

**TEACHING STUDENTS SPEAKING SKILL THROUGH
RIDDLE AT THE ELEVENTH YEAR STUDENTS' OF MAN
PALOPO**



A THESIS

**Submitted to the English Language of S1 Tarbiyah Department of State College
for Islamic Studies of Palopo in Partial Fulfillment of Requirement for the
Degree of Sarjana Pendidikan Islam (S.Pd.) English Teaching**

Composed By,

AMRA

10.16.3.0007

IAIN PALOPO

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
OF STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
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ABSTRACT

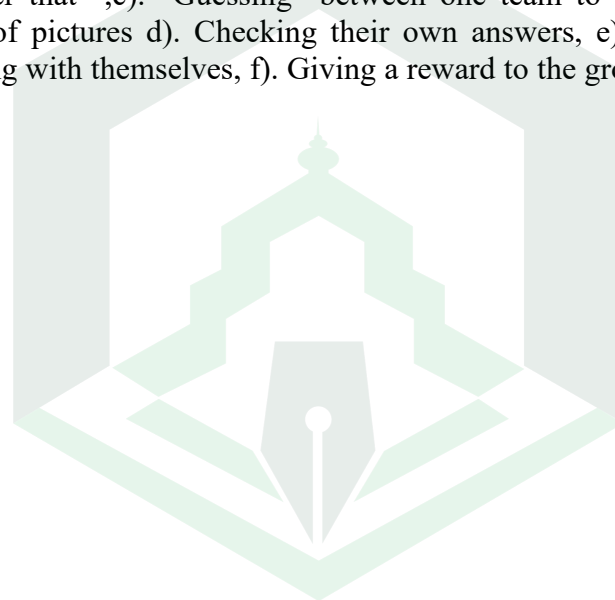
AMRA, 2014. *Teaching students speaking skill through Riddle at the eleventh year students' of madrasah Aliyah Negeri (Man) Palopo*. Thesis, English Study Program Educational Department in State College for Islamic Studies (STAIN) Palopo. Supervised by Jumharia Djamereng., and Dahlan.

Keywords : Teaching speaking skill, Riddle.

The research was classroom action research that taught speaking through Riddle at the eleventh year of Madrasah Aliyah Negeri (Man) Palopo. The problem statement of this research was “What are the effective ways in teaching speaking skill through Riddle at the eleventh year students' of Madrasah Aliyah Negeri (Man) Palopo ?”, The objective of the research namely to find out the effective ways in teaching students speaking skill through Riddle at the eleventh year students' of Man Palopo.

The object of the research were the students from the eleventh year students of Madrasah Aliyah Negeri (Man), academic year in 2013/2014. The research used two cycles namely cycle 1 and cycle 2. Each cycle consisted of four steps, such as planning, action, observation, and reflection. There were four meetings during the research cycle. In collecting data, the researcher used test, observation list and video recording.

The research found out that the effective ways in teaching speaking skill through riddle at the eleventh year students of Man Palopo were: a). Dividing the students into 3 group until 4 group, b). Discussing the picture among the group member . After that ,c). Guessing between one team to another by describing characteristic of pictures d). Checking their own answers, e). Giving them score before guessing with themselves, f). Giving a reward to the group who win the game in Riddle.



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Palopo, 17 December 2011

The researcher



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CHAPTER I

INTRODUCTION

A. Background

Language is a means of communication in which human beings use in their life. Through language they can express their ideas and their feeling. It also can be used to gather information from many sources both in written form or searching through internet. Through language, People can interact with others, who speak different language. Therefore, they can send message by using language orally or writtenly. English as foreign language consist of four skills, namely : listening, speaking, reading, and writing. These four skills are known as integral system because they support each other. These often divided into two types, receptive skill is a term used for reading and listening , skills where meaning is extracted from discourse. Productive skills is the term for speaking and writing, skills where students actually have to produce themselves.

Speaking is one of skill that should be paid much attention by the students if they will interact to other people in their surroundings. Speaking skill is one activities in learning English. It is a form to get information through oral communication. Speakers talk in order to have some effects on their listener. They assert things to change their state of knowledge. We have to study about speaking to create a good communication. Through communication we can share ideas,

information, feeling and images all the time. In addition, students' problems are not only from the classroom environment but also from the students themselves. In fact, many students master the theory better than practice. Furthermore, speaking becomes fundamental and instrumental but many cases. speaking is the most efficient language because the possibility in misunderstanding may occur.¹

Now a days teaching English have rapidly been developed where teachers keep on trying to improve quality of learning by doing many effort related to the field of teaching and learning language. The efforts concerned with development of strategies are not rarely conducted. In fact, they always try to find out innovative strategies and appropriate techniques that enable them to improve teachers quality and teaching quality as well, in which involves the use of materials and supported medias. Certainly, to fulfill this condition, they need to actively search the newest information related to the method in teaching language specially in teaching English as a foreign language as it is used in Indonesia.²

Speaking is one of language skills that must be taught to the students at school. Based on the writer's experience in teaching speaking at Madrasah Aliyah Negeri Palopo indicated that the students had known some vocabs. But they could not arrange can form them in good english. There were some reasons why they cannot express their idea in English among others that, they were afraid of speaking in the class.

¹ Jeremy harmer.,2007. The practice of english language teaching. England, pearson. Longman, p.265

² Jumharia Djamereng, 2014. *Penerapan Strategi Metakognitif dalam Pengaruh Bahasa Inggris Sebagai Bahasa Asing . STAIN Palopo*

Besides, they were also discourage to speak English, and they were afraid of making mistakes. Therefore, they become passive in the class activities. This makes them assume that speaking English is a difficult subject to learn.

The use of riddle in a learning environment will not only change the class dynamic, but it will also enable the students to become more exciting and interactive. The more a teacher tries to produce games and activities, the better the circumstance for students. Games allow students to work co-operatively, complete with each other, strategize, think in a different way, compare and share knowledge.

Basically, the riddle can help and encourage students to substain their interest in English. Games can motivate students to acquire their speaking. Therefore, she was intersted in choosing the title such as : “ Teaching students speaking skill through riddle at the eleventh year students of Man Palopo “

B. Problem Statement

Based on the background above, the writer formulated the question as follows:

What are the effective ways in teaching speaking through riddle ?

C. Objectives Of The Research

Based on the problem statement stated previously the objective of the reseacrh was :

To found out the effective ways in teaching speaking through riddle

D. Significance Of The Research

There are two kinds of significance of this research, namely :

1. Theoritically, the institution where the research took (Man Palopo) can use this reference in teaching speaking skill. To stimulate other writers who want to conduct the further research on related issue.
2. Pratically, the english teacher in their role as facilitator of learning. Also it was can useful to the all readers who want to use riddle as technique in conveying their aims, especially in enriching speaking in students.

E.Scope Of The Research

The scope of this research was restricted to improve speaking skill through riddle where the research was focused on the three main aspects of speaking assessment, they were fluency, accuracy, comprehensibility. In describing things.

F.Definition Of Term

Based on the title that, teaching students speaking skill through riddle at the eleventh year students of Man Palopo . The research gives definition as follow:

1. Speaking is one of communication with another people.
2. A Riddle is a statement, question. A riddle can also be described as a puzzle to be solved.³

³ <http://examples.yourdictionary.com/examples-of-riddles.html>

CHAPTER II

REVIEW OF LITERATURE

A. Previous Study

In writing this thesis the researcher finds some researches related which make the researcher eager to the research, those are:

1. Khaeruddin (2010) in his thesis under the title of Improving Students' Speaking Skill Through Group Investigation Method at The Third Semester Semester of English Department STAIN Palopo found that method states that one of the effective method in teaching speaking is investigation method because it is proved most the students agree and like if this method must be applied in teaching speaking.¹

2. Muh.Takdir (2010) said that, having conducted the treatments by using explaining word technique,it is found that this technique can give significant development toward the students' speaking ability in english.it means that explaining word technique can develop speaking skill at the second year english study program of Stain Palopo²

3. Hasriani (2009) said that,one of the effective technique to improve students speaking skill is debating activity by using Australasian Parliamentary

¹ Khaeruddin, *Improving Students' speaking skill through group investigation at the third semester of English Department STAIN Palopo* (Palopo : STAIN Palopo, 2010),p.59

² Muh.Takdir,*improving speaking skill by explaining word to the second year students' english study program of Stain Palopo* (Thesis : 2010) p.73

debate system. so if the teacher wants to improve students speaking achievement they should use this technique.

B. The Teaching of Speaking

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.

Oral skills have hardly been neglected in EFL/ESL courses (witness the huge number of conversation and other speaking course books in the market), though how best to approach the teaching of oral skills has long been the focus of methodological debate. Teachers and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (e.g., turn-taking, topic management, and questioning strategies) to indirect approaches that create conditions for oral interaction through group work, task work, and other strategies.³ Advances in discourse analysis, conversational analysis, and corpus analysis in recent years have revealed a great deal about the nature of spoken discourse and how it differs from written discourse.⁴ These differences reflect the different purposes for which spoken and written language are used.

³ Richards, C. Jack, *Con conversationally speaking: Approaches to the teaching of conversation*. In Jack C. Richards, *The Language Teaching Matrix* (New York: Cambridge University, 1990 Press), pp. 67–85.

⁴ McCarthy, M., and R. Carter. *Language as Discourse: Perspectives for Language Teaching*. (London, 1997: Longman)

In speaking and listening we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together. In writing, we may be creating a record, committing events or moments to paper.⁵

C. Speaking

Speaking is a benefit to each community to live as creatures individual's, and is a process and experience as well as the ability to see and walk. Spiking is also the most natural way to communicate. Without speaking and writing involves language production and are therefore often reared to as productive skill. Listening and reading, on the other hand, involve receiving messages and are therefore often referred to as *receptive skill*.⁶ Speaking is the one of the basic language skills that should be studied to express our ideas, emotion with others.⁷ Speaking is described as the ability to express oneself in life situation or the ability to report acts or situation in precise words or the ability to express a sequence of ideas fluently.

Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language

⁵ Jones, Pauline. *Planning an oral language program*, In Pauline Jones (ed.), *Talking to Learn*. Melbourne: PETA, (1996). pp. 12–26.

⁶ Jeremy Hammer, *The practice of English language teaching*, (New York: Longman Group UK Limited, 1991), p. 16

⁷ SIL international, *speaking skill*, 1999, (online: [http://www.sil.org/lingualinks/language learning / Other RESOURCES/Guldens FRallngg and CltrLrnngPrgm/Speaking Skill.htm](http://www.sil.org/lingualinks/language%20learning%20resources/Guldens%20FRallngg%20and%20CltrLrnngPrgm/Speaking%20Skill.htm). Accessed on feb. 5th, 2009)

appropriately in social interactions. ⁸“Speaking is one of the elements of communication.”

Where communication is the output modality and learning is the input modality of language acquisition.⁹ As a human being we always need communication to express our idea to do everything, what's more as students or learners they have to speak with their teacher as long as in learning process their idea. As Jack C. Richards say that: “Communication in the classroom is embedded in meaning focused activity” This requires teachers to tailor their instruction carefully to the needs of negotiate meaning in a shared context. Out of instruction, learners will learn how to communicate verbally and nonverbally as their language store and language skills Develop. Consequently, the give and take exchanges of messages will enable them to create discourse that conveys their intention in real life communication.”¹⁰

1. The Problem of speaking

Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. As we learn to speak and do continuous speaking practice. Speaking a language is usually difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction, diversity in interaction not only verbal

⁸Jack c. Richards C and Willy A. Renandya, *Methodology In language teaching; An Anthology of current practice*,(united states of America: Cambridge University press,2002), p 210

⁹ H. Douglas Brown, *Teaching by principle: An integrative, approach to Language pedagogy*, (Ed.II; New York: longman. Inc,2001),pp.270-271

¹⁰ Jack C. Richards C and Willy A. Renandya,op.cit,p,208

communication, but also linguistic elements of speech, such as pitch stress and intonation.

There are some characteristics which can make speaking difficult as well as, in some case, easy.

a) Clustering

Fluent speech is phrasal, not words by word. Learners can organize their output both cognitively and physically (in both group) through such clustering.

b) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize this feature of spoken language.

c) Reduced form

Contraction, elision, reduced vowel, etc all special problems in teaching spoken language.

d) Performance variable

One of the advantages of spoken language is that process of thinking as you speak allows you manifest a certain number of performances of hesitation, pause, backtracking and corrections.

e) Stress rhythm and intonation

The most important characteristic of English pronunciation will be explained below. Those are the stress rhythm of spoken English and its intonation pattern convey important message.

f) Interaction

Learning produce forms of language is a vacuum without interlocutors would rob speaking skill of its richest component: The creativity of sensational negation.

2. The Functions of Speaking

Several language experts have attempted to categorize the functions of speaking in human interaction. According to Brown and Yule, as quoted by Jack C. Richards, the functions of speaking are classified into three; they are talk as interaction, talk as transaction and talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches¹¹. Below are the explanations of the functions of speaking:

a. Talk as Interaction

Being able to interact in a language is essential. In fact, much of our daily communication remains interactional. This refers to what we normally mean by conversation. The primary intention in talk as interaction is to maintain social relationship..

b. Talk as Transaction

This type of talk or speaking refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. In transaction, talk is associated with other activities. For example, student may be engaged in hand-on activities (e.g. in

¹¹Donn Byrne, *Teaching Oral English* (New York: Longman, 1998) p.8

language lesson) to explore concept associated with tenses and derivations. Anne Burns, as cited in Jack C. Richards, distinguishes talk as transaction into two different types.

c. Talk as Performance

This refers to public talk or public speaking, that is, talk which transmits\ information before an audience such as morning talks, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog. Often follows a recognizable format and is closer to written language than conversational language. Similarly it is often evaluated according to its effectiveness or impact on the listener, something which is unlikely to happen with talk as interaction or transaction. Examples of talk as performance are giving a class report about a school trip, conducting a class debate, making a sales presentation, and giving a lecture.

3. Principles of Teaching Speaking

Speaking is a speacially difficult for foreign language learners because effective oral communication requires the ability to use language appropriately in social interaction. There are five principles for teaching speaking follows :

4. The Kinds of Speaking Activities

To help students develop communicative efficiency in speaking, there are some activities are used in the classroom to promote the development of speaking skills in our learners. The discussions below centers on the major types of speaking activities that can be implemented as follows:

a) Discussion

Discussion is probably the most commonly used in the speaking skills classroom activity¹².

b) Information gap/problem solving

One type of speaking activity involves the so-called .information gap, where two speakers have different parts of information making up a whole. Because they have different information, there is a gap, between them.¹³ In this activity, students are supposed to be working in pairs.

c) Speeches

Another common activity in the oral skills class is the prepared speech. Topics for speeches will vary depending on the level of the students and the focus of the class, but in any case, students should be given some leeway in determining the content of their talks¹⁴.

d) Role plays

One way of getting student to speak in different social context and to assume varied social roles is to use role-play activities in the classroom. Role plays can be performed from prepared scripts, created from a set of prompt and expression or written using and consolidation knowledge gained from instruction or discussion of the speech act and its variations prior to the role plays themselves.

¹²Marianne Celce-Murcia, *Teaching English As A Second or Foreign Language* (Boston: Henley and Henley, a Division of Thomson Learning, Inc. 2001), p.106

¹³Jeremy Harmer, *How To Teach English* (New York: Longman, 1990), p.91

¹⁴Jo McDonough and Christopher Shaw, *Material and methods in ELT; a Teacher's Guide* (Oxford: Blackwell Publishers Ltd, 1993) p.165s

e) Conversations

One of the recent trends in oral skills pedagogy is the emphasis on having students analyze and evaluate the language that they or others produce. In other word, it is not adequate to have students produce lots of language; they must become more Meta linguistically aware of many features of language in order to become competent speakers and interlocutors in English.

D. Media

1. The Use of Media in English Language Teaching

Frequently, Instructional media is used by turns, the terms are medium or communication media, as said by Hamalik (1986) where he sees that the communication relation will run well with the maximal result if uses medium called communication media at the same time¹⁵, Gagne and Briggs (1975) implicitly said that learning media includes physical media which is used to convey the contents of learning material, consists of book, tape recorder, CD, video camera, video recorder, film, slide, photo, picture, graph, television and computer.¹⁶ In the other hand, media is learning source component or physical vehicle which contains instructional material in the learner environment that can stimulate the learner to study.

The term “ Media” even usually connected or changed to word “ technology” which is from latin word *tknee* (art) and *logos* (knowledge).

¹⁵Prof. Dr. Azhar Arsyad, M. A. *Media Pembelajaran*, (Jakarta: Raja Grafindo Persada 2007), p. 4

¹⁶ Dr. Arief S. Sadiman, M.Sc., et. al., *Media Pendidikan*, (Jakarta: Raja Grafindo Persada 2007), p. 6

Webster states, “art” is skill which is got through experience, student and observation.¹⁷ So that, technology is not more than a knowledge which discusses skill that is got through experience, student and observation. If connected to the education and learning, technology has meaning as: Enlarge the concept about media, where technology is not only things, tools, material or instruments, but also contains behavior, action, organization, and management which related to knowledge application.¹⁸

Based on the assumptions above, the writer defines media as a supporter in learning process, where media can help the teacher in delivering the material in order the students can understand clearly and easily.

2. The Property of instructional media

Gerlac and Ely state that three characteristics of media are clues why media is used and anything that can be done by media that may the teacher can not do it.¹⁹

a. Fixative Property

This property describes the ability of media to record, save, conserve as well as construct an event or object. The event or object can be reorganized and rearranged with media such as photograph, video, tape, computer floppy disc, and film.

b. Manipulative Property

¹⁷ Prof. Dr. Azhar Arsyad, M. A. *Opcit.* p. 5

¹⁸*Ibid.*

¹⁹*Ibid.* p. 3

Transformation an event or object is possible because media has manipulative property. The event that takes a long time can be presented to the students in two or three minutes by time – lapse recording. The ability of media from the manipulative property needs serious attention because if there is a mistake in rearranging the event organizing or editing the wrong parts so it will also happen wrong interpretation that absolutely will be confusing and even misleading so that it can change their behaviour to the wrong direction.

c. Distributive Property

Distributive property of media is possible an object or event transported through space and presented event at the same time to the students by experience stimulation which is same relatively about the event.

d. The function and benefit of instructional media

Hamalik states that the using of instructional media in teaching learning process can raise the new desire and interest, raise the motivation and stimulation in learning activity, and even bring the psychology effect to the students.²⁰

Levi and Lentz (1982 : 15) state for the function of instructional media, especially visual media, they are (a) attention function, (b) affective function, (b) cognitive function and (d) compensation function.²¹

The attention function visual media is core, it is interesting and direct the students' attention to concentrate to the subject related to the visual meaning which presentate or participate the learning material text.

²⁰*Ibid.* p. 15

²¹*Ibid.* p. 16

Affective function visual media can be seen from the students' enjoyment degree when study (or reading) the picture text.

Cognitive function visual media is seen by the observation finding which states that visual or picture sign accelerates the function achievement to understand as well as remember the information or message which is contained in the picture.

Compensation function of the instructional media is seen from the observation result that visual media which gives context to understand the text can help the students who are weak in reading to organize information in text and re-remember it.

From the explanations about, it can be concluded that media can bring the positive effect or stimulate the students in learning process, the characteristics of the students in learning are different, so through media especially audiovisual aid can help the students.

3. Kinds of media

Generally, Media can be classified into three kinds, they are:

- a. Visual, visual aids are things that just can be seen. For example: film, strip, transparencies, micro projection, blackboard and picture;
- b. Audio, audio aids just can be listened, for example: photograph, recorder, tramples, electronic, radio, etc.

Audio visual. Audio visual aids can be listened and sighted, example: film and TV.

E. Games

1. Definition games

Games are often used as short warm-up activities or when there is some time left at the end of a lesson. Yet, as Lee observes, a game "should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do". Games ought to be at the heart of teaching foreign languages. Rixon suggests that games be used at all stages of the lesson, provided that they are suitable.

Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way. All authors referred to in this article agree that even if games resulted only in noise and entertained students, they are still worth paying attention to and implementing in the classroom since they motivate learners, promote communicative competence, and generate fluency.

2. Advantages of games

There are many advantages of using games in the classroom:

- a. Games are a welcome break from the usual routine of the language class.
- b. They are motivating and challenging.
- c. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
- d. Games provide language practice in the various skills- speaking, writing, listening and reading.
- e. They encourage students to interact and communicate.
- f. They create a meaningful context for language use.

3. Using games in an english for language

- a. Games are fun and children like to play them. Through games children experiment, discover, and interact with their environment. (Lewis, 1999)
- b. Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. For many children between four and twelve years old, especially the youngest, language learning will not be the key motivational factor. Games can provide this stimulus. (Lewis, 1999)
- c. The game context makes the foreign language immediately useful to the children. It brings the target language to life. (Lewis, 1999)
- d. The game makes the reasons for speaking plausible even to reluctant children. (Lewis, 1999)
- e. Through playing games, students can learn English the way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot.
- f. Even shy students can participate positively.

F.Riddle

As one the media Riddle is used in teaching and learning proces.The following are some statemens in term of Riddle :

1) Definition of Riddle

A riddle is a statement, question. A riddle can also be described as a puzzle to be solved. When someone uses a riddle, it can be a thought provoking challenge to figure it out on your own, or it can be a funny comment that makes you laugh. Riddles can be great brain busters or conversation starters to get you think.

A riddle is as hard or as simple as you and the person you're telling makes it. The answer can be right in front of your nose and even in the riddle itself, or it can be difficult and hard to comprehend. It depends on how much you open your mind to the possibilities.

Examples of Riddles

Riddles can be a question with a quick witty answer. They can be just a sentence that makes you have a sudden realization. Whatever your definition, one thing is clear: riddles will riddle us for years to come.²²

as shown in these examples:

- a. "I have three eyes, all in a row; when the red one opens, all freeze." The answer is traffic light.
- b. "What animal walks on all fours in the morning, two in the afternoon and three in the evening?" The answer is man, since he crawls as a child then walks and uses a cane when he gets older.
- c. "I am weightless, but you can see me. Put me in a bucket, and I'll make it lighter. What am I?" A hole.

2) History of Riddle

Riddles came from old English poetry. Their literary ancestry dates all the way back to Plato and Aristotle. In ancient Greece, riddles were used as a cunning tool, to demonstrate wit and wisdom.

Writers in poetry also began expressing themselves through riddles. When a poem contains a riddle, the reader's mind can be stimulated and the writer can

²² <http://examples.yourdictionary.com/examples-of-riddles.html>

successfully get their message across in a more interesting way. Some poetry even has answers to it that you had to riddle out.

Theater is another place where riddles show up. Shakespeare was famous for his works, which had a lot of riddles in them. For example, in *Romeo and Juliet*, Romeo proclaimed his love in a riddle for the audience to interpret.

3) Types of Riddles

- a. An enigma is a problem in which the solution is expressed metaphorically.

You have to carefully think about the riddle to come up with the solution.

- b. A conundrum is a question that opens either the question or the answer.

4) Procedure of Playing the Riddle

This is an easy riddle, these are the steps you'll usually go through:

- a. Make to some groups and pick the subject.
- b. Ask the students to imagine the subject their speaking.
- c. If that does not work, analogize the subject to a body or creature.
- d. Adjust the description to the level of difficulty you want.
- e. Fix the scansion in the result.

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CHAPTER III

RESEARCH METHOD

A. Type of Research

Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. It is based on the following assumptions:

- a) Teachers and principals work best on problems they have identified for themselves
- b) Teachers and principals become more effective when encouraged to examine and assess their own work and then consider ways of working differently
- c) Teachers and principals help each other by working collaboratively
- d) Working with colleagues helps teachers and principals in their professional development.¹

This research applied the CAR that was intended to find out the effective ways in using Riddle when teaching speaking skill at the eleventh year students of Man palopo

¹ http://www.lab.brown.edu/pubs/themes_ed/act_research.pdf, accessed on November 20, 2011.

a. Setting of the research

The researcher conducted research in Madrasah Aliyah Negeri Palopo which is located on Jl. Dr.Ratulangi Palopo. My reserach conducted on september 8th - 22th 2014

b. Design of the reserach

This research had been done in two cycles. In order to find out the best way to teach speaking by using riddle to student's. The action research there are for stage in procedure namely : planning, action, observation, and reflecting. The basis competence which has been focused in this classroom action research, namely the competence in describing things.

c. Research participants

1) Teacher

English teacher is a collaboration of the research in research, where the english teacher does observation when the reseracher teacher in class and as a evaluator.

2) Students

The position of student's in this research as subject of research, where the researcher hopes after researching the student's can improve their speaking.

3) Collaborator

The position of collaborator in this research as observer, the collaborator help the researcher to observe the students. So the researcher

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can be able to know the students condition in learning process and give suggestion for the problem in each cycle.²

d. Instrument of the research

The collecting data techniques in this classroom action are:

1. Test: it was used to the students after three meetings in each and of the cycle in score
2. Observation: it was used to the students participation through riddle technique in teaching speaking.
3. Interview : it was used to the level of successful in implementing through riddle technique in teaching speaking.

B. Data Analysis

According to J.B. Heaton in Thesis Eka Ningsih (2013) formula, there are three points in speaking assessment namely accuracy, fluency, comprehensibility. Detailed elaboration is presented as follows:

² Activity of students during the learning process : this was analyzed by considering the students participation and classified into four classification.

1) Accuracy

Classification	Score	Criteria
Excellent	6	Pronunciation very slightly influenced by the mother tongue. Two or three minor grammatical and lexical error.
Very good	5	Pronunciation is slightly influenced by the mother tongue. A view minor grammatical and lexical errors but most utterance are correct.
Good	4	Pronunciation is moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only causing confusing.
Average	3	Pronunciation is seriously influenced by mother tongue only a few serious phonological errors, some of which cause confusion
Poor	2	Pronunciation is seriously influenced by mother tongue with errors causing a break down in communication. Many “basic” grammatical and lexical errors.
Very poor	1	Serious pronunciation errors as well as many “basic” grammatical and lexical errors. No

		evidence of having mastered any of the language skill and areas practiced in the course.
--	--	--

2) Fluency

Classification	Score	Criteria
Excellent	6	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very good	5	Has to make an effort at times to search nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although he has to make and search for words, there are no too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
Average	3	Has to make an effort for much of time. Often has to search for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression.

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Poor	2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery.
Very poor	1	Full long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

3) Comprehensibility

Classification	Score	Criteria
Excellent	6	Easy for listener to understand and speaker's intention and general meaning. Very few interruption or clarification required.
Very good	5	The speakers' intention and general meaning are fairly clear. A few interruption by the listener for the shake of clarification are necessary.
Good	4	Most of what speaker says is easy to follow. His intention is always clear but several interruption are necessary to help him convey message or to seek clarification.
Average	3	The listener can understand a lot what is said, but he must constantly seek clarification. Can not understand many of speakers' more complex

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		or longer sentences.
Poor	2	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is listening the speaker.
Very poor	1	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said. ³

Calculating the mean score of the students' speaking test by using the following formula:

Where:

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

X = The mean score

$\sum x$ = The total raw score

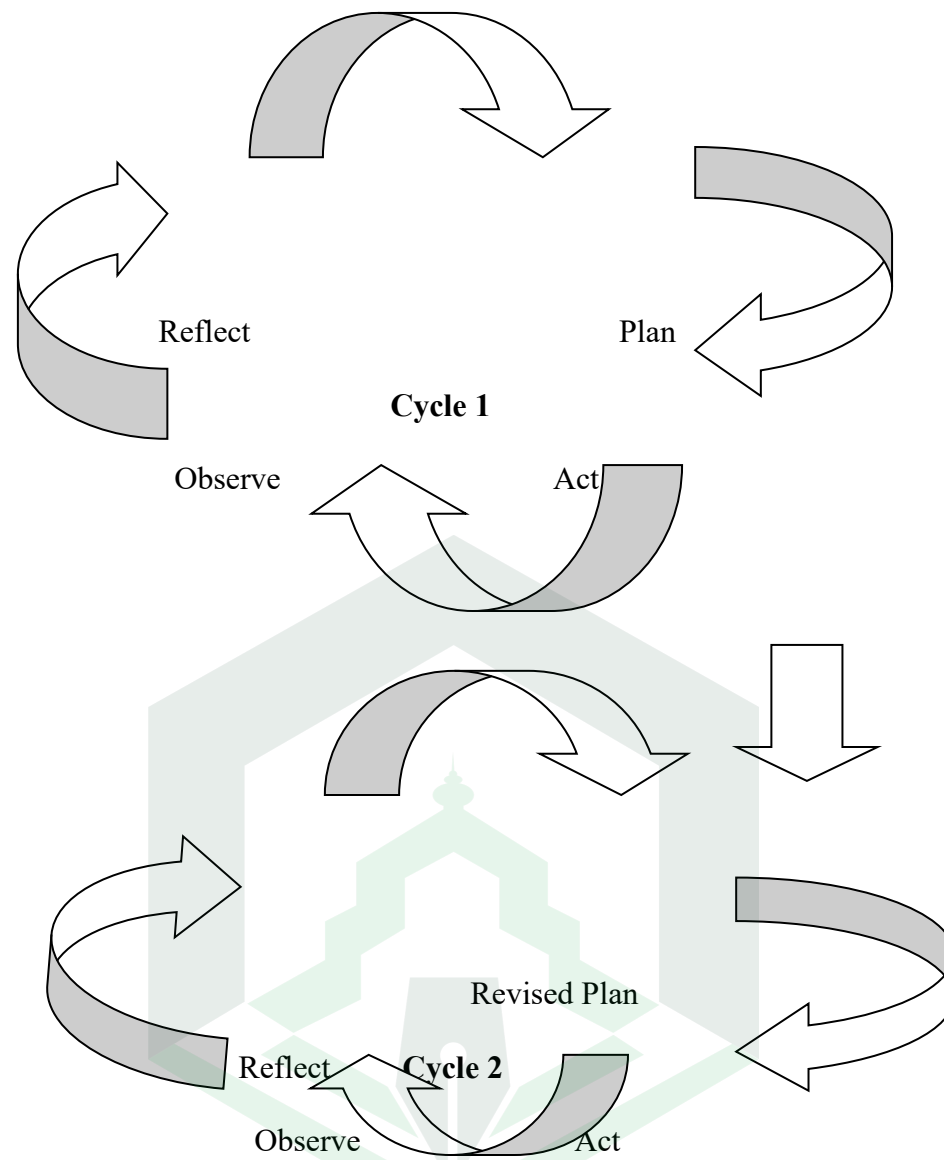
N = The number of students

³ Yusuf, "Improving Students' speaking Skill in retelling Story Through picture at the third semester students of stain Palopo"(skripsi sarjana, program studi Bahasa Inggris STAIN Palopo, Palopo, 2009)p. 27

C.Research Procedure

This research used Classroom Action Research (CAR) where the activity was held around two cycles :

The Cycle Scheme of Class Room Action Research by Kemmis.⁴



⁴ Hamid Muhammad, *Materi Pelatihan Terintegrasi Bahasa Inggris*, (Jakarta: Departemen Pendidikan Nasional, 2005), p 22

Cycle 1

The first cycle consists of planning, acting, observation and reflecting.

1) Planning

In this phase, the research :

- a) Make lesson plan
- b) Prepare teaching material
- c) Prepare the test.
- d) Make the instruments which used in cycle of classroom action research.

2) Acting

In this phase, the researcher conducted one meeting by teaching speaking through riddle. In each meeting, the acting was done as follows:

- a) Form heterogeneous groups of 4 students in mix ability
- b) The research introduction of technique in beginning the lesson
- c) Teaching the lesson
- d) After teaching the lesson, the students were given explain.
- e) During this time, each teammate helped each other
- f) After exercising, the teacher gives score for each group by seeing their work
- g) The teacher re-explains the lesson
- h) At the end of the cycle, the students were then tested individual

3) Observing

In this phase, during the teaching and learning process the observer observed:

- a. Students' attention toward instructions given by the researcher

- b. Students' participation in discussion process
- c. The students do teamwork interaction in discussion process
- d. Students write the vocabulary given by the researcher

4) Reflecting

After acting and observing, the researcher and the partner reflected by giving an evaluation to see whether the teaching and learning process by riddle has improved the students' achievement. The reflection was discussed by the researcher and the partner. If there are still less things in the cycle I, the research will be continued to the cycle II.

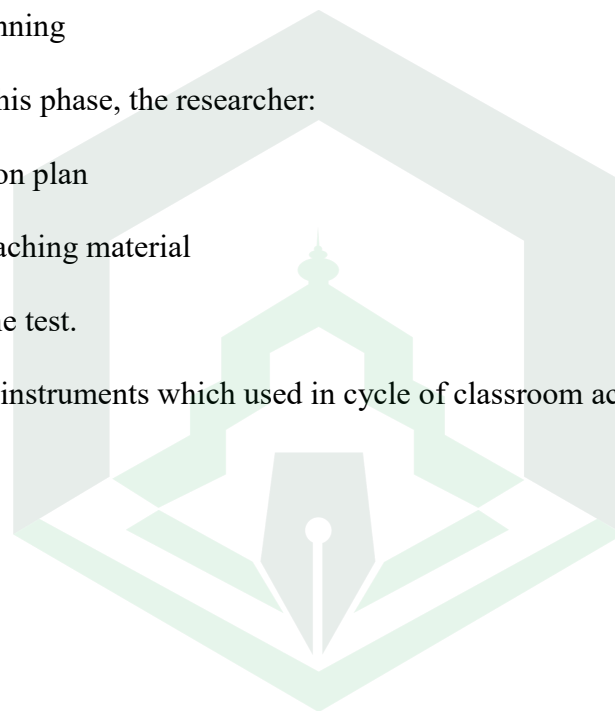
Cycle 2

In this cycle, the researcher did the next activities based on the cycle 1 reflection. This cycle also consists of planning, acting, observation and reflecting.

1) Planning

In this phase, the researcher:

- a) Make lesson plan
- b) Prepare teaching material
- c) Prepare the test.
- d) Make the instruments which used in cycle of classroom action research



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2) Acting

In this phase, the researcher conducted one meeting by teaching speaking through riddle. In each meeting, the acting was done as follows:

- a. Dividing the students in a group of 4.
- b. The research introduction of technique in beginning of the lesson
- c. Teaching the lesson
- d. After teaching the lesson, the students are given explain
- e. During this time, each teammate helps each other to do
- f. After exercising, the teacher gives score for each group by seeing their work
- g. The teacher re-explains the lesson
- h. At the end of the cycle, the students were then tested individually

1. Observing

In this phase, during the teaching and learning process the observed:

- a. Students' attention toward instructions given by the researcher
- b. Students' participation in discussion process
- c. The students do teamwork interaction in discussion process
- d. Students write the vocabulary given by the researcher

2. Reflecting

After acting and observing, the observer reflected by giving an evaluation to see whether the teaching and learning process by riddle has improved the students' achievement. The reflection was done to know the result during action process, to analyze, understand and make conclusion.

This classroom action research was success if some of the following requirement is fulfilled:

- a. The mean score of the test is 65 (**good**).
- b. The students' participation during observation is **active**



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CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. The first condition of the class

Based on the pre-observation, teacher got some data about the students' problems through the result of interviewing to the teacher. The students got some difficulties in speaking because some factors namely: the lack of vocabulary, the grammar mastery knowledge, media and the method used by the teacher did not support the teaching learning process well because the lack of teaching learning strategy. Therefore, the students felt bored and did not have motivation in learning. During the observation done by teacher, the researcher concluded that the students will be easier to speak and express their ideas if teaching learning process is supported by a good strategy and media. Therefore, we know that before the students got learning process through Riddle, the result showed that we did get the standart of result as we hope.

Based on pre observation done by teacher, the researcher got some problems in the class such as some of the students were bored, where there was no motivation for students to improve their ability in speaking during the class. It seemed that the problems were caused by some factors such as lack of vocabulary us, the lack of grammatical knowledge and the use of media by the teacher. Those can support them to be more interesting in learning activities moreover the method which the

teacher used was speech, when during such method the students just come , sat and listen to teacher in lecturing still conventional way such as material. After that, teacher give test to them.

Based on the problems above, the research wanted to find out the effective ways in teaching speaking skill by using Riddle.

2. The description of process in cycle I

a. Planning

The researcher collaborated with the teacher to arrange lesson plan (RPP). The teacher prepared some instruments such things to support teaching learning process. They also Prepared observation list, reflection to get the result and score from the students. The researcher also choos a class and the students as object of the reseach.

In this phase, the researcher prepared everything before conduction action in the cycle 1, they were:

- 1) Researcher desied a lesson plan which described teacher's step and students' step in solving the students' problem of speaking skills.
- 2) Researcher prepared all facilities needed in doing teaching process through Riddle technique, such as topics, the video, students' test, and observation sheet.
- 3) Researcher determined the success indicators before to determine the score.

b. Action

The implementation of the planning were done during two meetings as the first cycle.

Picture 1: the teacher were explaining the procedure of Riddle game



In this stage, the implementation of the planning during four meetings and needed a time 2 @ 45 minutes in one meeting, the meetings used as a learning process and one meeting used as test cycle. The action was conducted based on the schedule such as on Monday and Thursday.

The researcher greeted and asked the students about their condition. and played together to started lesson. Then, she introduction herself and explained the material that focused of riddle. The next she gave example for them about how to play riddle. The students could ask to researcher if they were still confused with the material. After of all. Thos she divided into several grougs. Each group consisted of 3 or 4 members. Then she gave the topic of material, asked them to illustrate the subject.

The researcher gave the students chance before guessting among the groups. After discussion, the students faced difficulty such as difficult in starting the words

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in riddle activity, nevertheless the condition class was still conducive. They were enthusiasm followed the material.

Group discussion

Riddle:

I am the first you ever saw, what greets you every morning and what goes out in the end.

What Am I?

Answer: Light

Riddle:

I can be stolen or given away
and you will live,
yet you cannot live without me.

What Am I ?

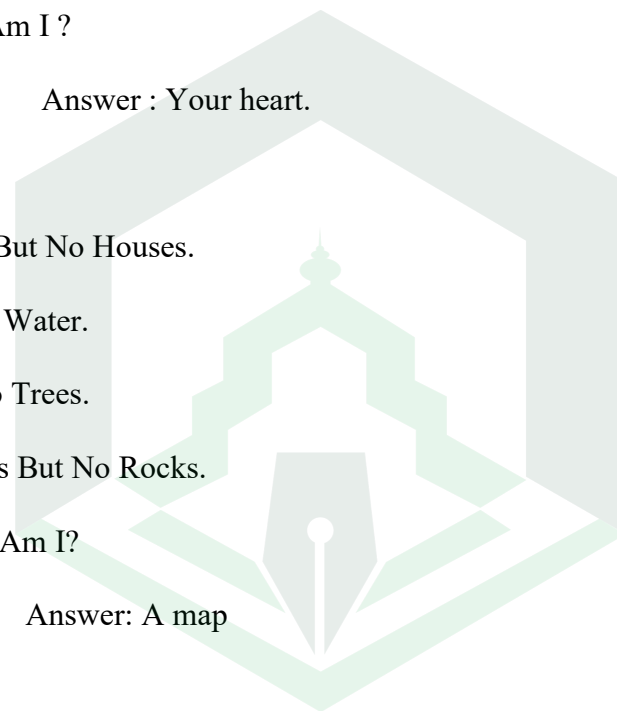
Answer : Your heart.

Riddle:

I have Towns But No Houses.
Lakes, But No Water.
Forests But No Trees.
And Mountains But No Rocks.

What Am I?

Answer: A map



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Riddle:

What can run but never walks,
Has a mouth but never talks,
Has a bed but never sleeps,
Has a head but never weeps.

What Am I?

Answer: A River

Riddle:

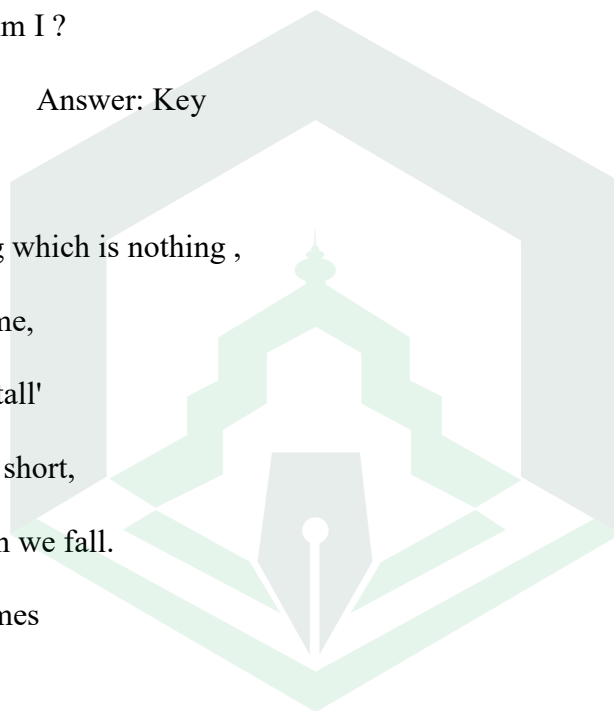
What force and strength cannot get through,
I with a gentle touch can do.
and many in these twisted halls would stand
were I not, as a friend, at hand...

What Am I ?

Answer: Key

Riddle:

There is a thing which is nothing ,
Yet it has a name,
It's sometimes tall'
and sometimes short,
It tumbles when we fall.
It plays our games



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What am I?

Answer: Shadow

Riddle:

I'm your follower in the light,

Yet I'm invisible in the night

At various sizes I appear

I won't harm you, have no fear

What am I?

Answer: Shadow

Riddle:

You cannot see me, hear me, or touch me.

I lie behind the stars

and alter what is real,

I am what you really fear.

Close your eyes and I come near.

What am I?

Answer :The Dark

c. Observation

Based on observation activities made by researcher and collaborator in the first cycle, the research observed students' attitude and enthusiasm toward application of explaining topic orally.

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1) The first cycle of learning, the condition of class was undisciplined when the researcher gave explanation. Many students were irresponsible to the lesson.

2) The students were still lack enthusiasm to understand the concept of learning. Some students were easy to get bored and there were some inactive students in.

3) Some students were still confused in explaining things.

Here are the findings

Findings in cycle 1

Table 1

The percentage of students' active participation of cycle I

Option	Frequency	Percentage
Very Active	1	7,14%
Active	4	28,57%
Less Active	7	50%
Not Active	2	14,28%

$$P = \frac{F}{N}$$

Where :

P = Percentage

F = Frequency

N = Total of Students¹

¹ Sudjana, Metode statistika, (Bandung; Tarsito Bandung 1992) p.73s

Based on the data from the observation done by the researcher and the teacher, it could be concluded that 2 students were not active, and the percentage reached 14,28%. 7 students were less active, and the percentage reached 50%. 4 students were active, and the percentage reached 28,57%. only 1 student was very active to in speaking class by using riddle as one technique to learn speaking. To reach the criteria of success which is determined 80%, the two very active and active classification were accumulated, but only reach 35,71%. It did not reach the standard for the criteria of success that had been determined.

Picture 2: the students in group



In this section, the students start discussion with their group. They had to discuss for describing things with their member. After that, the students guessed the words with their team by describing things.

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d. Reflection

Description of the speaking test result in Cycle

Table 2

The Students' scores of accuracy, fluency, and comprehensibility in the test

Respondent	Accuracy	Fluency	Comprehensibility	Score
001	4	4	4	67
002	3	4	4	61
003	3	3	4	55
004	3	3	3	50
005	3	3	3	50
006	3	3	3	50
007	3	3	3	50
008	3	4	4	61
009	4	4	4	67
010	3	3	3	50
011	2	3	3	45
012	3	4	4	61
013	3	4	4	61
014	4	4	4	67
Total				$\sum x= 52,4$

$$\text{Mean Score} : X = \frac{\sum x}{N}$$

	Cycle I
Mean Score	52,4

1. Accuracy

Table 4

No	Classification	Score	Frequency	Percentage
1	Excellent	6	-	-
2	Very good	5	-	-
3	Good	4	3	21,72%
4	Average	3	10	71,14 %
5	Poor	2	1	7,14%
6	Very poor	1	-	
Total			14	100%

The table 4 indicated that none of the students got excellent, very good, and very poor score for accuracy assessment. There were 10 students got average score which reached 71,14%. 1 student got poor score which reached 7,14%.

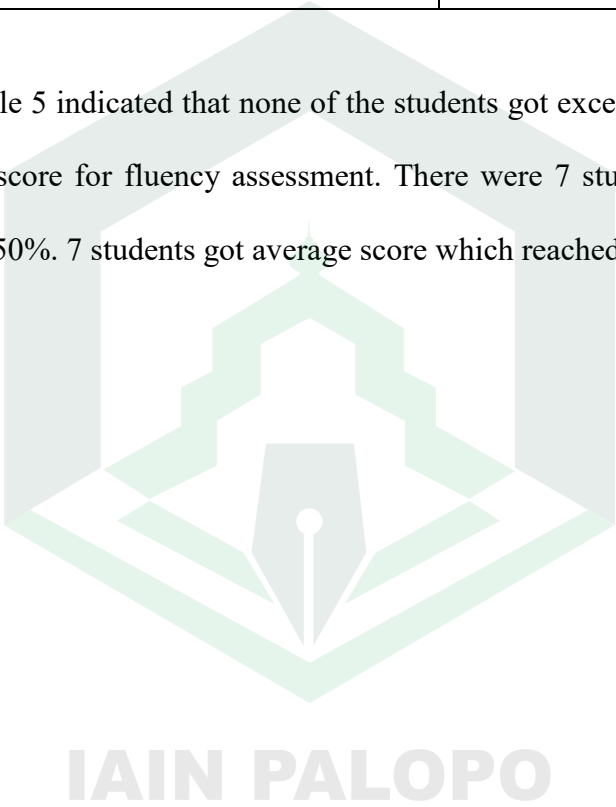
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2. Fluency

Table 5

No	Classification	Score	Frequency	Percentage
1	Excellent	6	-	-
2	Very good	5	-	-
3	Good	4	7	50%
4	Average	3	7	50%
5	Poor	2		
6	Very poor	1		
Total			14	100%

The table 5 indicated that none of the students got excellent, very good, poor and very poor score for fluency assessment. There were 7 students got good score which reached 50%. 7 students got average score which reached 50%.

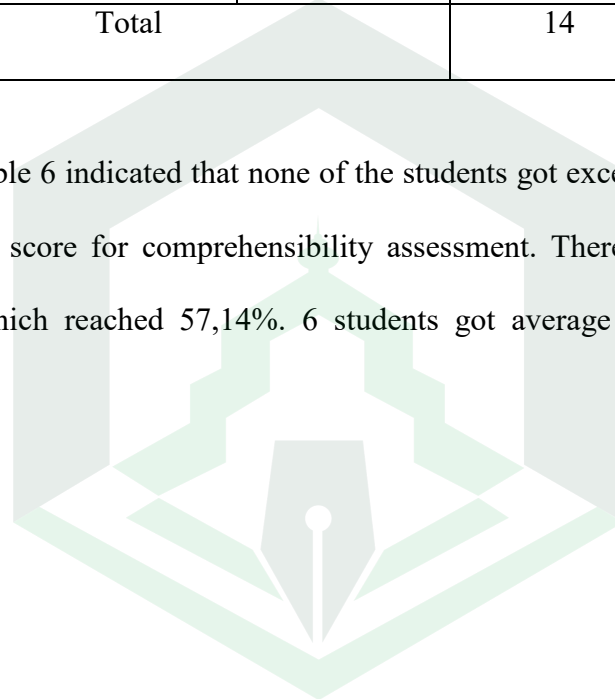


3. Comprehensibility

Table 6**The criteria and percentage of students' comprehensibility in the test.**

No	Classification	Score	Frequency	Percentage
1	Excellent	6	-	-
2	Very good	5	-	-
3	Good	4	8	57,14%
4	Average	3	6	42,85%
5	Poor	2		
6	Very poor	1	-	
Total			14	100%

The table 6 indicated that none of the students got excellent, very good, poor and very poor score for comprehensibility assessment. There were 8 students got good score which reached 57,14%. 6 students got average score which reached 42,85%.



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d. The reflection

The reflection

After doing action, observation and giving test in cycle I, the researcher and the the partner (teacher) conducted reflection to know the weaknesses in the cycle I. Based on the data taken from the action, observation and test they conducted some Preparation for the cycle II to improve the mastery of the students.

The main weakness of cycle I, the researcher explained the riddle without showing the picture but the students faced difficult in illustrating it , then she facilitated with the appropriate pictures. In order stimulate students participate in learning and process, give a reward to the group who win the game in Riddle.

After giving the speaking test in cycle 1, she concluded that the result of the test in the cycle I did not reach the standard which is determined 65%. The result of the success criteria was taken by the accumulation of the students scores who got good, very good and excellent score. It was reached 50%. Therefore, she continued the research in cycle II.

To improve the students' concept mastery, the reseacher still conducted teaching process through Riddle technique in the cycle II. The effort which has been done by the researcher and teacher was to get good in their speaking ability.

3. The Description Of Process in Cycle II

a. Planning

The researcher hoped in the cycle II the students be better in teaching speaking skill through Riddle. The plan in the cycle II was closely same with the cycle I, but in the cycle II researcher made different strategy such as

- 1) The students divided into some groups
- 2) The reseacher gave some pictures related to the topic
- 3) The researcher guided the the students who could not speak until they could be fluently speak english.

b.Action

Similar to the cycle I, this cycle II was also implementation of the planning during four meetings and needed a time 2 @ 45 minutes in one meeting. There were 3 meetings used teaching activities and one meeting was used to test the students.

The material that were taught in cycle II were similar to those used in the cycle I but different strategy. She gave pictures before starting the material. Then she explained clearly about picture.

Picture of things



After giving picture, the researcher explained about riddle through picture. The researcher divided the students into 3-4 groups. They had to discuss for describing the picture with their member. After that, the students guessed the words with their team by describing the characteristic of pictures. They checked their own answer. The researcher gave them score before guessing with themselves. She gave a reward to the group who won the game in Riddle. Before closing the class, she encouraged the students by telling them that they have made great progress.

The condition in cycle II, the class was more conducive, and the students were very enthusiastic in learning the material. In fact there were 5 students were

very active in the class. The last, she gave support to the to the students appreciated them that having participating actively during the learning process.

Picture 3: the students were doing in the cycle II



In this section, the students doing discuss with their group to make riddle

c. Observation

Based on the observation , there were some conclusions that the researcher got, namely : while the cycle II was running, all of students were active in learning process. They were not shy anymore to express their opinion. Some of them were not confused anymore in understanding the question in discusssion session.

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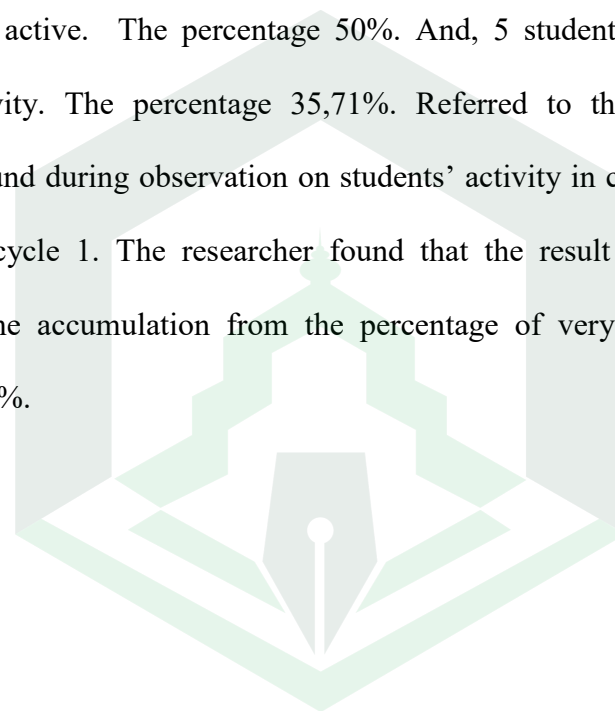
The result of observation on students' activity in Cycle II

Table 7

The percentage of students' active participation of cycle II

Option	Frequency	Percentage
Very Active	5	35,71%
Active	7	50%
Less Active	2	14,28%
Not Active	0	0%

Based on the data from the observation in cycle 2 done by the researcher and the teacher, it can be concluded that none of the students were not active. The percentage reached 0%. 2 students were less active. The percentage 14,28%. 7 students were active. The percentage 50%. And, 5 students were very active in speaking activity. The percentage 35,71%. Referred to the result of data was completely found during observation on students' activity in cycle 1 was better than the result in cycle 1. The researcher found that the result in cycle 2 had been achieved as the accumulation from the percentage of very active and active. It reached 71,85 %.



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d.Reflection

Description of the speaking test result in Cycle II

Table 8

The students' scores of accuracy, fluency, and comprehensibility in the test.

Responden	Accuracy	Fluency	Comprehensibility	Total
001	5	5	5	83
002	5	5	5	83
003	4	4	4	67
004	3	3	4	56
005	3	4	4	61
006	4	4	4	67
007	4	4	4	67
008	4	4	5	72
009	5	5	5	83
010	3	3	4	56
011	4	4	4	67
012	5	5	5	83
013	5	5	5	83
014	4	5	5	78
Total				1006

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Mean Score : $X = \frac{\sum x}{N}$

Table 9

	Cycle II
Mean Score	71,85

4. Accuracy

Table 10

No	Classification	Score	Frequency	Percentage
1	Excellent	6	-	
2	Very good	5	5	35,8%
3	Good	4		42,85%
4	Average	3	6	21,35%
5	Poor	2		
6	Very poor	1	3	
			-	
			-	
Total			14	100%

The table 10 indicated that none of the students got excellent, very good, good and very poor score for accuracy assessment. There were 8 students got average score which reached 57,14%. 6 students got poor score which reached 42,85%.

5. Fluency

Table 11

No	Classification	Score	Frequency	Percentage
1	Excellent	6	-	-
2	Very good	5	6	42,83%
3	Good	4	6	42,83%
4	Average	3	2	14,34%
5	Poor	2	-	-
6	Very poor	1	-	-
Total			14	100%

The table 11 indicated that none of the students got excellent, very good and very poor score for fluency assessment. There were 2 students got good score which reached 14,28%. 6 students got average score which reached 42,85% and 6 students got poor score which reached 42,85%.

6. Comprehensibility

Table 12

The criteria and percentage of students' comprehensibility in the test.

No	Classification	Score	Frequency	Percentage
1	Excellent	6	-	-
2	Very good	5	7	50%
3	Good	4	7	50%
4	Average	3	-	-
5	Poor	2	-	-
6	Very poor	1	-	-
Total			14	100%

The table 12 indicated that none of the students got excellent, very good and very poor score for comprehensibility assessment. There were 65 students got good score which reached 42,85%. 2 students got average score which reached 14,28% and 65 students got poor score which reached 42,85%.

After doing action and observation and giving test in cycle II, the researcher and the the collaboration did reflection to know weaknesses in cycle II. Based on the reflection toward planning, action, observation and test that has been given to the students, they did some reparations for cycle II to improve the students ability.

Based on the observation and the test that had been given by the researcher and partner, it was found that the students' participation and interaction during

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observation has got improvement and the result of the speaking test as well. In the cycle I, the percentage of the result was just 50% but the result of the speaking test increased in cycle II, it reached 71,57% of the standard of success criteria(65%). As the result in the cycle II had reached more than the result of percentage that has been determined (65%), the researcher did not continue to the next cycle.

B. Discussion

Based on the result of the previous findings, it can be discussed as follows:

Cycle I

Through the findings, the researcher analyzed some data of students. In this section, the researcher presented the result of data analysis which aims to describe the students skill and participation in speaking through riddle technique. The researcher presented some data of the students who still got low skill and the students were still less active and no active during the teaching learning process in cycle 1 then continued to cycle 2.

1. The description of cycle 1.

Based on the observation in cycle 1 the researcher found some weakness of the students during learning process. Namely, there were still many students less active while the process of learning was still running. It can be seen from the data found that only 4 students were active with the percentage reached 28,57%. 1 student was very active with the percentage reached only 7,14%. There were still many students less active, they were 7 students with percentage reached 50%. And, 2 students were not active with the percentage reached 14,28%.

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After the teaching learning process finished, the researcher interviewed the students. Based on the interview, the researcher found some students did not participate fully in the classroom such as some of them did not give respon when the researcher explained. And, some of them did not understand and some of them were still confused. The researcher also found if the students were not familiar with the atmosphere in the classroom where the researcher used English fully in teaching learning process. And, some of them thought that sometimes the researcher spoke very fast. Therefore, the teacher realized that there were also some weakness in teaching. The students were sometime confused because they did not have some vocabularies than can helped them in speaking activity.

Here are some data transcription and score that respondent got in cycle 1

test

02

Assalamu alaikum wr,wb” my name is Syarif

Riddle of noun.

I have city but nothing home, I have lakes mmm.....but nothing water, I have foress but nothing trees,and ee.... I have mountains but nothing stone

What am I?

Answer: A map.

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A = Pronunciation is influenced by the mother tongue and phonological errors. for example, the respondent pronounced city as “ citi “

F = Long pauses while she searches for the desired meaning.frequently fragmentary. for example, she often say mmm eeee while trying to look for another words.

C = Most of speaker says are easy follow. Her intonation is always clear but several interruption are necessary to help hers convey message.

01

Assalamu alaikum wr,wb” my name is Nurjannah

Riddle of animal. I have very long ears, em apa mi lagi. I love carrot, I have a small tail,I have 2 big teeth,I can jump

what am I ?

Answer : A Rabbit

A = Pronunciation is influenced by the mother tongue only a few serious phonological errors, some of which cause confusion. For example, the respondent pronounced small as “ smoll “

F = Has to make an effort for much time. Often has to search for the desired meaning.Almost give up effort as ties. Limited range expression. For example, she often say emm.. apa mi lagi itu while trying to look another words.

C = Most of speaker says are easy to follow. His intention is always clear but several interruption are necessary to help him convey message or to seek clarification.

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1. The result of the research in cycle II

In this cycle, she revised some weakness that was found in teaching learning process in cycle 1. She analyzed some ways to support during teaching learning process in cycle 2 with the collaborator. Finally she found some ways. They were to distributed some picture related to the topic, created a better activity in order to make the students more interested in speaking activity. Based on observation in cycle 2, she finally got the result of students' participation. From the students' participation, it had got increase that none of the students were not active. And, only 2 students were less active with percentage reached 14,28%. Meanwhile, 7 students were active with percentage reached 50%. And, 5 students were very active with percentage 35,71 %. The two combined percentage between the students' active and very active was 71,85 %. It had achieved the standard of success criteria which is determined 65%.

In this cycle, the researcher also found the increase of students' skill in speaking activity. It can be seen at the mean score of the speaking test done by the students in cycle II was 65 (good). It means that of success criteria had already been achieved. Based on the observation, the result show the action process had been successful because this case has an improvement. The students have better achievement.

Based on the research of result, the researcher found that riddle technique can effective the students' speaking skill at the first level students of Man Palopo as follow : a). The researcher divided the students into 3-4 group, b). Discussing to

explanation the picture with their member in group. After that,c). The students guessing between one team to another by explaining characteristic about picture d). Checking their answer, e). giving them score, f). Giving a reward to the group who win the game in Riddle. Before closing the class, she told the students that they have great improvement.

Riddle structure gives all students the opportunity to discuss their ideas. The students start to construct their knowledge in these discussions and to find out what they do and do not know. This active process is not normally available to them in conventional.

Researcher have found that students' ability is enhanced when they have many opportunities to elaborate on ideas through riddle. The riddle technique increases the kind of personal communications that are necessary for students to internally process, organize and retain ideas.

Additionally benefits of using riddle strategy include the positive changes in students' self esteem that occur when they listen one another and respect others' ideas².

²<http://www.teachervision.fen.com/group-work/cooperative-learning/48547.html>. Accessed On November 11, 2010

Here are some of the data transcription that show the students' teaching to cycle II

02

Assalamu alaikum wr, wb" my name is Nurjannah

Riddle of animal, I am a reptile, I am a type of lizard, I am a good climber, and sometimes my skin changes color

What am I ?

I am chameleon

A = Pronunciation is moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only can understand.

F = Has to make an effort at times to search nevertheless, smooth delivery on the whole and a few unnatural pause.

C = The speaker's intention and general meaning are fairly clear. A few interruption by the listener for the sake of clarification are necessary.

01

Assalamu alaikum wr,wb" my name is Syarif

Riddle of animal, I live in the forest, I look like a man, I love banana, I am very funny

What am I ?

I am a monkey

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Riddle oh noun, I am your paper's partne, tobe a wood or plastic, and used for writing or drawing

What am I ?

I am a pen

A = Pronunciation is moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only cause confusion.

F = Has to make an effort for much of time.often has to desired meaning.good range of expression. Frequently fragmmentary and halting delivery.

C = The speaker intention and general meaningare fairly clear. A few interruption by the listener for the sake of clarification are necessary.



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CHAPTER V

CONCLUSIONS AND SUGGESTION

This chapter presents the conclusions and suggestions based on the finding and and discussion of the data analysis.

A. Conclusions

Having conducted, the researcher concluded that Riddle was effective ways in teaching speaking skill at the first level students of Madrasah Aliyah Negeri (Man) Palopo. It could applied effectively through the following ways: a). Dividing the students into 3-4 group, b). Discussing to the explanation of the picture with their group member, c). Doing guess between one team to another about the characteristic of picture d). Checking their answer by themselves, and giving score, f). Giving the reward to the group who win the game in Riddle.

B. Suggestions

As the last of this thesis, based on the classroom Action Research that the reseacher used, so the researcher would like to give some suggestios as imput material in developing process and teaching learning result. The suggestios as follow:

Related to the conclusion above, researcher gives some suggestions as follows:

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1. Teacher

In learning process an English should be more creative in giving an appropriate strategy to the students which can make them relax and enjoy getting the material and also the teacher should make the classroom situation to be fun. One of ways is through Riddle.

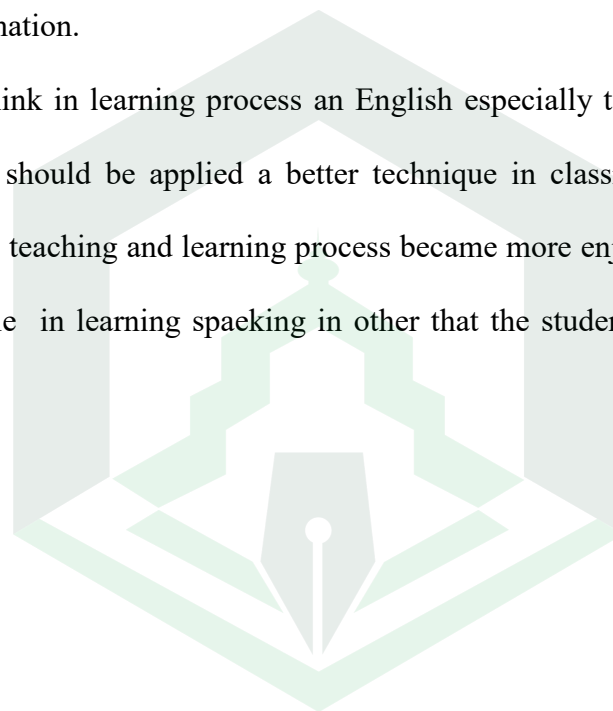
2. Students

In learning comparison degrees the students should not use the general method that is learning one by one but they can use other ways for example through Riddle, they are not only playing for fun but also learning.

3. Other Researcher

This research is hoped can be model for other researcher who interested in continuing this research and to employed this research result as the compare material and first information.

So, I think in learning process an English especially teaching speaking skill the researcher should be applied a better technique in classroom. Than make the situation of the teaching and learning process became more enjoyable and interesting by using Riddle in learning spaeking in other that the students can understand the lesson



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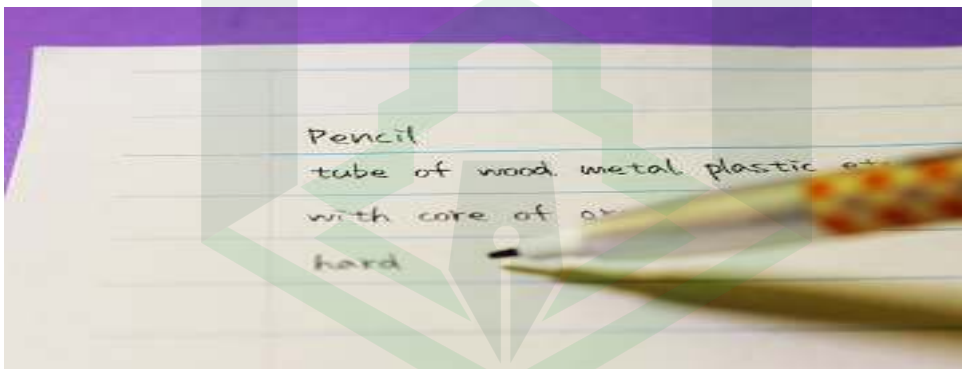
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Think of the answer, as that is the first step. Try and choose a simple everyday object such as a pencil.



1. 2

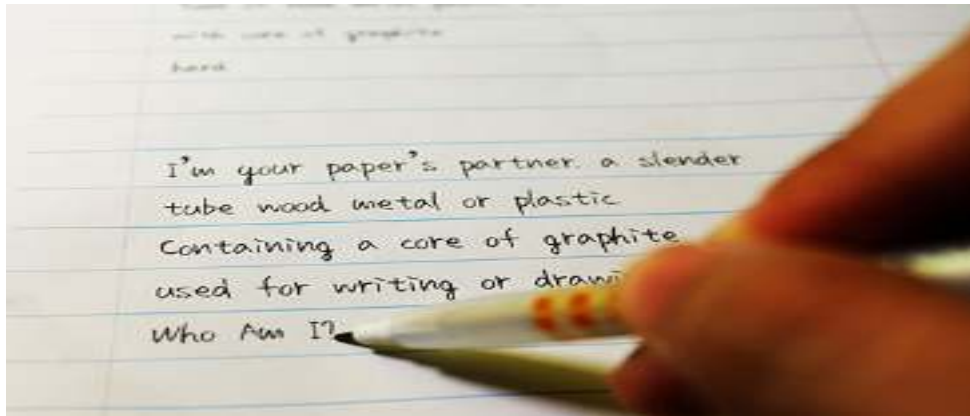
Think of the things your answer does and what they look like. Compile these verbs and adjective.



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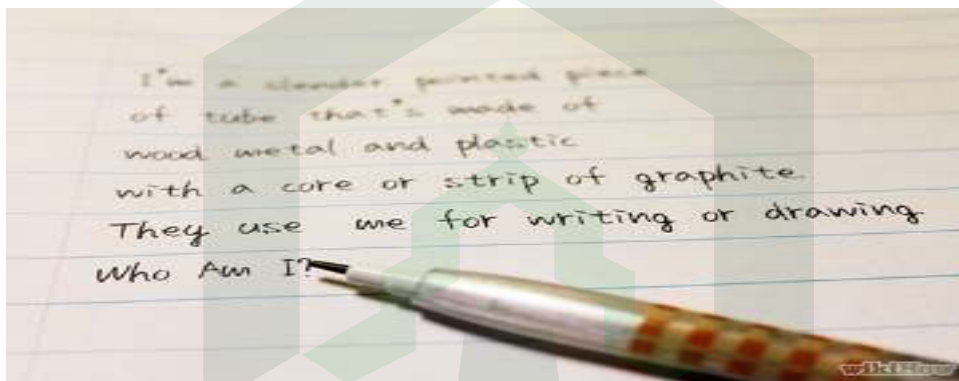
2. 3

Draft your riddle. Drafting your riddle will put it into words so that others can understand it.



3. 4

Re-write, if necessary. If it first your riddle doesn't make any sense to a friend.



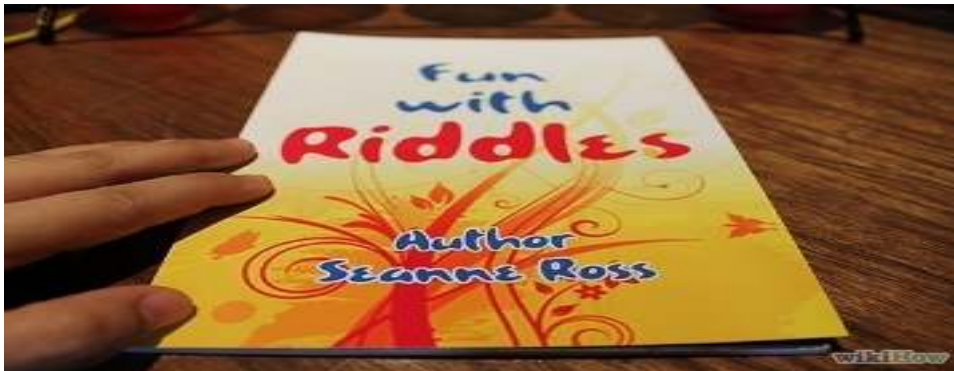
4. 5

Share your riddle with friends. Get their opinion on it.



5. 6

in a book or story..¹



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¹ <http://www.wikihow.com/Make-up-a-Riddle>

PRONOUNCEMENT

Signatured by:

Name : Amra
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Study Program : Bahasa Inggris
Department : Tarbiyah

Declares that thesis I wrote to fulfill of requirement for the degree of Sarjana Pendidikan (S.Pd) in Tarbiyah Department, the State College for Islamic Studies Palopo entitled, "Teaching students speaking skill through riddle at the eleventh year students' of Man Palopo", is truly my original work. It does not incorporate any materials previously written or published by another person except does indicated in quotations and bibliography. Due to this fact, I am the only person responsible for this thesis if there is any objection and claim from others.

IAIN PALOPO

Palopo,
Researcher

AMRA
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Finally the researcher prays to the God may Allah SWT shower divine judgment of their service who has given to the researcher expects that this thesis can give a lot of contribution for all readers for regional, national and state. Therefore, it can be a charity.

Palopo, 10 December 2014

The researche

CONSULTANT APPROVAL

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eleventh year students' of Man Palopo

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Assalamualaikum Wr. Wb.

Sesudah melakukan bimbingan skripsi mahasiswa tersebut dibawah ini:

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Program Studi : Bahasa Inggris

Judul Skripsi : Teaching students speaking skill through riddle at
the eleventh year students' of Man Palopo

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan.

Demikian untuk diproses selanjutnya.

Wassalamualaikum Wr. Wb.

Palopo, 29 November 2014

Pembimbing I

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