

SKRIPSI
IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH
RIDDLE GAME OF THE EIGHTH GRADE STUDENTS AT SMP IT
NURUL ILMI, MEDAN AREA, MEDAN

Submitted to the Faculty of Tarbiyah Science and Teachers Training UIN-SU
Medan

As a partial Fulfillment of the Requirement for S-1 Program

By:

PUSPITA SARI NASUTION

NIM: 34.15.4.194

Advisor1

Advisor II

Dr. Abdillah, M.Pd.
NIP: 196808051997031002

Drs. H. A Ramadhan, MA
NIP: 196601151994031002



DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN
2019



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Williem Iskandar Psr. V Medan Estate 20371 Telp. 6622925, Fax. 6615683

SURAT PENGESAHAN

Skripsi yang berjudul : “Improving The Students' Writing Skill of Descriptive Text By Using Presentation Practice and Production Method at Mts. N. 2 Deli Serdang” oleh Rizka Evitania, yang telah dimunaqasyakan dalam sidang munaqasah Sarjana Strata (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal:

29 Oktober 2019 M
1 Rabiul Awal 1441 H

dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

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

Ketua

Sekretaris

Dr. Sholihatul Hamidah Daulay, M.Hum
NIP. 19750622 200312 2 002

Reflina, M.Pd.
1100000078

Anggota Penguji

1. RahmahFithriani, Ph.D
NIP. 19790823 200801 2009

2. Dr.H.Syaukani.M.Ed.Adm
NIP. 19600716 1986 031002

3. Dr. Mhd. Dalimunthe, M.Hum
NIP. 19710328 199903 1 003

4. Maryati Salmiah, M.Hum
NIP. 19820501 200901 2 012

Mengetahui
Dekan Fakultas Ilmu Tarbiyah dan Keguruan

Dr. Amiruddin Siahaan, M.Pd
NIP. 19601006 199403 1 002

Nomor : Istimewa
Perihal : Skripsi
a.n. Puspita Sari Nasution

Medan,
Kepada Yth:
Bapak Dekan
Fakultas Ilmu
Tarbiyah dan Keguruan
UIN SU
Di
Medan

Assalamu'alaikum Wr.Wb

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswa a.n. **Puspita Sari Nasution** yang berjudul **“Improving Students’ Vocabulary Mastery Through Riddle Game Of The Eighth Grade Students At Smp It Nurul Ilmi, Medan Area, Medan,”** maka saya berpendapat bahwa skripsi ini sudah dapat diterima dan dimunaqasyahkan pada sidang Munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

Demikian kami sampaikan atas perhatian saudara kami ucapkan terima kasih.

Advisor I

Advisor II

Dr. Abdillah, M.Pd.
NIP: 196808051997031002

Drs. H. A Ramadhan, MA
NIP: 196601151994031002

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini:

Nama : Puspita Sari NsT

NIM : 34.15.4.194

Jurusan/Program Studi : Pendidikan Bahasa Inggris (PBI)/ Strata
1 (S-1)

Judul Skripsi : **Improving Students'**

**Vocabulary Mastery Through Riddle Game Of The Eighth Grade
Students At Smp IT Nurul Ilmi, Medan Area, Medan,**

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

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

Medan,

Yang membuat pernyataan

Puspita Sari Nasution

NIM. 34.15.4.194

BSTRACT

The research aimed to find out improving students' vocabulary mastery by using Riddle game. This research was conducted by using Classroom Action Research (CAR). The subject of this research was grade VIII of SMP IT Nurul Ilmi which consisted of 49 students. The object of this research was to improve the students' vocabulary mastery through Riddle game. This researcher was conducted in two cycles which each consists' of planning, acting, observing, and reflecting. The data were gathered through qualitative and quantitative data. The qualitative data were gained by analyzing the interview and observation result. Then, quantitative data were obtained from the students' vocabulary score of pre-test, post-test, and questionnaire.

Based on the result of this research showed that there was a development on the students' vocabulary mastery, it can be seen from the mean score of pre-test were 53.3, the mean score of post-test 1 was 70.9, and the mean score of pot-test cycle 2 was 83.5. In addition, there were 4 students (8.16%) who passed Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal (KKM)* in the pre-test. Meanwhile, in the cycle 1, there were 27 students (55.1%) who passed Minimum Mastery Criterion (KKM), and it gained which was in the post-test cycle 2 there were 42 students (85.7%) who passed Minimum Mastery Criterion (KKM), so the criteria of success was achieved. Then, from the result of questionnaire it showed that there was improvement of positive responses in the teaching-learning process of vocabulary through Riddle game. The mean of pre-questionnaire was 47.09%. Then, the mean of post-questionnaire was 94.8%. It improved 47.71%.

Furthermore, the results of observation and interview showed that the students were motivated in teaching-learning process during the implementation of Riddle game.

Keywords : *Vocabulary, Riddle Game*

ACKNOWLEDGEMENT

In the name of Allah, the beneficent, the merciful.

Praise be to Allah, the cherisher and Sustainer of the world, who has given the writer many things such as chance to learn, strength, motivation, and guidance for the writer, therefore this paper can be finished thoroughly. Peace and blessing be upon to Prophet Muhammad Saw, his families, his relatives, and all followers.

This thesis is written to fulfill one of the requirements to obtain the S-1 program at English Department of Faculty of Tarbiyah Science and Teachers Training, State Islamic University of North Sumatera (UIN SU).

In finding the research, I have encountered some difficulties such as collecting the references, finding the data and especially in analyzing the data. I realized that without much help from numerous people, this thesis wouldn't finish effectively. That's why obviously I would like to thanks to the following people:

1. I offer this thesis to my parents, especially to My beloved father Alm. Muhammad Zulfan Nasution who really wants to see me graduating, but Allah said differently, my father left forever on July 29,2019. and my beloved mother Masnidar Chaniago, who always given me advice, suggestion, spirit and finishing this final task and also her prayer as the greatest power on earth that makes me easy to do this thesis, big thanks for your endless love. I LOVE YOU MA, I LOVE YOU AYAH
2. Dr. Abdillah, M.Pd and Drs. H. A Ramadhan, MA as my advisor who has guided me and given me advices and suggestion in writing this thesis.
3. Prof. Dr. Saidurrahman Harahap, M.A., as the rector State of Islamic University of North Sumatera (UIN SU)

4. Dr. Amiruddin Siahaan, M.Pd as a Dean of Faculty of Tarbiyah Science and Teachers Training State of Islamic University of North Sumatera and all of the administration staff.
5. Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum as head master of English Department for the facilities that given to me during the completion this thesis.
6. For all of lecturers in Faculty of Tarbiyah Science and Teachers Training State Islamic University of North Sumatera, especially in English Department.
7. The principal of SMP IT Nurul Ilmi Medan Area, all of the staffs who help me to do this research.
8. Miss Rosniati Lubis,S.Pd as the English teacher and all Students of SMP IT Nurul Ilmi Medan Area in VIII, who help me to do this research.
9. My beloved brothers, Ahmad Affandi Nasution, Zufri Ardiansyah Nasution who has supported me to do my thesis and all of my big family who always pray me to success.
10. My beloved friends in PBI-6 (2015), as my inspiration in learning, my favorite hello and my hardest good bye, always support, and pray each other. See you in the future guys!
11. My beloved friend from Junior High School, Senior High School, and until now MARHALA NAZIH014 ALHASYIMIYAH ,
12. My beloved friend from KKN 53 BENGABING,, SEE YOU SOON ON TOP!!!!

13. My beloved TETEW's : Loly Anggita Saragih SH, And Dwi Sapitri Pitaloka SPd, "No days to not to GHIBAH" haahahah and thank you guys for supported me to do my thesis,, love you..
14. My beloved friends in ASKAM UMA ,, I'll miss this dormitory sooooo much...
15. And for all who helped and gave me spirit when doing this thesis.

Finally, the writer realizes that this paper is far from being perfect and need to suggestion and correction. It is a great pleasure for the writer to receive critics and suggestions in developing this research and it will have some value for her and for a better thing in the future. Hopefully this thesis may give the advantages for all.

Medan, 12 september 2019

Puspita Sari Nasution
34.15.4.194

TABLE OF CONTENT

CHAPTER I INTRODUCTION

A. Background of the study.....	1
B. Identification of the study.....	5
C. Limitation of the study.....	5
D. Formulation of the Problem.....	6
E. Purpose of the Study.....	6
F. Significance of the Study.....	6

CHAPTER II REVIEW OF LITERATURE

A. Theoretical Framework.....	8
A. 1 Vocabulary.....	8
A. 1.1 The Importance Of Vocabulary.....	10
A. 1.2 Types of vocabulary.....	11
A. 1.3 Vocabulary items for SMP students.....	11
A. 2 Teaching vocabulary.....	12
A. 3 Games.....	13
A. 3. 1 Principle of games selection.....	13
A. 3. 2 The role of game.....	15
A. 3. 3 Games in language learning.....	17
A. 3. 4 Using games to teach vocabulary.....	19
A. 3. 5 The Advantages of using games to teach vocabulary.....	20
A.4 Riddles Game.....	22
A. 4.1 Types of riddles game.....	23
A. 4.2 Riddles game for teaching vocabulary.....	23
B. Related to the study.....	24
C. Conceptual Framework.....	24
D. Hypothesis.....	25

CHAPTER III RESEARCH METHODOLOGY

A. Research Design	26
A. 1 Cycle I	28
A. 2 Cycle 2.....	29
B. The subject of research.....	30
C. Place and time of research.....	30
D. Procedures of classroom action research	30
E. Instrument of Data Collection	34
F. Technique of collecting Data	35
G. Technique of Data Analisis	36

CHAPTER IV DATA ANALYSIS AND RESEARCH FINDINGS

A. The Description of the Data	39
A.1 The Qualitative Data	39
A.1.1 Observation	39
A. 1.2 Questionnaire	40
A. 1.3 Interview.	46
A. 1.4 Diary Notes	46
A. 1.5 Documentation	46
A. 2 The Quantitative Data	47
A. 2.1 Pre-Test	48
A. 2.2 Post-Test 1	49
A. 2.3 Post-Test 2	50
B. Data Analysis	51
B. 1 The Qualitative Data	51
B.1.1 The First Cycle	51
B. 1.2 Revision of the First Cycle	54
B. 1.3 The Second Cycle	55
B. 2 The Quantitative Data	57
C. Research Finding	57
D. Discussion	58

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	60
B. Suggestion	62

BIBLIOGRAPHY	63
---------------------------	-----------

LIST OF TABLES

Table 4.1 The Result of Questionnaire in the Preliminary Study	41
Table 4.2 The Result of Questionnaire after CAR	43
Table 4.3 The Students' Score during Cycle I and Cycle II	47

APPENDIX

Appendix 1 : Lesson Plan, cycle 1	68
Appendix 2 : Lesson Plan, cycle 2	77
Appendix 3 : Test Instrument in Pre-test	86
Appendix 4 : Test Instrument in Post-test 1	88
Appendix 5 : Test Instrument in Post-test 2	91
Appendix 6 : Observation Sheet For Student Cycle 1 (first meeting)	94
Appendix 7 : Observation Sheet For Student Cycle 1 (second meeting).....	95
Appendix 8 : Observation Sheet For Student Cycle 2	96
Appendix 9 : Observation Sheet For Teacher Cycle 1 (first meeting).....	97
Appendix 10 : Observation Sheet For Teacher Cycle 1 (second meeting).....	98
Appendix 11 : Observation Sheet For Teacher Cycle 2.....	99
Appendix 12 a : Interview For The English Teacher before CAR	100
Appendix 12 b: The Result of Interview For The English Teacher.....	102
Appendix 13 a : Interview For The English Teacher after CAR	104
Appendix 13 b : The Result of Interview For The English Teacher after CAR .	106
Appendix 14 : Questionnaire for students before CAR	108
Appendix 15 : Questionnaire for students after CAR	110
Appendix 16a: Diary Notes in cycle 1, meeting 1	112
Diary Notes in cycle 1, meeting 2.....	113
Diary Notes in cycle 1, meeting 3.....	114

Appendix 16b: Diary Notes in cycle 2, meeting 1	115
Diary Notes in cycle 2, meeting 2	116
Diary Notes in cycle 2, meeting 3	117
Appendix 17: Documentation	118

CHAPTER I

INTRODUCTION

A. The Background Of The Study

Learning language cannot be separated from learning vocabulary. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication. Vocabulary is the most important component language because it affects the four language skills, namely listening, speaking, reading, and writing. Related to the importance of vocabulary learning is central to language acquisition, whether the language first, second, or foreign. Generally, vocabulary is the knowledge of meaning of words.

Language is used to communicate between people. Without language the people cannot communicate each other, moreover they cannot build relation each other. English is the most popular language in the world. It is because nowadays English is an official language of 63 countries and unofficial second language in many countries.¹ Thus, almost the people in every country understand English. That is why learning English is very important for us, because it makes us easy to communicate with the people in the world.

English language is completely different from the Indonesian language in the system of the structure, pronunciation and vocabulary. According to James Dean Brown, the emphasis of the curriculum is that the students are able to communicate in English by mastering the whole skills.² However, mastering all

¹ David Cristal, *English as a global language*. (New York: Cambridge University Press, 1997) p. 56

² James Dean Brown, *The Elements of Language Curriculum: A Systematic Approach to Program Development*, (Boston : Heinle & Heinle Publisher, 1995)

skills are not easy for Indonesian students because English absolutely different from Indonesian. Both are different in spelling, pronunciation and meaning. So, to achieve these language skills, Indonesian students should have learned a lot about English vocabulary.

The vocabulary is one of important aspects in learning a foreign language. It is the basic competence for students in order to get the other competences like listening, speaking, reading and writing. The vocabulary cannot be separated from other elements of English in teaching learning process especially in junior high school, because vocabulary influences the ability of students in studying English language. Students can communicate and express their ideas, emotions, and feelings well by an adequate number of words that they have stored in mind.

At Smp IT Nurul Ilmi vocabulary is taught by integrating with skills such as speaking, reading, writing and listening. At the Seventh Grade, the teaching of vocabulary focuses on writing simple sentence with the words that they learn. Where before coming into that level students need to know what the meaning of the word, how to spell and how to pronounce the words.

One of the ways to teaching strategies that can make students motivated to learn English is sing the suitable strategy, such as games. The use of games not only will change the dynamic of class but also we help student study easily and help the brain to learn more effectively. The brain is muscle just like any other. It needs to be work out, tested and put into competitive situations. The more exiting and interactive the teacher can make learning environment, the more teacher tries to introduce games and activities more. The teacher change shapes and manipulates both language and environment, the better circumstance for students. Games allow

students to work cooperatively, compete with other strategy in different way, work in stressful and more productive environment and allow students to have fun.

On one teaching learning process at the Eighth grade students the teacher found some problems on the students' mastery of vocabulary. Many students did not know the meaning of English words within the text. In addition, the students also wrote the words with wrong spelling. Based on the result of the evaluation, it is found that the score achieved by the students is still below the minimum standard score. With this score, the teacher think it is important to improve the students' achievement. It is important to use suitable techniques to improve students' vocabulary. And also, the teacher has to do some efforts in order to improve the students' vocabulary. Based on those problems, the writer would like to help teacher to solve the students' difficulties in learning vocabulary by providing a new technique to be implemented in the class. An appropriate technique delivered by the writer is by using game, especially using riddle game which has not been used by the teacher.

Improving vocabulary by using games has some advantages. First, in general children are fond of games. They always play game in their lives. They spend of more free times to play. Second, games offer natural communication context among them. By playing games they sometimes forgot about their shies. Third, games can motivate children to speak in foreign language they learn. In additional, games are able to use as a review for the previous lesson. It makes teacher's work easier.³ There were some previous studies related to the problem

³ Gertrude Nye Dorry, *Games for second language learning*. (New York: Mc. Braw-Hill, Inc, 1966) p. 21

above had been done; the first by Ismiyati, in her research she implemented teaching vocabulary through games in the first year of junior high school. She aimed to offer an alternative technique in teaching vocabulary by using games. Her discussion focused on what kinds of games are appropriate to be used and how they can be used in teaching vocabulary through games in the first year of senior high school.

Games can be useful to stimulate the classroom atmosphere. According to Moursund for many students, games are intrinsically motivating. Game is an activity which entertaining and engaging, often challenging, and an activity in which the learner play and usually interact with others.⁴ A language game can arouse the students to take part in game. It can also enhance the students' interest in studying English. They work together in a competition to win the game. Therefore, they study vigorously together with their friends in pair. They discuss seriously the answer to the given task by their teacher. Games provide an environment in which one can interact with other people and develop certain types of social skills. According to Davis Riddle Game can help the students in learning vocabulary, especially in recognizing meaning and spelling of the word. Furthermore, riddle is instructional technique arouses students interest in experimenting with different word uses, meanings, and structures.⁵

The writer proposed Riddle Game because it was considered as an suitable technique and also it could motivate students to learn vocabulary in a relaxed and enjoyable situation, so the students could understand and memorize the words

⁴Moursund, Road a Head : *Project Based Learning*, (Available online on itse.org) 2006

⁵Davis, organizational behavior-human behavior at work 13th edition. (New Delhi: Mcgraw Hill Company.2010)

easily. By using this game, the students may remember the meaning of the words, and the students know how to spell the words.

In addition, many efforts are able to be used for students that given by teachers such as and culturally In this case, the writer intends to take up that problem, through his paper entitled: *Improving Students' Vocabulary Mastery Through Riddle Game of the Eighth Grade Students at SMP IT Nurul Ilmi Medan Area, Medan.*

B. Identification of Study

1. The students are very enthusiastic to be fluent to speak English, but they have difficulty to memorize English vocabulary.
2. The students are active in learning, but they have not motivation and interest in studying English.
3. The students must learn four abilities in English, namely speaking, reading, writing, and listening but their abilities in English vocabulary are low.

C. Limitation of the Study

This study is focused on the improving students' ability in vocabulary mastery after using Riddle Games in SMP IT Nurul Ilmi Medan Area, Medan.

D. Formulation of the Study

As the limitation stated, the problem of this study could be formulated as:

1. How is the implementation of teaching vocabulary using Riddle Games to improve students' vocabulary in the second grade students of SMP IT Nurul Ilmi?
2. What are the students' responses to Riddle Games used by the teacher in teaching?
3. Can the use of Riddle Games in teaching vocabulary improve the students' vocabulary?

E. Purpose of the Study

Based on the formulation of the problem:

1. To know the implementation of teaching vocabulary using Riddle Games.
2. To know the students' responses to Riddle Games used by the teacher in teaching.
3. To know the using of Riddle Games in teaching vocabulary can improve the students' vocabulary.

F. Significance of the Study

1. Theoretically

The finding of the study is expected to master the theories of vocabulary.

2. Practically

- Teacher, through this research, teacher can find the effect of using Riddle Game in English teaching vocabulary.
- Students, through this research, students can increase their motivation and mastery of vocabulary in learning English.

- Others, this research can give them some data, sources about improving students' vocabulary mastery through Riddle Game.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical framework

Theories are required to resolve some concepts of terms apply in this research concern. In order to avoid misunderstanding in this research concern, the researcher clarifies the term and apply in the research concern. In this following part, theoretical elaboration on the terms will be explain.

A.1 Vocabulary

Language is used to communicate ideas and experiences. We can express our idea or experiences if we have known the vocabulary of the language, it is impossible for us to make a conversation without the mastery the vocabulary of language. Vocabulary is one of language part that must be known by foreign learners to understand the four language skills. According to Zimmerman vocabulary is central to language and of critical importance to the typical language learner.

As in Qur'an surah An-nahl verse 103 which discusses about language :

وَلَقَدْ نَعْلَمُ أَنَّهُمْ يَقُولُونَ إِنَّمَا يُعَلِّمُهُ ۗ وَبَشَرٌ لِّسَانُ الَّذِي
يُلْحِدُونَ إِلَيْهِ أَعْجَمِيٌّ وَهَذَا لِسَانٌ عَرَبِيٌّ مُبِينٌ ﴿١٠٣﴾

The meaning : And indeed we know that they say: “it is only a human being who teaches him (Muhammad Peace be Upon Him)” The tongue of the man they

refer to is foreign, while this (the Qur'an), and this is a clear Arabic tongue. (An-nahl 103)⁶

This verse teaches us to be able to master all languages, and our own language from vocabulary, so in any language we must be able to master vocabulary.

According to Simpson vocabulary is a collection of words, usually alphabetically arranged and defined it is the stock of word in language of group or individual.⁷ Vocabulary is language components which contain all of information about meaning and using of words in language which are possessed by a speaker, a writer, or a listener. Teaching vocabulary is guiding students to be able to define the meaning of words and to arrange words into correct words.

Vocabulary knowledge is learning, as a language based activity, is fundamentally and profoundly dependent on vocabulary knowledge. Learners must have access to the meaning of words that teacher, or their surrogates (e.g., other adults, book, films, etc.) use to guide them into contemplating known concepts in novel ways (i.e. to learn something new). Vocabulary is very useful for anyone.

The definition about vocabulary is clear enough that is almost cases of human life, they use set of words. The set of words itself differentiated according to the field, person, class, or profession. It means that beggar use set of word when their students command. The writer has opinion that vocabulary is one aspect of

⁶Muhammad Taqi-Ud-Din Al-Hilali and Muhammad Muhsin Khan, *Translation Of The Meaning Of The Noble Qur'an In The English Language*, (Madinah : King Fahd Glorious Qur'an Printing Complex), p.363

⁷Simpson, J. (Ed) *the routledge hand book of applied linguist*, (Abingdon: Routledge. 2011)

language which is important in learning language because vocabulary carries meaning which is use in communication.

A.1.1 The Importance of Vocabulary

Lee C. Deighton says: *Vocabulary is the most important components of language power. In using the language, students who rich in vocabulary will be successful both in expression skill: speaking and writing, and receptive skills: listening and reading. But those who are poor in vocabulary will get trouble in those skills.*⁸

Deighton explained that dealing with learning English as a foreign language, vocabulary is one of the components of language which has the most important role in mastering four language skills. Furthermore, there is another importance of vocabulary, it is: according to David L. Stepherd, he said that vocabulary is a basic skill to communicate; people will not be able to communicate easily without knowing it.⁹ It means that vocabulary is important in communication. We cannot communicate with others in a certain language if we don't know much words of the language.

Finally, without ignoring other language components, it is clear that vocabulary is the most important factors in the teaching learning of English as a foreign language even in all language. So, teachers are expected to have the excellent way to make the students interested in learning English vocabulary so that the teaching learning objectives can be carried out successfully.

⁸ Lee c Deighton, encyclopedia of education. New York: Mc. Millan Co Free Press

⁹David L. Stepherd. *Vocabulary Meaning and Word Analysis, Comprehension High School Reading Methods*. (USA: Bell and Howel Company, Co, 1973) p. 39

A.1.2 Types of Vocabulary

About the types of vocabulary; according to De Gregory as cited in Nur Hidayatul, “*there are two big divisions of words: function words and content words.*”¹⁰ The first division, function words are words that must be learned in connection with use in the sentence. These kinds of words such as noun determiners, auxiliaries, qualifiers, preposition, coordinators, interrogators and sentence linkers. Second division, content words or lexical words are words whose meaning is recorded in dictionaries and often stated by means of definitions, synonyms, antonyms and contextual explanation. These kinds of words are nouns, verbs, adjectives and adverbs.

A.1.3 Vocabulary Items for the SMP Students

The vocabulary items for SMP students based on 2004 English Curriculum are divided into two kinds. Those are classification of word according to theme and class. The theme for the second years students according to Department National Education are: *Flora and Fauna, Friendship, Travel, Health, Teenage life, Recreation, Seasons.*¹¹

Vocabulary items based on the theme consist of words that should be learned in context. It is also taught in a different theme. The theme which is related with vocabulary is considered to fill the target of competence. Moreover, vocabulary items are produced from genre: descriptive, narrative, recount, procedure, report,

¹⁰Nur Hidayatul. *The Analysis of vocabulary Teaching Through Puzzles.* (Thesis Surabaya, UNESA, 2002) p. 20

¹¹Departemen Pendidikan Nasional (Ministry Of Education), *Kurikulum 2004*, (Jakarta: Pusat Kurikulum, Balitbang Depdiknas: 2003 iv, 88 hal, 2003) p. 33

etc. For the second grade student of SMP, genre is classified based on the semester. In the first semester for example, students are learning narrative text and for the second semester, students are learning descriptive text. In descriptive text, the social function is to describe a flora and fauna, place or thing.

A.2 Teaching Vocabulary

Teaching vocabulary is an activity to acquire some new words to improve the language. According to A. S. Hornby he said that vocabulary is the total number of words in language an individual knows and those words are used as a vehicle of language to express one's thought. So, teaching vocabulary is an activity to acquire some new words to improve the language. According to Haycraft as cited by Nur Hidayatul points out that there are many ways of presenting new vocabulary. They are:

1. Creating a context or situation from which the students can then deduce the meaning.
2. Describing, defining object and drawing if it is necessary.
3. Taking the students out and introduce words for things seen in a shop windows, or in the street.
4. Using word game. There are large varieties of these, e.g. riddles which it is useful for practicing and revising vocabulary after it has been introduced.¹²

So, to present some new vocabulary, we can use many ways, they are: creating situation or context, describing, and using word games like riddles.

¹²Nur Hidayatul. *The Analysis of vocabulary Teaching Through Puzzles*. (Thesis Surabaya, UNESA, 2002) p. 25

A.3 Games

About the definition of the games is based on the Oxford Advanced Dictionary of Current English the meaning of game is form of usually competitive play or sport with rules.¹³

Larcabal says:

*“A game can (1) help those who play develop their inner self. (2) help them related to other more effectively and cooperatively, (3) train them in creative freedom as they feel less embarrassed or afraid and become more self confident, and finally, (4) bring them and the facilitation and anxiety that prevent students from acquiring the language.”*¹⁴

Based on those statements, so games can help those who play to arouse their self confident, more creatively and decrease the anxiety from acquiring the language. By using games the students are able to learn the target language unconsciously. They learn some new words without any stress on their feeling.

A.3.1 Principle of Games Selection

According to Weed, he proposed some principles of games selection when effectiveness and successes are needed. The principles can be used as a sort of a checklist when selecting a game, in which there are factors that the teacher must take into account.¹⁵

¹³A. S. Hornby, *Oxford Advanced Learner's Dictionary of Current English*. (Oxford University Press, 1995) p. 486

¹⁴Rita Susana, Larcabal, *The Role of Games in Language Acquisition*. (English teaching Forum Vol. 30, 1992) p. 28

¹⁵Gretchen E. *using Games in Teaching Children s.*(English Teaching Forum. Vol X, 1972)No. 2

1. The purpose of the game

The teacher should refer to the section concerning purposes and relate the purpose to the particular point to teach in the lesson (e.g. for commands: *come on*, *Hurry up, etc*)

2. The space to play the game

The teacher should check whether there is a possibility for having active games in a limited space in a room.

3. The number of the students

The teacher should know that there are some games, which work well only for a large number of students, and some which work quite well with two people. Still there is a possibility of adapting a game to some situation if it is thought of before hand. It means that the game has to be well planned in advance before applying to the class activity. Team games can be changed into individual ones, and vice versa.

4. The age of the students

Naturally, children do not suit adult games and vice versa. However, the teacher can use different vocabulary items and shorter structure to make the game suit the level of the students.

5. The level of the activity

A teacher should note that it is hard to settle down the students after they play a very active game. So, the teacher should play a certain kind of game that can be used to settle down the students at the end of the lesson.

6. The type of games

The teacher should use the general game such as guessing games, relay race, and telling time.

7. The time allocation

Some games need a lot of time to play. A seemingly simple game may take a long time to play. So the teacher should make sure that students have learned necessary sentence structures and vocabulary before.

8. The use of properties

When a game needs some properties, the teacher should make sure to bring one and not make it for granted. The teacher may change the properties to suit the class and vocabulary if necessary.

9. The necessary rewards

Students are usually satisfied when they win the game. But, giving rewards can be a part of the game.

10. This is the most important point since there must be a relation between the game and what is being taught.¹⁶

A.3.2 The Role of Game

Enjoyment of games is not limited by age. Some individuals are not seen from age but from the suitability of the games and roles of the player. It is usually accepted that young learners and adult are interested in playing games. As what Eningtyas has stated in her thesis that young learners like doing something using

¹⁶Both, Donald. 1979. *Fun and Games Large Conversation Class Involvement* (Guidelines for Language Games)

any other technique. It implies play which is an important part in young learners' life.¹⁷

Moreover, Andrew Wright and friends stated that games can help and encourage many learners to sustain their interest and work. Games also help the teacher to contexts in which the language is useful and meaningful.¹⁸ Of course, in this case the teacher should be careful to make the game enjoyed by young learners and at the same time some language items are learned. Brown states that games involve:

1. Rules which must be followed;
2. Competition between individuals or teams;
3. Determination of a winner if teams of players are part of the game plans, cooperative learning as well as competition can result¹⁹

There are two kinds of games according to Hadfield cited by Eningtyas, there are competitive game and cooperative games.²⁰ In cooperative games "the player or team work together towards a common goal"

In these games, there are no winners or loser. All students work together to solve the problems. However, in competitive games, usually the teams compete to win the games. They work hard to answer all questions precisely as fast as possible.

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

¹⁸Andrew Wright. *Games for Language Learning*. (New York: Cambridge University Press, 1984) p. 1

¹⁹H. Douglas Brown. *Principles of Language Learning and Teaching*. (Englewood Cliff, N.J.: Prentice-Hall, 1985) p. 317

²⁰Eningtyas, *Word Games As a Means of Teaching Speaking to the Second Year Students of SLTPN 1 Pucuk Lamongan*. (S1 Thesis Surabaya: UNESA)

In order to make the student work effectively and avoid getting stressful during and after competition, it is better for the teacher to arrange the students into groups. The consideration is based on the benefit of learning in enter group competition. “Inter group competition may promote peer group pressure for academic achievement.”²¹

Further more they stated that “when a group loses, the lost maybe taken less personally by each of the groups members.” That is why, inter group competition is used more commonly than that of personal competition.

A.3.3 Games in Language Learning

According to David and Roger, they said that games are attractive, because they are fun, the pleasant relaxes atmosphere fostered by the games has proven to be efficient learning.²²That is why many teachers of English as a second language who use games with children and teenagers and even adults are extremely pleased with the result. To make games effective, Lubis suggests, “Games are best set up by demonstration rather than by lengthy explanation.”²³ It means that by demonstrations, students will get experience to practice their physics, emotion and thought. To know the effectiveness of the games, let us have a look at the advantages of using games proposed by Rita Susana Larcabal:

1. Help those who play to develop their inner self

²¹Ibid 15

²²Johnson, David. W. and Roger T. Johnson. *Learning Together and Alone, Cooperation, Competitive and Individualization*. (New Jersey: Prentive Hall. Inc. Englewood Cliffs.1975) p. 100

²³Lubis, Yusnaini. *Developing Communicative Proficiency in the English Foreign Language (EFL)*. (Jakarta: Depdikbud, 1988) P.58

2. Help them related to others more effectively and cooperatively Train them in creative freedom as they feel less embarrass or afraid or become more self confident, and finally
3. Bring them and the facilitator closer, which will eventually help to lower the tension and anxiety that prevent students from acquiring the language.²⁴

However, she warned that although games can be used to practice certain language items at certain stages in the acquisition process, the main aim of games should be to develop communication skill. Thus, games will be considered not only just as a reward or relaxed after working hard or other aspect of the course; it also become a stimulating and interesting way to help students acquire the target language without even realizing it. Even though games provide a lot of advantages, it is not easy to achieve effective language learning, since there are some challenges that may arise when teachers conduct the games. Eningtyas in her thesis explains the

challenges that teachers must be aware are:

1. A student would like to express himself in English but he/she is afraid to deviate from the safety on the sentences he was memorized.
2. One or more students dominate the games, giving other little opportunities to practice their English.
3. Students get out of control when the games are conducted.²⁵

²⁴Rita Susana, Larcabal, *The Role of Games in Language Acquisition*. (English Teaching Forum Vol. 30, 1992) P. 28

²⁵Eningtyas. *Word Games As a Means of Teaching Speaking to the Second Year Students of SLTPN 1 Pucuk Lamongan*.(S1 Thesis. Surabaya: UNESA, 2004)

Based on the statements above, can be concluded that games is fun, it is can create relaxes atmosphere if use in teaching learning process. So it can be make the students easier to receive the material.

A.3.4 Using Games to Teach Vocabulary

An important objective of vocabulary instruction is to develop an interest in words. The students are not confidence in communicating by using English. In addition vocabulary support student The students to learn English, and the teacher competence in lack in teaching English.

As in Al-Qur'an surah An-nahl verse 71

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ
وَالْأَبْصَرَ وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ ﴿٧٨﴾

The meaning : “And Allah has brought you out from the wombs of your mothers while you know nothing. And he gave you hearing, sight, and heart that you might give thanks (to Allah)²⁶

In this verse Allah SWT assert that when a human child is born into the world, he doesn't know anything. With his power and his love, Allah almighty gives complementary attributes that wil work to find out everything that had not been previously known. The attribute in divided into three important elements in the learning process for humans : hearing, vision and heart/sense mind.

²⁶ Muhammad Taqi-Ud-Din Al-Hilali and Muhammad Muhsin Khan, *Translation Of The Meaning Of The Noble Qur'an In The English Language*, (Madinah : King Fadh Glorious Qur'an Printing Complex), p.358

Words is aroused is likely to increase vocabulary and to become more discriminating.²⁷ Edgar also adds that students generally enjoy games and exercises involving the use of *puns, riddles, crosswordspuzzles, anagram and palindromes*.

In general it is believed that these lessons will:

1. Point out the element of enjoyment or challenge in language study and encourage word play;
2. Require the student to look carefully at words an important aspect of vocabulary building;
3. Give the student practice in calling up words on the basis of given clues;
4. Require the student to match words with definitions;
5. Provide spelling practice and compel close attention to word formation;
6. Show the student how the letters of many words can be manipulated to form other words;
7. Emphasize the importance of letter position in relation to word meaning;
8. Encourage students to classify and generalize concepts.

The grade level is important in deciding the kinds of games the teacher will use. In other words, a teacher cannot introduce games which are more difficult than the students' capability, so selecting games are very crucial to be done. Some of the games require mature thinking; others can be done at a lower grade level. However,by using appropriate words the teacher can fit the techniques of the games to any desired grade level.

A.3.5 The Advantages of Using Games to Teach Vocabulary

²⁷Dale, Edgar, 1971. *Techniques of Teaching Vocabulary*. (USA: Field Education Publications, Incorporated, 1971)p. 302

As we know that there are many techniques in teaching vocabulary and game could be one of them. Some expert says that games used for teaching vocabulary have many advantages. Gertrude in her book said that: Games have proven to have advantages and effectiveness in learning vocabulary in various ways:

1. Games bring in relaxation and fun for students, thus help them learn and retain new words more easily.
2. Games usually involve friendly competition and they keep learners interested.
3. Vocabulary games bring real world context into the classroom and enhance students' use of English in a flexible, communicative way. Games are highly motivating and they give students more opportunity to express their opinions and feelings.
4. Games add diversion to the regular classroom activities, "break the ice", but they are also used to introduce new ideas.²⁸

So games can help those who play to arouse their self confident, more creatively and decrease the anxiety from acquiring the language. In short, games are effective and efficient to avoid boredom in Vocabulary class. According to Both, he said that games can help vocabulary building. Through games, the students' vocabulary can be added and built."²⁹ According to Phun as cited by Dorry mentions that vocabulary games, there are sense of excitement about words, sense

²⁸Gertrude Nye Dorry. *Games for Second Language Learning*. (New York: Mc. Braw-Hill, Inc) p:56

²⁹Both, Donald. 1979. Fun and Games Large Conversation Class Involvement (Guidelines for Language Games) No. 5, p. 38

of wonder and feeling of pleasure.³⁰ As a result, the students are eager to learn the words because they need them. So, vocabulary games attract the students to learn and to feel excited in learning words.

A.4 Riddles Game

Based on the statement above, riddles is include a part of vocabulary games, because riddles has criteria of game, there is sense of excitement about words. Because in the riddles games need more ingenuity to solving the riddles which in playing words formed. And Riddles can motivate someone become more interest to play. It has rule to play too. So riddle is part of games.

There are many definitions of riddles. According to Evan “*Riddle is the nouns all refer to something baffling or confusing which is to be solved*”³¹ According Blachowicz as cited by Danny mention that “Word riddles” are questions with pun-like responses.³² According to Danny Brassell about the riddles: “*A riddle is a statement or question or phrase having a double or veiled meaning, put forth as a puzzle to be solved*”³³

Riddles game are of two types: enigmas, which are problems generally expressed in metaphorical or allegorical language that require ingenuity and careful thinking for their solution, and conundrums, which are questions relying for their

³⁰ Ibid 22 p:60

³¹Bergen Evans, Cornelia Evans, *A Dictionary Of Contemporary American Usage*. (New York, Random House, Inc, 1957)

³²Danny Brassell, Leena Furtado, *Enhancing English As A Second Language Students' Vocabulary*. (The Reading Matrix, 2008) Vol. 8, No. 1

³³Ibid, (2008: 1)

effects on punning in either the question or the answer. Contrary to popular belief, riddles do not necessarily involve wordplay.

Based on that statement, the writer conclude that riddles it self is the nouns which it can be said clues for something, and then it should be solve. So, Riddles is a words game, the way to play it are solving the statement or question or phrase which have a double meaning.

A.4.1 Types of riddles game

In general, riddles can be divided into two main sections namely enigmas and conundrums. The former is a type of a question that is presented in a metaphorical language. These can be cracked or solved only after careful observation of the problem statement. Most of the ancient English poems had these kind of enigmas embedded within them. Conundrums are similar to enigmas but for the fact that the answer lies hidden in the question itself and application of the concept of punning can bring out the real answer hidden within the question. The usage of different meanings with a common spelling too, can extract the hidden truth.³⁴

A.4.2 Riddles game for teaching vocabulary

Riddles game provide an entertaining way for students to identify vocabulary words. Use the definition of a vocabulary word to create a riddle. For example, a riddle for the word "umbrella" might go, *"When the drops start to fall, I come inhandy. My waterproof top is really quite dandy."* Whether or not the riddles rhyme, use a playful tone to appeal to the students. Vocabulary riddles work

³⁴ Ahmed Abdel Rashid, *Teaching vocabulary using riddles*. (Article: 1951)

as an oral activity for the class or as a written assignment in the form of a worksheet.³⁵

Based on that statement, the riddles can be implemented to teaching vocabulary as an oral activity or as a written assignment in the form of worksheet.³⁶

B. Related to the study

Here is the related to the studies of Riddle games:

1. The Effect of Using Riddle Technique in Students' Vocabulary Mastery Of The 2017/2018 Tenth Grade Students Of Smk Swasta Pemda Langkat Bahorok by Lusiana, Eka Rahmadanta Sitepu in Department of English Language Education, College of Budidaya Binjai. In their paper By using riddle, the students can learn and retain words more easily. In other word, it can help the students to improve their interesting and challenging. It encourages them to cooperate well.
2. The application of Riddle Game in teaching speaking for the eight students of MTsN Kedunggalar Ngawin by Minda Tika Hapsari, Fitra Pinandita. In their paper the researcher has the idea to combine this theory with different application to make student more easy to understanding the lesson by using a Riddle Games.

C. Conceptual Framework

³⁵ Andrew Wright, *Games for Language Learning*. (New York: Cambridge University Press, 1984)

³⁶ Ahmed Abdel Rashid, *Teaching vocabulary using riddles*.(Article: 1951)

As mentioned above, the students should master vocabulary. Vocabulary is one of basic elements in mastering English, because if students cannot master in vocabulary the students automatically will not obtain the four of skills of English, such as listening, reading, speaking, and writing.

In obtaining the four skills of English the teacher must use an effective technique in teaching vocabulary. It is also essential for students to learn English but they often face difficulties in learning vocabulary. It is because the teaching learning process is monotonous. Therefore, it is not surprising that the students face difficulties in mastery vocabulary.

Students know that vocabulary development is essential for them to learn English, but they often do not have a clear understanding of how to go about really learning vocabulary. For students, remember new word is hard because word is slippery things. The teacher should be creative and up to date for giving new word. They can do anything they want to improve their vocabulary mastery.

Riddle Games is considered as an effective, interesting, and enjoyable to teach vocabulary, because it can give students enjoyment or challenge in studying vocabulary. Riddle Games game must have hard focus and good listening for answer the teacher instruction.

From the discussion above, the researcher proposed that Riddle Games in teaching vocabulary in English language can improve students' vocabulary mastery.

D. Hypothesis

Hypothesis is proposed in this research has a formula as follows: by using games that called Riddle Games in teaching vocabulary in English lesson can improve students' vocabulary mastery and improve students' vocabulary in the Eight Grade students at SMP IT Nurul Ilmi Medan Area, Medan.

CHAPTER III

RESEARCH METHODOLOGY

This chapter is focused on a description of the research design, research setting and subject, population and sample, research procedure, data collection technique, and data analysis. All of those elements are discussed as follows:

A. Research Design

The research is classified as Classroom Action Research. A collaborative action research is an approach where by a facilitator engages with a group of participants in the context of their working environment to help define and explore certain problems and needs.³⁷ In this study the researcher will act as a real teacher who teaches the students. Meanwhile the real teacher acts as observer who observes the teacher who applies the use of riddles game in improving students' vocabulary mastery when the teaching learning process conducted. Since it deals with the classroom setting, this study is director to develop the teaching strategy in order to find out the solution to the classroom problem in the teaching of vocabulary. To cope with classroom problem in the teaching of vocabulary, the real teacher applies the use of riddles during the teaching learning process.

Classroom action is a method of finding out what the best way in the classroom. So that, we can improve students ability in learning process. This aim of classroom action research is to improve the teachers' teaching their own classroom or school. While there is no requirement that the findings be generalized

³⁷ Bill Atweh, Stephen K, and Patricia W. *Action Research in Practice: Partership for Social Justice in Education*, (London: Routledge, 1998). P. 212

to other situation, the results can add to knowledge base. Classroom Action Research consist of three words, there are:

a. Research

Examine activities of an object, use the rules of particular methodology to obtain data or information to improve the quality of a thing that interest and important for the researcher.

b. Action

Some activities that are deliberately made with a specific purpose, which in this research formed a series of cycle activities.

c. Class

Class is group of students who are in the same time receive the lesson from a teacher. Constrains which written for understanding about the class is old interpretation, to immobilize a misconception and widely understood by the public with “room for teacher to teach”. Class not just a room but a group of students who are studying.

By combining three words above, classroom action research reflection to activity which is intentionally appeared and happened in class.

In here, the researcher uses a Classroom Action Research (CAR) designed by Kemmis and Mc Taggart model that consist of four steps namely, planning, acting, observing, and reflecting. Improvement the problem in this research is brought about by the series of cycle. The figure is bellow:

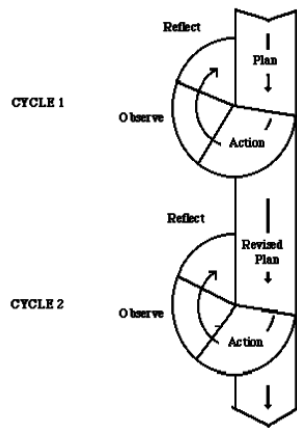


Figure 3.1: Action Research Spiral, Model from Kemmis and Mc Taggart³⁸

The procedures of research are performed by administering two cycles. Each cycle contains four steps which are planning, action, observation, and reflection. Before the cycle I began, orientation test is administered to identify the basic knowledge of the students about vocabulary mastery.

A. 1 Cycle I

a. Planning

The following points are the specification of the planning in the first cycle:

1. Conducting the cycle in two meetings.
2. Administering the vocabulary learning process according to lesson plan.
3. Conducting pre-test in order to know the students' basic ability in vocabulary mastery.
4. Preparing material for vocabulary mastery.
5. Conducting a test of vocabulary mastery by Riddle game in last meeting.

³⁸ Ishak Abdulhak dan Ugi Suproyogi, (2012), *Penelitian Tindakan Dalam Pendidikan Nonformal*, Jakarta: Raja Grafindo Persada, p. 161

6. Preparing the instrument for collecting data, such as diary notes, observation, and interview sheets.

b. Action

In this step, the students will be taught how to comprehend vocabulary mastery by using Riddle game.

c. Observation

The observation will conducting to all the process and atmosphere of vocabulary mastery and learning process. The researcher want to find out the overall condition occur during the instruction.

d. Reflection

Reflection has evaluative aspect to effect of spacious issues and suggest handling it. The researcher takes the feedback of this vocabulary mastery and learning process from the result of the observation, the problem that exist, and the cause of problem. If the result does not reach the goal that determines, the researcher makes decision that the researcher need to continue to the research into cycle II.

A. 2 Cycle II

Action research is cyclical. After cycle of planning, action, observation, and reflection in cycle I, the process in the cycle II is the same with first cycle, whit of course more improvement vocabulary mastery material. Cycle II is done if there is insignificant improvement of students' achievement in mastery vocabulary.

During the treatments, mastery vocabulary test was gave to the students at the end of every meeting. The students are testing by asking them to answer 25 questions multiple choices.

B. The Subject of the Research

The setting of this study conduct at SMP IT Nurul Ilmi. This school is located in Medan. The subject of this study is the second grade students of SMP IT Nurul Ilmi. This participant of the class consists of 49 students.

C. Place and Time of the Research

C. 1 Place

SMP IT Nurul Ilmi, Medan Area, Medan.

C.2 Time

The time to perform acts ranging from Cycle I and Cycle II for 7 weeks in 14 Meetings. At 19 July 2019 s/d 02 September 2019.

D. Procedure of Classroom Action Research (CAR)

The Classroom Action Research (CAR) using Kemmis and Taggart design consists of four phases, they are planning, acting, observing, and reflecting after doing four phases called one cycle. After finishing the first cycle, it might be found a new problem or the previous unfinished problem yet. Therefore, it is necessary to continue to the second cycle in line it the same concept of the first cycle. Here are the explanations about four phases:

1. Planning Phase

A planning phase was done after identifying and diagnosing students' vocabulary problem occurred in the class proven by observing and interviewing; furthermore in this phase the planning is divided into two types. Those are general planning and specific planning.

The general planning is aimed at organizing whole aspects referred to Classroom Action research (CAR). Meanwhile the specific planning is aimed at organizing the plan related to cycle-to-cycle. The organized planning will be formed into lesson planning based on the current used syllabus. The lesson plan has been prepared to be implemented in VII grade at SMP IT Nurul Ilmi, Medan Area. It has been mentioned some instruction regarding procedures of teaching media, resources, and evaluation.

2. Acting Phases

The acting phase in the principle is a realization from an act which has been planned before such as what the strategy used, what material be taught and others. Acting phase is where both the researcher and the teacher collaborate to carry out the planned action. The teacher uses the determined strategy as she is teaching while the research observes the class condition during teaching learning activity. In this phase it begins the process of going more deeply into the issue being researched.

Albukhari narrated a hadist in his sahih no.2988 {3} from Abu Hurairoh that the messenger of Allah said.

إِنَّ الْعَبْدَ لَيَتَكَلَّمُ بِالْكَلِمَةِ مَا يَتَّبِعُنُ مَا فِيهَا يَهْوَى بِهَا فِي النَّارِ أَبْعَدَ مَا بَيْنَ الْمَشْرِقِ وَالْمَغْرِبِ

The meaning is:

“Indeed, a servant who utters a word that is not thought about what its effects will make it fall into hell which is deeper than the distance east to west”

3. Observing Phase

In this phase, the researcher and the teacher collaboratively to write all events which is happen in the class, and also carries out observation toward implementation of the action using field note or unstructured observation sheet. The researcher observed the outcomes of the intervention and reflecting on its effectiveness. When observing, the observer should notice and note all of activities in the physical classroom. It may be about the teacher's performance, class situation, and students' response. In this phase, it also collects the data derived from evaluation or post-test.

4. Reflecting Phase

This phase is aimed to reflect or evaluation from three phases before. It is done based on data that have been collected to hold evaluation for completing the next cycle. Thus, the reflection is able to be determined after implementing the action and observation outcomes. If there still might have found some problems, it needs to move to the next cycle until t solve.

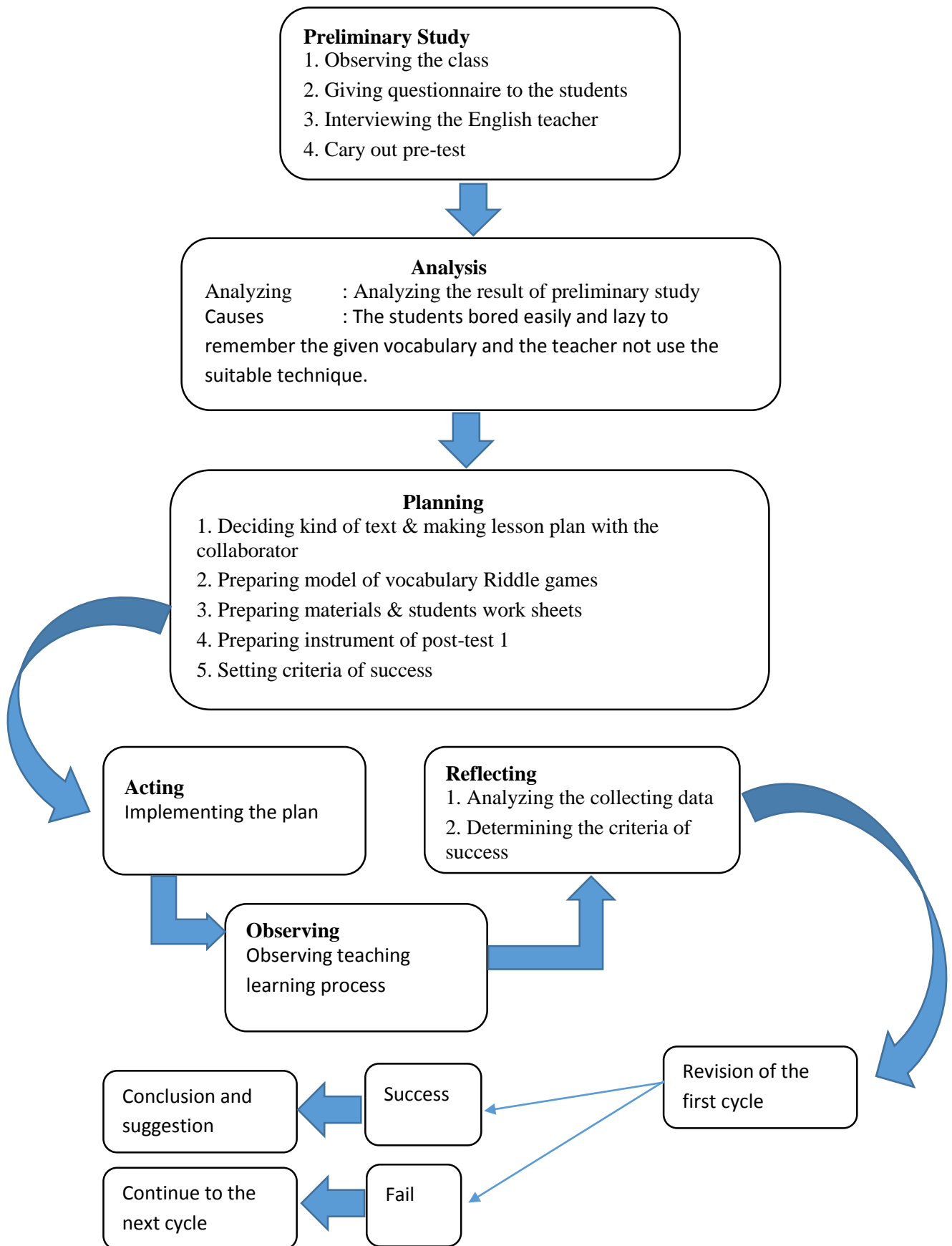


Figure 3.2: The phases of Classroom Action Research modified by the researcher

E. Instrument of Data Collection

The instrument of collecting data is used by the researcher to get the data observation by using:

1. Observations: is a technique for collecting data about researcher and students' activities in teaching and learning process. Then observation sheet is given based on reality in the classroom, the type of observation which is used in this research is direct observation.
2. Interview: used to get data about implementation of Classroom Action Research (CAR) to the teacher.
3. Questionnaire: it conducted both before and after implementing Classroom Action Research (CAR).
4. Diary Notes: is personal records usually done by the researcher itself that will be writing up daily. The diary notes are useful for knowing all the students' activities during teaching and learning process.
5. Test: is used for getting data research result and students activities in teaching learning. There are two tests used in this research as follows:
 - a. Pre-test is done before implementing the Classroom Action Research (CAR).
 - b. Post-test is implemented after implementing the Classroom Action Research (CAR).

F. Technique of Collecting Data

Technique of collecting data in this research using qualitative data (experience-based) and quantitative data (number-based). The qualitative data consist of observation within the physical activity in the classroom and interview to be presented for the teacher. On the other side, the quantitative data use pre-test and post-test. The completely explanation as follows:

a. Observation

In this case, the researcher uses the unstructured or opened observation to know the occurrences within learning process. It may be about the teacher's performance during Classroom Action Research (CAR), class situation in the classroom activity, and students' response concerning the use of vocabulary by Riddle game.

b. Interview

The researcher asks the teacher to know the students' difficulty in English vocabulary, students' condition involving in English class activity, and the Riddle game used by the teacher in teaching English vocabulary.

c. Questionnaire

The researcher conducted the pre-questionnaire and post- questionnaire. The questionnaire is conduct to obtain the data indicating students' motivation in learning English vocabulary

d. Test

The test used in this research is pre-test and post-test. The pre-test was done before implementing Riddle game in vocabulary. It is to measure students' vocabulary comprehension at first. Meanwhile, the post-test is implemented after

using Riddle game in vocabulary. In this research, the test was done in form of multiple choices. The test is held on the end of every cycle.

e. Diary Notes

The researcher observe the students' activities. The activities of students' to solve the clues of Riddle game in diary notes. The improvement of students in vocabulary mastery also keep paying attention for teacher in every meetings.

f. Study Documentation

Study documentation use to show the teaching and learning process by using the photograph. The research take the picture when they were studying. It can show them that are serious or not when learning and teaching process and document in this research.

G. Technique of Data Analysis

This research used qualitative and quantitative data. The analysis qualitative data used in this research observation of students' activities during teaching learning process, and the interview before and after Classroom Action research (CAR).

The quantitative data there was a vocabulary test and it were about 25 questions for each cycle. In scoring vocabulary test, it was determined that the ranging from 0-100 by accounting the correct answer. The correct answer was given 4 while the wrong answer was given 0 and by applying this formula:

$$S = \frac{R}{N} \times 100\%$$

Where:

S: Score

R: The number of correct answer

N: The number of question

To know the mean of the students' score of vocabulary in each cycle, the following formula was applied:

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

Where:

X : mean

$\sum x$: total score

N : number of students

Third, the researcher tries to get the class percentage which pass the minimal mastery level criterion (KKM) considering English subject gains score 75, which is adapted from the school agreement at SMP IT Nurul Ilmi Medan Area, Medan. It uses the formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P: the class percentage

F: total percentage score

N: number of students

After getting mean of the students' score per actions, the researcher identifies whether or not there might have students' improvement score on

vocabulary comprehension from pre-test up to post-test score in cycle 1 and cycle

2. In analyzing that, the researcher uses the formula:

$$P = \frac{y_1 - y_2}{N} \times 100\%$$

Where:

P : percentage of students' improvement

Y : pre-test result

y₂ : post-test 2

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDINGS

A. The Description of the Data

The data was analyzed by quantitative and qualitative data. The quantitative data were taken from the mean of the students' score in taking vocabulary test. The qualitative data were taken from observation result, questionnaire result, interview, diary note, and photography evidence. This research was conducted in one class of SMP IT Nurul Ilmi Medan Area, Medan, that class VIII with 49 students. This research was accomplished in two cycles, while every cycle consisted of four steps (planning, acting, observing, and reflecting). The first cycle conducted in five meetings include pre-test. The second cycle was conducted in four meetings. In the last meeting of each cycle, the students were taken the test as the post-test.

A.1 The Qualitative Data

A.1.1 Observation

The researcher observed and investigated the students, the situation and the problem or obstacles found during teaching learning process. Observation sheet was used to measure the level of students' activities during teaching and learning process in which Riddle was applied students' activities, behavior students' ability in vocabulary, and interaction between teacher and students.

In teaching-learning process by using Riddle game they feel enjoy and motivated to memorize and learning English. It seen from their enthusiastic and interested in the lesson whiles the teaching learning process and the increase of their understanding and memorizing from their score.

A.1.2 Questionnaire

The questionnaire was conducting before and after Classroom Action Research (CAR). The researcher gave the questionnaire to the students. From the result from the students questionnaires' answer, showed that there were differences responses before and after the implemented the technique.

In the pre-questionnaire was conducted to obtain the data indicating students' motivation in learning English vocabulary. The questionnaire had ten questions which revolted in three categories, they are the students' response about teaching-learning process (2 items, no. 1 and 2), the result of the students' vocabulary learning activities (2 items, n0. 3 and 4), and the solution of the problems in vocabulary (6 items, no. 5-10), all of them are ten items.

Table 4.1
The Result of Questionnaire in the Preliminary Study

No.	The students' response about teaching learning process	Yes		No	
1.					
	<ul style="list-style-type: none"> The students were enjoy in the teaching learning process 	43	87.7%	6	12.2%
	<ul style="list-style-type: none"> The students understood the teacher's explanation easily 	26	53%	23	46.9%
2	The result of the students' vocabulary learning activity	Yes		No	
	<ul style="list-style-type: none"> The student felt good with their score in vocabulary 	24	48.9%	25	51%
	<ul style="list-style-type: none"> The students could answer the teachers questions about vocabulary material given 	22	44.8%	27	55.1%

3.	The solution of the problem in vocabulary	Yes		No	
	<ul style="list-style-type: none"> The students asked their difficulty in vocabulary to the teacher 	13	26.5%	36	73.4%
	<ul style="list-style-type: none"> The teacher implemented the suitable technique to solve difficulties in learning vocabulary 	18	36.7%	31	63.2%
	<ul style="list-style-type: none"> The technique could help students memorize vocabulary easily and get the new vocabulary 	19	38.7%	30	61.2%
	<ul style="list-style-type: none"> The teacher gave exercise to develop students' ability in vocabulary 	35	71.4%	14	28.5%
	<ul style="list-style-type: none"> The students could do the task easily 	21	42.8%	28	57.1%
	<ul style="list-style-type: none"> The students' had rich vocabulary 	10	20.4%	27	79.5%
	Mean	47.09%		52.81%	

The table above showed the result of pre-questionnaire, that first category was the students' response about teaching-learning process in learning English vocabulary. The result showed 87.7% students were motivated in the teaching-learning process. Next items in students understanding about English lesson, show that 53% of the students understood the teacher explanation. It mean that most of

the students second grade SMP IT Nurul Ilmi Medan Area like English vocabulary lesson, even though they didn't mastery English vocabulary yet.

The second category is the result of students' vocabulary achievement. 51% of the students were not satisfied with their score in vocabulary. So, most of students were not satisfied in their score is bigger than those who weren't. Then only 44.8% students could answer the teachers' question about vocabulary material. It can be drawn that most of the students hadn't reached a good score which passed minimum mastery criterion (KKM).

The last category asks the solution of the problem in vocabulary learning. For the first item, there were so many students who didn't ask their teacher if they had difficulties, it's about 73.4%. It was indicated that the students were not actively involved in the teaching-learning process and they were shy and not interested in the lesson, then do not ask their difficulty in understanding the materials. Second items, students said that their teacher didn't implement the suitable technique to solve the difficulties in learning vocabulary. It can be predicated that technique used by the teacher was not really appropriate and could not solve their problems in learning vocabulary mostly. After that, most students answer that their teachers' technique couldn't help students memorize vocabulary easily and get new vocabulary, it's about 61.2% of the students. It means that most of them thought the used technique could not help them transferring the given words to their long term memory and getting the new vocabulary.

Next item, 71.4% students said that their teacher gave exercise to develop students' ability in vocabulary, in the contrary many students, 57.1% couldn't do the task easily. It means that most of them faced the problem in vocabulary and

thought the used technique could not help them in developing their vocabulary because not all of the words are given by teacher. So that, they hard to do the task. The last, there were only 10 students or 20.4% of them stated that they had rich vocabulary. It means that most of students' ability in vocabulary was still low.

After the CAR was done, the student questionnaires' response showed positive. The questionnaire had fifteen questions which revealed in four categories: the students' response about teaching learning process (number 1,3, 14), the result of the students vocabulary learning activity (number 7, 8, 11, 13, 15), the solution of problems in vocabulary (number 12), and the last the students responses about Riddle Games (number 2, 4,5,6,9, 10).

Table 4.2
Te Result of Questionnaire after Classroom Action Research

No.	The students' response about teaching learning process	Yes		No	
1.					
1	The students were satisfied in the in the teaching-learning process through Riddle Game	49	100%	0	0%
3	The students were motivated learning vocabulary through Riddle Game	38	77.5%	11	22.4%
14	The students could learns vocabulary better through Riddle Game than the usual learning	0	100%	0	0%
B	The result of the students' vocabulary learning activity	Yes		No	
7	The students were helped in enriching their vocabularies through Riddle Game	46	93.8%	3	6.1%
8	The students felt that Riddle Game solve their vocabulary problems	45	91.8%	4	8.1%
11	The students could do the vocabulary task easily by using Riddle Game	49	100%	0	0%
13	The students' score were increase after then	48	97.9%	1	2.0%
15	The students' vocabulary were enriched by Riddle Game	44	89.7%	5	10.2%

C	The solution of the problems in vocabulary	Yes		No	
12	The teacher gave opportunity to ask their difficulties	49	100%	0	0%
2	The students feel better in learning vocabulary through Riddle Game	49	100%	0	0%
4	Riddle Game is suitable to be implied in teaching-learning vocabulary	47	95.9%	2	4.08%
5	The students more understand the vocabulary easily	49	100%	0	0%
6	The students like learning vocabulary through Riddle Game	47	95.9%	2	4.08%
9	The students feels that Riddle Game facilitate their vocabulary learning	46	93.8%	3	6.1%
10	The students could remember both their previous vocabulary and the new word easily	42	85.7%	7	14.2%
	Mean		94.8%		5.14%

From the table above showed the first category was the students' response about teaching-learning process in learning English vocabulary, the data it indicated that 100% students said yes, it indicated in the table that all of the students were interested in the teaching-learning process through Riddle game. Next item is students' motivation in learning vocabulary through Riddle game, show that 77.5% of the students understood the teachers' explanation. The last items about the comparison between learning Riddle game than usual learning. It is about 95.9% of students feel better to learn vocabulary through Riddle game than usual learning. It means that most of students first grade of SMP IT Nurul Ilmi Medan Area like English vocabulary lesson.

The second category is the result of students' vocabulary achievement. The first data above number 7 indicated that 93.8% of students were helped in retaining their vocabularies through Riddle game. The second item is the students felt that the f Riddle game solve their vocabulary problems is about 91.8%. The third item

is about 100% of students could do their vocabulary task easily by using Riddle game. The fourth item indicate 97.9% of students' score were increase after implementing the Riddle game. Fifth item then indicated that the students' score were increase after then. The last item the students' vocabulary was enriched by Riddle game is about 89.7%.

The third category asks the solution of the problem in vocabulary learning. In this case the teacher gave opportunity to ask their difficulties, about all students said yes or 100% of students said that the teacher gave them an opportunity to ask their difficulties in vocabulary. It was indicated that all of students were actively involved in the teaching-learning process.

The last category asks the students' response about Riddle game. The first item in this category asks about the students feel better in learning vocabulary through Riddle game it was indicated that 100% students agreed that they fell better in learning vocabulary through Riddle game.

The second item indicated that 95.9% of students said that Riddle game is suitable to be implied in teaching-learning process vocabulary. The third item it indicated that 100% of students said that they feel more understand the vocabulary easily. The fourth item indicated that 95.9%of students like learning vocabulary through Riddle game. The fifth item it is about 93.8% of students feel that Riddle game facilitate their vocabulary learning, it means that they were agree that Riddle game helped them in retaining their vocabulary. The last item indicated that 85.7% of students could remember both their previous vocabulary and the new vocabulary easily.

A.1.3 Interview

The interview was done before conducting the first cycle. The research interviewed the teacher. This interview also done after implemented the technique. From the teacher's answer interview showed that there were differences feeling before and after the implemented of the technique. The teacher felt satisfied with the improvement made by the students focus on vocabulary score through the technique. The teacher also motivated to use Riddle game because it could facilitate the students in retaining their vocabulary.

A.1.4 Diary Notes

Diary notes were written up by the researcher in every meeting during conducting the reseach. From the diary note, it was found that the students were active and enthusiastic during the teaching learning process. Even though, some of students were lazy to learned vocabulary, but when the researcher applied the Riddle game, they felt interested and enjoy in study vocabulary. So, in this research, students showed the improvement in learning vocabulary.

A.1.5 Documentation

Photography is one of source as documentation or responding observation for researcher to catch every moment. It was taken when the students did the vocabulary test and during the teaching-learning process in the classroom. From the photo will be found the response of students that the students were active and enthusiastic during the teaching-learning process.

A.2 The Quantitative Data

The quantitative data were taken from the result of the test given to the students. The test that given still relevant to the topic taught and discussed in the classroom in every cycle. There were two cycles consisted four meetings in this research and the test was given in the last of each cycle. The result of the test score of students were shown in the table.

Table 4.3

**The Students' Score during Cycle I (Pre-Test and Post-Test I)
and Cycle II (Post-Test II)**

No	Initial of Students	Pre-Test	Post-Test I	Post-Test II
1	AJ	44	64	76
2	AFS	44	76	80
3	AN	56	76	84
4	ATS	48	76	80
5	ADABS	60	76	80
6	AFN	36	52	72
7	AA	56	80	92
8	AG	0	36	64
9	AR	68	76	80
10	BP	40	52	72
11	BNM	88	88	100
12	DAF	20	48	68
13	DAE	68	80	92
14	DA	56	72	84
15	DRR	52	76	88
16	FRN	68	80	96
17	F	44	72	82
18	FR	60	76	84
19	HY	60	84	100
20	HS	52	76	88
21	HNM	52	72	84
22	IA	68	80	92
23	JBAB	88	84	100
24	LNS	88	92	100
25	MA	48	64	76
26	MAA	52	64	80
27	MDA	60	80	92
28	MAA	76	84	96
29	MAA	48	68	76

30	MB	56	72	84
31	MRM	68	80	96
32	MR	24	44	60
33	MT	36	56	72
34	MW	52	76	84
35	NSA	64	76	88
36	NSL	40	72	84
37	NA	8	20	56
38	NH	68	80	92
39	NF	68	80	96
40	QA	20	60	72
41	RDF	64	76	84
42	RA	60	76	88
43	SKN	56	68	76
44	SN	48	68	80
45	SR	60	76	84
46	VT	56	68	80
47	WHH	48	72	88
48	WAF	52	72	80
49	WZ	64	80	92
	TOTAL	Σx= 2612 X = 53.3	Σx= 3476 X = 70.9	Σx= 4094 X = 83.5

From the data above the researcher found there is increasing of the students' mastery. It could be seen from the mean of value from the test (pre-test, post-test 1, and post-test 2) that increase.

From the table, the researcher also found the students' achievement are:

A.2.1 Pre- Test

The pre test was conducted as the preliminary study or done before Classroom Action Research (CAR) to identify the students' real competence and problems in vocabulary. In pre test, there were 25 questions, 15 questions in multiple choices and 10 questions in matching.

To get the result of pre test, firstly the researcher calculated the mean score:

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

$$X = \frac{2612}{49}$$

$$X = 53.3$$

Then, to the percentage of students who passed the KKM score, the researcher used the following formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{4 \times 100\%}{49}$$

$$P = 8.16\%$$

Based on the result of the pre test, the data showed that the mean score of pre test is 53.3. There were only four students or 8.16% of the students who got the score above the Minimum Mastery Criterion *Kriteria Ketuntasan Minimal (KKM)* meanwhile the other 45 students were below that criterion. From the analyzing, it could be seen that almost of VIII grade of SMP IT Nurul Ilmi Medan Area students' vocabulary was still very low.

A.2.2 Post-Test 1

In the post-test 1 the students score got increasing. In the post-test 1 students had given the reaction to pay more attention to the teacher and asked the material they did not know. The result of post test showed the mean score of the class increased to 70.9 which there were 27 students who passed the Minimum Mastery Criterion or KKM 75.. The mean score derived from the following formula:

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

$$X = \frac{3476}{49}$$

$$X = 70.9$$

Then, the class percentage that's passed the Minimum Mastery Criterion, using the following formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{27 \times 100\%}{49}$$

$$P = 55.1\%$$

A. 2.3 Post-Test 2

In the post test 2 the students score got increasing. In the post test 2 the condition of class was very well after implementing Riddle game, all of the students become actively to the activity given by teacher so the atmosphere of class make the students interested to follow the lesson. The students could compare and recognize kind of noun, verb, adjective, and adverb.

From the table, the total score of the students was 4094 and to see the mean of the students in the test, the researcher applied the following formula:

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

$$X = \frac{4094}{49}$$

$$X = 83.5$$

Then, the calculation of class percentage about the students who passed the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)*:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{42 \times 100\%}{49}$$

$$P = 85.7\%$$

It showed in the post-test 2 more than 50% students could improve their vocabulary by using Riddle game.

B. Data Analysis

B.1 The Qualitative Data

The qualitative data was analyzed from observation result, questionnaire result, interview sheet, diary notes, and documentation. The research was done in two cycles, and each cycle consists of two meetings and one test.

B.1.1 The First Cycle

The first cycle was done in two meetings, the detail was below:

a. Planning

The research collaborated with her collaborator (in this case is the teacher) planned the action dealing with preparing Riddle game, instructional materials and media, and determining the criteria of success. In this phase, the researcher made a planning for the Action Research based upon the problems faced by students about vocabulary.

Besides of making lesson plan, the researcher also prepared observation sheet to observe the students and researcher's activities in teaching learning process whether it was in line with the lesson plan had before or not. And the researcher also prepared the post test 1 to collect the data, to know there are some students' improvement scores from pre-test to post-test.

Next, the researcher and collaborator determined the criteria of success. The criteria of success were 75% of the students' vocabulary score achieved the

Minimum Mastery Criterion– *Kriteria Ketuntasan Minimal (KKM)* of English (75.0) or above 75% of students participated in English vocabulary class

b. Action

The action of the first cycle was done by implemented the teaching learning process based on lesson plan had been made. In the first meeting, before involving students in Riddle game, the researcher acts as teacher and she done based on the lesson plan before. (1) The researcher asked the students to listen the explanation the procedure of Riddle game. But before the teaching learning process run, the researcher had been doing explanation about the implementation of Riddle game in their mind, in order they would understand about the technique. (2) The researcher giving the topic to the students. It meant the researcher was thought them about vocabulary, automatically they had new words. It made them easily to understand the sentences and they were able to create the good sentences. (3) Teacher asked the students to pronounce and spell the words. In teaching learning process, the researcher gave them the new word that wrote in the paper gummed on the whiteboard, then the researcher pronounce the words with a good pronunciation, and the student hit one word from another word that gummed on the whiteboard. (4) Students pronounced the words that had hit by their friend. (5) Teacher asked the student to memorized the word before back to the chair and make the sentences correctly and logically. (6) The teacher closed the meeting and motivated the students to study hard. His step was very important before teaching leaning process closed. Because the motivation would make them struggle in their learning especially in memorizing the vocabulary.

c. Observation

The observation was done how the students' behavior and what the students' problem during teaching learning process on pre, whilst, and post vocabulary activities through observation.

In the first meeting, the observer watched the students were interested in the lesson given through Riddle game, but there was the class still had a problem in divided the students into group that make the class noisy. The students couldn't concentrate with the teacher, so they still confused in played the game.

In second meeting, the observer watched the better classroom condition. They have already know how to divided a group and the students do not make a lot of noise in the class. The students were interested to follow the teacher instruction to play game through Riddle. But still there were some students not concentrate with the teacher and disturbed the other friends. But outside of problem, the class could understand the lesson.

d. Reflection

After doing the first cycle, the researcher evaluated in teaching learning process in the end of meeting of the first cycle. The researcher discussing the result action with her collaborator. Based on the analysis of students' vocabulary score in post-test 1 have not achieved the criteria of success that 75% of students must achieve the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)*. It can be seen that only 55.1% of the students who got the score above the Minimum Mastery Criterion. So, the implementation of Riddle game has not given satisfactory result yet on the improvement of students' vocabulary.

The next is talking about students' participation. From the analysis of the students' vocabulary worksheet score in the first cycle, it was found that the

students do not understand well about noun, verb, adjective, and adverb well. Therefore, it needs to revise the acting and planning before implement to see next cycle so that it could achieve the criteria of success of this study. The test result indicated that the action in the first cycle did not achieve the action success yet, it need 19.9% to achieve the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)* so the teacher and the researcher had to move the next cycle.

B. 1.2 Revision of the First Cycle

Based on the analysis of the students' score achievement on vocabulary in the first cycle, the implementation of Riddle game did not yet give satisfactory result on improvement of students' vocabulary. Therefore, the researcher concluded some revision before the implementation of the next cycle in order to achieve to criteria of success this study.

First, the revision was focused on the teaching procedure. In the first cycle, the students were confused play the Riddle game. The students had a difficulty how to play game by using Riddle game. These problems were time- consuming and make other students disturbed and noisy. Then the teacher has to give the example to play the Riddle game clearly.

Second, revision was on the explanation about the material in this case is the explanation on several parts of part of speech such as noun, verb, adjective, and adverb. The teacher should give the explanation clearly and softly to make students understand about them and always repeat and check their understanding in beginning or the end of the lesson. The last, the students had to bring dictionary, in order to help them to find out the meaning of word as their learning source except the teacher.

B. 1.3 The Second Cycle

a. Planning

The researcher collaborated with her collaborator (in this case is the teacher) planned the action dealing with preparing Riddle game instructional materials and media, and determining the criteria of success. In this phase, the researcher made a planning for the Action Research based upon the problems faced by students about vocabulary.

Besides of making lesson plan, the researcher also prepared observation sheet to observe the students and researcher's activities in teaching learning process whether it was in line with the lesson plan had before or not. And the researcher also prepared the post test 2 to collect the data, to know there are some students' improvement scores from post-test 1 to post-test 2.

b. Action

In this part, the researcher implemented the teaching learning process based on lesson plan had been made. In the first meeting, before involving

students in Riddle game, the researcher acts as teacher and she done based on the lesson plan before. (1) The researcher asked the students to listen the explanation the procedure of Riddle game. But before the teaching learning process run, the researcher had been doing explanation about the implementation of Riddle game in their mind, in order they would understand about the technique. (2) The researcher giving the topic to the students. It meant the researcher was thought them about vocabulary, automatically they had new words. It made them easily to understand the sentences and they were able to create the good sentences. (3) Teacher asked the students to pronounce and spell the words. In teaching learning process, the researcher gave them the new word that wrote in the paper gummed on the whiteboard, then the researcher pronounce the words with a good pronunciation, and the student hit one word from another word that gummed on the whiteboard. (4) Students pronounced the words that had hit by their friend. (5) Teacher asked the student to memorized the word before back to the chair and make the sentences correctly and logically. (6) Giving the game to the students in order the class would be more active then they must memorize the new word about Modals (should, must, shouldn't, mustn't) that connected to the topics. Most of students were enthusiastic and serious when they were in game, they were counting the number, the wrong students in playing the game they would finishable to make a good the new word to be a good sentence. They could enjoyable done this game.

c. Observation

The observation was done for the last time. The activity of students was observed and it showed that the condition of class was very well after implementing Riddle game, there were fewer the students who didn't understand how to play this

game, all of the students become actively to the activity given by teacher so the atmosphere of class make the students interested to follow the lesson. The students could compare and recognize kind of noun, verb, adjective, an adverb.

d. Reflection

Having checked the students' vocabulary mastery by giving the test, it was found the students' score showed the increasing. Based on the observation and the result of their test, the students could use Riddle game as their media in memorizing and retaining their vocabulary. It can be concluded that the students could improve their vocabulary mastery by using Riddle game.

B.2 The Quantitative Data

The data was taken from test that gave to students in the last of each cycle. Based on the result of ever meetings and the test in every cycle which have been conducted, it was found that the students score kept improve since the first until last meeting.

The result that students' score increased from the pre-test, post-test in the cycle 1 until in the post-test in cycle 2. The students' score in post-test 1 was higher than the pre-test. The post-test 2 was higher than the post-test 1.

C. Research Finding

The result indicated that there was an increasing on the students' vocabulary mastery by using Riddle game. The mean of the first cycle was 55.1%. The mean of second cycle was 85.7%, it indicated that the scores and the mean in second cycle were better than in the first cycle.

Automatically the percentage of students who got point up 75 or passed the KKM also grew up. In the pre-test, the students who got point up 75 were 4 students

(8.16%). In the post-test 1 students who got point up 75 were 27 students (55.1%). It means that there was an increasing about 46.94%. Post-test 2 the students passed KKM 75 were 42 (85.7%) and the increasing was about 30.6%.

From the data above, showed by applying this technique, the score of the students in vocabulary kept increasing from the pre test until post test in each cycle. The students' vocabulary mastery improved and became well in the first meeting to the next meeting not only happened in the mean of students' score, but also the expression, interest, and excitement of students showed that there was improvement. It can be seen in the questionnaire, diary notes and observation sheet. Most of the students were more active and enthusiast during teaching learning process. It implied that the use of Riddle game could increase the students' vocabulary and also help the English teacher to teach vocabulary.

D. Discussion

This part covers the discussion of the teaching vocabulary through Riddle game. The discussion is based on how Riddle game can retain students' vocabulary.

The finding of the research proved that Riddle game can retain students' vocabulary. It can be seen from the improvement of the students score. The students' average score of pre-test was 53.3. After the implementation of Riddle game, the average score of post-test 1 cycle 1 was 70.9. Then, the researcher continued to the second cycle with the average post-test 2 were 83.5 or 85.7% passed the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)* 75 as the criterion of success determined. Besides, improving the students' score, the implementation of Riddle game got positive responses from students in their teaching-learning process of vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

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

1. Riddles game is implemented through the topic in the second grade students of SMP IT Nurul Ilmi, After implemented in the third cycle, the results are: Riddles can develop and motivate students in learning English, especially vocabulary. So Riddles effective used in teaching vocabulary to improve students' vocabulary, it was proven by their response is very good, It based on the result of questionnaire which showed that more than 85.7% the students are enthusiastic participate during the teaching learning process.
2. About the student responses to the riddles used by the teacher in teaching vocabulary are: All of the students were happy and interest in the use of this game. Most learners pointed out that it was very useful to make easier remember the vocabulary for them. During teaching and learning process the students gave good responses towards the use of riddles. This can be seen from their active participation and enthusiasm in teaching learning process.

3. Related to the students' achievement, there were 85.7% who passed The Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)* 75 with the improvement of the students' mean score from pre-test to the post-test of the second cycle was 56.6%. In the pre-test were only 4 students who passed the KKM. Meanwhile, in the post-test of cycle one there were 27 students who passed the KKM or 55.1%. Next, in the result of post-test in the cycle 2, there gained 42 students or 85.7% students who passed the Minimum Mastery Criterion-*Kriteria Ketuntasan Minimal (KKM)* in which there mean score of vocabulary derived 83.5. So, it achieved the criteria success. Second the questionnaire result showed that the implementation of this technique got positive responses from the students in the teaching-learning process of vocabulary, it could be seen from the mean of pre-questionnaire was 47.09%. Then, the mean of post-questionnaire was 94.8%. Third, the data from diary notes showed that the students were more active and participated in the teaching learning process, it could be seen from 59 the improvements of the students' score in teaching-learning process for each meeting.

The last, the result of interview with the English teacher showed that the teacher gave positive responses after the implementation of Riddle game in teaching vocabulary since it could be an alternative technique to be used in teaching vocabulary.

B. Suggestion

There are some suggestions to offer to the English teachers and the other researchers based on research findings.

1. Riddle game is affective to improve students' vocabulary.
2. Riddle game can be alternative to overcome students' boredom.
3. This strategy or technique is suggested to the English teacher or other researcher who want to conduct in similar research or study.

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

BIBLIOGRAPHY

- Abbot, G and Wingard P. 1981. *The teaching of English as an international language*. London: William Collins and Co. Ltd
- Arifin, Zainal. 1980. *Permainan simulasi main peran dalam pengajaran bahasa*. Jakarta: Proyek Pengembangan Guru (P3G) Depdikbud.
- Austin, Aquarina E, 1995 *The use of "crossword puzzles" game to teach English vocabulary to the second grade students of junior high school*. S1 Thesis Surabaya: UNESA
- Arikunto, Suharsimi, 2008. *Prosedur penelitian: suatu pendekatan praktek*. Jakarta: PT: Bumi Aksara. Edisi Revisi V
- Both, Donald. 1979. *Fun and games large conversation class involvement*. Guideliness for Language Games No. 5
- Brassell, Danny; Furtado, Leena 2008. *Enhancing English as a second language students' vocabulary*. Vol. 8, No. 1 The Reading Matrix
- Brindley, Susan. 1994. *Teaching English*. New York: The Open University
- Brown, Doglas, 1985. *Principles of language learning and teaching*. USA: Oxford University Press.
- Brown, James D, 1995 *The elements of language curriculum: A systematic approach to program development*. Boston : Heinle & Heinle Publisher.

- Cohen, Louis; Manion, Lawrence; Morrison, Keith. 2005. *Research methods in education*. New York: Routledge Falmer.
- Crystal, David. 1997. *English as a global language*. New York: Cambridge University Press
- Dale, Edgar, 1971. *Techniques of teaching vocabulary*. USA: Field Education Publications, Incorporated.
- Deighton, Lee C. 1971. *Encyclopedia of education*. New York: Mc. Millan Co Free Press.
- Departemen Pendidikan Nasional, 2003. *Kurikulum 2004*, Jakarta: Pusat Kurikulum, Balitbang Depdiknas: 2003 iv, 88 hal
- Eningtyas. 2004. Word games as a means of teaching speaking to the second year students of SLTPN 1 Pucuk Lamongan. S1 Thesis. Surabaya: UNESA.
- Evans, Bergen: Evans, Cornelia. 1957. *A dictionary of contemporary American usage*, New York, Random House, Inc.
- Goodwyn, Andrew; Branson, Jane. 2005. *Teaching English*. New York: Routledge Falmer.
- Hadfield, Jill; Charles Hadfield. 1975 *Introduction to teaching English*. Oxford University press.

- Hart, Archibal. 1976. *Twelve ways to build vocabulary*. New York: Barner and Nobel. Inc.
- Hidayatul, Nur. 2002. *The analysis of vocabulary teaching through puzzles*. S1 Thesis Surabaya: UNESA
- Hornby, A. S, 1987. *Oxford advanced learner's dictionary*. Oxford University Press.
- Hornby, A. S, 1995. *Oxford advanced learners' dictionary of current English*. New York: Oxford University press.
- Iskandar, 2009. *Penelitian tindakan kelas*. Ciputat: Gaung Persada.
- Ismiyati, 2003. *Teaching vocabulary through games in the first year of junior high school*. S1 Thesis Surabaya: UNESA
- Johnson, David. W. and Roger T. Johnson. 1975. *Learning together and alone, cooperation, competitive and individualization*. New Jersey: Prentive Hall.Inc. Englewood Cliffs.
- K stepherd; Atweh Bill; W Patricia. 1998. *Action Research in practice: Partenship for social justice in education*. London: Routledge.
- Larcabal, Rita Susana. 1992. *The role of games in language acquisition*. English Teaching Forum Vol. 30
- Lubis, Yusnaini. 1988. *Developing communicative proficiency in the English foreign language (EFL)*. Jakarta: Depdikbud

Lusiana, Eka Rahmadanta, 2018. *The Effect Of Using Riddle Technique On Students' Vocabulary Mastery Of The 2017/2018 Tenth Grade Students Of Smk Swasta Pemda Langkat Bahorok*. Vol. 1

Mostafa Shahiditabar, Mohammad Amin Mozaheb. 2017. *Journal of Applied Linguistics and Language Research :The Place of Language in the Holy Quran as a Linguistic Heritage*. Imam Sadiq University, Tehran, Iran. Vol. 4

Nye Dorry, Gertrude, 1966. *Games for second language learning*. New York: Mc. Braw-Hill, Inc.

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

Rashid, Ahmed A. 1951. *Teaching vocabulary using riddles*. Article

Retno, Nur Dyah Kumala, 1998 *The effect of using puzzles to improve the SMP students' vocabulary mastery*. S1 Thesis Surabaya: UNESA

River, M. Wilga. 1968. *The teaching foreign language skill*. London: The University Press.

Syafaruddin, 2013. *Panduan penulisan skripsi*. Fakultas Ilmu Tarbyah Dan Keguruan Institute Agama Islam Negri, MEDAN

Stepherd, David L. 1973. *Vocabulary meaning and word analysis; comprehension high school reading methods*. Bell and Howel Company, Co.

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

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

Wragg, E.C. 1999. *An introduction to classroom Observation*. New York: Routledge

Wright, Andrew. 1984. *Games for language learning*. New York: Cambridge University Press.

Appendix 1 :LESSON PLAN

Cycle 1

Sekolah	: SMP IT Nurul Ilmi Medan Area, Medan.
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	:VIII/I
Skill	: Vocabulary
Materi Pokok	: Modals (should, must, shouldn't, mustn't)
Alokasi Waktu	: 2 x 35 menit

A. Kompetensi Inti

KI.1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI.2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI.3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI.4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR DAN INDIKATOR

C. TUJUAN PEMBELAJARAN:

NO	KOMPETENSI DASAR	INDIKATOR
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar bahasa Inggris.
2.	1.2 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	1.2.1 Menyapa guru dan teman dengan santun.
3.	3.12 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk dongeng, sesuai dengan konteks penggunaannya.	3.12.1 mengidentifikasi fungsi sosial struktur teks dan unsur kebahasaan teks naratif berbentuk dongeng.
4.	4.16 menangkap pesan moral dari teks naratif berbentuk dongeng.	4.16.1 Menemukan tokoh utama dan karakternya dalam teks naratif

		berbentuk dongeng beserta pesan moral terkait. 4.16.2 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana.
--	--	--

Siswa terampil memahami, menyatakan, dan menanyakan teks lisan dan tulis yang menyatakan dan menanyakan perbandingan jumlah dan sifat orang, benda, untuk melaksanakan komunikasi transaksional dan fungsional dengan guru dan teman, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerjasama, dan cinta damai.

D. MATERI PEMBELAJARAN

- **Fungsi sosial:**
 1. Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai kebersamaan antar teman.
- **Struktur pembahasan:**
 1. Memperkenalkan modals(should, must, shouldn't, mustn't)
 2. Memberikan penilaian(evaluasi) tentang should, must, shouldn't, mustn't
 3. Menjelaskan kegunaan modal dalam bentuk should, must, shouldn't, mustn't.
- **Unsur kebahasaan:**
 1. Modals: (should, must, shouldn't, mustn't)
 2. Kosa kata:kata yang akan disusun dalam bentuk kalimat sebagai Modal (should, must, shouldn't, mustn't)
 3. Ucapan, tekanan kata, intonasi
 4. Ejaan dan tanda baca

5. Tulisan tangan.

- **Topik**

Modals(Should, Must, Shouldn't, Mustn't)

Modals merupakan kata yang berfungsi untuk membantu kata kerja atau melengkapi verb (kata kerja) sehingga arti yang sesungguhnya dapat dimengerti. Walaupun kata modals berada didepan kata kerja, pemakaian modals dalam bahasa inggris tidak akan mengubah grammar atau bentuk bahasanya. Secara garis besar modals dibagi menjadi dua yakni present dan past.

Pada materi kali ini yang akan dibahas mengenai **Modals (should, must, shouldn't, mustn't)**

- **Should**

Pemakaian modals dalam bahasa inggris untuk kata should dapat digunaka untuk memberikan saran. Kata ini salam bahasa Indonesia bermakna sebaiknya. Should tidak terlalu memaksa seseorang untuk mengikuti saran tersebut.

Cont: - You should take a nap (kamu sebaiknya tidur)

-should I borrow you some money?(haruskah aku meminjamimu uang?)

-you should take this exam (kamu sebaiknya mengikuti ujian ini)

- **Must**

1. Menyatakan keharusan

-you must pay these foods (kamu harus membayar makanan-makanan ini)

-you must not be lazy (kamu tidak boleh malas)

-you must to keep this room tidy (kamu harus menjaga ruangan ini tetap bersih)

2. menyatakan kepastian atau prediksi yang pasti

-you must be sad after watching this video (kamu pasti sedih setelah melihat video ini)

-since she do not practice seriously, she must not win this competition. (karena dia tidak berlatih dengan sungguh-sungguh, dia pasti tidak akan memenangkan kompetisi ini.)

E. METODE PEMBELAJARAN

Pendekatan : Scientific Approach

Strategi : penghapalan, pemodelan games, dan mempraktekkan

F. MEDIA DAN ALAT PEMBELAJARAN

Media : wadah riddle games, power point

Alat : Laptop, media games, white board.

G. SUMBER BELAJAR

- Buku SMP kelas VIII yang relevan
- www.youtube.com

H. LANGKAH-LANGKAH PEMBELAJARAN

PENDAHULUAN (10 MENIT)	
TAHAP	KEGIATAN
Kegiatan awal	-apersepsi dan motivasi - penyampaian tujuan pembelajaran

KEGIATAN INTI (70 MENIT)	
Observation	<ul style="list-style-type: none"> - Peserta didik mengamati guru yang menjelaskan tentang materi hari ini, Modal (should, must, shouldn't, mustn't) Dan mengaplikasikan teknik riddle game dalam kosakata yang belum dimengerti peserta didik. - Peserta didik menanyakan apa yang belum mengerti mengenai Modal (should, must, shouldn't, mustn't) - Guru menjawab pertanyaan secara lisan dari murid yang kurang paham tersebut. - Peserta didik mengerjakan soal berupa melengkapi teks yang belum lengkap
Questioning	<ul style="list-style-type: none"> - Dengan bimbingan guru, peserta didik menanyakan arti kata sulit yang ada dalam contoh kalimat modal (should, must, shouldn't, mustn't).
Exploration	<ul style="list-style-type: none"> - Peserta didik memberikan contoh kalimat Modal (should, must, shouldn't, mustn't) dalam bahasa inggris. - Peserta didik menjawab pertanyaan tentang tokoh utama dan karakternya dalam teks naratif berbentuk dongeng beserta pesan moral terkait.
Association	<ul style="list-style-type: none"> - Peserta didik membuat kesimpulan sementara tentang materi yang telah di pelajari.
PENUTUP (10 MENIT)	
Penutup	<ul style="list-style-type: none"> - Menyimpulkan hal-hal yang telah dipelajari - Peserta didik memberikan umpan balik dengan mengajukan pertanyaan. - Guru menyampaikan informasi pembelajaran yang akan datang.

I. PENILAIAN

a. Pengetahuan

- a. Teknik Penilaian : Tes tulis
- b. Bentuk instrument : multiple choice.

b. Keterampilan

1. Rini is old enough. She ... know better than the others about it.
 - a. Will could c. must.
 - b. may be d. can
2. They ... study hard because next april they will take the examination.
 - a. Will, c. should,
 - c. can, d. must,
3. My father is very smart. He ... speak five language.
 - a. Will, c. should,
 - b. can, d. must,
4. tom gets failed in his exams. I think he ... study harder.
 - a. Will, c. should,
 - b. can, d. must,
5. You ... touch the wall. My father has just painted it.
 - a. mustn't c. shouldn't,
 - b. must d. might
6. You ... care about her since she loves you very much.
 - a. Will, c. should,
 - b. can, d. must,
7. the bus 1 has just left. We... wait another later.
 - a. Will, c. should,
 - b. can, d. must,
8. If I have problems with my teeth I think I Go to dentist, not a veterinarian.
 - a. Should c. could
 - b. May d. can
9. you ... wear t-sthirt school. That is prohibited.
 - a. Will, c. should,
 - b. can, d. mustn't
10. my brother break a glass in the kitchen, so he... clean it or he will be punished.
 - a. Will, c. should,
 - b. can, d. must,
11. you ..have been noisy. The baby was sleeping.
 - a. Wouldn't c. shouldn't,
 - b. might, d. could.
12. what ..we do tomorrow.
 - a. Will could c. must.

- b. should d. can
13. student... wear white and blue uniform every Monday and Tuesday.
a. Wouldn't c. shouldn't,
b. might, d. must
14. people ..obey the rules in every country.
a. Wouldn't c. shouldn't,
b. must d. might
15. what.. I do after completing the task.
a. Will could c. must.
b. Should d. can
16. 10. Indah ... the match in National Olimpiade. She is very happy.
a. Jumped c. Lost
b. Won d. Celebrated
17. If you study hard, you will bein your examination.
a. Unsuccess c. Success
b. Sad d. Stupid
18. Grind together salt, sugar, pepper, and coriander. Kata coriander bermakna ...
a. Garam c. Merica
b. Ketumbar d. Gula
19. This room is hot, please turn on the ...
a. AC c. Lamp
b. Door d. Television
20. The teacher write the lesson on the ...
a. Chair c. Cupboard
b. Floor d. Blackboard

II. Pilihlah arti kata dari kata yang ada di bawah ini dengan membubuhkan tanda silang (X)!

1. Caterpillar

- Ular Ulat bulu Lipan Domba

2. Kemeja

- Shirt Belt Pants Cloth

3. Gray

Biru Dongker Abu-abu Merah

4. Kompor

Spoon Stove Fork Pan

5. Confuse

Bahagia Pusing Bosan Bingung

a. Rubrik Penilaian Aspek Keterampilan:

No	Uraian	skor
I	Jawaban benar	4
	Jawaban yang salah/ tidak di jawab	0
II	Jumlah soal	25

- a. Kunci jawaban : terlampir
- b. Pedoman penilaian.
 - 1 . Setiap jawaban benar skor 4
 - 2 jumlah skor maksimal $4 \times 25 = 100$
 - 3 nilai siswa: skor maksimal x 100

Appendix 2 :LESSON PLAN

Cycle 2

Sekolah	: SMP IT Nurul Ilmi Medan Area, Medan.
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	:VIII/I
Skill	: Vocabulary
Materi Pokok	: Modals (should, must, shouldn't, mustn't)
Alokasi Waktu	: 2 x 35 menit

J. Kompetensi Inti

KI.1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI.2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI.3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI.4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

K. KOMPETENSI DASAR DAN INDIKATOR

L. TUJUAN PEMBELAJARAN:

NO	KOMPETENSI DASAR	INDIKATOR
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar bahasa Inggris.
2.	1.2 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	1.2.1 Menyapa guru dan teman dengan santun.
3.	3.12 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk dongeng, sesuai dengan konteks penggunaannya.	3.12.1 mengidentifikasi fungsi sosial struktur teks dan unsur kebahasaan teks naratif berbentuk dongeng.
4.	4.16 menangkap pesan moral dari teks naratif berbentuk dongeng.	4.16.1 Menemukan tokoh utama dan karakternya dalam teks naratif berbentuk dongeng beserta pesan moral terkait.

		4.16.2 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana.
--	--	--

Siswa terampil memahami, menyatakan, dan menanyakan teks lisan dan tulis yang menyatakan dan menanyakan perbandingan jumlah dan sifat orang, benda, untuk melaksanakan komunikasi transaksional dan fungsional dengan guru dan teman, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerjasama, dan cinta damai.

M. MATERI PEMBELAJARAN

- **Fungsi sosial:**
 2. Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai kebersamaan antar teman.
- **Struktur pembahasan:**
 4. Memperkenalkan modals(should, must, shouldn't, mustn't)
 5. Memberikan penilaian(evaluasi) tentang should, must, shouldn't, mustn't
 6. Menjelaskan kegunaan modal dalam bentuk should, must, shouldn't, mustn't.
- **Unsur kebahasaan:**
 6. modals: (should, must, shouldn't, mustn't)
 7. Kosa kata:kata yang akan disusun dalam bentuk kalimat sebagai Modal (should, must, shouldn't, mustn't)
 8. Ucapan, tekanan kata, intonasi
 9. Ejaan dan tanda baca
 10. Tulisan tangan.

- **Topik**

Modals(Should, Must, Shouldn't, Mustn't)

Modals merupakan kata yang berfungsi untuk membantu kata kerja atau melengkapi verb (kata kerja) sehingga arti yang sesungguhnya dapat dimengerti. Walaupun kata modals berada didepan kata kerja, pemakaian modals dalam bahasa inggris tidak akan mengubah grammar atau bentuk bahasanya. Secara garis besar modals dibagi menjadi dua yakni present dan past.

Pada materi kali ini yang akan dibahas mengenai **Modals (should, must, shouldn't, mustn't)**

- **Should**

Pemakaian modals dalam bahasa inggris untuk kata should dapat digunaka untuk memberikan saran. Kata ini salam bahasa Indonesia bermakna sebaiknya. Should tidak terlalu memaksa seseorang untuk mengikuti saran tersebut.

Cont: - You should take a nap (kamu sebaiknya tidur)

-should I borrow you some money?(haruskah aku meminjamimu uang?)

-you should take this exam (kamu sebaiknya mengikuti ujian ini)

- **Must**

2. Menyatakan keharusan

-you must pay these foods (kamu harus membayar makanan-makanan ini)

-you must not be lazy (kamu tidak boleh malas)

-you must to keep this room tidy (kamu harus menjaga ruangan ini tetap bersih)

2. menyatakan kepastian atau prediksi yang pasti

-you must be sad after watching this video (kamu pasti sedih setelah melihat video ini)

-since she do not practice seriously, she must not win this competition. (karena dia tidak berlatih dengan sungguh-sungguh, dia pasti tidak akan memenangkan kompetisi ini.)

N. METODE PEMBELAJARAN

Pendekatan : Scientific Approach

Strategi : penghapalan, pemodelan games, dan mempraktekkan

O. MEDIA DAN ALAT PEMBELAJARAN

Media : wadah riddle games, power point

Alat : Laptop, media games, white board.

P. SUMBER BELAJAR

- Buku SMP kelas VIII yang relevan
- www.youtube.com

Q. LANGKAH-LANGKAH PEMBELAJARAN

PENDAHULUAN (10 MENIT)	
TAHAP	KEGIATAN
Kegiatan awal	-apersepsi dan motivasi - penyampaian tujuan pembelajaran
KEGIATAN INTI (70 MENIT)	
Observation	- Peserta didik mengamati guru yang menjelaskan tentang materi hari ini, Modal (should, must, shouldn't, mustn't)

	<p>Dan mengaplikasikan teknik riddle game dalam kosakata yang belum dimengerti peserta didik.</p> <ul style="list-style-type: none"> - Peserta didik menanyakan apa yang belum mengerti mengenai Modal (should, must, shouldn't, mustn't) - Guru menjawab pertanyaan secara lisan dari murid yang kurang paham tersebut. - Peserta didik mengerjakan soal berupa melengkapi teks yang belum lengkap
Questioning	<ul style="list-style-type: none"> - Dengan bimbingan guru, peserta didik menanyakan arti kata sulit yang ada dalam contoh kalimat modal (should, must, shouldn't, mustn't).
Exploration	<ul style="list-style-type: none"> - Peserta didik memberikan contoh kalimat Modal (should, must, shouldn't, mustn't) dalam bahasa inggris. - Peserta didik menjawab pertanyaan tentang tokoh utama dan karakternya dalam teks naratif berbentuk dongeng beserta pesan moral terkait.
Association	<ul style="list-style-type: none"> - Peserta didik membuat kesimpulan sementara tentang materi yang telah di pelajari.
PENUTUP (10 MENIT)	
Penutup	<ul style="list-style-type: none"> - Menyimpulkan hal-hal yang telah dipelajari - Peserta didik memberikan umpan balik dengan mengajukan pertanyaan. - Guru menyampaikan informasi pembelajaran yang akan datang.

R. PENILAIAN

b. Pengetahuan

- c. Teknik Penilaian : Tes tulis
- d. Bentuk instrument : multiple choice.

c. Keterampilan

1. you ..have been noisy. The baby was sleeping.
 - a. Wouldn't
 - c. shouldn't,

- b. might, d. could.
2. what ..we do tomorrow.
 a. Will could c. must.
 b. should d. can
3. student... wear white and blue uniform every Monday and Tuesday.
 a. Wouldn't c. shouldn't,
 b. might, d. must
4. people ..obey the rules in every country.
 a. Wouldn't c. shouldn't,
 b. must d. might
5. what.. I do after completing the task.
 a. Will could c. must.
 b. Should d. can
6. Rini is old enough. She ... know better than the others about it.
 a. Will could c. must.
 b. may be d. can
7. They ... study hard because next april they will take the examination.
 a. Will, c. should,
 b. can, d. must,
8. My father is very smart. He ... speak five language.
 a. Will, c. should,
 b. can, d. must,
9. tom gets failed in his exams. I think he ... study harder.
 a. Will, c. should,
 b. can, d. must,
10. You ... touch the wall. My father has just painted it.
 a. mustn't c. shouldn't,
 b. must d. might
11. You ... care about her since she loves you very much.
 a. Will, c. should,

- b. can, d. must,
12. the bus I has just left. We... wait another later.
a. Will, c. should,
b. can, d. must,
13. If I have problems with my teeth I think I Go to dentist, not a veterinarian.
a. Should c. could
b. May d. can
14. you ... wear t-shirt school. That is prohibited.
a. Will, c. should,
b. can, d. mustn't
15. 10. my brother break a glass in the kitchen, so he... clean it or he will be punished.
a. Will, c. should,
b. can, d. must,
16. The garden so I want clean it.
a. Large c. Dirty
b. Shiny d. Soft
17. We often hear ... in the morning.
a. Newspaper c. Magazine
b. Radio d. Tele vision
1. My grandmother always calls my father by....
a. Radio c. Television
b. Telephone d. Computer
19. Ridho is chef. He makes....
a. Shoes c. BBQ
b. Bag d. Belt

20. Rita buys a medicine in the....

a. Library c. Dispensary

b. Mall d. School

II. Pilihlah arti kata dari kata yang ada di bawah ini dengan membubuhkan tanda silang (X)!

21. Caterpillar

- Ular
 Ulat bulu
 Lipan
 Domba

22. Kemampuan ...

- Ability
 Abhor
 Capacity
 Personality

23. Green

- Biru
 Dongker
 hijau
 Merah

24. Garpu

- Spoon
 Stove
 Fork
 Pan

25. Confuse

- Bahagia
 Pusing
 Bosan
 Bingung

d. Rubrik Penilaian Aspek Keterampilan:

No	Uraian	skor
I	Jawaban benar	4
	Jawaban yang salah/ tidak di jawab	0
II	Jumlah soal	25

c. Pedoman penilaian.

- 1 . Setiap jawaban benar skor 4
- 2 jumlah skor maksimal $4 \times 25 = 100$
- 3 nilai siswa: skor maksimal x 100

Appendix 3: Test Instrument in Pre-test

SOAL PRE-TEST

Name :

Class :

I. Choose the correct answer with crossing (X) a,b,d, or d!

- 1) you ..have been noisy. The baby was sleeping.
 - a. a. Wouldn't c. shouldn't,
 - b. b. might, d. could.
- 2) what ..we do tomorrow.
 - a. Will could c. must.
 - b. should d. can
- 3) student... wear white and blue uniform every Monday and Tuesday.
 - a. a. Wouldn't c. shouldn't,
 - b. b. might, d. must
- 4) people ..obey the rules in every country.
 - a. a. Wouldn't c. shouldn't,
 - b. b. must d. might
- 5) what.. I do after completing the task.
 - a. Will could c. must.
 - b. Should d. can
- 6) Rini is old enough. She ... know better than the others about it.
 - a. Will could c. must.
 - b. may be d. can
- 7) They ... study hard because next april they will take the examination.
 - a. Will, c. should,
 - b. can, d. must,
- 8) My father is very smart. He ... speak five language.
 - a. Will, c. should,
 - b. can, d. must,
- 9) tom gets failed in his exams. I think he ... study harder.
 - a. Will, c. should,
 - b. can, d. must,
- 10) You ... touch the wall. My father has just painted it.
 - a. a. mustn't c. shouldn't,
 - b. b. mustd. might

- 11) You ... care about her since she loves you very much.
 a. Will, c. should,
 b. can, d. must,
- 12) the bus I have just left. We... wait another later.
 a. Will, c. should,
 b. can, d. must,
- 13) If I have problems with my teeth I think I Go to dentist, not a veterinarian.
 a. Should c. could
 b. May d. can
- 14) you ... wear t-shirt school. That is prohibited.
 a. Will, c. should,
 b. can, d. mustn't
- 15) 10. my brother break a glass in the kitchen, so he... clean it or he will be punished.
 a. Will, c. should,
 b. can, d. must,

II. Lengkapi kalimat-kalimat dibawah ini dengan memakai kata-

kata berikut:

tomorrow, guitar, key, volume, bed, yellow, next, puppy, marathon, go.

1. I am learning to play the
2. It's going to be windy
3. I like reading before going
4. I went to the pet shop to get a
5. I am in training for a
6. Please turn down the
7. Where is my car ?
8. is my favorite colour.
9. Let's fishing.
10. I will be in Bali week

-Good luck-

Appendix 4: Test Instrument and Answer Key in Cycle I (Post-test 1)

SOAL POST TEST (Cycle 1)

Name :

Class :

I. Choose the correct answer with crossing (X) a,b,c, or d!

1. Rini is old enough. She ... know better than the others about it.
a. Will could c. must.
b. may be d. can
2. They ... study hard because next april they will take the examination.
a. Will, c. should,
b. can, d. must,
3. My father is very smart. He ... speak five language.
a. Will, c. should,
b. can, d. must,
4. tom gets failed in his exams. I think he ... study harder.
a. Will, c. should,
b.can, d. must,
5. You ... touch the wall. My father has just painted it.
a. mustn't c. shouldn't,
b. mustd. might
6. You ... care about her since she loves you very much.
a. Will, c. should,
b. can, d. must,
7. the bus 1 has just left. We... wait another later.
a. Will, c. should,
b. can, d. must,
8. If I have problems with my teeth I think I Go to dentist, not a veterinarian.
a. Should c. could
b. May d. can
9. you ... wear t-sthirt school. That is prohibited.
a. Will, c. should,
b. can, d. mustn't
10. my brother break a glass in the kitchen, so he... clean it or he will be punished.
a. Will, c. should,
b. can, d. must,

11. you ..have been noisy. The baby was sleeping.
a. Wouldn't c. shouldn't,
b. might, d. could.
12. what ..we do tomorrow.
a. Will could c. must.
b. should d. can
13. student... wear white and blue uniform every Monday and Tuesday.
a. Wouldn't c. shouldn't,
b. might, d. must
14. people ..obey the rules in every country.
a. Wouldn't c. shouldn't,
b. must d. might
15. what.. I do after completing the task.
a. Will could c. must.
b. Should d. can
16. Indah ... the match in National Olimpiade. She is very happy.
a. Jumped c. Lost
b. Won d. Celebrated
17. If you study hard, you will bein your examination.
a. Unsuccess c. Success
b. Sad d. Stupid
18. Grind together salt, sugar, pepper, and coriander. Kata coriander bermakna ...
a. Garam c. Merica
b. Ketumbar d. Gula
19. This room is hot, please turn on the ...
a. AC c. Lamp
b. Door d. Television
20. The teacher write the lesson on the ...
a. Chair c. Cupboard
b. Floor d. Blackboard

II. Pilihlah arti kata dari kata yang ada di bawah ini dengan membubuhkan tanda silang (X)!

21. Caterpillar

Ular

Ulat bulu

Lipan

Domba

22. Kemeja

Shirt

Belt

Pants

Cloth

23. Gray

Biru

Dongker

Abu-abu

Merah

24. Kompor

Spoon

Stove

Fork

Pan

25. Confuse

Bahagia

Pusing

Bosan

Bingung

Appendix 5: Test Instrument in Cycle II (Post-test 2)

SOAL POST TEST (Cycle 2)

Name :

Class :

I. Choose the correct answer with crossing (X) a,b,c, or d!

1. you ..have been noisy. The baby was sleeping.
a. Wouldn't c. shouldn't,
b. might, d. could.
2. what ..we do tomorrow.
a. Will couldc. must.
b. should d. can
3. student... wear white and blue uniform every Monday and Tuesday.
a. Wouldn't c. shouldn't,
b. might, d. must
4. people ..obey the rules in every country.
a. Wouldn't c. shouldn't,
b. must d. might
5. what.. I do after completing the task.
a. Will couldc. must.
b. Should d. can
6. Rini is old enough. She ... know better than the others about it.
a. Will couldc. must.
b. may be d. can
7. They ... study hard because next april they will take the examination.
a. Will, c. should,
b. can, d. must,
8. My father is very smart. He ... speak five language.
a. Will, c. should,
c. can, d. must,

9. tom gets failed in his exams. I think he ... study harder.
- a. Will, c. should,
b. can, d. must,
10. You ... touch the wall. My father has just painted it.
- a. mustn't c. shouldn't,
b. mustd. might
11. You ... care about her since she loves you very much.
- a. Will, c. should,
b. can, d. must,
12. the bus 1 has just left. We... wait another later.
- a. Will, c. should,
b. can, d. must,
13. If I have problems with my teeth I think I Go to dentist, not a veterinarian.
- a. Should c. could
b. May d. can
14. you ... wear t-shirt school. That is prohibited.
- a. Will, c. should,
b. can, d. mustn't
15. 10. my brother break a glass in the kitchen, so he... clean it or he will be punished.
- a. Will, c. should,
b. can, d. must,
16. The garden so I want clean it.
- a. Large c. Dirty
b. Shiny d. Soft

17. We often hear ... in the morning.
 a. Newspaper c. Magazine
 b. Radio d. Tele vision
18. My grandmother always calls my father by....
 a. Radio c. Television
 b. Telephone d. Computer
19. Ridho is chef. He makes....
 a. Shoes c. BBQ
 b. Bag d. Belt
20. Rita buys a medicine in the....
 a. Library c. Dispensary
 b. Mall d. School

II. Pilihlah arti kata dari kata yang ada di bawah ini dengan membubuhkan tanda silang (X)!

21. Caterpillar

- Ular Ulat bulu Lipan Domba

22. Kemampuan ...

- Ability Abhor Capacity Personality

23. Green

- Biru Dongker hijau Merah

24. Garpu

- Spoon Stove Fork Pan

25. Confuse

- Bahagia Pusing Bosan Bingung

APPENDIX 6

OBSERVATION SHEET FOR STUDENTS CYCLE I (first meeting)

No	Observation item	Cycle I	
		Yes	No
	Pre-teaching	✓	
	1. Students greet back the teacher's greeting and tell their condition	✓	
	2. The students pray together	✓	
	3. The students give attention to teacher's explanation about reviews the previous materials	✓	
	4. The students give attention to teacher's explanation about new topic	✓	
	5. The students give attention to teacher's explanation about the objective and learning process		✓
	Whilst-teaching		
	1. The students can use video fairy tale	✓	
	2. The students can answer teacher's question	✓	
	3. The students give question to the teacher	✓	
	4. The students find some problem in learning process	✓	
	5. The students get bored when the teacher explaining	✓	
	6. The students are enthusiastic in responding teachers' question	✓	
	7. The students are active in learning process	✓	
	Post-teaching		
	1. The students can make summarize about the lesson		✓
	2. The students give attention about upcoming materials from the teacher	✓	
	3. The students pray together	✓	

APPENDIX 7

OBSERVATION SHEET FOR STUDENTS CYCLE I (second meeting)

No	Observation item	Cycle I	
		Yes	No
	Pre-teaching	✓	
	1. Students greet back the teacher's greeting and tell their condition	✓	
	2. The students pray together	✓	
	3. The students give attention to teacher's explanation about reviews the previous materials	✓	
	4. The students give attention to teacher's explanation about new topic	✓	
	5. The students give attention to teacher's explanation about the objective and	✓	
	Whilst-teaching		
	1. The students can use video fairy tale	✓	
	2. The students can answer teacher's question	✓	
	3. The students give question to the teacher	✓	
	4. The students find some problem in learning process	✓	
	5. The students get bored when the teacher explaining	✓	
	6. The students are enthusiastic in responding teachers' question	✓	
	7. The students are active in learning process	✓	
	Post-teaching		
	1. The students can make summarize about the lesson	✓	
	2. The students give attention about upcoming materials from the teacher	✓	

	3. The students pray together	✓	
--	-------------------------------	---	--

APPENDIX 8

OBSERVATION SHEET FOR STUDENTS CYCLE II

No	Observation item	Cycle II	
		Yes	No
	Pre-teaching	✓	
	1. Students greet back the teacher's greeting and tell their condition	✓	
	2. The students pray together	✓	
	3. The students give attention to teacher's explanation about reviews the previous materials	✓	
	4. The students give attention to teacher's explanation about new topic	✓	
	5. The students give attention to teacher's explanation about the objective and learning process	✓	
	Whilst-teaching		
	1. The students can use video fairy tale	✓	
	2. The students can answer teacher's question	✓	
	3. The students give question to the teacher	✓	
	4. The students find some problem in learning process	✓	
	5. The students get bored when the teacher explaining	✓	
	6. The students are enthusiastic in responding teachers' question	✓	
	7. The students are active in learning process	✓	

	Post-teaching		
	1. The students can make summarize about the lesson	✓	
	2. The students give attention about upcoming materials from the teacher	✓	
	3. The students pray together	✓	

Medan, 23 Juli 2019

The Researcher

APPENDIX 9

OBSERVATION SHEET FOR TEACHER CYCLE I (first meeting)

No	Observation item	Cycle I	
		Yes	No
	Pre-teaching	✓	
	1. The teacher greets and asks the students' condition	✓	
	2. The teacher leads a prayer	✓	
	3. The teacher reviews the previous materials	✓	
	4. The teacher introduces the new topic to the students	✓	
	5. The teacher tells the objective and learning process		✓
	Whilst-teaching		
	1. The teacher explains material by using video fairy tale	✓	
	2. The teacher gives question to the students	✓	
	3. The teacher can answer students' question	✓	
	4. The teacher tries to solve the students problem	✓	
	5. The teacher observes the students who answer the question about recount text	✓	

	6. The teacher manages the condition and situation in the classroom		✓
	7. The teacher manages the time effectively and efficiently		✓
	Post-teaching		
	1. The teacher summarizes and reflects the lesson	✓	
	2. The teacher previews on the upcoming materials	✓	
	3. The teacher closes the teaching and learning process and praying together	✓	

APPENDIX 10

OBSERVATION SHEET FOR TEACHER CYCLE I (second meeting)

No	Observation item	Cycle I	
		Yes	No
	Pre-teaching		
	1. The teacher greets and asks the students' condition	✓	
	2. The teacher leads a prayer	✓	
	3. The teacher reviews the previous materials	✓	
	4. The teacher introduces the new topic to the students	✓	
	5. The teacher tells the objective and learning process	✓	
	Whilst-teaching		
	1. The teacher explains material by using video fairy tale	✓	
	2. The teacher gives question to the students	✓	

	3. The teacher can answer students' question	✓	
	4. The teacher tries to solve the students problem	✓	
	5. The teacher observes the students who answer the question about recount text	✓	
	6. The teacher manages the condition and situation in the classroom	✓	
	7. The teacher manages the time effectively and efficiently	✓	
	Post-teaching		
	1. The teacher summarizes and reflects the lesson	✓	
	2. The teacher previews on the upcoming materials	✓	
	3. The teacher closes the teaching and learning process and praying together	✓	

APPENDIX 11

OBSERVATION SHEET FOR TEACHER CYCLE II

No	Observation item	Cycle I	
		Yes	No
	Pre-teaching		
	1. The teacher greets and asks the students' condition	✓	
	2. The teacher leads a prayer	✓	
	3. The teacher reviews the previous materials	✓	
	4. The teacher introduces the new topic to the students	✓	
	5. The teacher tells the objective and learning process	✓	
	Whilst-teaching		

	1. The teacher explains material by using video fairy tale	✓	
	2. The teacher gives question to the students	✓	
	3. The teacher can answer students' question	✓	
	4. The teacher tries to solve the students problem	✓	
	5. The teacher observes the students who answer the question about recount text	✓	
	6. The teacher manages the condition and situation in the classroom	✓	
	7. The teacher manages the time effectively and efficiently	✓	
	Post-teaching		
	1. The teacher summarizes and reflects the lesson	✓	
	2. The teacher previews on the upcoming materials	✓	
	3. The teacher closes the teaching and learning process and praying together	✓	

Appendix 12a : Interview for the English teacher in the Preliminary Study

Interview for the English teacher in the Preliminary Study (Before Classroom Action Research)

A. Interview Guideliness

1. Apa sajakah kegiatan belajar mengajar bahasa Inggris didalam kelas?
2. Skill dan sub-skill apa yang anda anggap paling sulit didalam pengajaan bahasa Inggris?

3. Teknik mengajar apa saja yang anda gunakan dalam pengajaran *vocabulary*?
4. Aktivitas apa saja yang dilaksanakan dalam proses pengajaran *vocabulary*?
5. Media apa yang anda gunakan dalam pengajaran *vocabulary*?
6. Sarana/fasilitas aa saja yang tersedia di sekolah ini yang bisa mendukung pembelajaran bahasa Inggris?
7. Apa kendala dalam pengajaran *vocabulary*?
8. Bagaimana partisipasi siswa ketika pengajaran *vocabulary* berlangsung?
9. Tugas apa yang biasa Bapak/Ibu berikan di kelas?
10. Berapa KKM untuk mata pelajaran Bahasa Inggris untuk kelas VII di SMP IT Nurul Ilmi?
11. Apakah Bapak/Ibu pernah mendengar tehnik pengajaran *Riddle game*?
12. Apakah strategi pengajaran *Riddle game* efektif diterapkan pada pengajaran sub-skill *vocabulary*?
13. Menurut anda apakah strategi pengajaran *Riddle game* dapat meningkatkan perbendaharaan *vocabulary* siswa dalam bahasa Inggris?

**Appendix 12b: The Result of Interview for the English teacher in the
Preliminary Study**

HASIL WAWANCARA

Kepada Guru Bahasa Inggris (SMP IT Nurul Ilmi, Medan Area, Medan.)

Interviewer : Puspita Sari Nasution

Interviewee :Rosniati Lubis,S.Pd

Profession : English Teacher

R: Researcher

T: Teacher

R: Apa sajakah kegiatan belajar mengajar bahasa Inggris didalam kelas?

T: Proses pembelajaran bahasa Inggris di kelas adalah memberikan materi, game, dan juga test

R: Skill dan sub-skill apa yang anda anggap paling sulit didalam pengajaran bahasa Inggris?

T: Dalam pengajaran sub-skill vocabulary.

R: Teknik mengajar apa saja yang anda gunakan dalam pengajaran *vocabulary*?

T: Metode *fun learning*.

R: Aktivitas apa saja yang dilaksanakan dalam proses pengajaran *vocabulary*?

T: Menulis vocab dan mengingat vocabulary bahasa Inggris

R: Media apa yang anda gunakan dalam pengajaran *vocabulary*?

T: Menggunakan kamus

R: Sarana/fasilitas apa saja yang tersedia di sekolah ini yang bisa mendukung pembelajaran bahasa Inggris?

T: Sarana yang tersedia beberapa kamus di laboratorium bahasa

R: Apa kendala dalam pengajaran *vocabulary*?

T: Anak-anak sulit menghafal kosa kata baru

R: Bagaimana partisipasi siswa ketika pengajaran *vocabulary* berlangsung?

T: Kadang baik, kadang tidak. Ya paling mereka bawa kamus

R: Tugas apa yang biasa Bapak/Ibu berikan di kelas?

T: Membaca text dan mencari kata yang tidak dipahami artinya lalu meminta ntuk
Menghafalnya

R: Berapa KKM untuk mata pelajaran Bahasa Inggris untuk kelas VIII di SMP IT
Nurul Ilmi, Medan Area?

T: KKM kita 75.

R: Apakah Bapak/Ibu pernah mendengar tehnik pengajaran *Riddle game*?

T: Pernah

R: Apakah strategi pengajaran *Riddle game* efektif diterapkan pada pengajaran sub-
skill *vocabulary*?

T: Ya, agar siswa tidak jenuh. Itukan games bentuknya

R: Menurut anda apakah strategi pengajaran *Riddle game* dapat meningkatkan
perbendaharaan *vocabulary* siswa dalam bahasa Inggris?

T: Ya

**Appendix 13a : Interview for the English Teacher after Classroom Action
Research**

**PEDOMAN WAWANCARA DENGAN GURU BAHASA INGGRIS
TERKAIT RESPON PENGGUNAAN RIDDLE GAME PADA
VOCABULARY**

A. Interview Guideliness

1. Bagaimana kemampuan siswa kelas VIII-A dalam pembelajaran *vocabulary* setelah menggunakan tehnik *Riddle game*?
2. Bagaimana penguasaan *vocabulary* siswa setelah menerapkan strategi *Riddle game*?
3. Bagaimana partisipasi siswa ketika pembelajran *vocabulary* menggunakan *Riddle game* berlangsung?
4. Masalah apa sajakah yang terlihat ketika belajar *vocabulary* menggunakan *Riddle game*?
5. Menurut Ibu, bagaimana mengatasi permasalahan tersebut?
6. Apa pendapat Ibu setelah melihat pembelajaran *vocabulary* menggunakan *Riddle game*?
7. Apakah Ibu merasa termotivasi setelah melihat penggunaan *Riddle game* dalam pembelajaran di kelas?
8. Menurut pendapat Ibu, bagaimana aktivitas yang dilaksanakan dalam proses pembelajaran *vocabulary* dengan menggunakan *Riddle game*?
9. Setelah melihat pembelajaran *vocabulary* dengan menggunakan *Riddle game*, apakah starteji ini efektif diterapkan pada pembelajaran *vocabulary*?
10. Menurut Ibu, apakah strategi pembelajaran *Riddle game* dapat memperkaya *vocabulary* siswa dalam bahasa Inggris?

Appendix 13b: The Result of Interview for the English Teacher after

Classroom Action Research

HASIL WAWANCARA

Kepada Guru Bahasa Inggris (SMP IT Nurul Ilmi, Medan Area, Medan.)

Interviewer : Puspita Sari Nasution

Interviewee :Rosniati Lubis,S.Pd

Profession : English Teacher

R: Researcher

T: Teacher

R: Bagaimana kemampuan siswa kelas VIII dalam pembelajaran *vocabulary* setelah menggunakan tehnik *Riddle game*?

T: Kondisi sangat sennag dan sangat santai

R: Bagaimana penguasaan *vocabulary* siswa setelah menerapkan strategi *Riddle game*?

T: Lebih mudah menghafal dan mengetahui kosa kata yang baru

R: Bagaimana partisipasi siswa ketika pembelajran *vocabulary* menggunakan *Riddle game* berlangsung?

T: Partisipasi anak-anak sangat baik, mereka aktif dan mau mengerti pelajaran yang diberikan

R: Masalah apa sajakah yang terlihat ketika belajar *vocabulary* menggunakan *Riddle game*?

T: Siswa kadang mengganggu teman dan kadang tidak membawa kams saat disuruh

R: Menurut Ibu, bagaimana mengatasi permasalahan tersebut?

T: Guru harus selalu mengingatkan agar mereka membawa kamus setiap pelajaran bahasa Inggris dan memberikan hukuman pada mereka yang mengganggu temannya saat pelajaran berlangsung.

R: Apa pendapat Ibu setelah melihat pembelajaran *vocabulary* menggunakan *Riddle game*?

T: Pendapat saya, setelah menggunakan *Riddle game* anak didik lebih mudah memahamai *vocabulary* baru

R: Apakah Ibu merasa termotivasi setelah melihat penggunaan *Riddle game* dalam pembelajaran di kelas?

T: Ya, saya ingin menerapkannya dalam mengajar

R: Menurut pendapat Ibu, bagaimana aktivitas yang dilaksanakan dalam proses pembelajaran *vocabulary* dengan menggunakan *Riddle game*?

T: Sangat menyenangkan dan santai

R: Setelah melihat pembelajaran *vocabulary* dengan menggunakan *Riddle game*, apakah startegi ini efektif diterapkan pada pembelajaran *vocabulary*?

T: Ya

R: Menurut Ibu, apakah strategi pembelajaran *Riddle game* dapat memperkaya *vocabulary* siswa dalam bahasa Inggris?

T: Ya dan dapat mempertahankan *vocabulary* yang telah dipelajari sebelumnya

Appendix 14: Questionnaire for Students in the preliminary Study

ANGKET UNTUK SISWA

Nama :

Kelas :

Petunjuk:

1. Tuliskan nama dan kelas di tempat yang telah disediakan.
2. Berilah tanda *checklist* (√) pada salah satu jawaban ‘Ya’ atau ‘Tidak’.
3. Jawaban tidak akan mempengaruhi nilai mata pelajaran bahasa Inggris dan siswa tidak diperkenankan bekerjasama dengan siswa lain dalam menjawab pertanyaan.
- 4.

NO.	Pertanyaan	Ya	Tidak
1.	Apakah kamu merasa senang ketika mengikuti pelajaran bahasa Inggris materi kosakata (<i>vocabulary</i>)		
2.	Apakah selama ini kamu dengan mudah memahami materi kosakata (<i>vocabulary</i>) dalam bahasa Inggris		
3.	Apakah kamu merasa nilai bahasa Inggris materi kosakata (<i>vocabulary</i>) selama ini baik		
4.	Apakah kamu dapat menjawab pertanyaan yang diberikan guru mengenai materi yang diajarkan		
5.	Apakah kamu sering bertanya kepada guru jika ada kesulitan dalam materi kosakata (<i>vocabulary</i>)		
6.	Apakah kamu merasa tehnik yang digunakan guru dapat mengatasi kesulitanmu dalam menguasai kosakata (<i>vocabulary</i>) bahasa Inggris		
7.	Apakah tehnik yang digunakan guru dapat membantumu memperkaya kosakata (<i>vocabulary</i>)		
8.	Apakah guru sering memberikan latihan untuk mengembangkan kemampuan kosakata (<i>vocabulary</i>)		
9.	Apakah kamu dapat mengerjakan tugas kosakata (<i>vocabulary</i>) dengan mudah		
10.	Apakah kamu merasa kosakata (<i>vocabulary</i>) bahasa Inggris kamu sudah banyak		

Appendix 15: Questionnaire for Students after Classroom Action Research
ANGKET UNTUK SISWA (Setelah PTK)

Nama :

Kelas :

Petunjuk:

1. Tuliskan nama dan kelas di tempat yang telah disediakan.
2. Berilah tanda *checklist* (√) pada salah satu jawaban ‘Ya’ atau ‘Tidak’.
3. Jawaban tidak akan mempengaruhi nilai mata pelajaran bahasa Inggris dan siswa tidak diperkenankan bekerjasama dengan siswa lain dalam menjawab pertanyaan.

NO.	Pertanyaan	Ya	Tidak
1.	Apakah kamu merasa senang ketika mempelajari kosakata bahasa Inggris dengan menggunakan <i>Riddle game</i>		
2.	Apakah kamu merasa belajar kosakata dengan lebih baik menggunakan <i>Riddle game</i>		
3.	Apakah kamu merasa termotivasi belajar kosakata dalam KBM dengan menerapkan <i>Riddle game</i>		
4.	Apakah kamu merasa kalau <i>Riddle game</i> cocok diterapkan dalam belajar kosakata Bahasa Inggris		
5.	Apakah kamu lebih mudah memahami kosakata Bahasa Inggris dengan <i>Riddle game</i>		
6.	Apakah kamu menyukai pembelajaran kosakata Bahasa Inggris dengan <i>Riddle game (vocabulary)</i> bahasa Inggris		
7.	Apakah kamu merasa <i>Riddle game</i> dapat membantumu untuk mengembangkan/ memperkaya kosakata kamu		
8.	Apakah kamu merada <i>Riddle game</i> dapat memecahkan maasalah kamu dalam belajar kosakata (<i>vocabulary</i>)		
9.	Apakah pembelajaran dengan menggunakan <i>Riddle game</i> mempermudah cara belajar kamu		
10.	Apakah kamu merasa lebih mudah mengingat kosakata (<i>vocabulary</i>) baru dan kosakata yag telah kamu miliki, ketika belajar dengan <i>Riddle game</i>		

Appendix 16a: Diary Notes in Cycle 1

DIARY NOTES

Cycle/Meeting: I/ 1 (One)

1. Good points

- From the students' side
 - Some students pay attention on teacher's explanation
 - Students looked so interested in learning vocabulary through Riddle game

- From the teacher's side
 - The teacher choose the good teaching technique in explaining
 - Teacher gave intensive guide by checking students' activity

2. Things to consider

- From the students' side
 - Students need the clear instruction to make Riddle game. Some students look confuses when play Riddle game
 - Students need the clear and slow explanation

- From the teacher's side
 - Teacher should give the way how to play Riddle game clearly and slowly

DIARY NOTES

Cycle/Meeting: I/ 2 (Two)

1. Good points

- From the students' side
 - Students look so interested in doing activity especially in learning vocabulary through Riddle game
 - Students motivated in play game
- From the teacher's side
 - The teacher understood the condition of students by explaining the material step by step
 - The teacher gave the activity for students in right condition by making a pair and individual work

2. Things to consider

- From the students' side
 - Some students don't understand what they have to do. They only know the little about the activity and do not asking the teacher about the activity
 - Some students disturb their friend when study vocabulary through Riddle game
- From the teacher's side
 - Before starting an activity, the teacher should give a clear explanation about what students have to do

DIARY NOTES

Cycle/Meeting: I/ 3 (Three)

1. Good points

- From the students' side
 - More students pay attention on a new topic and teacher explanation
 - Some students participate in finding a new vocabulary
 - More students look enthusiast when playing game
- From the teacher's side
 - Teacher mastered the technique and the material she gives
 - Teacher checked the students' activity by walking to their table

2. Thing to consider

- From the students' side
 - Some students look not seriously in doing activity
 - Some students still had difficult in grammar such as adjective and adverb
- From the teacher's side
 - Teacher should give punishment to the students if they disturb their friend
 - Teacher should make sure if the students are ready to listen to her explanation about the materials or some instruction

Appendix 16b: Diary Notes in Cycle 2

DIARY NOTES

Cycle/Meeting: II/ 1 (One)

1. Good points

- From the students' side
 - More students pay attention on teacher explanation
 - Some students participate in finding a new vocabulary related with noun and verb on whiteboard
 - More students look enthusiast when playing game
- From the teacher's side
 - Teacher give explanation about the material
 - Teacher explained detail information
 - The teacher gave the chance to the students to choose their member of group to do assignment given

2. Thing to consider

- From the students' side
 - Some students had difficult to understand the differences between noun and verb in sentence
 - The class still was noisy
- From the teacher's side
 - The teacher should have effort to make the student keep silent

DIARY NOTES

Cycle/Meeting: II/ 2 (Two)

1. Good points

➤ From the students' side

- Students already know the teacher style in teaching and support the teacher's teaching goal

- Students had already known how to learn from Riddle game

- Students already known about noun and verb

➤ From the teacher's side

- The teacher gave the clear explanation about the materials

- The teacher gave the reward to the students who had a good score

- The teacher motivated the students to be active in the activities given

2. Things to consider

➤ From the students' side

- Some students had difficult to understand the differences between adjective and adverb in sentence

➤ From the teacher's side

- The teacher should check the students to make sure that they are understand about the instruction

DIARY NOTES

Cycle/Meeting: II/ 3 (Three)

1. Good points

➤ From the students' side

- The students followed the activity given actively
- The students did their assignment
- Some students had understood the differences between adjective and

adverb

➤ From the teacher's side

- Teacher explained the material more slowly and clearly
- Teacher gave a clear instruction about activity clearly
- The teacher checked the students understanding on part of speech especially noun, verb, adjective, and adverb
- The teacher checked the students to make sure the entire students understand about the instruction

Appendix 17: DOCUMENTASI







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

Jl. Williem Iskandar Pasar V Medan Estate 20371 Telp. (061) 6615683-6622925 Fax. 6615683
 Website : www.fitk.uinsu.ac.id e.mail : fitk@uinsu.ac.id

Nomor : B-7999/ITK/ITK.V.3/PP.00.9/07/2019
 Lampiran : -
 Hal : Izin Riset

Medan, 19 Juli 2019

Yth.Ka. SMP IT NURUL ILMI

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 : PUSPITA SARI NASUTION
 T.T/Lahir : B. Khalifah, 05 Desember 1996
 NIM : 34154194
 Sem/Jurusan : VIII / Pendidikan Bahasa Inggris

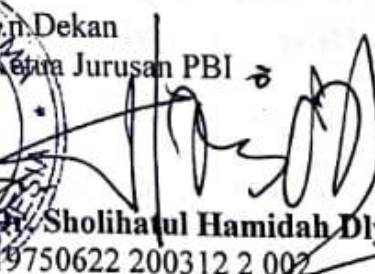
untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksana Riset di SMP IT NURUL ILMI guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul :

“IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH RIDDLE GAME OF THE GRADE STUDENTS AT AMP IT NURUL ILMI, MEDAN AREA, MEDAN”

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

Wassalam



Dekan
 Ketua Jurusan PBI

 Dr. Sholihatul Hamidah Dly, M.Hum
 19750622 200312 2 002

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