Ingvar Sigurgeirsson (1995) has divided games into the following categories: games for dividing larger groups into smaller groups, introduction-games, group games, physical games, scavenger hunt games, educational games, theoretical expression games, drawing- and coloring games, educational card games, word games, story games and question games. Another way of dividing educational games is by categorizing them into co-operative games and competitive games.¹⁵

Although competitive games can be a useful way to get some students interested and to maintain their focus, co-operative games, which revolve around

¹⁴ _____, *The Use of Games in The Language Classroom*, (2010), p: 3-4

¹⁵ Kozhabayeva Zhazira, *A Journal of Using Different Games in Teaching English*, (Kazakhstan: South Kazakhstan State University, 2007), p: 4

working together towards reaching a specific goal, can be an excellent way to foster the skill of working with others. In co-operative games the emphasis is not on winning or losing, and as a result nobody should have to suffer trauma to his or her self confidence which could lead to better results in the learning process (Masheder.1989.p. 1).

Educational games can be categorized in many other ways, for example dividing games into groups depending on which age group they fit could be convenient, also a division into writing-, reading-, speaking-, and listening games could be a good idea. Some games will always fit into many categories, which can make categorizing games a complex project.

8. Riddle Game

Besides the media explained above, there is another media used in teaching. This media is practically enjoyable. It is riddle game media. Everyone loves riddle. So, using something love as media of speaking will increase students ability in speaking itself.

On Websters Dictionary, we can find the meanings of riddle¹⁶ are:

- a. A question frame so as to exercise one s ingenuity in answering it or discovering its meaning conundrum;
- b. A puzzling question, problem, or matter;
- c. A puzzling thing or person;

A riddle is a statement or question or phrase having a double or veiled meaning, put forth as a puzzle to be solved. Riddles are of two types: *enigmas*, which are problems generally expressed in metaphorical or allegorical language

¹⁶Random House Reference, *Random House Webster s College Dictionary*, p; 1061

that require ingenuity and careful thinking for their solution, and *conundra*, which are questions relying for their effects on punning in either the question or the answer.

Archer Taylor says that "we can probably say that riddling is a universal art" and cites riddles from hundreds of different cultures including Finnish, Hungarian, American Indian, Chinese, Russian, Dutch and Filipino sources amongst many others. In the assessment of Elli Kõngas Maranda (originally writing about Malaitian riddles, but with an insight that has been taken up more widely), whereas myths serve to encode and establish social norms, 'riddles make a point of playing with conceptual boundaries and crossing them for the intellectual pleasure of showing that things are not quite as stable as they seem' -- though the point of doing so may still ultimately be to 'play with boundaries, but ultimately to affirm them'.

Defining riddles precisely is hard and has attracted a fair amount of scholarly debate. The first major modern attempt to define the riddle was by Robert Petsch in 1899, with another seminal contribution, inspired by structuralism, by Robert A. Georges and Alan Dundes in 1963. Georges and Dundes suggested that 'a riddle is a traditional verbal expression which contains one or more descriptive elements, a pair of which may be in opposition; the referent of the elements is to be guessed'.

Much academic research on riddles has focused on collecting, cataloguing, defining and typologising riddles, with much of the key recent work done in the 1960s and 1970s. Key work on cataloguing and typologising riddles was published by Antti Aarne in 1918-20, and by Archer Taylor. In the case of

ancient riddles recorded without solutions, considerable scholarly energy also goes into proposing and debating solutions.

Whereas previously researchers had tended to take riddles out of their social performance contexts, the rise of anthropology in the post-War period encouraged more researchers to study the social role of riddles and riddling. However, wide-ranging studies of riddles have tended to be limited to Western countries, with Oriental and African riddles being relatively neglected.

Riddles can be a question with a quick witty answer. They can be just a sentence that makes you have a sudden realization. As media for teaching Speaking, we can group the students into 3 or four students and give them the riddles.

Furthermore, they will discuss to their groups for answer of the riddles. If they can pass the answer, we will count it as their value and we give another riddles to them. So, it is counted as who gets much value than others team.

9. Several Riddles Use as Media in Teaching Speaking

Actually, as creative a teacher, as many riddles can be created by teacher. If the teachers need to get the riddle simply, they can look for it in books or internet. Here are several riddles use as media in teaching speaking taken from <http://www.theactivitydirectorsoffice.com/RiddlesWithAnswers.pdf> are;¹⁷

- a. I am heavy in front, but backward I am not. What am I? A ton.
- b. He has married many women, but has never been married. Who is he? A priest.

¹⁷The Activity Directors Office, *Example of Riddles*, <http://www.theactivitydirectorsoffice.com/RiddlesWithAnswers.pdf>, accessed on March 3rd 2017, at 4:43 pm

- c. How are a jeweler and a jailer alike? The jeweler sells watches and the jailer watches cells.
- d. How many bricks does it take to complete a building made of brick? Only one - the "last" one.
- e. How many times can you subtract the number 5 from 25? Once. After the first calculation, you will be subtracting 5 from 20, then 5 from 15, and so on.
- f. How much dirt is in a hole 4 feet deep and 2 feet wide? There is no dirt in a hole.
- g. I am used by bat, yet I never get a hit. I am near a ball, yet it is never thrown. What am I? Eyelashes.
- h. I have a head like a cat. I have feet like a cat. But I am not a cat. What am I? A kitten.
- i. If a rooster laid a brown egg and a white egg, what kind of chicks would hatch? None. Roosters don't lay eggs!
- j. If an egg came floating down the Green River, where did it come from? A chicken.
- k. If there are fifteen crows on a fence and the farmer shoots a third of them, how many crows are left? None. The rest of the crows flew away when they heard the gunshot.
- l. If you have it, you want to share it. If you share it, you don't have it. What is it? A secret.
- m. If you were in a dark room with a candle, a woodstove, a match and a gas lamp which do you light first? The match.

- n. A barrel of water weighs 20 pounds. What must you add to it to make it weigh 12 pounds? Holes.
- o. A man builds a house with all 4 sides facing south. A bear walks past the house. What color is the bear? White: the house is built directly on the North Pole.
- p. A woman had two sons who were born on the same hour of the same day of the same year. But they were not twins. How could this be so? They were two of a set of triplets.
- q. What falls, but does not break, and what breaks but does not fall? Night falls and day breaks.
- r. You throw away the outside and cook the inside. Then you eat the outside and throw away the inside. What did you eat? An ear of corn.
- s. I have holes in my top and bottom, my left and right, and in the middle. But I still hold water. What am I? A sponge.
- t. What can run but never walks, has a mouth but never talks, has a head but never weeps, has a bed but never sleeps? A river.
- u. I never was, am always to be,/No one ever saw me, nor ever will,/And yet I am the confidence of all/To live and breathe on this terrestrial ball./What am I? Tomorrow.
- v. I am the black child of a white father, a wingless bird, flying even to the clouds of heaven. I give birth to tears of mourning in pupils that meet me, even though there is no cause for grief, and at once on my birth I am dissolved into air. What am I? Smoke.

- w. Pronounced as one letter,/And written with three,/Two letters there are,/And two only in me./I'm double, I'm single,/I'm black, blue, and gray,/I'm read from both ends,/And the same either way./What am I? An eye.
- x. A man is on a trip with a fox, a goose, and a sack of corn. He comes upon a stream which he has to cross, and finds a tiny boat which he can use for the same. The problem though, is that he can only take himself and either the fox, the goose, or the corn across at a time. It is not possible for him to leave the fox alone with the goose or the goose alone with the corn. How can he get all safely over the stream? Answer: Take the goose over first and come back. Then take the fox over and bring the goose back. Now take the corn over and come back alone to get the goose. Take the goose over and the job is done!
- y. A boy was at a carnival and went to a booth where a man said to the boy, "If I write your exact weight on this piece of paper then you have to give me \$50, but if I cannot, I will pay you \$50." The boy looked around and saw no scale so he agrees, thinking no matter what the carny writes he'll just say he weighs more or less. In the end the boy ended up paying the man \$50. How did the man win the bet? Answer: The man did exactly as he said he would and wrote 'your exact weight' on the paper.
- z. Voiceless it cries, wingless flutters, toothless bites, mouthless mutters. The answer is wind.

B. The Relevance Studies

The first relevance study is from Yuni Silvina Anggraini Damanik (2014), she wrote *The Implementation of Talking Stick Strategy to Improve the Students' Ability at The Second Grade of MTS Darur Rachmad Sibolga*. The purpose of her research was to see the improvement of the students' speaking ability by using talking stick strategy. The result of her research showed that the speaking ability improved after they had been taught using this strategy.¹⁸

Then, the research from Adella Purnama Sari who researched about *The Implementation of U-Shape Debate Strategy to Improve Students' Ability at Speaking at MAS Al-Jamiyatul Washliyah 22 Tembung*. The purpose of this research was to know the students' ability at Speaking English Taught by U-Shape Debate Strategy. The result showed us that there is increasing of the students' ability at speaking if they are taught by using U-Shape debate strategy. It is proven from the mean of the students' scores in three tests: pre-test (38,4), post-test I (50,4), and post-test II (56,1).¹⁹

A study conducted by Puk'ati (2008) was about "Teaching Speaking Using Board Game to The Seventh Graders of Junior High School". The purposes in this study were to know the speaking achievement of the seventh year students of Junior High School after they have been taught using board game and to know the advantages and disadvantages of using board game in teaching speaking to

¹⁸Yuni Silvina Anggraini Manik, (*Final Project*) *The implementation of Talking Stick Strategy to Improve The Students Ability at The Second Grade of MTS Darur Rachmad Sibolga*, (Medan: IAIN SU, 2014), p: 57

¹⁹Adella Purnama Sari, (*Final Project*) *The implementation of U-Shape Debate Strategy to Improve Students' Ability at Speaking at MAS Al-Jamiyatul Washliyah 22 Tembung*, (Medan: IAIN SU, 2013), p: 63

the students of Junior High School. The result of the study showed that the speaking ability improved after they had been taught using board game.²⁰

Kartika Yudhasari (2008), she wrote “Games as a Strategy to Improve Students’ Speaking ability”. The objective of this final project was to know the students’ speaking ability before and after taught using games. The result of data analysis revealed that the students’ progress of speaking was quite good in every cycle. It showed that the strategy could help the students in speaking English.²¹

The other researcher was Baiti Nur Afiati (2008) with the study about “The Use of Puppet as Media in Teaching Speaking to the Elementary School Students”. The purposes in this study were to explain and describe the use of puppets as media in teaching speaking to the fourth graders of Cikeusal Kidul 01 Elementary School and to know the students’ speaking achievement using puppet as media in the teaching and learning process. The result showed that the students’ speaking achievement improved after using puppet as media in teaching speaking.²²

The different media were used in teaching speaking conducted by Heni PurwoAstuti (2010). She wrote “The Use of Word Wall as Media to Improve Students’ Speaking Ability”. The objectives of this study were to find out the speaking achievement of the students after being taught using Word Wall and how the use of Word Wall as the media to improve students’ speaking skill. The result of the study showed the improvement of the students’ speaking skill after being

²⁰Puk’ati, (*Final Project*) *Teaching Speaking Using Board Game to The Seventh Graders of Junior High School*, (Semarang: UNNES, 2008), p: 45

²¹Kartika Yudhasari, (*Final Project*) *Games as a Strategy to Improve Students’ Speaking ability*, (Semarang: UNNES, 2008), p: 76

²²Baiti Nur Afiati, (*Final Project*) *The Use of Puppet as Media in Teaching Speaking to The Elementary School Students*, (Semarang: UNNES, 2008), p: 54

taught by WordWall media. Therefore, it can be suggested as an alternative media to be implemented in the teaching and learning process, especially in speaking activities.²³

The last is Anis Sholihah (2011) with her study about “The Use of matching Riddle Game to Improve Students' Speaking Ability”. The aim was to assist students in improving their speaking ability through implementing riddle game. The result of the study showed that it was successfully implemented to second year students of SMP 1 Boja, Kendal. and it also gives a good improvement for the students.²⁴

As the conclusion, it is clearly seen from the previous explanation that media are such kind of effective way or technique that can be used to improve the students' speaking abilities. Considering all of the studies above, I view that there is still an area of study that has not been explored yet that is The Implementation of Riddle Game Media to Increase Students' Ability in Speaking. Then, the review of related theories will be elaborated in the next session.

C. The Conceptual Framework

This is a study of Classroom Action Research which is tested by pre-test and post-test with two cycles. Each cycle consists of two meetings. Each meeting will be given different riddles. Then, the sample in this research is the eleventh grade students of MAS. PP. Raudhatul Hasanah, Paya Bundung, Medan. Whereas the sampling technique used is cluster random sampling because it saves

²³Heni Purwo Astuti, (*Final Project*) *The Use of Word Wall as Media to Improve Students' Speaking Ability*, (Semarang: UNNES, 2010), p: 49

²⁴Anis Sholihah, (*Final Project*) *The Use of matching Riddle Game to Improve Students' Speaking Ability*, (Semarang: UNNES, 2011), p: 45

time to analyze the data obtained from the whole population. All the population (Eleventh Grade of Ar-Raudlatul Hasanah) is 15 classes which obtains 450 students.

The students' speaking results of pre-test and post-test were administered by using Brown theory. In Brown's the scoring is for each aspect of writing include pronunciation, grammar, vocabulary, fluency and content.²⁵ On the other hand, Harris's scoring rubric is used as the criteria whether it is very good, good, fair, poor, and very poor.²⁶ The further explanation will be discussed in chapter III.

D. Hypothesis

Formulating a hypothesis is an important thing in doing a research. Based on Tuckman (1978: 25), a hypothesis, a suggested answer to the problem, has the following characteristics:

1. It should be conjured upon a relationship between two or more variables.
2. It should be stated clearly and unambiguously in the form of a declarative sentence.
3. It should be testable, that is, should be possible to restate it in an operational form that can then be evaluated based on data.

In this research, there are two kinds of hypothesis, they are:

²⁵H.D Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Longman, 2004), p: 125

²⁶D.P.Harris, *Testing English as a Second Language*, (New York: McGraw-Hill Book Company, 1969), p: 225

H1 : Speaking ability of the eleventh grade students of MAS PP. Raudhatul Hasanah, Paya Bundung, Medan in the academic year of 2016/ 2017 improved significantly after being taught using riddle game media.

H0 : Speaking ability of the eleventh grade students of MAS. PP. Raudhatul Hasanah, Paya Bundung, Medan in the academic year of 2016/ 2017 does not improve significantly after being taught using riddle game media.

So, we can conclude that the hypothesis of this research is the implementation of riddle game media can improve students' speaking ability in MAS. PP. Raudhatul Hasanah, Paya Bundung, Medan.

CHAPTER III

RESEARCH METHODOLOGY

This chapter refers to the overall strategy followed in collecting and analyzing the data. Method is basically a means, which is used to solve the problem to get a certain objective. To do an analysis, the data was needed first. In this chapter, method of investigation, I discuss the research design, formulating hypothesis, research variable, instrument for collecting data, research method, scoring system, and method of analyzing data.

A. Research Setting

This research was conducted in MAS. PP. Raudhatul Hasanah, Paya Bundung, Medan, in academic Year 2016/2017. In addition, it is applied for Second semester Eleventh Grade students, consisted of one class. The students are 29 students.

The study was conducted based on the classroom action research in order to know the increase of speaking English by implementing riddle game media in teaching.

B. The Data and Source

The data of this research is consisted of qualitative and quantitative data (the data based on the character). The qualitative data consisted of questionnaire, documentation, observation and the transcript. Meanwhile, the quantitative data is taken from the numeral data of speaking test.

Moreover, the source data is taken from primer data, or the data which is taken by researcher herself. It is applied in questionnaire.

C. Location and Time of Research

This research was conducted in March into April 2017 at XI-C MAS. PP. Raudhatul Hasanah, Paya Bundung, Medan.

D. Research Method

According to Brown, classroom action research is a form of investigation designed or used by teachers to attempt and solve the problems and improve professional practices in their own classroom.

Brown also states that the classroom research is an informal, everyday occur. The teacher can divided small group in different way to stimulate better exchange of ideas.²⁷In this study, I applied some steps, they are:

1. Choosing the eleventh grade students of MAS Ar-Raudlatul Hasanah, Paya Bundung, Medan as the population.
2. Choosing the sample of research randomly.
3. Conducting the action..

The classroom action research was given a pre-test followed by two cycles, and the last, the students were given a post-test.

4. Collecting Data.

The data was from the pretest and posttest. Posttest was given after conducting all the activities above. The test was given to measure the students' ability after the treatment. I asked the students to make a spoken by describing the pictures.

5. Analyzing the data

²⁷Brown, H. D., *Teaching by Principle: an Interactive Approach to Language Pedagogy 2nd Edition*, (New York: Person Education, 2001), p:19

After the students' results have been collected, then I started to analyze the data.

In this research, Riddle game media was used in the first teaching and learning process because I will prove that the use of Matching riddle game is effective. If the result of this research shows that the post test is higher than the pretest, the statement "the use of matching riddle game to improve the students' speaking ability" will be more accurate. In this research, I did some steps as follows:

1. Pre-test

Starting the procedure of collecting the data, firstly I did pre-test. Pre-test was given before the cycle. A pretest in this study had a purpose to know the students' basic ability on speaking. First, I came to the class and explained what they were going to do. Then, I distributed the instrument to the students and asked them to do pretest. The pre-test which I conducted measured the speaking skill of the sample I would examine. I conducted pre-test at the first time I met the students before I taught them using riddle game media. The material was for speaking.

2. Cycle I

Cycle I consists of two meetings, where the students are given the riddle game media to increase their speaking ability.

3. Post-test I

Post test I is the test to know their ability in speaking after applying two meetings teaching riddle game media.

4. Cycle II

Cycle II consists of two meetings, where the students are given the riddle game media up to the four times to increase their speaking ability.

5. Post Test II

Post-test II was given after conducting two cycles. Post-test in this study had a purpose to know the result of all the cycles. The result of the post-test was used to determine whether the media is better for teaching speaking or not.

Then, in each applied step above, I conducted through four activities as follows:

a. Planning

Planning was the first step of the research procedure. This activity covered the problem identification. This was the most important step in conducting action research as by knowing the problems, Collaborator and I could find a good solution to solve the problem arose. From the statement above, I conclude that the population is a number of people that have similar characteristics and become the object of the research.

The population of this research was the eleventh grade students of MAS. PP. Raudhatul Hasanah Paya Bundung, Medan. It is one of the famous Islamic Boarding School in Medan. It is divided into MTs and MAS which got A for school accreditation.

It is located in Jl. Simpang Selayang, Paya Bundung, Medan. This also conducts its students speak both English and Arabic in their daily activities. The teachers also graduated from out of Indonesia, such as Egypt, Malaysia, England, and so on.

It had twelve classes from XI B until XI M and each class consists about 30 students. All of them were given English materials in teaching and learning process. Moreover, they were chosen as the population of the research based on some reasons, those are:

1. The students were all in the same grade.
2. The students were relatively in the same age.
3. The students had been studying English for the same period.

They had the English and Arabic surroundings for up to five years, but based on my research about 4 years there, they love to speak Arabic than English.

b. Acting

In acting, we need to decide the sample. According to Arikunto (2006: 131), "Sample is a part that can represent all the population observed. It is called sample research when people want to generalize the sample research result". If the number of subject is more than one hundred persons, a researcher may take 10% - 15% or 20% - 25 % or more of the population as the sample.²⁸

In this case, concerning the situation and the limitation of time, I chose to apply quota sample. This sampling technique is done based on the ascertained quota.²⁹ In collecting the data, the subjects who fulfilled the population requirements were contacted, disregarding in what class the subjects belong to, as long as they were still within the population. For the

²⁸S. Arikunto, *Prosedur Penelitian; Suatu pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), p: 134

²⁹*Ibid.*, p: 141

sample of the study, I took one class of the population by random sampling technique. In this study, I took XI C for the sample.

c. Observing

The third step was observing. In this step, the writer took a note for every event that occurred in the classroom in order to get accurate data to repair next cycle. It held when the classroom action research was in progress. In this step, the data was collected by evaluation of speaking test.

d. Reflecting

The last step is reflecting. Researcher and the teacher discussed collaboratively further some problems occurred in the class. Thus, the reflection is able to be determined after implementing the action and observation outcomes. =in addition, the researcher used observation sheet and photography evidence to report the process, reflections, and reaction of students in teaching and learning process.

E. Instrument for Collecting Data

We need apparatus to get or to collect the data. The apparatus here is called instrument. According to Saleh (2001:31) the word “instrument refers to research tools for data collecting”. Besides, “Research instrument is a device used by the researcher while collecting data to make the work become easier and to get better result, complete and systematic in order to make the data easy to process”. Arikunto.³⁰

The success of a study is more or less influenced by the instrument used because the using of the right instrument will guarantee the data required.

³⁰*Ibid.*, p:136

Therefore, an instrument plays an important role to collect data. In this research, I used an oral or speaking test method.

1. Test

Test is a set of questions or device used to measure the skill, intelligence, ability and talent of an individual or a group. "A test, in simple terms is a method of measuring a person's ability, knowledge, or performance in a given domain" (Brown, 2004: 3). The type of test used here is an achievement test. Those tests are:

a. Pre-test

Pre-test was given before the treatment. First, I came to the chosen class, and then I explained to the students about what they were going to do. I distributed the instruments and asked them to do a pre-test. The students were given a picture, and then they had to describe the picture to me.

b. Post-test

Post-test was given after conducting all the activities above. The test was not the same as the pre-test. The pre-test was given to measure the students' ability before the treatment meanwhile the post-test after the treatment. I asked the students to answer the new riddle game with the explanation. After that, they had to submit their results. Then the results were analyzed.

2. Observation

Observation is the action of watching something carefully for a period of time.³¹ The comment or remark based on something has been written in the observation sheet. In science, observation refers to noting or recording a fact or

³¹Oxford Dictionary, *Oxford Learner's Pocket Dictionary, Fourth Edition*, (New York: Oxford University Press, 2003), p: 300.

occurrence. Observation is either of activity or a living being (such as human), consisting of receiving knowledge of the outside world through the senses, or the recording of data using scientific instruments.

3. Documentation

Document is everything contains the information. According to Goetz and Le Compte in Kunandar, the documents which include all research participants will have a frame for the basic data.³² Documents were conducted to get information about the students' improvement. Document is one of the important instrument in doing classroom action research. It is helping the researcher to find the data about students. it includes the students' attendance list, students' score and students' evaluation.

4. Questionnaire

One of the instruments which will be used in this final project is questionnaire. "A questionnaire is number of written questions which are used to gather information from the respondents about themselves or another thing to know" (Arikunto, 2006:151). I used it at the end of the research, so I could find the students' speaking achievement. This kind of instrument can be applied to all samples who will take part.

According to Arikunto, a questionnaire can be distinguished into three kinds.³³ They are:

- a. From the way how to answer the questions, there are two types of questions:

³²Goetz and Le Compte in Kunandar, *Langkah Mudah Penelitian Tindakan Kelas* (Jakarta: Rajawali: 2011), p: 185

³³S. Arikunto, *Prosedur Penelitian; Suatu pendekatan Praktik.*, p:152

1. Opened questionnaire, the respondents can answer the questions using their own sentences.
 2. Closed questionnaire, the respondents can be directly choose the appropriate answer.
- b. From the given answer, there are two types of questionnaire:
1. Direct questionnaire, the respondents answer about themselves.
 2. Indirect questionnaire, the respondents answer the questions about other things.
- c. From the form of the questionnaire, there are:
1. Multiple – choice questionnaire, it is similar to a closed questionnaire.
 2. An easy questionnaire is similar to opened questionnaire.
 3. Check list questionnaire, respondent just put check (V) on the appropriate column.
 4. Rating scale, the statement are followed by rating column for example from “extremely agree” to extremely disagree.

F. Scoring System

I used the score of pretest and post-test to analyze the data. Then, I composed the result of the data and took a conclusion. The form of the test was oral or speaking test. Actually the oral proficiency scoring categories is taken from Brown, but after had been implemented, this oral proficiency scoring categories was not appropriate to most of Indonesian junior high school student. Then I modified the oral proficiency scoring categories so it can be applicable to most of Indonesian junior high school students.

Table 3.1
Rating Scale

Aspects	Score	Explanation
Grammar	4	Several minor mistakes of preposition, articles, etc.
	3	Little mistakes in using grammar.
	2	Makes frequent errors of grammar.
	1	A big mistakes in using grammar.
Vocabulary	4	Good using of words acquired.
	3	Attempt to use words acquired.
	2	Very limited vocabulary.
	1	Lack of vocabulary.
Pronunciation	4	Using almost appropriate pronunciation.
	3	Some mistakesof inappropriate pronunciation.
	2	Consists of mostly inappropriate pronunciation.
	1	Very poor pronunciation.
Fluency	4	Almost very clearinclude style, stress
	3	Mostly easy to understand.
	2	Speech is rather clear, stress rather easy to understand.
	1	Speech is not clear.
Content	4	Ideas well organized.
Content	3	Ideas less organized, some missing parts of the elementsof material.
	2	Ideas less organized, covers only the main elements ofmaterial.
	1	Unorganized ideas, a lot of missing parts of the elements.

I used the rating scale to measure the students' speaking ability especially in grammar, vocabulary, pronunciation, fluency and the content. In this research, I used a recorder to record the students' voices for accuracy of scoring. The scale of 0 up to 100 will be used to make the scoring easier. Here, the

maximum rate a student got was 20. Therefore, the obtained rate was multiplied by 5.

In order for the raw scores become more meaningful numerical data, they should be converted to numerical data, which had been processed to the scale of 0 to 100, so the scores of the students was multiplied by 5.

The measurement of the students' achievement that is suggested by Harris (1969: 134) could be interpreted with the following table.

Table 3.2
Students' achievement

Criteria of Mastery Grade	Grade
81-90	Very good
71-80	Good
61-70	Fair
51-60	Poor
Less than 50	Very poor

G. Method of Analyzing Data

I used statistical procedures to calculate the numeral data. After the data had been collected, the next step in this research was to analyze the data. The result or the scores of the post-test, then, were used in data analysis. The result then will be tested using *t*-test in order to see whether the difference of students' result between pretest and posttest is significant or not.

I did some procedures to analyze the data. First, I scored the result of the test based on the speaking component and added them to get the total number, I used this formula:

Total number: P+G+V+F+C

Notes:

P : Pronunciation

G : Grammar

V : Vocabulary

F : Fluency

C : Content

Second, I counted the mean of the test result of the group. The formula used in this case is:

$$\text{Mean} = \frac{\sum x}{n}$$

Notes:

x = the total number of the test

n = the number of the students

Then, I analyzed the data by using t-test. I used the t-test to know the influence of the use of matching riddle game in improving students' speaking ability.

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

t : t-value

MD : the mean of pre-test and post-test

d : deviation of each subject

N : the number of students of pre-test and post test

CHAPTER IV

RESULT OF THE STUDY

This chapter discusses the results of the study based on data analysis and the discussion of the research findings.

A. The Data

In the previous chapter, it had been said that the method used in collecting the data was speaking test, which was speaking used riddle game media. Therefore, the instrument used in this study was in the form of riddle game.

The data in this research was taken from quantitative and qualitative data. The quantitative data was taken from the test and the qualitative data was taken from questionnaire sheet, observation sheet and documentations.

1. Quantitative Data

There were six meetings conducted during research and divided into two cycles. The quantitative data was taken from the writing test scores from the second, fourth, and sixth meeting.

The scores of the pre-test to the post-test were obtained from five components of speaking which consisted of pronunciation, grammar, vocabulary, fluency and content. The range of each component score was 20. The students' score was got from the sum of the total score of those five components. Each activity was briefly described below:

a. Pre-Test

Before the experiment was conducted, the students were given a pre-test in order to know the students' ability. The test was a speaking test. First, I came to the chosen class, class XI C and then I explained to the students about what they

were going to do. I distributed the instruments and asked them to do a test. They were asked to make an oral monologue of descriptive text based on the picture given by the researcher. The picture can be seen on Appendix 2. Then, they had to perform in front of the class and being recorded by using recorder.

The result contained many errors mostly in pronunciation, grammar, and vocabulary of English. In pronunciation, the Indonesian students were accustomed to hearing the utterance without knowing the spelling. Therefore, they were still having some mistakes in pronouncing the words. Besides, most students had limited vocabulary, so they felt confused in conveying their ideas. The transcript of their describing can be seen below:

Table 4.1 The Result of The Pre-test

Code	Pronounce	Grammar	Vocab	Fluency	Content	Total	Score	Students' Achievement
S1	3	2	3	2	2	12	60	Poor
S2	3	2	1	2	2	10	50	Very poor
S3	2	2	2	2	2	10	50	Very poor
S4	3	2	3	2	3	13	65	Fair
S5	2	2	2	2	2	10	50	Very poor
S6	2	2	3	2	2	12	60	Poor
S7	2	2	3	2	2	11	55	Poor
S8	2	2	3	2	3	12	60	Poor
S9	2	2	2	2	2	10	60	Poor
S10	2	2	2	2	2	10	50	Very poor
S11	2	2	2	3	2	11	55	Poor
S12	2	3	2	3	2	12	60	Poor
S13	2	2	2	2	3	11	55	Poor
S14	2	2	3	3	2	12	60	Poor

Code	Pronounce	Grammar	Vocab	Fluency	Content	Total	Score	Students' Achievement
S15	3	2	2	2	3	12	60	Poor
S16	2	3	3	2	2	12	60	Poor
S17	3	2	2	2	3	13	60	Poor
S18	2	3	3	3	3	14	70	Fair
S19	3	3	2	3	3	14	70	Fair
S20	3	2	2	2	2	11	55	Poor
S21	2	3	2	2	3	12	60	Poor
S22	2	3	3	2	2	12	60	Poor
S23	2	2	2	3	3	12	60	Poor
S24	2	2	3	2	3	12	60	Poor
S25	3	2	3	3	2	13	65	Fair
S26	2	3	3	2	2	12	60	Poor
S27	2	2	2	2	3	11	55	Poor
S28	2	2	3	2	3	12	60	Poor
S29	2	2	3	2	2	11	55	Poor
Total	67	65	71	64	70	338	1700	
Mean							58.6	

b. Cycle I

In conducting the experiment, the students were given cycle after pre-test fortwice. The purpose ofthese cycles was to apply the use of riddle game media in improving students'speaking ability.

Once, the students were enthusiastic knowing that they would have differentactivity as usual. They asked about the technique and paid attention to the teacher'sexplanation.First, they got confused about that technique because they had not heardit yet. However, I encouraged the students to take it easy about the

technique while explained more detail about riddle game media. After all, I checked the students' understanding about the technique and made sure that all was fine.

Having the preparation finished, they started the activity, riddle game media, to improve the students' speaking ability. At first, they had to make a group consists of five and four students so there were six groups. All of them had to take part in this game. Then, I distributed a written riddle in the card. They had to share and discuss what they got. Next, each group had to perform it in their group one by one. The riddle given can be seen at appendix 3.

To make them happy, I give them result of their answer. If they can answer one question, I will give the next question and all students must take a part of this section.

c. Post-test I

Post test I is given to know their result after applying the first cycle. I give them the pictures to be described orally. Their improvement in speaking is increase, as showed in the table below:

Table 4.2 The Result of The Post-test I

Code	Pronounce	Grammar	Vocab	Fluency	Content	Total	Score	Students' Achievement
S1	3	2	3	2	2	12	60	Poor
S2	3	2	1	2	3	11	55	Poor
S3	2	2	2	2	4	12	60	Poor
S4	3	2	3	2	3	13	65	Fair
S5	2	2	2	2	3	11	55	Poor
S6	2	2	3	2	2	12	60	Poor
S7	2	2	3	2	2	11	55	Poor

Code	Pronounce	Grammar	Vocab	Fluency	Content	Total	Score	Students' Achievement
S8	2	2	3	2	3	12	60	Poor
S9	2	2	2	2	2	10	60	Poor
S10	2	2	2	2	3	11	55	Poor
S11	2	2	2	3	2	11	55	Poor
S12	2	3	2	3	2	12	60	Poor
S13	2	2	2	2	3	11	55	Poor
S14	2	2	3	3	2	12	60	Poor
S15	3	2	2	2	3	12	60	Poor
S16	2	3	3	2	2	12	60	Poor
S17	3	2	2	2	3	13	65	Fair
S18	2	3	3	3	3	14	70	Fair
S19	3	3	2	3	3	14	70	Fair
S20	3	2	2	2	3	12	60	Poor
S21	2	3	2	2	3	12	60	Poor
S22	2	3	3	2	2	12	60	Poor
S23	2	2	2	3	3	12	60	Poor
S24	2	2	3	2	3	12	60	Poor
S25	3	2	3	3	2	13	65	Fair
S26	2	3	3	2	2	12	60	Poor
S27	2	2	2	2	3	11	55	Poor
S28	2	2	3	2	3	12	60	Poor
S29	2	2	3	2	3	12	60	Poor
Total	67	65	71	64	77	344	1740	
Mean							60	

d. Cycle II

The second cycle was the last treatment.. In this meeting, the students were given a riddle game media (the riddle given can be seen in appendix 4).The procedure of the second cycle was the same as the previous one. They still had more interest in doing that game. After the activity of riddle game had been done, the students were supposed to have the post test in the form of speaking test in the next meeting. The riddle games given can be seen also in appendix 3.

e. Post-test II

Post-test was given after conducting all the activities above. The test was given to measure the students' ability after got the treatment. The test items were the same as the pre-test. Then the result was analyzed. The students' speaking was analyzed based on the Brown's scoring that has been provided. Then it was found that the ability of most students after treatment was improved. The grammar was easy to apply because it preferred using simple present tense. Similarly, the vocabulary range was wider than the previous one, pre-test. They used more varieties in using vocabulary. They had improved in pronunciation aspect because I made the students look them on their dictionaries when they were not sure with the correct pronunciation. The transcript can be seen below:

Table 4.3 The Result of Post-test II

Code	Pronounce	Grammar	Vocab	Fluency	Content	Total	Score	Students' Achievement
S1	3	3	4	3	3	12	80	Good
S2	2	3	3	3	3	10	70	Fair
S3	3	2	3	3	3	10	70	Fair
S4	3	2	3	3	3	13	70	Fair

Code	Pronounce	Grammar	Vocab	Fluency	Content	Total	Score	Students' Achievement
S5	4	3	4	3	4	10	90	Very good
S6	3	3	3	2	3	12	70	Fair
S7	3	3	2	3	2	11	65	Fair
S8	3	3	2	3	2	12	65	Fair
S9	3	3	2	3	2	10	65	Fair
S10	3	2	3	3	3	10	70	Fair
S11	3	3	3	2	2	11	65	Fair
S12	3	3	4	3	4	12	85	Very good
S13	3	3	2	2	3	11	65	Fair
S14	3	3	3	3	3	12	75	Good
S15	3	3	2	3	2	12	65	Fair
S16	3	3	3	3	3	12	75	Good
S17	2	3	3	3	2	13	65	Fair
S18	3	3	3	3	3	14	75	Good
S19	3	3	3	3	3	14	75	Good
S20	2	3	3	3	3	11	70	Fair
S21	3	3	3	3	3	12	75	Good
S22	3	3	3	3	3	12	75	Good
S23	3	3	3	2	3	12	70	Fair
S24	2	3	2	3	3	12	65	Fair
S25	3	3	4	3	4	13	85	Very good
S26	3	3	3	3	3	12	75	Good
S27	3	3	3	3	4	11	80	Good
S28	3	3	2	3	3	12	70	Fair
S29	3	3	4	4	3	11	85	Very good
Total	84	84	85	84	85	422	2110	
Mean							72.8	

The result of pre-test and post-test in this research was analyzed in five aspects; they are pronunciation, grammar, vocabulary, fluency and content. The analysis was correlated in every aspect. From this analysis, the root of the problem could be seen as a result of students' learning.

Table 4.4 Total Score of Pre-Test and Post-Test II

Group	The Total Score of Pre-Test	The Total Score of Post-Test II	The Differences Between Two Means	
			Pre-Test	Post-Test II
Experimental	1700	2110	58.62	72.76

Table 4.5 The Mean Score of the Experimental Groups for Each Item

Experimental Group	The Mean of Pre-Test	The Mean of Post-Test II
Pronunciation	2.3	2.9
Grammar	2.2	2.9
Vocabulary	2.4	2.9
Fluency	2.2	2.9
Content	2.4	2.9
Mean	2.3	2.9

Table 4.5 above shows the result of the 29 students of Eleventh Grade MAS. PP. Raudhatul Hasanah in speaking using riddle game media. We could see from the table that the students' speaking achievement in the pre-test was 2.3, whereas the students' speaking achievement in the post-test was 2.9. It means that there was an improvement between the mean of the pre-test and the post-test. The difference between two means was 0.6.

2. Qualitative Data

The qualitative data was taken from: observation sheets, questionnaire sheets and documentations (can be seen in appendix).

a. Observation Sheet

The observation sheets were analyzed to investigate the situation and the problem found during the teaching and learning process in implementing riddle game media to increase students' ability in speaking. The observation sheet was filled by the collaborator.

The collaborator concluded that during the research, from the beginning until the last meeting of research, the students were enthusiastic more while learning and teaching process. The researcher was really spirit. Meanwhile, the applying of riddle which stimulate their brain strongly increase their curious till made the atmosphere in the classroom more active and enjoyable. They love to ask about the riddle and it really forced them to speak English up. The researcher also gave motivation before starting class and made the summary in the end of the lesson. It could be concluded that the learning process by implementing riddle game media to increase students' ability in speaking really works.

b. Questionnaire Sheet

The questionnaire was given to the students out of the studying in the class after applying the research. Actually, the questionnaire was given to know how hard the implementation of riddle game media to increase students' ability works to them.

The questionnaire was written in opened questionnaire (in form of essay). There were 28 students who filled the questionnaire, because one was sick.

From all of the answer, I concluded that:

1. Most of the Eleventh Grade students of MAS. PP. Raudhatul Hasanah Paya Bundung are interesting to study English, the percentage is about 75%.
2. Most of them understand the importance of studying English.
3. For those ten questions given, they conclude that their teacher technique in teaching speaking is little bit bored.
4. Then, they also argued that the teacher never give the media to teach Speaking except hand book.
5. They admit that the use of riddle game as media to teach Speaking increase their ability in speaking because the riddle game media stimulated human curious. Then, it really made the situation enjoy and funny.

Meanwhile, the questionnaire for the teacher was given for their English teacher who wrote that one of the problem in teaching speaking was less motivated media. Finally, riddle game media really helped teacher in teaching speaking.

B. Students' Achievement

The data were obtained from the students' achievement of spokendescriptive text. The following are the charts of the students' mean which

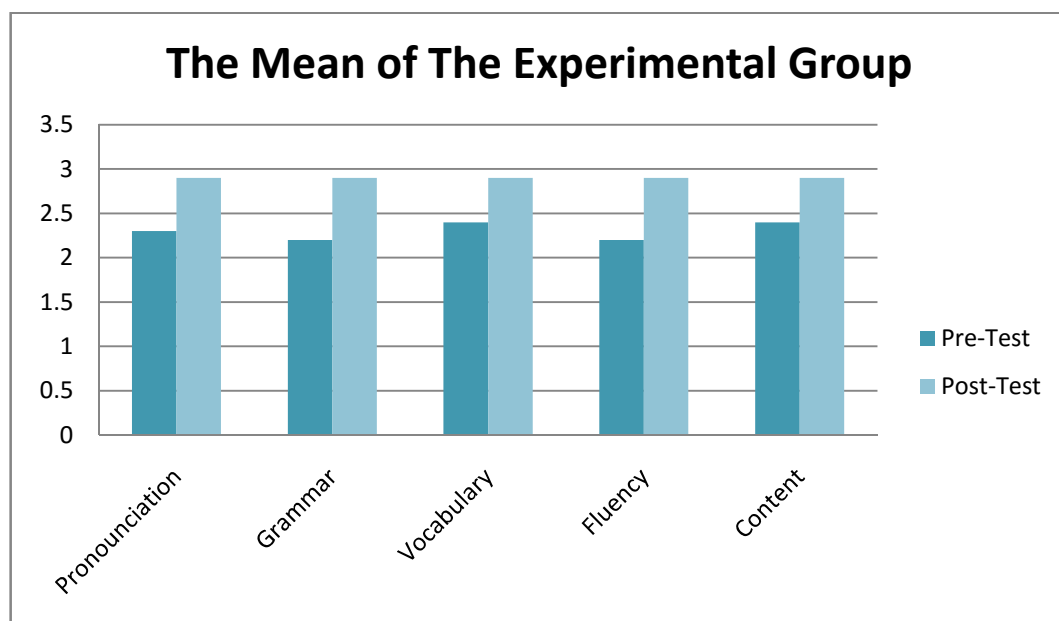
cover five components of speaking on the classroom action research. The improvement of each aspect can be seen below:

Table 4.6 The Improvement of Each Aspect

The Aspects	The Mean of Pre-Test	The Mean of Post-Test II	The Difference	The % Increase
Pronunciation	2.3	2.9	0.6	26%
Grammar	2.2	2.9	0.7	31.8%
Vocabulary	2.4	2.9	0.5	20.8%
Fluency	2.2	2.9	0.7	31.8%
Content	2.4	2.9	0.5	20.8%
Mean	2.3	2.9	0.7	30.4%

Then, to ensure the difference between pre-test and post-test, I put the data in a chart below. The chart shows us that the increase of the implementation is strongly significant.

Chart 4.1 the Mean of the Experimental Group



From the chart above, the difference mean between pre-test and post-test was shown. In this research, the mean of the pre-test was 58.62 and the post-test was 72.76. From those scores, the difference mean between the pre-test and the post-test on this research was 14.14. It can be concluded that there was good improvement of the experimental group's achievement after they received the treatment by using riddle game media. It was proven by the t-test formula.

1. The Significance Between Pre Test and Post Test II

From the calculated score, it showed the significant difference between pre-test and post-test in the average. From the data above, the mean scores between pre-test and post-test increased from 58.62 to 72.76. Therefore, the increase of score from pre-test to post-test was 14.14. This data showed that there was a significant difference between pre-test and post-test scores. The difference between the two means was computed by using the following formula as stated by Arikunto (2006:272) "The entire test scores have to be counted statistically". The formula used to get the means.

$$X_1 = \frac{\sum X_{t1}}{n_1} \text{ and } X_2 = \frac{\sum X_{t2}}{n_2}$$

Notes:

X_1 = mean of pre-test scores

X_2 = mean of post-test scores

X = the total number of test taken from experimental group

n = the total number of the students

The mean scores of the pre-test of this research were recalculated as follows:

$$X_1 = \frac{\sum X_{t_1}}{n_1} = \frac{1}{2} = 58.62$$

The computation of the mean scores of this research based on the post-test II result as follows:

$$X_2 = \frac{\sum X_{t_2}}{n_2} = \frac{2}{2} = 72.76$$

From the calculation, the mean of post-test was 72.8 and the mean of pre-test was 58.6. Based on the computation above, it was clear that the mean of the experimental group post-test was higher than the mean of the experimental group pre-test. However, it could not be concluded that the difference between the two means was significant. Therefore, to determine whether the difference between the two means was statistically significant, the *t*-test formula was applied.

2. Test of Significance

In the result of calculation, to check whether the means of pre-test and post-test was statistically significant, the *t*-value should be obtained and consulted with the critical value in *t*-table. (See in Appendix for more detail data).

Table 4.7 The Significance Difference between Pre-test and Post-test II

No.	Students	XS1	XS2	D	<i>d</i>	<i>d</i> ²
1.	S1	80	60	20	6.21	38.5641
2.	S2	70	50	20	6.21	38.5641
3.	S3	70	50	20	6.21	38.5641
4.	S4	70	65	5	-8.97	80.4609
5.	S5	90	50	40	26.21	686.9641
6.	S6	70	60	10	-3.79	14.3641
7.	S7	65	55	10	-3.79	14.3641

No.	Students	XS1	XS2	D	d	d ²
8.	S8	65	60	5	-8.97	80.4609
9.	S9	65	60	5	-8.97	80.4609
10.	S10	70	50	20	6.21	38.5641
11.	S11	65	55	10	-3.79	14.3641
12.	S12	85	60	25	11.21	125.6641
13.	S13	65	55	10	-3.79	14.3641
14.	S14	75	60	5	-8.97	80.4609
15.	S15	65	60	5	-8.97	80.4609
16.	S16	75	60	15	1.21	1.4641
17.	S17	65	60	5	-8.97	80.4609
18.	S18	75	70	5	-8.97	80.4609
19.	S19	75	70	5	-8.97	80.4609
20.	S20	70	55	15	1.21	1.4641
21.	S21	75	60	15	1.21	1.4641
22.	S22	75	60	15	1.21	1.4641
23.	S23	70	60	10	-3.79	14.3641
24.	S24	65	60	5	-8.97	80.4609
25.	S25	85	65	20	6.21	38.5641
26.	S26	75	60	15	1.21	1.4641
27.	S27	80	55	25	11.21	125.6641
28.	S28	70	60	10	-3.79	14.3641
29.	S29	85	55	30	16.21	262.7641
Sum		2110	1700	400	-1.53	2211.5301
Mean		72.76	58.6	13.7	0.05276	76.2597

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

$$t = \frac{1.7}{\sqrt{\frac{2}{2(2-1)}}}$$

$$t = \frac{1.7}{\sqrt{\frac{2}{2(2)}}}$$

$$t = \frac{1.7}{\sqrt{\frac{2}{8}}}$$

$$t = \frac{1.7}{2.7}$$

$$t = \frac{1.7}{1.6}$$

$$t = 8.3$$

In this research, the number of students was 29. The degree of freedom (df) was 28 which was calculated from the formula $N - 1$. The t -table with the degree of freedom 28 and level of significance () 5% was 2.05. The t -value obtained was 8.3

From the calculation:

The result of this research > Table of Critical Values

The t -value > t -table

$$8.3 > 2.05$$

From the result above, we conclude that:

- a. H_0 is rejected and H_1 is accepted.

H_0 : Speaking ability of the eleventh grade students of MAS. PP. Raudhatul Hasanah, Paya Bundung, Medan in the academic year of 2016/ 2017 does not improve significantly after being taught using riddle game media. **(REJECTED)**

H_1 : Speaking ability of the eleventh grade students of MAS. PP. Raudhatul Hasanah, Paya Bundung, Medan in the academic year of 2016/

2017 improved significantly after being taught using riddle game media. **(ACCEPTED)**

- b. There is a significant influence between variabel independent (X) through variabel dependent (Y).

So, the significance influence in this study is from Independent variable in this research is **the use of riddle game media to improvestudents' speaking ability (X)** through dependent variable in this research: **the students' speaking ability (Y)**.

- c. The using of riddle game media to increase students' ability in speaking is strongly recommended.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter preserves the important points from the whole discussion in the study. It also suggests some recommendations for the readers and the academic teaching as well as for further research.

A. Conclusion

The objective of this study is to find out whether there is any significant improvement of students' speaking ability after being taught using riddle game media to the eleventh grade students of MAS. PP. Raudhatul Hasanah, Paya Bundung, Medan in the academic year of 2016/2017. In order to gain the objective of the study, I conducted an experimental research. From the results of the data, it can be concluded that by using riddle game media, it can help the students to improve their speaking ability. By using this game, students get more interested in the teaching and learning process because the class seems to be more fun.

The speaking achievement of the eleventh grade students of MAS Ar-Raudlatul Hasanah, Paya Bundung, Medan in the academic year of 2016/2017 improved after they have been taught using riddle game media. It was proved by the data shown. The t -value was higher than t -table, $8.3 > 2.05$, so that H_0 (no correlation between pre-test and post-test or the null hypothesis) was ignored.

The increase of this implementation is 26% for pronunciation, 31.8% for grammar, 20.8% for vocabulary, 31.8% for fluency and 20.8% for content. For the average, we gain 20.8% from pre test to post test. It means that the implementation of riddle game media is strongly increase students' ability in speaking.

Most of the students said that the implementation of using this game could help them in improving their speaking ability. Therefore, the teacher can use this technique as one of the strategy in improving students' speaking ability. One of the main advantages of using this game is it can make the teaching and learning process become more enjoyable, so that the students did not get bored during the lesson.

B. Suggestions

Based on the conclusion above, I will give some suggestions related to the pedagogical implication. In the field of teaching, teacher needs to upgrade the way of teaching. The teacher must give more attention on the students' need in the classroom activity. They should be more creative and should be able to create a good atmosphere so the teaching and learning process will be more exciting and enjoyable.

Therefore, it makes the students more motivated to speak English. For the students, they have to pay attention for their teacher while teaching and learning process. They also have to improve their knowledge especially in practicing their English in daily conversation in order to improve their fluency, stress and comprehension. They should not worry about making mistakes, balance from mistakes; they can learn many things because language is practicing.

Finally, for the researchers, they must be more concern with the improvement of teaching English techniques or strategies, so the result will be useful in the future.

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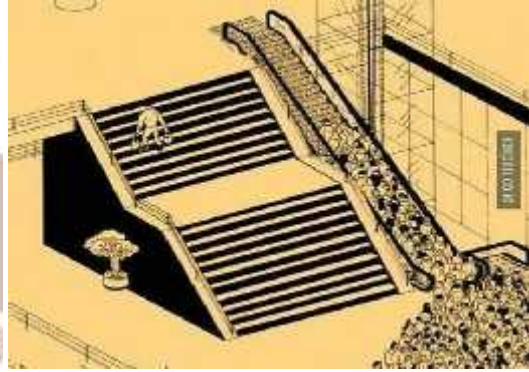
Appendix 1

The Data of Students

No.	Kode	Nama	Tempat Lahir	Tanggal Lahir	P/L
1.	S1	Alfi Rohmah	Sragen	08/02/2001	P
2.	S2	Alfiyah Anis Hulu	Nias	23/09/2000	P
3.	S3	Annisa Safitri	Kualasimpang	28/12/2000	P
4.	S4	Astrea Wulanda	Marlinton	13/11/1999	P
5.	S5	Cut Dwita Ananda Pinem	Jakarta	24/06/2000	P
6.	S6	Dwi Ayu Sastika	Medan Krio	18/06/1999	P
7.	S7	Dwi Zianti	Tanjung Morawa	09/03/1999	P
8.	S8	Faradillah Zebua	Gunungsitoli	18/01/1999	P
9.	S9	Faratul Miski	Cot Keumude	15/06/2000	P
10.	S10	Indri Aprilia Pratiwi	Sei Rampah	01/04/2000	P
11.	S11	Irpah Hasnia Annur Nst	Sibuhuan	02/10/2000	P
12.	S12	Khusnul Zauharoh	Batu Gingging	25/01/1999	P
13.	S13	Malikah Kautsar Ilmi	Medan	12/01/2001	P
14.	S14	Meutia Azzahra	Medan	27/04/2000	P
15.	S15	Mita Elfiani	Blangkejeren	23/03/2000	P
16.	S16	Nadia Nabila	Medan	04/10/1999	P
17.	S17	Nashratun Hasanah	Jambur Pulau	04/05/2000	P
18.	S18	Nazifah	Malaysia	21/01/2000	P
19.	S19	Nikmah Khairani Daulay	Pancaukan	16/09/1999	P
20.	S20	Nur Izhma Adzkia Zahra	P. Brandan	26/01/2000	P
21.	S21	Nur Maulianingsih	PT. EPS	15/06/2000	P
22.	S22	Nurmala Br Kaban	Kutabuluh	20/11/1999	P
23.	S23	Nurmala Dewi	Manambin	18/02/2000	P
24.	S24	Putri Marsela Inayah	Binjai	30/03/2000	P
25.	S25	Shafira Chairunnisa Chery	Medan	27/11/2000	P
26.	S26	Shintya Nisrinah Asmarani	Singkil	18/09/1999	P
27.	S27	Silvira Chairunnisa	Medan	26/11/1999	P
28.	S28	Sumiana Putri	Aceh Tenggara	28/08/2000	P
29.	S29	Tria Aulia	PP. Marihat	07/07/2000	P

Appendix 2

The Instruments of Pre Test and Post Test





Appendix 3

The Riddle Game Given in First Cycle

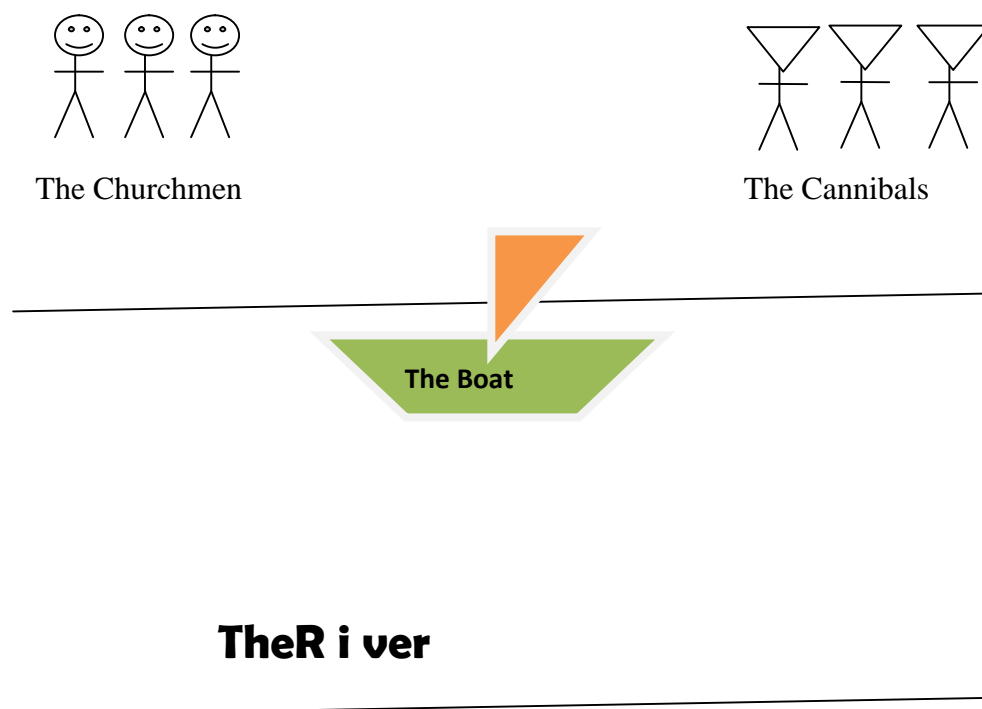
1. I am heavy in front, but backward I am not. What am I? A ton.
2. He has married many women, but has never been married. Who is he? A priest.
3. How are a jeweler and a jailer alike? The jeweler sells watches and the jailer watches cells.
4. How many bricks does it take to complete a building made of brick? Only one - the "last" one.
5. How many times can you subtract the number 5 from 25? Once. After the first calculation, you will be subtracting 5 from 20, then 5 from 15, and so on.
6. How much dirt is in a hole 4 feet deep and 2 feet wide? There is no dirt in a hole.
7. I am used by bat, yet I never get a hit. I am near a ball, yet it is never thrown. What am I? Eyelashes.
8. I have a head like a cat. I have feet like a cat. But I am not a cat. What am I? A kitten.
9. If a rooster laid a brown egg and a white egg, what kind of chicks would hatch? None. Roosters don't lay eggs!
10. If an egg came floating down the Green River, where did it come from? A chicken.
11. If there are fifteen crows on a fence and the farmer shoots a third of them, how many crows are left? None. The rest of the crows flew away when they heard the gunshot.

12. If you have it, you want to share it. If you share it, you don't have it. What is it? A secret.
13. If you were in a dark room with a candle, a woodstove, a match and a gas lamp which do you light first? The match.
14. A barrel of water weighs 20 pounds. What must you add to it to make it weigh 12 pounds? Holes.
15. A man builds a house with all 4 sides facing south. A bear walks past the house. What color is the bear? White: the house is built directly on the North Pole.
16. A woman had two sons who were born on the same hour of the same day of the same year. But they were not twins. How could this be so? They were two of a set of triplets.
17. Before Mount Everest was discovered, what was the highest mountain on Earth? Mount Everest.
18. Big as a biscuit, deep as a cup, Even a river can't fill it up. What is it? A kitchen strainer.
19. Clara Clatter was born on December 27th, yet her birthday is always in the summer. How is this possible? She lives in the Southern Hemisphere, where the seasons are reversed.
20. Even if they are starving, natives living in the Arctic will never eat a penguin's egg. Why not? Penguins are native to Antarctica.
21. What animal walks on all fours in the morning, two in the afternoon and three in the evening? The answer is man, since he crawls as a child then walks and uses a cane when he gets older.
22. What does "Mill + Walk + Key= The answer is Milwaukee.
23. What gets wetter and wetter the more it dries? A towel of course.

24. I am weightless, but you can see me. Put me in a bucket, and I'll make it lighter. What am I? A hole.
25. What is so fragile that when you say its name you break it? Silence.
26. I have a tail, and I have a head, but i have no body. I am NOT a snake. What am I? A coin.
27. What falls, but does not break, and what breaks but does not fall? Night falls and day breaks.
28. You throw away the outside and cook the inside. Then you eat the outside and throw away the inside. What did you eat? An ear of corn.
29. I have holes in my top and bottom, my left and right, and in the middle. But I still hold water. What am I? A sponge.
30. What can run but never walks, has a mouth but never talks, has a head but never weeps, has a bed but never sleeps? A river.
31. I never was, am always to be,/No one ever saw me, nor ever will,/And yet I am the confidence of all/To live and breathe on this terrestrial ball./What am I? Tomorrow.
32. I am the black child of a white father, a wingless bird, flying even to the clouds of heaven. I give birth to tears of mourning in pupils that meet me, even though there is no cause for grief, and at once on my birth I am dissolved into air. What am I? Smoke.

Appendix 4

There are three churchmen and three cannibals need to cross the river. There is only a boat which at side of river which can contain maximum 2 people. Actually, if the cannibals are counted more than the churchmen in one place, the cannibal can eat the churchmen. So, how can they across the river safely?



Appendix 5

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Madrasah : MAS. PP. Raudhatul Hasanah, Paya bundung, Medan
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : XI/2
 Jenis Teks : *Teks Fungsional Pendek dan Monolog*
 Aspek / Skill : Berbicara
 Alokasi Waktu : 4 x 40 menit
 Pertemuan : 2 Pertemuan
 Pengajar : Kamalia Maulina

Standar Kompetensi

Berbicara

10. Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk narrative, spoof dan hortatory exposition dalam konteks kehidupan sehari-hari .

Kompetensi Dasar

- 8.2 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: narrative, spoof, dan hortatory exposition.
- 10.2 Mengungkapkan makna dalam esai dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk riddle.

Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
<ul style="list-style-type: none"> ▪ Menyebutkan contoh-contoh wacana monolog berbentuk riddle ▪ Menjelaskan isi dan maksud wacana 	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta

<p>monolog berbentuk riddle dalam tim.</p> <ul style="list-style-type: none"> ▪ Menuliskan wacana monolog berbentuk riddle dalam bahasa Inggris. 	<p>tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri</p>
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1. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- Merespon wacana monolog berbentuk riddle.
- Menjelaskan maksud monolog berbentuk riddle yang diberikan.

2. Materi Pembelajaran

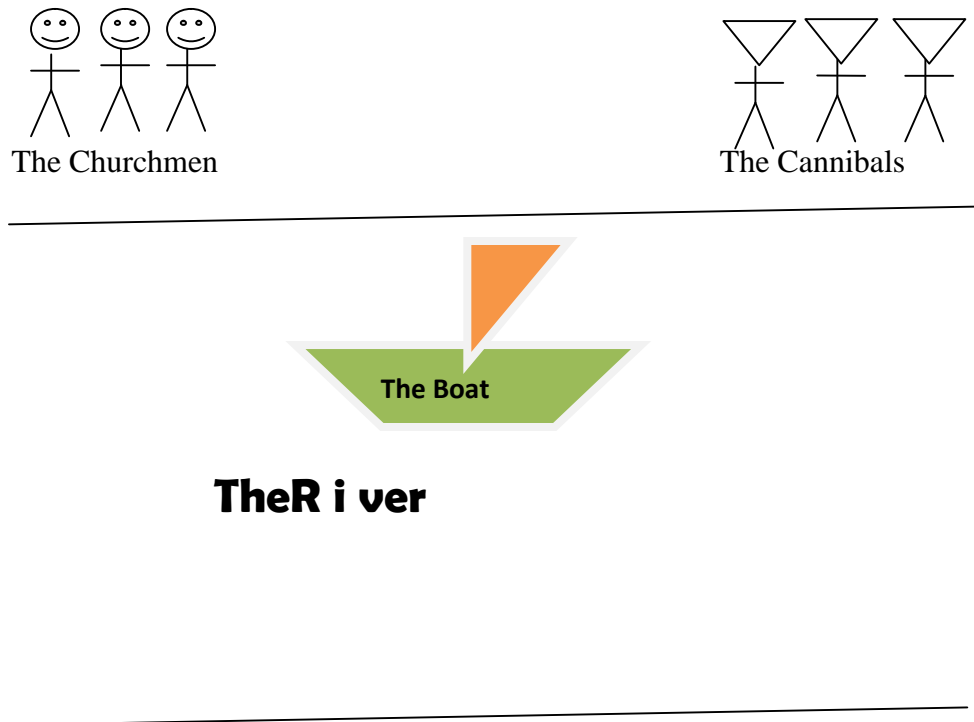
Wacana monolog berbentuk riddle, contohnya:

1. I am heavy in front, but backward I am not. What am I? A ton.
2. He has married many women, but has never been married. Who is he? A priest.
3. How are a jeweler and a jailer alike? The jeweler sells watches and the jailer watches cells.
4. How many bricks does it take to complete a building made of brick? Only one - the "last" one.
5. How many times can you subtract the number 5 from 25? Once. After the first calculation, you will be subtracting 5 from 20, then 5 from 15, and so on.
6. How much dirt is in a hole 4 feet deep and 2 feet wide? There is no dirt in a hole.
7. I am used by bat, yet I never get a hit. I am near a ball, yet it is never thrown. What am I? Eyelashes.
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9. If a rooster laid a brown egg and a white egg, what kind of chicks would hatch? None. Roosters don't lay eggs!
10. If an egg came floating down the Green River, where did it come from? A chicken.

11. If there are fifteen crows on a fence and the farmer shoots a third of them, how many crows are left? None. The rest of the crows flew away when they heard the gunshot.
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14. A barrel of water weighs 20 pounds. What must you add to it to make it weigh 12 pounds? Holes.
15. A man builds a house with all 4 sides facing south. A bear walks past the house. What color is the bear? White: the house is built directly on the North Pole.
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24. I am weightless, but you can see me. Put me in a bucket, and I'll make it lighter. What am I? A hole.
25. What is so fragile that when you say its name you break it? Silence.

26. I have a tail, and I have a head, but i have no body. I am NOT a snake. What am I? A coin.
27. What falls, but does not break, and what breaks but does not fall? Night falls and day breaks.
28. You throw away the outside and cook the inside. Then you eat the outside and throw away the inside. What did you eat? An ear of corn.
29. I have holes in my top and bottom, my left and right, and in the middle. But I still hold water. What am I? A sponge.
30. What can run but never walks, has a mouth but never talks, has a head but never weeps, has a bed but never sleeps? A river.
31. I never was, am always to be,/No one ever saw me, nor ever will,/And yet I am the confidence of all/To live and breathe on this terrestrial ball./What am I? Tomorrow.
32. I am the black child of a white father, a wingless bird, flying even to the clouds of heaven. I give birth to tears of mourning in pupils that meet me, even though there is no cause for grief, and at once on my birth I am dissolved into air. What am I? Smoke.

There are three churchmen and three cannibals need to cross the river. There is only a boat which at side of river which can contain maximum 2 people. Actually, if the cannibals are counted more than the churchmen in one place, the cannibal can eat the churchmen. So, how can they across the river safely?



3. Metode Pembelajaran/Teknik:

Total Physical Response dan Active Learning

4. Langkah-langkah Kegiatan Pembelajaran

A. Kegiatan Pendahuluan

- a. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (*nilai yang ditanamkan: santun, peduli*)
- b. Mengecek kehadiran siswa (*nilai yang ditanamkan: disiplin, rajin*)
- c. Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter
- d. Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD

B. Kegiatan Inti

- a. Memberikan stimulus berupa pemberian materi monolog berbentuk: *riddle*.
- b. Membagi peserta didik ke dalam beberapa kelompok.
- c. Memberikan instruksi mengenai tujuan kelompok.
- d. Memberikan satu *riddle* dalam lipatan kertas kepada masing-masing kelompok.
- e. Membiarkan kelompok mendiskusikan jawaban *riddle* dengan bahasa Inggris.
- f. Menilai masing-masing kelompok yang berhasil menjawab *riddle* terbanyak.
- g. Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- h. Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi mengenai monolog berbentuk: *riddle*.
- i. Siswa diminta membuat rangkuman dari materi monolog berbentuk: *riddle*.
- j. Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- k. Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber/Bahan/Alat

- a. Buku Panduan Peserta didik.
- b. Bahan Ajar dari Guru
- c. Alat tulis (Spidol, dsb)
- d. Kertas berisi riddle yang akan didiskusikan peserta didik.

6. Penilaian

Instrumen Penilaian

Aspects	Score	Explanation
Grammar	4	Several minor mistakes of preposition, articles, etc.
	3	Little mistakes in using grammar.
	2	Makes frequent errors of grammar.
	1	A big mistakes in using grammar.
Vocabulary	4	Good using of words acquired.
	3	Attempt to use words acquired.
	2	Very limited vocabulary.
	1	Lack of vocabulary.
Pronunciation	4	Using almost appropriate pronunciation.
	3	Some mistakesof inappropriate pronunciation.
	2	Consists of mostly inappropriate pronunciation.
	1	Very poor pronunciation.
Fluency	4	Almost very clearinclude style, stress
	3	Mostly easy to understand.
	2	Speech is rather clear, stress rather easy to understand.
	1	Speech is not clear.
Content	4	Ideas well organized.

	3	Ideas less organized, some missing parts of the elements of material.
	2	Ideas less organized, covers only the main elements of material.
	1	Unorganized ideas, a lot of missing parts of the elements.

Medan, 2017

Mengetahui,
Mahasiswa

Guru Mata Pelajaran,

Kamalia Maulina

Lamia Dea Reni, S.Pd

Kepala Sekolah

Muhammad Ilyas, S.Pd. M.Si

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Madrasah : MAS. PP. Raudhatul Hasanah, Paya Bundung, Medan.
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : XI/2
 Jenis Teks : *Descriptive Text*
 Aspek / Skill : Berbicara
 Alokasi Waktu : 4 x 40 menit
 Pertemuan : 2 Pertemuan
 Pengajar : Kamalia Maulina

Standar Kompetensi :

9.Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari.

Kompetensi Dasar:

9.1. Mengungkap-kan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih.

Indikator :

1. Menjelaskan pengertian *DescriptiveText*.
2. Menjelaskan fungsi *Descriptive Text*.
3. Menjelaskan cara membuat *Descriptive Text*.
4. Memahami cerita *Descriptive Text*.
5. Menganalisis gambar ke dalam *Descriptive Text*.

1. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Memahami pengertian *Descriptive Text*.
2. Memahami fungsi *Descriptive Text*.
3. Memahami cara membuat *Descriptive Text*.
4. Memahami ciri-ciri *Descriptive Text*.
5. Memahami cerita *Descriptive Text*.
6. Mampu menganalisis gambar yang berupa *Descriptive Text*.

2. Materi Pembelajaran

1. Pengertian *Descriptive Text*

Descriptive Text adalah teks yang berisi deskripsi tentang segala hal yang bisa dideskripsikan. Misalnya manusia, hewan, tumbuhan, benda, keadaan, dsb.

2. Fungsi *Descriptive Text*

Menggambarkan segala sesuatu, baik itu manusia, hewan, tumbuhan atau benda mati dengan sifat yang melekat padanya seperti ukuran, jenis, warna, dan sebagainya sehingga pembaca atau reader dapat mengetahui seperti apa sesuatu itu dari gambaran yang kita sampaikan meskipun ia belum pernah melihatnya.

3. Cara membuat *Descriptive Text*

Membuat *Descriptive Text*, mempunyai aturan tersendiri dalam penulisannya, termasuk dalam struktur atau susunan yang harus ditulis secara urut.

*Generic Structure*nya adalah:

a. Identification

Bagian ini (paragraph pertama) bertujuan untuk mengidentifikasi sesuatu yang ingin dideskripsikan atau digambarkan. Atau singkatnya, memperkenalkan kepada pembaca tentang objek atau sesuatu yang akan kita gambarkan sebelum kita beritahu tentang sifat-sifat.

b. Description

Bagian ini (paragraph kedua dan seterusnya) berisi tentang sifat-sifat yang melekat pada sesuatu yang sudah kita kenalkan pada pembaca pada paragraph pertama.

4. Ciri-ciri *Descriptive Text*.

- a. Menggunakan *Simple Present Tense*
- b. Banyak menggunakan *Adjective*

5. Memahami cerita *Descriptive Text*

Borobudur Temple

Borobudur is Hindu-Budhist temple. It was built in the ninth century under Sailendra Dynasty of ancient Mataram Kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well known all over the world. Its construction is influenced by The Gupta architecture of architecture of India. The temple is constructed on a hill 46 m high and consists of eight steps like stone terrace. The first five terraces are square and surrounded by wallas adorned with Budhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape stupa. The entire adifice is a crowned by a larger stupa at the centre of the top circle. The way to the summit extends through some 4,8 km of passage and star ways. The design of Borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia.

The Questions:

1. What is Borobudur?
2. Where is Borobudur?
3. When was Borobudur built?
4. What does influence Borobudur construction?
5. How is Borobudur?

3. Metode Pembelajaran / Teknik : Active Learning Technique

4. Langkah-Langkah Kegiatan

A. Kegiatan Pendahuluan

1. Greetings
2. Mempersiapkan kelas
3. Memotivasi siswa belajar
4. Memberitahukan siswa pentingnya materi

B. Kegiatan Inti

Dalam kegiatan inti, guru:

1. Menjelaskan Pengertian serta fungsi *Descriptive Text*.
2. Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan meminta mereka memberikan contoh mendeskripsikan sesuatu di sekitar mereka.
3. Menjelaskan kepada murid cara membuat *Descriptive Text* yang baik dan benar.
4. Menjelaskan kepada murid ciri-ciri umum dalam *Descriptive Text*.
5. Guru bersama dengan siswa menganalisis satu *Descriptive Text*.
6. Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain.

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

1. Bersama-sama dengan peserta didik dan/atau sendiri merangkum pelajaran.
2. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan dalam bentuk latihan tulisan (writing) bersama-sama.
3. Memberikan siswa pekerjaan rumah.
4. Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

1. Sumber Belajar

1. Buku teks yang relevan
2. Materi persiapan guru.

2. Penilaian

Instrumen :

Please Answer The Questions Based on The Text Below!

Piyo

Piyo is my cat. Piyo has a yellow fur with the long tail. It is given by my cousin a year before. I love Piyo so much, yet it loves to accompany me wherever my destination is.

Piyo is very tame. It eats everything we served. It sleeps closed to me on my bed. It likes to catch mouse every night in my house. Sometimes, Piyo goes out of house to find its friends.

The Questions:

1. What is Piyo?
2. What are Piyo characteristics?
3. Why does the writer love Piyo so much?
4. What does Piyo eat?
5. Does Piyo only sit in the writer house? Why?

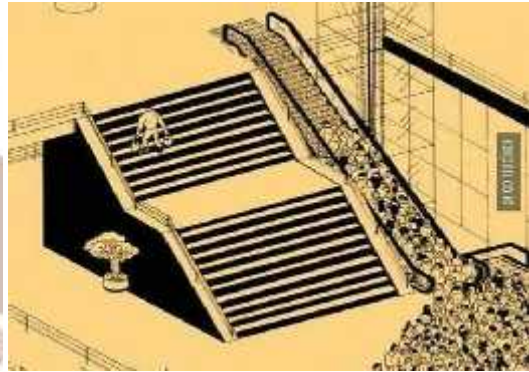
The Answer:

1. Piyo is the writer cat.
2. Piyo has a yellow fur with the long tail.
3. Because Piyo loves to accompany wherever her destination is.
4. Piyo eats everything the writer served.
5. No. sometimes Piyo goes out to find its friends.

Pedoman Penilaian: Jawaban yang benar X 100

5

Please describe the pictures orally!





The Instrument of result:

Aspects	Score	Explanation
Grammar	4	Several minor mistakes of preposition, articles, etc.
	3	Little mistakes in using grammar.
	2	Makes frequent errors of

	1	grammar. A big mistakes in using grammar.
Vocabulary	4 3 2 1	Good using of words acquired. Attempt to use words acquired. Very limited vocabulary. Lack of vocabulary.
Pronunciation	4 3 2 1	Using almost appropriate pronunciation. Some mistakesof inappropriate pronunciation. Consists of mostly inappropriate pronunciation. Very poor pronunciation.
Fluency	4 3 2 1	Almost very clearinclude style, stress Mostly easy to understand. Speech is rather clear, stress rather easy to understand. Speech is not clear.
Content	4 3	Ideas well organized. Ideas less organized, some missing parts of the elements of material. Ideas less organized, covers only the main

	2	elements of material.
	1	Unorganized ideas, a lot of missing parts of the elements.

Medan, 2017

Mengetahui,
Mahasiswa

Guru Mata Pelajaran,

Kamalia Maulina

Lamia Dea Reni, S.Pd

Kepala Sekolah

Muhammad Ilyas, S.Pd. M.Si

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Madrasah : MAS. PP. Raudhatul Hasanah, Paya bundung, Medan
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : XI/2
 Jenis Teks : *Transactional / Interpersonal*
 Aspek / Skill : Mendengarkan
 Alokasi Waktu : 2 x 40 menit
 Pertemuan : 1 Pertemuan
 Pengajar : Kamalia Maulina

Standar Kompetensi :

7. Memahami makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari.

Kompetensi Dasar :

7.1. Mengungkapkan makna dalam percakapan transaksional (*to getthings done*) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat

Indikator :

1. Mengetahui pengertian dan penggunaan *Imperative Sentence*.
2. Mengetahui rumus pembentukan *Imperative Sentence*.
3. Memahami contoh *Imperative Sentence*.
4. Merespon ungkapan perintah (*command*), permintaan (*request*), petunjuk (*direction*), saran (*suggestion*), peringatan

(*warning*) dan mengundang (*invite*) dalam *Imperative Sentence*.

1. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- a. Mengetahui *Imperative Sentence*.
- b. Membedakan mana kalimat ungkapan perintah (*command*), permintaan (*request*), petunjuk (*direction*), saran (*suggestion*), peringatan (*warning*) dan mengundang (*invite*) dalam *Imperative Sentence*.
- c. Memberikan contoh ungkapan perintah (*command*), permintaan (*request*), petunjuk (*direction*), saran (*suggestion*), peringatan (*warning*) dan mengundang (*invite*) dalam *Imperative Sentence*.
- d. Membuat *Imperative Sentence* dalam kehidupan sehari-hari.

2. Materi Pembelajaran

❖ Pengertian *Imperative Sentence*:

Imperative Sentence adalah bentuk kata kerja yang digunakan untuk memberikan perintah (*command*), memberikan pengarahan atau instruksi (*directions or instructions*), membuat permintaan (*requests*), memberikan nasehat atau saran (*advice or suggestions*), memberikan peringatan (*warnings*), atau mengundang seseorang (*invite*).

❖ Rumus *Imperative Sentence*

Secara umum, bentuk *Imperative Sentence* adalah:

(+) Basic Verb (Verb 1) + (Please) + !/.

(-) Don't + Basic Verb (Verb 1) + (Please) + !/.

(?) Would/May/Can + you + (Like to) + Basic Verb (Verb 1) + (Please) + ?

Note: Yang dalam tanda kurung boleh digunakan atau tidak.

❖ Jenis-Jenis *Imperative Sentences*

1. Command

Yaitu bentuk kalimat perintah yang membutuhkan pelaksanaan secara langsung dan tegas.

- Shut up!
- Dont be noisy!
- Go back!
- Dont let me alone!

2. Directions or Instructions (Kalimat petunjuk dan instruksi):

Yaitu bentuk kalimat yang berisi petunjuk atau instruksi.

- Put the noodle into the bowl.
- Go down and meet your friend.
- Mix the chocolate in the hot water.

3. Request (Kalimat Permintaan):

Yaitu bentuk kalimat yang berisi permintaan yang lebih halus penuturannya.

- Please close the window!
- Sit down, please!
- Please put the books on that table!
- Would you like to close the door, Please?

4. Advice or Suggestions (Kalimat nasehat atau saran)

Yaitu bentuk kalimat yang berisi nasehat atau saran.

- You should drink much water.
- You must take a rest for a month.

5. Warnings (Peringatan)

- No Smoking!
- Put in order!
- Fragile glass!

6. Invite (Mengundang Seseorang)

Yaitu kalimat yang berisikan undangan terhadap seseorang.

- Would you like to come to my house tomorrow?
- Would you like to go with me tonight to Medan Mall?

3. Metode Pembelajaran / Teknik : Active Learning Technique

4. Langkah-Langkah Kegiatan

Kegiatan Pendahuluan

1. Greetings
2. Mempersiapkan kelas
3. Memotivasi siswa belajar
4. Memberitahukan siswa pentingnya materi

Kegiatan Inti

1. Menjelaskan Pengertian *Imperative Sentence*, jenis dan penggunaannya.
2. Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan meminta mereka memberikan contoh yang relevan dengan topik.
3. Meminta respon murid dan keberanian mereka untuk menuliskan contoh yang sudah didapatkannya ke depan kelas.
4. Guru bersama dengan siswa menganalisis yang manakah yang berupa perintah (*command*), memberikan pengarahannya atau instruksi (*directions or instructions*), membuat permintaan (*requests*), memberikan nasehat atau saran (*advice or suggestions*), memberikan peringatan (*warnings*), atau mengundang seseorang (*invite*).
5. Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain.

Kegiatan Penutup

1. Bersama-sama dengan peserta didik dan/atau sendiri merangkum pelajaran.
2. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan dalam bentuk latihan pendengaran (*listening*) bersama-sama.
3. Memberikan siswa pekerjaan rumah.
4. Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

D. Sumber Belajar

1. Buku teks yang relevan
2. Materi persiapan guru.

E. Penilaian

1. Teknik: Merespon ungkapan / pertanyaan secara lisan dan tulis.
2. Bentuk: Pertanyaan lisan dan tulisan.
3. Instrumen dan Pedoman Penilaian:

Please act the Imperative Sentences I ask you!

1. Stand up, please!
2. Sit Down, Please!
3. Don't put your hand on the table, please!
4. Put your hand on the table!
5. Make tidy your table, please!
6. Don't be noisy!
7. Please clap your hands!
8. Touch your nose, please!
9. Hold on your friend hand, please!
10. Give hug to your friend!

Pedoman Penilaian:

No	Excellent	Very Good	Good	Bad
1				
2				
3				
4				
5				

Pedoman Penilaian: Jawaban yang benar X 100

Medan, 2017

Mengetahui,
Mahasiswa

Guru Mata Pelajaran,

Kamalia Maulina

Lamia Dea Reni, S.Pd

Kepala Sekolah

Muhammad Ilyas, S.Pd. M.Si

Appendix 6
QUESTIONNAIRE FOR STUDENTS

Jawablah pertanyaan dibawah ini!

1. Apakah anda menyukai pelajaran bahasa inggris? Berapa persen Anda suka bahasa Inggris?

Jawab:

2. Menurut Anda, apa saja factor yang menyebabkan Anda menyukai bahasa Inggris?

Jawab:

3. Menurut anda apakah teknik yang yang digunakan oleh gurudalam mengajar speaking menarik? Berikan alasan!

Jawab:

4. Apakah Anda menyukai media yang digunakan guru dalam melatih speaking Anda? Berikan alasan!

Jawab:

5. Apakah Anda merasa senang dengan media teka-teki (riddle) ini? Berikan alasan!

Jawab:

6. Menurut anda apakah media teka-teki (riddle) ini bisa meningkatkan kemampuan berbicara anda?

Jawab:

Student 1:

Jawablah pertanyaan dibawah ini!

1. Apakah anda menyukai pelajaran bahasa inggris? Berapa persen Anda suka bahasa Inggris?

Jawab: Ya, 75%

2. Menurut Anda, apa saja factor yang menyebabkan Anda menyukai bahasa Inggris?

Jawab: Karena tuntutan untuk pekerjaan dimasa depan.

Bahasa Inggris adalah bahasa Internasional

Jaminan jika bisa berbahasa Inggris sangat tinggi.

3. Menurut anda apakah teknik yang yang digunakan oleh gurudalam mengajar speaking menarik? Berikan alasan!

Jawab: Tidak. Karena tekniknya sangat monoton, hanya terfokus pada materi, sehingga membuat saya cepat bosan dan merasa penat di dalam kelas.

4. Apakah Anda menyukai media yang digunakan guru dalam melatih speaking Anda? Berikan alasan!

Jawab: tidak, karena media yang diberikan berupa buku, tidak ada infokus ataupun media lainnya.

5. Apakah Anda merasa senang dengan media teka-teki (riddle) ini? Berikan alasan!

Jawab: Ya, karena secara tidak langsung saya dapat lebih lancar lagi berbahasa ketika menjawab teka-teki.

6. Menurut anda apakah media teka-teki (riddle) ini bisa meningkatkan kemampuan berbicara anda?

Jawab: Ya, tentu saja media teka-teki dapat meningkatkan kemampuan berbicara saya dalam berbahasa, karena tidak perlu berpikir lama mengeluarkan kata-kata dan rasanya itu mengalir begitu saja.

Student 2:

Jawablah pertanyaan dibawah ini!

1. Apakah anda menyukai pelajaran bahasa inggris? Berapa persen Anda suka bahasa Inggris?

Jawab: Ya, saya menyukai bahasa Inggris sekitar 75%

2. Menurut Anda, apa saja factor yang menyebabkan Anda menyukai bahasa Inggris?

Jawab: Didalam bahasa Inggris saya dapat mengungkapkan apa yang saya rasakan dengan cara yang lebih mudah tanpa harus banyak menggunakan kata-kata, kemudian bahasa Inggris dapat membantu saya mengetahui hal-hal baru.

3. Menurut anda apakah teknik yang yang digunakan oleh gurudalam mengajar speaking menarik? Berikan alasan!

Jawab: Ya, karena di dalam kelas bisa praktek langsung menggunakan bahasa membuat saya mudah mengaplikasikan materi yang dipelajari.

4. Apakah Anda menyukai media yang digunakan guru dalam melatih speaking Anda? Berikan alasan!

Jawab: Di dalam kelas, guru saya belum pernah menggunakan media untuk melatih speaking saya.

5. Apakah Anda merasa senang dengan media teka-teki (riddle) ini? Berikan alasan!

Jawab: Ya, karena teka-teki membantu saya untuk memecahkan masalah dan berpikir kritis.

6. Menurut anda apakah media teka-teki (riddle) ini bisa meningkatkan kemampuan berbicara anda?

Jawab: Ya, karena saat saya memecahkan teka-teki, saya menggunakan banyak kosa kata untuk menjawab teka-teki tersebut, dan ini jelas meningkatkan kemampuan berbicara saya dalam bahasa Inggris.

Appendix 7

QUESTIONNAIRE FOR TEACHER

Please answer these questions!

1. Do you have any troubles in teaching speaking for your students? What are they?

Answer: yes. I have a little bit. Some of the problems are about how to increase their some level in English, Especially in Speaking English, actually they don't have some self confident character to speak up, less vocabulary, and so on.

2. What are your efforts to increase your students' ability in speaking?

Answer: I always give new vocabularies for every meeting, use English spoken in the class, and make the interactive class in order to stimulate them in speaking English.

3. Do you think the media such as riddle game can improve their speaking ability?

Answer: Indeed, as you have practiced them because riddle is something funny and easy to understand. In addition, they are seemed very curious in every riddle given to them. So, studying English is easier for them.

Appendix 8
The Documentation



(1)



(2)

Image 1 and 2 (Front Gate of Pondok Pesantren Ar-Raudlatul Hasanah)



Image 3 (Back Gate of Pondok Pesantren Ar-Raudlatul Hasanah)



(4)



(6)





(10)



(11)



(12)



(14)



(16)



Image 4-17 (The Situation of Research in The Class

Appendix 9

BODATA

Name : Kamalia Maulina

NIM : 34.13.3.064

Faculty/Section: Tarbiyah and Teachers Training/ PBI-2

Date of Birth : Bayeun, 12 December 1993

Religion : Islam

Sex : Female

Nation : Indonesia

Hobby : Reading, Writing, Gardening and Travelling

Address : Ma'had Al-Jami'ah, Williem Iskandar Street, Pasar V, Medan
Estate

Father's name : Basar

Mother's name : Maimunah

Educational Background

1. Graduated from SDN Tugu Upah, Aceh Tamiang (2006)
2. Graduated from SMPN 2 Karang Baru, Aceh Tamiang (2009)
3. Graduated from MAS. PP. Raudhatul Hasanah, Medan (2013)
4. Graduated from Department of English Education of Tarbiyah and Teachers Training Faculty, State Islamic University, North Sumatera, Medan 2017.

Appendix 10

Speaking Transcript

(Pre-Test)

Researcher : Okay, students, now, I need you to describe the picture in front of you, in your hands. At least you must describe the picture for five sentences. Any questions/ is it clear/

Students : Yes, Sister.

Researcher : Let's try!Ok, who? Actually the picture is very interesting, right?Ok, you try it first!

Student 1 : In they picture, I see if one human can put order or everybody in a media. Then, with media, we ohh she can see yang terjadi social activities and other. There we can see ...how? Finished/ Finished sister.

Student 2 : Sister, I wanna explain about the picture both of them. Who is the first child is a happy boy and the second child is unhappy. So, if we look this picture, the first boy seems happy and he has beautiful childhood and the second boy, his childhood isn't better rather tan the first boy. Then, if we look the influence, the first boy in his childhood plays with his friend and the second boy plays gadget. So, the first boy is happier. The first boy is poor and the second boy is rich.

Student 3 : I can explain this picture and we can look together how this picture explains to us. This picture we can look so afraid because about conflict about religion in the world. Because you know so many perselisihan between religion and we don't know solution for us but we hope one day, media can give us right news not wrong news. And I hope we can peace between one religion to one religion.

Student 4 : I wanna explain about the picture. This I look the picture is many peoples busy about the phone and not protect about the surrounding area. All people busy with his phone by update status and not protect about the zone and surrounding about area and then next picture about media social for example facebook, it is so like facebook, instagram, all media social in crime. Then, many media social menjadi ajang such for like or comments and the followers, just focus like that. That's all I can explain, thank you.

(in applying the riddle game media)

Researcher :Ok guys, actually, today we are going to answer some riddles for you to increase your speaking. And now, You discuss, actually I have made you some groups. And then you discuss for your members of group the meaning or the answer of each riddles. So, this is the first riddle. Ok, discuss, discuss!

Student 1 : What animal were four in the morning, two in the afternoon and three in the evening?

Student 2 : What about you, Dila? Maybe cat, eat some fish and how about you?

Student 3 : I don't have an idea.

Student 4 : Hm, donkey, not sis? Maybe it is sick in the morning until the afternoon.

Students : (laugh)

(in applying the riddle game media)

Researcher :Ok, I need you to answer this question. There are three churchmen and three cannibals and they have to across one boat. But the boat consist of two people, only two people. How they can across the river safely? You understand, you understand maybe by the picture, right? Ok, how? Ok, maybe one by one! Ok, try!

Student 2 : Ok, I think, one of the churchman and one of the cannibals together enter to the boat. And then they across and then they arrive in the land. And the comparison to churchmen and to cannibals are same. So, there is no each eaten. That's all from me. Actually only two. You just save two here. next how? They must go all.

Student 1 : So, the first step, one of the churchmen and one of the cannibals have acrossed by boat and then the second step, one of the churchmen

Student 3 : No. the churchman must be eaten by the cannibal. It must be churchmen first with cannibals, and one churchmen who have arrived in the river go back to pick up his churchmen friend and across the river.

Student 4 : Look. Someone who left must be eaten by the cannibals, because he is alone there!

(Post-Test)

Researcher : Ok guys, well, I have given you on your hand, actually, the pictures are same with our first meeting. And I need you to describe the meaning or what you see in the picture. It can be what you seesn explicitly and implicitly. You understand what I mean? Yes. Can we start? Yes. Ok, who want to be the first?

Student 1 : I am...Ok, I wanna explain about the meaning of the picture. In my opinion, so many people more choose the easy way rather than the difficult way. Most people tend.think that why they must chose the easy way meanwhile the difficult way for? In the fact, there is no easy ways to go through their destination. That's all from me.

Researcher : Okay, give applause for her. Ok, who is next?

Student 2 : I am,

- Researcher : Ok, give your attention for her, please!
- Student 2 : I wanna explain from this picture. And this picture important message. What is it? Yes, about the time. If you cannot use your time as well, you can feel sorerol lose it. And you must know, media social makes your time hopeless if you cannot manage your time and your social media. Maybe making lazy because you just focus on your social media. So, be crefu! And, use your time as well! That's all from me. Thank you!
- Researcher : Give applause for her! Who is next?
- Student 3 : Me!Ok, in this picture, I can describe if wealth not poss someone can happy. As in this picture, I can see two boys who one seems happy, meanwhile another one is not. The one who is not happy holding on the new toy like robot from expensive shop. Meanwhile, another one who is happy is playing the toy which is hand made. So, I conclude that the happiness cannot be bought by wealth.
- Student 4 : Ok, from me, here is the picture of the rich man who is carried up on hand by the poor people in the world. The rich man is big and fat, meanwhile the poor men are tiny. They are together carry the one big and fat man on their head. What a pity! It means that the rich man actually live in the poor men pain. He seems happy, but actually, if the poor men can gather by theirselves, they can fall the big and fat richman.
- Researecher : Maa syaa Allah... You are really, brilliant, students!

Appendix 11

Research Letter from Campus



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBİYAH DAN KEGURUAN**

Jl. Willem Iskandar Pasar V Medan Estate 20371 Telp. 6615683 - 6622925 Fax. 6615683,
Email : itk@uinsu.ac.id

Nomor : B-1130/ITK/ITK.V.1/PP.00.9/02/2017
Lampiran : -
Hal : Izin Riset

22 Februari 2017

Yth. Kepala MAS Ar-Raudlatul Hasanah Medan

Assalamu 'alaikum Wr Wb

Dengan hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan, adalah menyusun Skripsi (karya ilmiah), kami tugaskan mahasiswa:

Nama : **Kamalia Maulina**
T.T/ Lahir : Bayeun, 12 Desember 1993
NIM : 34133064
Sem/Jurusan : VII / Pendidikan Bahasa Inggris

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MAS Ar-Raudlatul Hasanah Medan guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

"THE IMPLEMENTATION OF RIDDLE GAME MEDIA TO INCREASE STUDENTS' ABILITY IN SPEAKING FOR THE ELEVENTH GRADE STUDENTS OF MAS AR-RAUDLATUL HASANAH PAYA BUNDUNG MEDAN"

Demikian kami sampaikan, atas bantuan dan kerjasamanya di ucapkan terima kasih.

Wassalam



Raudlatul Hamidah Dly. M.Hum.
1750622 200312 2002

Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

Appendix 12

The Research Letter from School



**PESANTREN TARBİYAH ISLAMİYAH AR-RAUDLATUL HASANAH
MADRASAH ALIYAH SWASTA PP. RAUDHATUL HASANAH**

Jln. Letjend. Jamin Ginting KM. 11 Telp. (061) 8360135 Fax. (061) 8367368
Kelurahan Simpang Selayang Kecamatan Medan Tuntungan Kota Medan Kode Pos 20135

SURAT KETERANGAN

No : 251/B/MAS-PTIRIL/IV/2017

Yang bertanda tangan di bawah ini Kepala Madrasah Aliyah Swasta PP. Raudhatul Hasanah Medan, menerangkan bahwa saudara :

Nama : KAMALIA MAULINA
NPM/NIM : 34133064
Program studi : Pendidikan Bahasa Inggris
Fakultas : FITK

Adalah benar telah melaksanakan penelitian di MAS. PP. RAUDHATUL HASANAH Medan, sejak dengan judul penelitian :

“THE IMPLEMENTATION OF RIDDLE GAME MEDIA TO INCREASE STUDWNTS’ ABILITY IN SPEAKING FOR THE ELEVENTH GRADE STUDENTS OF MAS PP RAUDHATUL HASANAH PAYA BUNDUNG MEDAN”

Demikian surat keterangan ini diberikan kepada yang bersangkutan, untuk dapat digunakan seperlunya.

Medan, 20 April 2017
Kepala Madrasah Aliyah Swasta
PP. Raudhatul Hasanah



MUHAMMAD ILYAS, S.Pd., M.Si