

**ENHANCING STUDENTS' VOCABULARY MASTERY THROUGH
RIDDLE GAME AT THE EIGHTH GRADE OF UPT SMP NEGERI 1
MALANGKE BARAT**

A thesis

*Submitted to the English Education Study Program of Tarbiyah and Teacher
Training Faculty of State Islamic Institute of Palopo as Fulfillment of
Requirements for Undergraduate Degree in English Education*



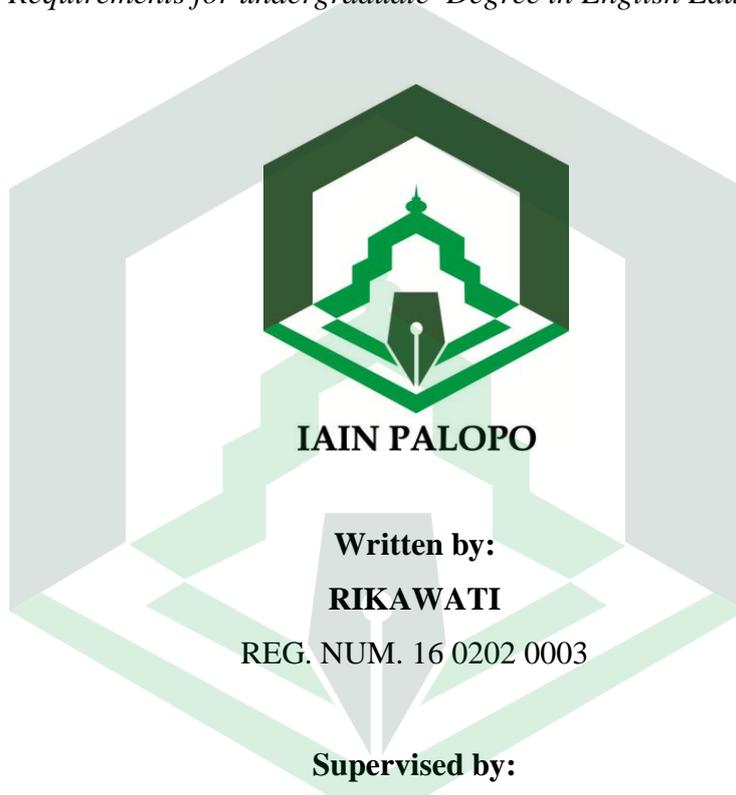
**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2021

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

EDUCATION AND TEACHER TRAINING FACULTY

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2021

THESIS APPROVAL

This thesis entitled "Enhancing Students' Vocabulary Mastery through Riddle Game at the Eighth Grade of UPT SMP Negeri Malangke Barat" Which is written by Rikawati, Reg. Number. 16.0202.0003, S1 English Language Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out on Friday, 25th of June 2021 M, coincided with 14th Zulkaidah 1442 H, it is authorized and acceptable as partial fulfillment for S.Pd. degree in English language teaching.

Palopo, 19th October 2021
12th Rabiul awal 1442 H

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This thesis is presented to the English Language Education Study Program of Tarbiyah and Teacher Training Faculty State Islamic Institute (IAIN) Palopo as partial fulfillment of the requirements for the undergraduate, on the title ***“Enhancing Students’ Vocabulary Mastery through Riddle Game at the Eighth Grade of UPT SMPNegeri 1 Malangke Barat”***.

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Palopo, 8 February 2021

The Researcher

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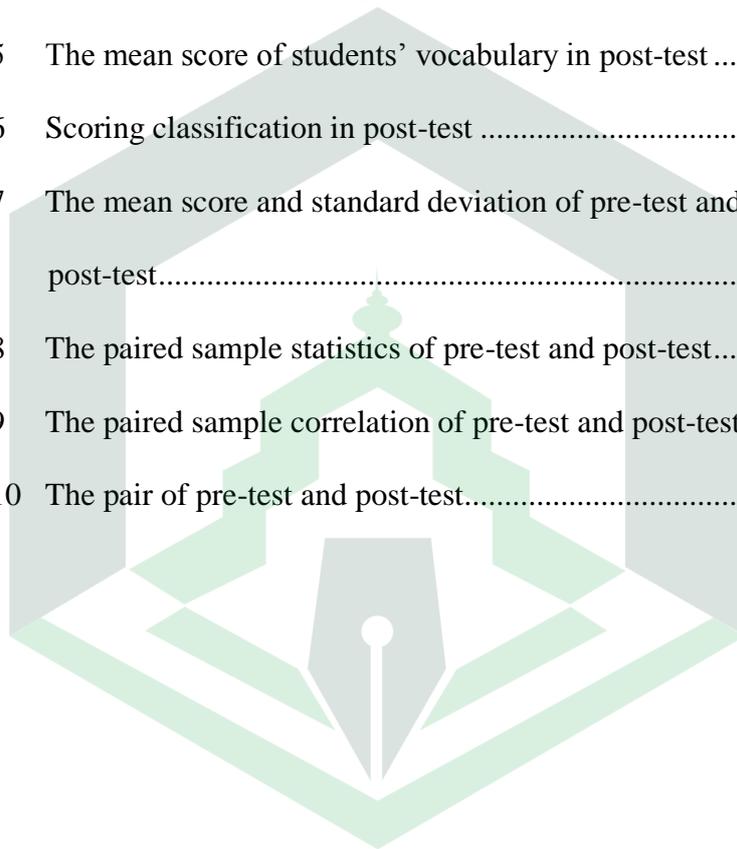
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ABSTRACT

Rikawati, 2021. “*Enhancing Students’ Vocabulary Mastery through Riddle Game at the Eighth Grade of UPT SMP Negeri 1 Malangke Barat*”. Thesis English Study Program Educational Department in the State Islamic Studies Palopo. Supervised by Wahibah and Muhammad Iksan.

This thesis focused on enhancing students’ vocabulary mastery through riddle game at the eighth grade of UPT SMP Negeri 1 Malangke Barat. The question of this research: Is the riddle game effective to enhance students' vocabulary mastery at the Eighth grade of UPT SMP Negeri 1 Malangke Barat? The objective of this research: To find out whether the riddle game is effective to enhance students’ vocabulary mastery at the Eighth grade of UPT SMP Negeri 1 Malangke Barat. This research used pre-experimental. The population of this research was the eighth-grade students of UPT SMP Negeri 1 Malangke Barat. The total population was 152. The research samples were class VIII A amounted to 25 students. The sampling technique in this research was purposive sampling. The instrument of this research was a vocabulary test. The pre-test was given to find out basic vocabulary skills of the students’ vocabulary and the post-test was given to find out the students’ improvement in vocabulary after being given treatment and the research used an riddle game. The test amounted to 20 items then the test was calculated and analyzed using SPSS 20. After analyzed the data, it was found that the students’ vocabulary was enhanced through riddle game at the eighth grade of UPT SMP Negeri 1 Malangke Barat. There was a significant difference between the pre-test and post-test results that was the post-test was higher than the pre-test, where the mean score of pre-test was 42.4 and post-test was 76.8 where the score of t_{count} (15.343) was higher than the score of t_{table} (2.064) or $15.343 > 2.064$. On the other hand, almost all students' vocabularies enhanced after treatment.

Keyword: *Enhancing Vocabulary, Riddle Game, Pre-experimental Design.*

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CHAPTER I

INTRODUCTION

A. Background

The quality of one's communication is determined by the mastery of the vocabulary one has. According to Tarigan (1993) stated that the quantity and quality of one's vocabulary influence the quality of one's language skills; the larger one's vocabulary, the more likely one is to be skilled in communicating, and the brighter one's mind.¹

The term "vocabulary" refers to a group of terms that are recognized for their meaning and use. The most critical element of English is vocabulary, which should not be overlooked during language learning practices. Mastering vocabulary is essential to enhancing students' comprehension and assisting them in learning English. Without vocabulary knowledge, students will have difficulty learning English. Therefore, the most basic thing that must be taught to students of English before other English material is vocabulary because a person cannot communicate well without sufficient vocabulary mastery.

In learning English, among the four skills, to be able to increase these four abilities, the teachers must multiply or increase mastery of vocabulary. It can be seen that mastery of a person's vocabulary can be seen from the ability to say and determine the meaning of words spoken. So other people be able to understand easily. The large number of the

¹ Henry Guntur Tarigan, *Pengajaran Kosa Kata* (Bandung: Angkasa, 1993).

vocabulary mastered by someone will affect the ability of vocabulary. Ur (1991) stated "Vocabulary can be defined, roughly, as the words we teach in the foreign language." So, a new vocabulary language is considered a vocabulary if the vocabulary comes from a foreign language.²

Based on the findings of student observation on Tuesday, 23th April 2019 at 8:50 a.m. in SMPN 1 Malangke Barat, the researcher found some problems with student vocabulary. At the time of observation the researcher gave a test to determine students' understanding of vocabulary and to find out how much vocabulary the students knew, the researcher wrote some vocabulary on the whiteboard and then asked the students what the word meant but the students did not know the meaning of the word, examples of words such as refrigerator, blanket, stove and eraser. From the teacher said that the students still low in learning English, especially in vocabulary, they do not have many vocabularies and the lack of media that can be used to attract students' interest in learning vocabulary. The other problems showed that the students in class VIII A of UPT SMP Negeri1 Malangke Barat still have difficulty learning vocabulary in the English language. One of the challenges for students to understand texts both in writing and verbally is their restricted vocabulary mastery and lack of knowledge of how to enhance their vocabulary mastery, which may obstruct their ability to achieve anticipated competency outcomes. The students argued that English language learning

²Penny Ur, *A Course in Language Teaching Practice and Theory* (Cambridge, 1991).

was difficult, making them less interested and less serious in learning English vocabulary. During this time the teacher gives vocabulary material only by telling students to interpret the given reading text and then writing one by one the vocabulary and also the teacher only tells students to look for vocabularies in the dictionary. This strategy is not effective enough to be implemented because it does not make students interested and enthusiastic about memorizing. Many students are confused and lazy when it comes to searching for vocabularies, so this cannot help them develop their vocabulary mastery. Therefore teachers must be more creative in providing learning materials that attract interest and fun for students.

There are a variety of games that could be used to increase students' vocabulary mastery; the riddle game is one of the games that can be used to teach and practice vocabulary. Since it allows students to practice different English language skills to find answers, the riddle is an excellent tool for cultivating students' willingness to understand and enhancing their vocabulary. It also necessitates a higher degree of critical thinking, which is often needed when studying English. Wright (1984) stated that the riddle game is a fun tool for students to learn new vocabulary terms and put them into use of a phrase, for example, a riddle for the word "umbrella" might go, "When the drops start to fall, you protect me to keep dry". Vocabulary Riddles are used as an oral task in

preparation for a worksheet-based written assignment.³ Based on that assumption, the riddle may be used as an oral activity or a written assignment for students.

Based on the explanation before, the researcher was eager to learn more in enhancing student's vocabulary by applying the riddle game in teaching and learning vocabulary. Students can learn vocabulary fun because it is accompanied by games and media that motivate and attract students' attention. In this study, the researcher would like to conduct pre-experimental research with the title "Enhancing Students' Vocabulary Mastery Through Riddle Game at the Eighth Grade of UPT SMP Negeri 1 Malangke Barat".

B. Research Question

Based on the background before, the researcher will focus on the following research question: Is the riddle game effective to enhance student's vocabulary mastery at the eighth grade of UPT SMPN 1 Malangke Barat?

C. The objective of the Research

Based on the research question before, the objective of this research is to find out whether the riddle game is effective to enhance student's vocabulary mastery at the eighth grade of UPT SMP Negeri 1 Malangke Barat.

³ Andrew Wright, *Games for Language Learning* (New York: Cambridge University Press, 1984).

D. Significance of the Research

This research is expected to give both theoretical and practical benefits as follows:

1. Theoretically

This study is expected to contribute significantly to the theory of English language teaching, particularly in the aspect of teaching vocabulary.

2. Practically

a. For the teachers

It is expected that can be used as references for the teachers to input material that the riddle game can be used as an addition to the language learning and can help teachers develop their skills and competencies in implementing the learning process to be more interesting.

b. For the students

It is intended to make the process of learning more meaningful and communicative, to help students enhancing their vocabulary mastery and motivation in classroom learning.

E. Scope of the Research

The scope of the research is focused on enhancing students' vocabulary mastery through riddle game. This research also focused on describing things using noun animals, public places, classrooms, and parts of the house. As the materials on riddle to enhance students' vocabulary

mastery through riddle game at the eighth grade of UPT SMP Negeri1 Malangke Barat.

F. Definition of Term

To prevent ambiguity in this report, the terms of the title should be clarified and explained. The following is the definition:

1. Vocabulary

It is impossible to overestimate the role of vocabulary in language learning. Without vocabulary, learning a language would be difficult. English does not exist without vocabulary, which is one of the components of language, it would be impossible to communicate. We will discuss more concepts if we have a larger vocabulary. As a result, we will be able to effectively share our thoughts.

2. Game

Games are a form of player competition in which players communicate with one another by playing specific roles to achieve a specific goal. Games encourage students to collaborate, compete with one another, develop strategies, think outside the box, compare and exchange results, learn from mistakes, work in a less stressful and efficient way, and have fun.

3. Riddle

Riddles are trick questions, and the response is contingent on understanding the trick. A riddle, on the other hand, is a set of

mysterious questions about a person, object, or circumstance that students must solve based on the explanations provided.



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Related Research Findings

The researcher is going to describe the related research that has been conducted for the research as follows:

Lailiyah Diana Widia Afrianti (2014). This thesis about *The Effect of using Riddles on Vocabulary Achievement of the Eighth Grade Students at MTs Baitul Hikmah Temperejo Jember*. A quasi-experimental design was used in this research, with 44 students divided into two groups. The control and experimental groups were VIII D and VIII E, respectively. According to the study, one of the techniques that a teacher can use in teaching English, especially in teaching vocabulary, is to use riddles. The result of the research shows that there is a significant effect of using riddles on vocabulary achievement.⁴

The relevance of this research is to use riddles to have a significant effect to enhance the students' vocabulary mastery. Although the research differs in that it was conducted using a quasi-experimental methodology. But, my research uses the pre-experimental method.

⁴lailiyah diana widia Afrianti, 'The Effect of Using Riddles on Vocabulary Achievement of the Eighth Grade Students at MTs Baitul Hikmah Temperejo Jember in the Academic Year 2014/2015', 2014.

Tessa Apriandari (2019). Her thesis under the title *Improving Students' English Vocabulary through the use of Riddles Technique at MTs Darul Ihsan Aceh Besar*. This research used experimental research with Riddle Technique for the second year of students at MTs Darul Ihsan Aceh Besar. The result of the study shows that students' vocabulary can be strengthened by using riddles in teaching vocabulary because students can quickly recognize the vocabulary that has been learned by using riddles in teaching vocabulary, and the majority of students had positive answers to the use of riddles in improving students' vocabulary.⁵

The relevance of this research is to enhance students' English vocabulary through the use of the riddles technique. While, the difference is this research has been conducted in junior high school by used technique but, my research will improve students' English vocabulary through the use of the riddle game.

Ria Sabriana (2015). This thesis about *Improving students' vocabulary by using the riddle game of SMP Negeri 8 Pontianak*. During the research era, this researcher performed classroom action research and worked as an instructor. Based on her research that implementing a riddle game increased the student's vocabulary, especially in writing proper spelling and understanding the meaning of the words. As a result, the

⁵Tessa Apriandari, 'Improving Students' English Vocabulary through the Use of Riddles Technique for the Second Years Students at MTs Darul Ihsan Aceh Besar' (UIN Ar-Raniry Banda Aceh, 2019).

action hypothesis that "Riddle game will develop the students' vocabulary in writing spelling of the word and understanding the meaning of a word of seventh-grade students of SMP Negeri 8 Pontianak was proved.⁶

The relevance of the research is to enhance students' vocabulary by using riddle game. While the difference of this research is found in the method that has used is classroom action research (CAR) but, in my research, the method is pre-experimental. The second difference is this research focuses on writing correct spelling in vocabulary but, my research focuses on memorizing to easily remember the vocabulary.

Rafika Purba (2017). This thesis about *The Using of the Riddles Technique to Increase Students' Vocabulary Mastery for the First Grade at MTs PAB I Helvetia*. The aim of this research is to determine how the riddle technique is implemented in students' vocabulary mastery and whether the riddle technique improves students' vocabulary. This research was conducted with Classroom Action Research and divided into two cycles. The result of her research showed that the enthusiasm and excitement of the students were also improved.⁷

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⁶Ria Sabriana, 'Improving Students Vocabulary by Using Riddle Game (A Classroom Action Research on the Seventh Grade Students of SMP Negeri 8 Pontianak in Academic Year 2014/2015.' (Universitas Tanjungpura Pontianak, 2015).

⁷Rafika Purba, 'The Use of Riddles Technique to Increase Students Vocabulary Mastery for the First Grade at MTs PAB 1 Helvetia Academic Year 2017/2018' (Politeknik Trijaya Krama, 2017).

Based on the research above, that tells about improving the students' vocabulary. The researcher concludes that using an interesting game, strategy, technique or method can make students memorize many vocabularies and enhance students' vocabulary. So the researcher is interested to use a game, which is the riddle game. This game can make things simpler and more successful for students to enhance their vocabulary.

B. Vocabulary

1. Definition of Vocabulary

Without words, learning vocabulary will be difficult, which is why vocabulary is so important in language learning. It can be interpreted and explained in a variety of ways. Individually however, it must be learned. One of the elements of language is vocabulary. The more vocabulary we know the better, the more things we can discuss and having a large vocabulary allows us to interact effectively with others. According to Hornby (1974) stated that the total number of terms (either individually or in combination) that bring up a language, a collection of words that a tradesperson knows or uses or occupation, and a book includes a list of terms that appear in a book and are normally accompanied by definitions or translations.⁸

The importance of vocabulary in language learning cannot be overstated since it determines how people talk, listen, read, and write.

⁸Hornby, *Oxford Advanced Learners Dictionary of Current English*, 1974.

Learners who lack a broad vocabulary and methods for improving it frequently fall short of their ability and discouraged from using language learning tools such as listening to the radio, speaking with native speakers, using the language in a variety of ways, reading, or watching television. Learners must reach such goals to read both simple and complex materials, as well as the methods they use to understand and remember words, and to process different forms of oral and written text.⁹

There are several vocabulary terms, some of which are mentioned below:

- 1) Vocabulary is a combination of words used by a group of people, a class, or a person.
- 2) Vocabulary list or set is a list or collection of words or phrases related to a language, book, author, branch of science, or another subject, typically in alphabetical order and described
- 3) Vocabulary refers to the words used in a language
- 4) A vocabulary book, glossary, dictionary, or lexicon is a collection of words.
- 5) In the arts, vocabulary is the amount of reach of one's expressive technique.¹⁰

⁹Jack richards and Willy A Renandya, *Methodology in Language Teaching* (USA, 2002).

¹⁰Nurjida, 'The Use of Spelling Bee Game to Improve Students' Vocabulary of Eighth Grade at SMPN 5 Palopo' (IAIN Palopo, 2018).

The vocabulary is as follows, according to the Oxford dictionary:

- a. A lexicon is a list or set of terms and phrases that are typically organized alphabetically and explained or described..
- b. A sum or stock of words employed by a language group individually or words in a field of knowledge.¹¹

Tarigan stated that, vocabularies are words that are difficult to modify and adapt from another language. It means that an appropriate approach should be used when teaching or studying English vocabulary. Besides that according to Harmer, Awareness of words and their meanings is referred to as vocabulary. Vocabulary, on the other hand, is more complicated than this description implies. First, word comes into two forms: oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking print vocabulary includes those words that we recognize and use in writing and reading. Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear them. Productive vocabulary includes words that we recognize when we hear them. Productive vocabulary includes words that we use when we speak or write.¹²

¹¹Martin H. Manser, *Oxford Learner's Pocket Dictionary* (Tokyo, 1991).

¹²Jeremy Harmer, *The Practise of English Language Teaching* (New York, 1992).

The importance of vocabulary in language learning cannot be overstated. Without vocabulary, learning a language would be difficult. English does not exist without vocabulary, which is one of the components of language. We will discuss more concepts if we have a larger vocabulary. As a result, we will be able to effectively share our thoughts.

Longman Dictionary of Contemporary English defines. Vocabulary means all the words that someone knows, learns of uses, or the words that are typically used when talking about a particular subject or a list of words with the explanation of their meanings in a book for learning a foreign language.¹³

Based on the sources before, the researcher may infer that vocabulary is a critical component of English, although vocabulary is one of the components of language, and without words, no language exists. We also won't be able to do more if our vocabulary is limited.

2. Types of Vocabulary

There are four different kinds of vocabulary that learners use most while learning vocabulary: reading, listening, writing, and speaking vocabulary. Reading vocabulary refers to all of the words he or she may remember when reading; it is the most comprehensive form of vocabulary since it encompasses all of the others. When listening to speech, All of a person's recognized words make up his or her listening vocabulary; the size of this vocabulary is aided by the meaning and tone of voice. Some of

¹³Schmitt, *Dictionary of Contemporary English* (Harlow, 1987).

the words he or she will use in writing are included in his or her writing vocabulary. Unlike the other two types of vocabulary, the writing vocabulary is simulated by the user. Each and every phrase he or she can use in speech are included in his or her speaking vocabulary. Because of the random Words are often misused due to the essence of the speaking vocabulary. Face expressions, tone of voice, and hand movements can be used to compensate for this small and unintended misuse.¹⁴

Similar to Good, Hermer divides vocabulary into two groups: active and passive vocabulary. Active vocabulary, According to Hermer, active vocabulary refers to words that students have learned and are expected to be able to use in conversation, while passive vocabulary refers to words that students would possibly remember but not be able to use.¹⁵

There are two categories of vocabulary namely active and passive vocabulary. Where active vocabulary refers to all of a person's words that he or she recognizes and understands but does not use for example: *People burned the leaves, He holds my hand, and My father reads some books.* While passive vocabulary is a set of nonverbal signals, gestures, and other nonverbal cues. It is used to communicate or express oneself in a specific art, talent, or profession for example: *The leaves was burned by people, My hand was hold by him and some books was read by my father .*

¹⁴Supri Bahtiar, 'Improving Students' Vocabulary By Using Retelling Fable at The Eleventh Year Student of MAN Palopo.' (STAIN Palopo, 2010).

¹⁵Jeremy Harmer, *The Practice of English Language Teaching* (London, 1991).

According to Gains and Random, vocabularies can be divided into two categories: responsive vocabulary and active vocabulary. Receptive vocabulary refers to words and phrases that we only know and remember in the sense of reading and listening. The language objects that a learner can remember and use correctly in speech and writing are referred to as productive vocabulary. Then, either receptive or productive vocabulary is referred to as "passive" or "active," respectively.¹⁶

The stock of lexical objects in a language is referred to as vocabulary. It can be classified into two parts for learning and teaching purposes: responsive and active vocabulary. Terms for lexical elements that can only be identified and understood in the sense of reading and listening material are referred to as receptive vocabulary. The term "productive vocabulary" refers to a collection of words that can be remembered and used correctly in writing and speaking. They can be difficult to discern at times because a word in a student's receptive if the situation or meaning prompts it to be a permanent state of affairs, the store may become profitable suddenly. Although Schail claims that everyone has three different forms of vocabulary: These are the terms that are commonly used in conversation. The active vocabulary is most likely between 5.000 and 10.000 words. These words are well-known, but they are seldom used in everyday conversation. They'll be used in a text, when

¹⁶Hernawati, 'Building Up The Studets' English Vocabulary Trough Fanny Stories', 1 (2015), 2.

there's time to think about it, or when looking for a synonym. Passive terms are those that one knows but is unsure of their meanings. In both writing and speaking, he never uses them. He just thinks he's seen them before.¹⁷

Even though the vocabulary is a collection or set of words organized alphabetically and explained, some words in a sentence almost certainly belong in it.

1. Noun

According to Oxford dictionary, noun is a term that is used to identify someone, a location, or an object, as well as a quality or action.¹⁸ One of the most essential parts of expression is a noun. In constructing a sentence, the noun also plays an important role. A noun is a term that is used to give an entity a name, such as people, objects, places, and animal names, quality, ideas, occurrence, action, or other abstract concepts.

Example:

1. I am a Student.
2. It is a new car.
3. I have two cats in my house.

¹⁷Amin Limpo, 'Concept of Vocabulary', 2012, p. 5.

¹⁸Victoria Bull, *Oxford Learners' Pocket Dictionary* (Oxford, 2008).

The term adjective is used to describe a noun or pronoun, which can be a location, an animal, an object, or an item. According to the Oxford dictionary, an adjective is a term that defines a noun.¹⁹

Example:

1. She is beautiful
2. The water is so hot
3. This cat is small
4. The color of the car is red.
5. I am Lazy.

The adjective is a grammatical reference modifier. It's usually distinguished by a separate derivational ending or a special adverbial modifier preceding it. It is most often used before the noun it modifies, but it can also be found in other places, such as sad, happy, lazy, difficult, smart, and so on. So, an adjective is a term or collection of words that modifies a noun or pronoun and can be used before or after it.

3. Verb

A verb is a word that describes an action, a situation, or a state. In the composition of the part of speech, the verb is usually right behind the noun/pronoun that is the subject.

Example :

1. The fires burnt all the house.
2. My mother cooks.

¹⁹Victoria Bull, *Oxford Learners' Pocket Dictionary*, Fourth (Oxford, 2008).

3. She is teaching in the classroom.
4. Luna is playing a game.
5. She reads a magazine.

4. Adverb

An adverb is a verb that modifies the meaning of a verb, adjective, sentence, or another expression. Slowly, there, now, tomorrow, twice a week, never, perfectly, and so on are examples of adverbs that characterize the place, manner, period, or length of an occurrence that occurs.

Example :

1. You come to school quickly
2. Jaki never eats on time.
3. Finish this job seriously right now!

3. Vocabulary Teaching Strategy

A visual approach is one of the tools for teaching vocabulary (flashcards, photographs, realia, mime, and gesture). Usage of illustrative scenarios, synonyms and definitions, contrasts and opposites, and scales are all verbal strategies. Translation, Asking others (friend or teacher), Using a dictionary, Contextual guesswork, and Thematic vocabulary.²⁰ Based on the strategies above, as can be shown, there are a variety of strategies that can be used to teach vocabulary.

Here are five strategies to teach vocabulary as follows:

1. Semantic Maps

²⁰Ruth gaims and Stuart, *Working with Words*, Fourth (Melbourne, 1998).

A semantic map is a visual organizer that helps students coordinate their thoughts in visualizing the relationships among various parts of knowledge. This technique has been described by researchers as a great way to improve students' vocabulary word understanding. The semantic mapping may be used to trigger prior awareness or to add keywords as a pre-reading operation.

2. Word Wizard

Students can learn and process knowledge more effectively through cooperative learning. Jigsaw learning is a fast and effective way for students to learn key vocabulary words while collaborating with their peers. For this activity, each student is responsible for learning three new words and teaching them to their peers.

3. Word Detective

Encourage the students to learn. This is the most important thing you can do to help them expand their vocabulary. According to research, big reading is the most popular method of learning new words. This practice allows students to see words in a variety of ways, broadening their understanding. Students must learn new words when they come across them in their everyday reading.

4. Word Connect

Students may use a Venn diagram to compare the similarities and dissimilarities between terms. It also exposes students to new vocabulary,

allowing them to consolidate what they've learned. Students must link two words written in the center of a Venn diagram for this activity.

5. Concept Cube

Using word bits in a concept cube is a great idea. Each student is given a cube of six squares (which will eventually be folded into a three-dimensional cube). Students are told to write one of the following on each of the squares:

1. Vocabulary word
2. Antonym
3. Synonym
4. Category belongs to
5. Essential characteristics
6. Example

To make a square, students cut, fold, and tape the cube. After that, they must roll their cube with a partner and clarify the relationship between the word that lands on top and the vocabulary word they began with. Boredom can be avoided by using several strategies. Experiment with various methods and techniques to see which ones are more effective for your students.²¹

C. Game

A game is a player competition in which players communicate with one another by playing specific roles to achieve a specific goal. Games

²¹Teachub.com, 'Teaching Strategies 5 Ideas Instructing Vocabulary', 2019.

encourage students to collaborate, compete with one another, develop strategies, Think outside the box, compare and share data, learn from their mistakes, work in a less stressful and more productive environment, and have fun. This item is held as a refreshing for the participants who have been active discuss the problem or the discussion item. So that, their will to relax by holding the game together with all the participants. The game usually conducts a method of building a vocabulary that involves all participants. Such games hope the participants active to join as an entertainment, namely one of the participants lead this game, for example, everyone should mention, one will be punished. The punishment depends on the participants' decision whether one is asked to sing a song of other forms.

Remember that learning a new language can be both enjoyable and demanding. So, when you decide to take on the task of learning a foreign language, have fun with it. Have a good time, smile a lot, meet new people, and play a lot of games.

There are four parts to the game:

- a. Player
- b. Position
- c. Task
- d. Target.²²

²²Arif Sudirman, *Media Pendidikan* (Jakarta: PT Raja Grafindo Persada, 1996).

The game will be interesting because there will be rivalry and uncertainty and we will not know who will be the winner and who will be the loser at first. In process of learning by using games, the teacher's role or tutor is not showed while students' interaction becomes more cons and the learning process effectively. By using the game the subject matter will have a role as a facilitator of the learning process in the group. Games as educational aid have a surplus, as follow:

A game is something that interests you to do and entertains you. The game would be interesting because it is more comprehensive and challenging.

- 1) The game can lead the students to learn actively. As we know that, good learning. The students will full of interaction, on the other hand, the teacher can be a good facilitator.
- 2) The game can involve learners effectively in the learning process. Learning interaction will not appear. A skill we get through common learning explanation. It can happen because a game gives chance to learners practicing real action not just discuss.
- 3) The game can direct feedback. The advantages of games :
 - a) Games are a fun way to break up the monotony of language classes.
 - b) Games encourage students to engage in and participate positively in learning activities by inspiring and challenging them.

- c) Games allow language students to practice speaking, writing, listening, and reading skills.
- d) Games will make it easier for them to learn and remember new vocabulary.
- e) Games are usually competitive and keep students engaged in learning new vocabulary.
- f) Vocabulary games help students use English in a more versatile, meaningful, and communicative way by bringing real-world context into the classroom

D. Riddle Game

1. Definition of Riddle

According to some scholars, there are a few meanings of a riddle. According to Zipke, A riddle is a perplexing question with a confusing and unexpected response that transforms into a source of amusement.²³ Furthermore, Rogow ascertained that “riddle can build word concepts and riddle also are important indicators of the level of child’s awareness of word meanings. Riddle are trick questions and the answer are depends on recognizing the trick in the question”. A riddle, on the other hand, is a set of mysterious questions about a person, object, or circumstance that students must solve based on the explanations provided. Nachtigal stated that Riddles are excellent ESL/EFL resources since they enable students to

²³M Zipke, ‘Teaching Metalinguistic Awareness and Reading Comprehension with Riddles. The Reading Teacher’, pp. 128–37 <<https://doi.org/10.1598/RT62.2.4>>.

learn a range of language skills to find a solution. Riddles necessitate higher-order critical thinking skills, which are often underutilized in language learning, especially in the early stages, when memorization and repetition take up a significant amount of time. Students who are excited to solve the clues in riddles would find riddles to be a fun challenge.

Riddle is a mysterious event or situation that cannot explain and difficult or amusing question. Since students like games and riddles are one form of a game, one technique for teaching English is to use riddles. Riddles are one of the activities that can help students feel at ease in the classroom when studying. Riddles are a more appealing and successful way to increase student's vocabulary, and they're also one of the ways to make tasks in the classroom more fun, interesting, challenging, and creative.

Riddle is a statement and question. A puzzle to be solved can also be represented as a riddle. A riddle can be a difficult puzzle to solve on your own or a humorous joke to laugh at. Riddles can be great conversation starters and brain teasers.

A riddle can be as difficult or as easy as you and the person you're asking it to make it. The answer may be right in front of you, or even in the riddle itself, or it may be difficult to comprehend. It all depends on how receptive one is to new ideas. Riddles can range from a simple question to a clever answer. They can be as simple as a sentence that causes you to have an epiphany. Whatever your interpretation, one thing is

certain: riddles will continue to confuse us for years to come.²⁴ Example of Riddles :

- a. "I have three eyes, all in a row; when the red one opens, all freeze." The answer is traffic light.
- b. "What animals walk 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

Riddle was inspired by old English poetry. Their literary lineage can be traced back to Plato and Aristotle. Riddles were used as a cunning instrument in ancient Greece to show wit and wisdom.

Poets started using riddles to express themselves; when a poem contains a riddle, the reader's imagination is excited, and the writer can get their meaning across in a more meaningful way. Some poetry also has a solution that you must figure out.

Riddles can also be found in the theater. Shakespeare was well-known for his works, which included many riddles. In Romeo

²⁴Example of Riddle'.

and Juliet, for example, Romeo declared his love in a riddle for the audience to decipher.

3. Types of Riddle

- a. An enigma is a puzzle whose solution is metaphorically expressed. To come up with an answer, you must carefully consider the riddle.
- b. A conundrum is a query that either asks or addresses the question.²⁵

4. Procedures of Riddle

There are several steps to apply the riddle game that the researcher completed with the steps that have been there before :

- 1) The researcher will divide the class into five groups, each group consists of 4-5 students.
- 2) The researcher will give the first until third clue and let the students guess the riddles. For example word of the table; I have four legs, I cannot walk, I made from wood and also glass. What am I?
- 3) The group who can answer the first clue will get the maximum score.
- 4) If there are no groups that can answer it, the teacher will continue to the next clue.

²⁵Amra, 'Teaching Students Speaking Skill through Riddle at the Eleventh Year Students of MAN Palopo' (IAIN Palopo, 2017).

- 5) The group who can guess it correctly gets the score. And the group who gets the highest score will be the winner.

5. The Advantages of Riddle Game

In the using of riddle, it has some benefit that useful for the students. Games have proven to have advantages and disadvantages in learning vocabulary. According to Wright (1997) advantages of riddle games as follow: 1). Games could make the students more interested in learning the material. 2). Games bring in relaxation and fun for the students and help them learn new words more easy. 3). Games usually friendly competition and the learners interested. 4). The teacher also doesn't need to explain more about the topic, because the students will know it themselves answering the riddle. Based on ideas above, riddles gave certain advantages in language teaching, such as listening, vocabulary and speaking. The students listen to description told by the teacher. Then, the riddle also gave the students some vocabularies. It seems that in the riddles there are many words presented contextually. The riddle also give speaking listening activity to the students. Here, it could give a certain activity in learning language. There are some advantages of riddles:

- 1) Riddles are useful to obtain new vocabularies.

The description of the riddle seems to be repeated in the learners' when the teacher reads the description twice or more. Sometimes, the teacher also translate meaning of the difficult

words to help the students to get the meaning of the description. It can make the students easy to comprehend and familiar with the new words.

2) Riddles are interesting and challenging

The unexpected answer of riddle can create the students challenged to find the answer until they find it. In addition, it makes the students interested in the riddle because they directly play with it.

3) Riddles are stimulative and imaginative

From the riddle description, the teacher can stimulate the students to imagine the description to find the answer, without imagining it the students are difficult to find the answer.

Based on the explanation above, the researcher concludes that the advantages is game bring in relaxation and fun for the students. Thus help the students learned retain new words more easy. Game bring real world context into the classroom and enhance students' used of English in a flexible communicative way.

6. The disadvantages of riddle game

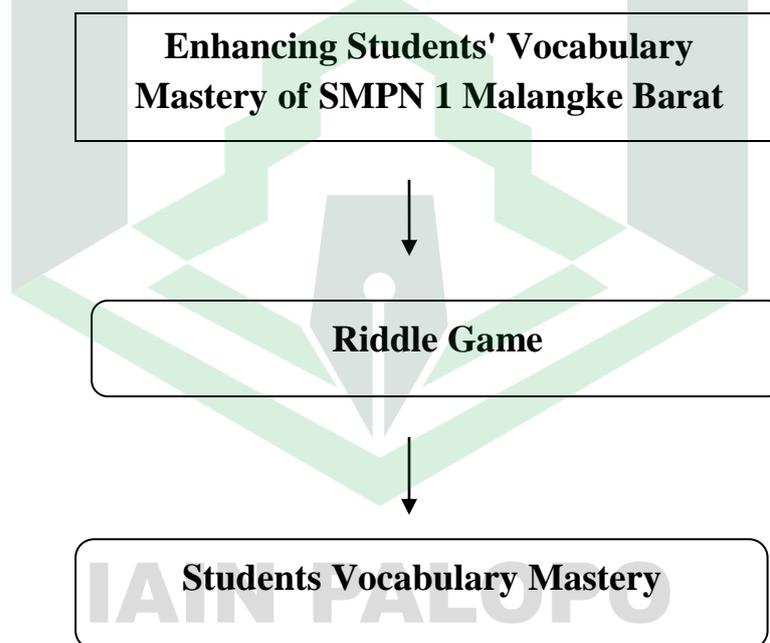
The following are disadvantages of using riddle game according to Wright (1997). 1). Not all topic can be presented

through the game. 2). Require a lot of time. 3). Teachers should be able to control the students when applied the game.

Based on the explanation above, the researcher conclude that the disadvantages of the riddle game is the condition made the researcher difficult to control the students because many total of the students in the classroom, so not all the students focus on teaching learning process.

E. Conceptual Framework

The conceptual framework in this research show as follows:



One of the most critical aspects of language is vocabulary. People who have a large vocabulary find it easier to teach vocabulary. There are many games able to be used and one of them is the use of the riddle game.

F. Hypothesis

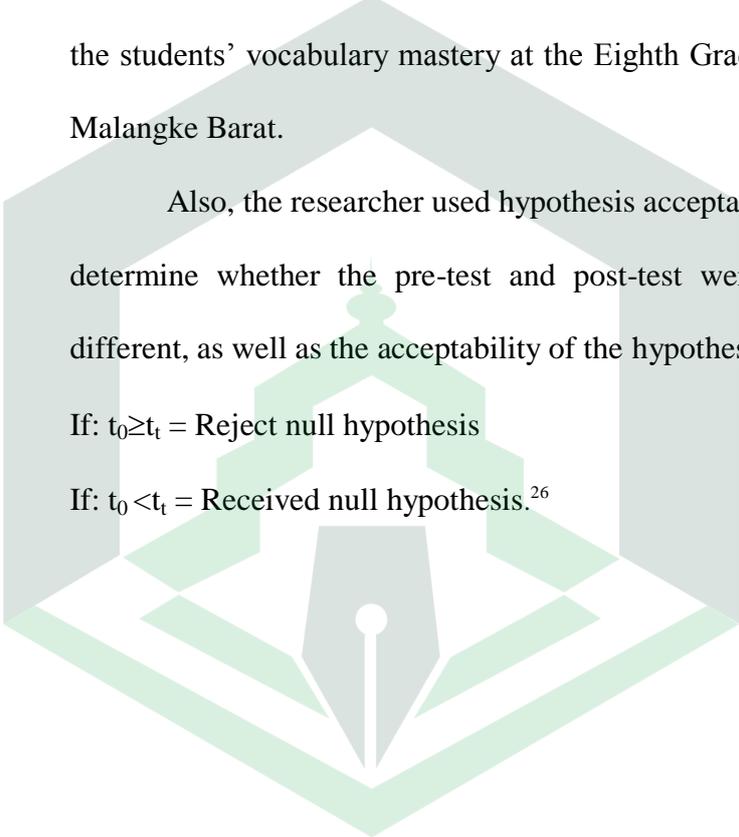
There are two hypotheses of this research, as follows:

1. H_0 (Null Hypothesis): Riddle game is not effective to enhance the students' vocabulary mastery at the Eighth Grade of SMPN 1 Malangke Barat.
2. H_a (Alternative Hypothesis): Riddle game is effective to enhance the students' vocabulary mastery at the Eighth Grade of SMPN 1 Malangke Barat.

Also, the researcher used hypothesis acceptability criteria to determine whether the pre-test and post-test were significantly different, as well as the acceptability of the hypothesis, which is:

If: $t_0 \geq t_t =$ Reject null hypothesis

If: $t_0 < t_t =$ Received null hypothesis.²⁶



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²⁶M. Subana, *Statistik Pendidikan*, Cetakan I (Bandung: CV. Pustaka Setia, 2000).



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CHAPTER III

RESEARCH METHOD

A. Research Design

The researcher applied a pre-experimental research design. The experimental group without control class teaching on vocabulary using riddle game. The researcher used a pre-test to determine the students' vocabulary mastery before beginning treatment and a post-test to determine the students' vocabulary mastery following treatment. The design of this research as follows :

$$E = O_1 X O_2$$

Where :

E = Experiment

O₁ = Pre-test

X = Treatment

O₂ = Post-test.²⁷

B. Population and Sample

1. Population

The population of this research was the students at the Eighth Grade of SMPN 1 Malangke Barat. The population is 152 students.

²⁷Suharsini Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, Revisi IV (Jakarta, 1998).

2. Sample

This research used the purposive sampling technique which means that the researcher used population as a sample. The sample of this research was class VIII A consisted of twenty-five students. The researcher chose the class because the researcher found that the students there did not effectively participate in the learning process it was caused by a lack of vocabulary.

C. The instrument of the Research

The instrument of this research was a vocabulary test. The form of the test was multiple choices. There were twenty numbers in each test. Then the pre-test was used to determine the students' vocabulary mastery before beginning the riddle game treatment and the post-test was applied to determine the students' vocabulary mastery following the completion of the riddle game treatment.

D. The procedure of Collecting Data

The procedures of collecting data as follows:

1. Pre-test

The researcher gave a pre-test to the students before giving treatment. The form of the test was multiple choices. There were twenty numbers in each test. The researcher distributed the test to identify the students' vocabulary mastery. So, the students have to do the test.

2. Treatment

In treatment, the researcher conducted fourth meetings. The details of each meeting are as follows:

a. First Meeting

- 1) The researcher introduced herself and then told the students about the purpose of her presence.
- 2) The researcher explained to students the material about nouns and teach the vocabulary to include into nouns, for example, cat, table, house, car, etc.
- 3) The researcher explained vocabulary related to animals as a learning theme in vocabulary as an initial stage of learning.
- 4) The researcher explained about the riddle game.
- 5) The researcher divided students into five groups each group consisted of four until five students.
- 6) The researcher prepared several vocabulary words about animals and mention three clues about animals that were guessed by each group. Then, the group that was guessed the vocabulary in the first clue was entitled to get the highest score.
- 7) If the researcher was mentioned three clues about the vocabulary and if no group was able to guess, the researcher replaced the vocabulary for the next riddle.
- 8) In the end, the researcher gave a score with the group that guessed the most vocabulary got the highest point.

b. Second Meeting

- 1) The researcher reviewed the material at the first meeting before continued to the next treatment.
- 2) The researcher explained and mentioned some words about a public place as the theme of vocabulary learning.
- 3) The researcher divided students into five groups consisted of 4-5 students.
- 4) The researcher prepared some vocabulary about the public place. For example word of a library: *many books, a place to read, cannot noisy.*
- 5) The researcher distributed the vocabulary sheets to each group then each group made three clues about the vocabulary that has been given and the other group had to guess the word explained by the group in charge of giving instructions.
- 6) The researcher monitors the student's activities when students did the instructions.
- 7) When students had mentioned three instructions about the words that were given and if no group was to guess, the students replaced the vocabulary as a next riddle.
- 8) The group that was guessed the most vocabulary got a maximum point.
- 9) The last, the researcher and the students summarizing the vocabulary together.

3. Third Meeting

- 1) The researcher reviewed the learning at the previous meeting.
 - 2) The researcher divided the students into five groups consisted of 4-5 students and each group was given a vocabulary about the objects around the class (classroom).
 - 3) Each group was asked to write down as many words as possible about the objects around the class (classroom) that had been distributed.
 - 4) The researcher gave thirteen minutes to do it.
 - 5) The researcher checked the work results of each group by correcting together the answers from each of the groups.
 - 6) In the final activity, the researcher reflects on the learning that has been done.
4. Fourth Meeting
- 1) The researcher reviewed the learning at the previous meeting.
 - 2) The researcher taught about the parts of the house including the living room, bedroom, dining room, kitchen, and bathroom.
 - 3) The researcher divided the students into five groups consisted of 4-5 students.
 - 4) Each group got shared the parts of the house. Then each group looking for the vocabulary found in one of the parts of the house.
 - 5) The researcher gave 20 minutes to write down and to done it.

- 6) After that, each group representative presented the results of the task that had been done/discussed.

5. Post-test

After giving treatment, finally, the researcher gave a post-test. The post-test contains twenty numbers in the multiple-choice test. The researcher gave one minute for each number, so the students had twenty minutes to done the test. Gave post-test to found the result of implementing the riddle game in the treatment.

E. Technique of Data Analysis

Before analyzing the data, the researcher collected the data and analyzes it by using procedures follows:

1. Analyzing the raw data of the pre-test. Each of the students' correct answers got 1 and the wrong answer got 0.
2. Raw scores were converted to a set of core maximum of 100, using the following formula:

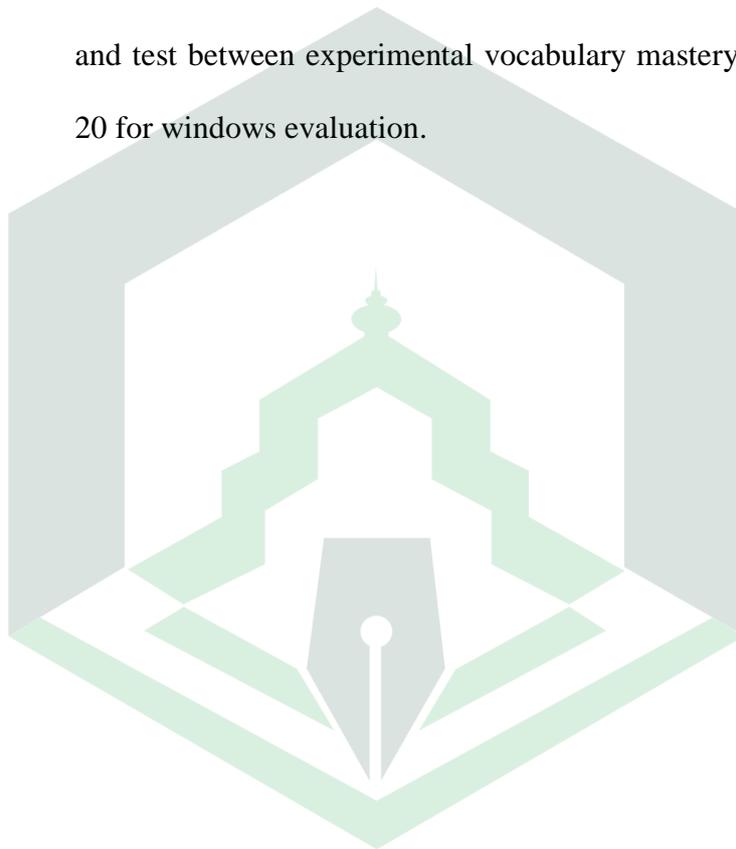
$$\text{Score} = \frac{\text{total correct answer total test item}}{\text{total test item}} \times 100$$

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3. Converting the score of the students into values
4. Score or the test is classified in criteria as follows:
 - a. 90 to 100 is classified as excellent
 - b. 80 to 89 is classified as very good
 - c. 70 to 79 is classified as good

- d. 60 to 69 is classified as average
- e. 50 to 59 is classified as fair
- f. 40 to 49 is classified as poor
- g. 0 to 39 is classified as very poor.²⁸

Calculated the mean score, standard deviation, frequency chart, and test between experimental vocabulary mastery by using SPSS 20 for windows evaluation.



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²⁸Anas Sudijono, *Pengantar Statistik Pendidikan* (Radjawali Persada, 2009).



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CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter was divided into two parts. The first part is findings and the second part in discussions.

A. Findings

The results of this study were used to explain the outcome of data that had been statistically analyzed. It includes the students' pre-test and post-test scores, the classification percentage of students' pre-test and post-test scores, the mean score and standard deviation of the students' pre-test and post-test scores, and the mean score and standard deviation of the students' pre-test and post-test scores

The analysis of students' vocabulary score in pre-test:

1. Pre-test

The researcher displays the total score of the student's vocabulary in the pre-test in this segment. The data was provided to the researcher in a table, and the score was calculated using SPSS 20. The following table can be used to present it.

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Table 4.1

The score of students in the pre-test

Respondents	Correct Answer	Score
R1	10	50
R2	9	45
R3	7	35
R4	7	35
R5	8	40
R6	6	30
R7	6	30
R8	8	40
R9	13	65
R10	10	50
R11	9	40
R12	9	40
R13	7	35
R14	8	40
R15	9	45
R16	9	45
R17	8	40
R18	14	70
R19	6	30

R20	7	35
R21	7	35
R22	9	45
R23	8	40
R24	10	50
R25	10	50

The researcher used SPSS 20 to measure the mean score of students' vocabulary mastery in the pre-test. The following table descriptive statistic can be used to present the results:

Table 4.2

The mean score of students' vocabulary in the pre-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	25	30.00	70.00	42.4000	9.80221
Valid N (listwise)	25				

Table 4.2 showed that the highest score received by students was 70 while the lowest score received was 30. It also shows that the mean score of students in the pre-test was 42.4 with a standard deviation error of 9.8

The researcher had also written the students' scoring classification of the frequency and percentage of the result students' performance in the pre-test in the table below:

Table 4.3**Scoring classification in the pre-test**

No.	Classification	Score	Frequency	Percentage
1	Excellent	90-100	0	-
2	Very good	80-89	0	-
3	Good	70-79	1	4%
4	Average	60-69	1	4%
5	Fair	50-59	4	16%
6	Poor	40-49	11	44%
7	Very poor	0-39	8	32%
Total			25	100%

According to table 4.3, none of the students received an outstanding or very good classification before receiving treatment using the Riddle Game. There were 1 student (4%) out of 25 students who provided good classification, 1 student (4%) provided “average” classification, 4 students (16%) provided “fair” classification, 11 students (44%) provided “Poor” classification, 8 students (32%) provided “very poor” classification. Based on the data above, as shown by the fact that the students who received very low and poor scores outnumbered those who received good scores. The students' vocabulary mastery was still poor, according to the results.

2. Post-test

The researcher displays the total score of the student's vocabulary in the post-test in this segment. The data was provided to the researcher in a table, and the score was calculated using SPSS 20. The following table can be used to present it.

Table 4.4
The score of students in post-test

Respondents	Correct Answer	Score
R1	18	90
R2	17	85
R3	15	75
R4	15	75
R5	16	80
R6	16	80
R7	15	75
R8	17	85
R9	15	75
R10	14	70
R11	13	65
R12	17	85
R13	13	65
R14	15	75
R15	18	90

R16	14	70
R17	13	65
R18	17	85
R19	16	80
R20	12	60
R21	15	75
R22	18	90
R23	14	70
R24	14	70
R25	17	85

The researcher used SPSS 20 to measure the mean score of students' vocabulary mastery in the post-test. The following table descriptive statistic can be used to present the results:

Table 4.5

The mean score of students' vocabulary in post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	25	60.00	90.00	76.8000	8.64581
Valid N (listwise)	25				

Table 4.5 showed that the highest score of students was 90 and the lowest score was 60. Besides, it also indicates that the mean score of

students' vocabulary in the post-test was 76.8 and the standard deviation error was 8.64.

On the other side, the researcher also had written the students scoring classification of the frequency and percentage of the result students' score in the post-test can be seen in the table below:

Table 4.6
Scoring classification in post-test

No.	Classification	Score	Frequency	Percentage
1	Excellent	90-100	3	12%
2	Very good	80-89	9	36%
3	Good	70-79	9	36%
4	Average	60-69	4	16%
5	Fair	50-59	0	-
6	Poor	40-49	0	-
7	Very poor	0-39	0	-
Total			25	100%

In the post-test, the students scored classifications as seen in the table above. The information presented above shows that in the post-test there were three students (12%) classified as excellent, nine students (36%) provided very good classification, nine students (36%) provided good, four students (16%) provided average classification. It means that the student's vocabulary mastery was improved after treatment.

This apart from that, the researcher will present the total mean score and standard deviation for both the pre-test and post-test, and compare the two. The following is how the outcome will be interpreted in a table descriptive statistic:

Table 4.7

The mean score and standard deviation of pre-test and post-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	25	30.00	70.00	42.4000	9.80221
Posttest	25	60.00	90.00	76.8000	8.64581
Valid N (listwise)	25				

Table 4.7 indicates that the standard deviation in pre-test was 9.80 and in post-test were 8.64. It also shows that the mean score of the students in the pre-test was 42.4 and the mean score of the students in the post-test was 76.8. The result of the table above shows that the mean score of students in the post-test was higher than the mean score of students in the pre-test. It concludes that using the riddle game was effective in teaching vocabulary.

The researcher used test analysis and measured it using SPSS 20 to determine if the pre-test and post-test were substantially different, as well as the acceptability of the study hypothesis. The paired sample statistic, paired-samples correlation, and paired samples test can all be found in a table. The following tables were used to present it:

Table 4.8**The paired sample statistics of pre-test and post-test****Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	76.8000	25	8.64581	1.72916
	Pretest	42.4000	25	9.80221	1.96044

The table paired samples statistics of pre-test and post-test above indicates that the value of standard deviation in pre-test was 9.80221 and 8.64581 in post-test. Besides, the standard deviation error in the pre-test was 1.96044 and in the pos-test was 1.72916. The table above also shows that the mean score in the pre-test was 42.4000 and in the post-test was 76.8000. It could be concluded that the student's scores improved from 42.2 to 76.8.

Table 4.9**The paired sample correlation of pre-test and post-test****Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	Posttest & Pretest	25	.266	.198

The table paired samples correlations of pre-test and post-test above presented that the correlation of the students' ability before and after treatment was 0.266. It means that there was a significant correlation

between students' ability in teaching vocabulary by using riddle game before and after treatment.

Table 4.10
The paired of pre-test and post-test

Paired Samples Test

		Paired Differences				T	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Posttest – Pretest	34.40000	11.21011	2.24202	29.77269	39.02731	15.343	24	.000

From the table, samples test 4.10 the researcher provided the data that $t_{0(\text{count})} = 15.343$ and df (degree of freedom) = 24. According to the gay the value of $t_t = 2.064$. It was the standard of signification 0.05 with a degree of freedom (df) = 24. Based on the result, the researcher concluded that $t_{0(\text{count})}$ was higher than t_t (t_{table}), $t_0 > t_t$.

$$15.343 > 2.064$$

Related to the result that (t_0, t_t) the t_{count} was higher than the t_{table} , it means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. It concluded that there was a significant difference in vocabulary before and after using the riddle game. Because

of that, the researcher believed that the riddle game was effective in vocabulary at the eighth grade of UPT SMPN 1 Malangke Barat.

B. Discussion

This section explored how a riddle game would help students enhance their vocabulary. According to the results of the research, students who were taught using a riddle game had increased their vocabulary. The composite of the students' pre-test and post-test results proved it.

The researcher used the following methods to gather data: students were given a pre-test to assess their ability to comprehend a wide range of vocabulary. They were then looked after as part of a vocabulary-building exercise involving a riddle game. Students were asked to complete vocabulary tests by the researcher. Each noun had 20 pre-test questions based on thematic questions. In the pre-test, Respondent 1 answered the question correctly 10 numbers compared to the post-test question, the respondent 1 answered the question correctly as many as 18 numbers. Respondent 2 answered the correct pre-test question of 9 numbers compared when the post-test question answered 17 questions. Most students answer the question at the time of the pre-test in answered the riddle questions about the public place when chosen the answer. As for the pre-test questions that students mostly wrong in answering a question that is in choosing the correct word and translating the words. That's all because students' vocabulary is low.

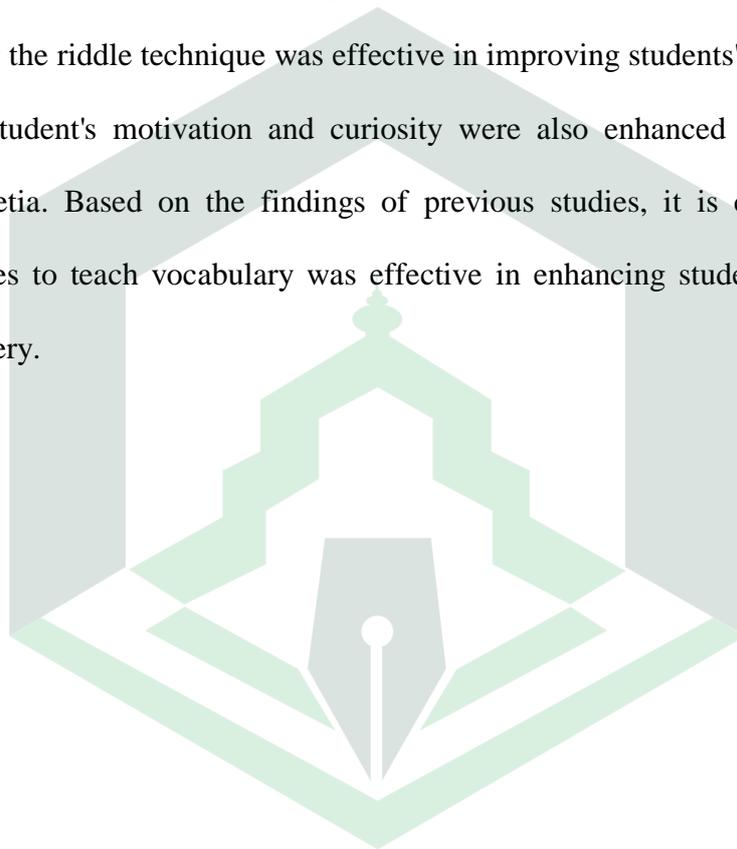
In both the pre-test and post-test, the researcher asked various vocabulary questions. Students were asked to complete vocabulary test by the

researcher. Teach nouns had 20 post-test questions based on thematic questions. It was discovered that post-test students performed well in classification. This demonstrates that using this riddle game to improve students' vocabulary is efficient. Based on the findings, the researcher concluded that there was a substantial difference between the pretest and posttest in order to enhance students' vocabulary using the riddle game. The number of students' vocabulary before the researcher conducted the research in class VIII A which was below 100 as many as 50-70 students' vocabulary then after the researchers conducted research by applying the riddle game the student's vocabulary increased between 90-150 vocabulary and even more. In other words, using riddle game in teaching vocabulary could be used to enhance the students' vocabulary.

The result of statistical analysis for level of significance 0.05 with degree of freedom (df) = $N-1$, where (N) = 25, df = 24. The probability value was smaller than alpha (α) ($0.00 < 0.05$). It indicated that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It means that the riddle game is effective in enhancing students' vocabulary.

In this research, several previous studies were found the same result, those are Lailiyah Diana Widia Afrianti who found that using riddle effective to improve students vocabulary achievement at MTs Baitul Hikmah Tempurejo Jember. Tessa Apriandari, the majority of the students at MTs Darul Ihsan Aceh Besar had positive responses about the use of riddles technique in improving students' vocabulary because by using riddles in

teaching vocabulary, the students can easily remember the vocabulary that has been taught and by using riddles in teaching vocabulary can be improved. Ria Sabriana discovered that a riddle game would help students develop their vocabulary in writing, spelling, and understanding the meaning of words in the seventh grade at SMP Negeri 8 Pontianak. Rafika Purba was found that using the riddle technique was effective in improving students' vocabulary and the student's motivation and curiosity were also enhanced at MTs PAB I Helvetia. Based on the findings of previous studies, it is clear that using riddles to teach vocabulary was effective in enhancing students' vocabulary mastery.



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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. *Conclusion*

Based on the findings of the previous chapter's data review, the researcher concluded that using a riddle game to improve vocabulary is effective; students' vocabulary was enhanced by the use of a riddle game in the eighth grade at UPT SMPN 1 Malangke Barat in the 2020/2021 academic year. The number of students' vocabulary before the researcher conducted the research in class VIII A which was below 100 as many as 50-70 students' vocabulary then after the researchers conducted research by applying the riddle game the student's vocabulary increased between 90-150 vocabulary and even more. The results revealed that there was a substantial difference between the mean score of pre-test score was 42.4 and the mean score of post-test was 76.8.

The difference between the two tests (pre-test and post-test) is evaluated using t-test analysis to prove the progress, where the significance level alpha (α) 5% (0.05) with a degree of freedom (df) = 24. Obtained $t_t = 2.064$ and $t_0 = 15.343$. This study provides an interpretation that t_0 (t_{count}) was higher than t_t (table), $15.343 > 2.064$. It indicated that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It means that the riddle game is effective in enhancing students' vocabulary.

B. *Suggestion*

Regarding the conclusion before, the researcher would like to add the obvious suggestions:

1. An English teacher or lecturer who teaches English must be given an appropriate game, method, media, or technique to the students, which can make them relax, enjoy, fun and easy to understand and memorize what the teacher said or explain. Particularly when he considered using a riddle game to help students enhance their vocabulary mastery and remember the words more easily.
2. For students should be involved in the teaching and learning process at all times and should not be afraid to learn English. When the teacher explains the subject, students should maintain their confidence and attitude. Students should also study harder to will their difficulty in learning English, and they should do so both in the classroom and at home.
3. For the next researcher. It was beneficial for future researchers to perform research with larger simple data. Furthermore, a pre-experimental approach was required to allow the researcher to reach a reasonable conclusion and to monitor the researcher's progress in determining whether the results are consistent or not. Hereby, the next researcher should conduct the research using games, media, and effective techniques to enhance students' abilities.

Finally, the researcher realized that this thesis has several weaknesses and it was far from great. As a result, constructive criticism and feedback are required to help the thesis be perfected. The research believes that readers will find this thesis useful.



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<<https://doi.org/10.1598/RT62.2.4>>



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APPENDIXES

The instrument of the research

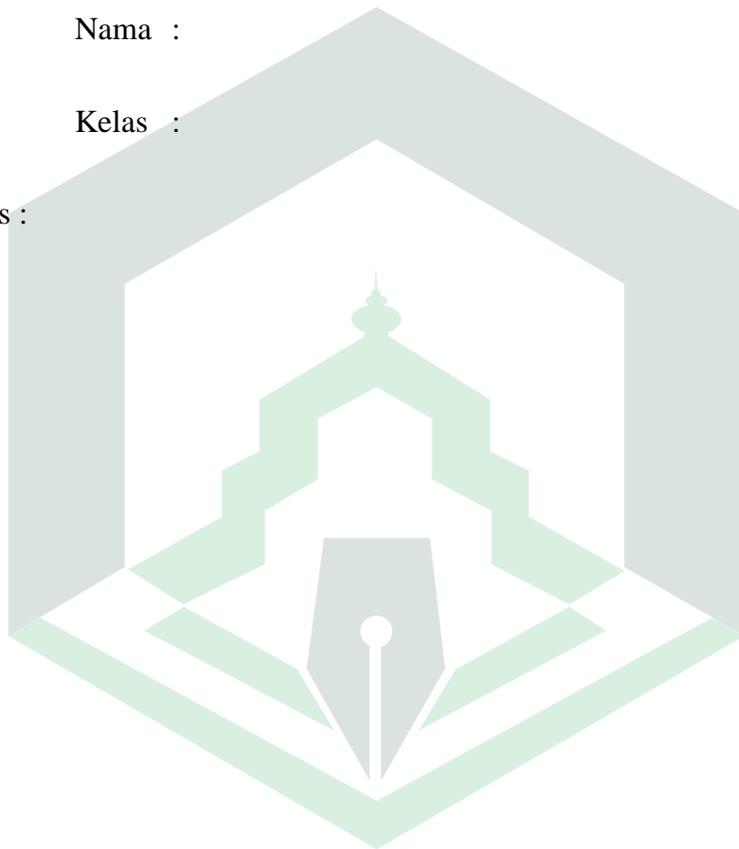
Pre-test

Enhancing Students' Vocabulary Mastery through Riddle Game

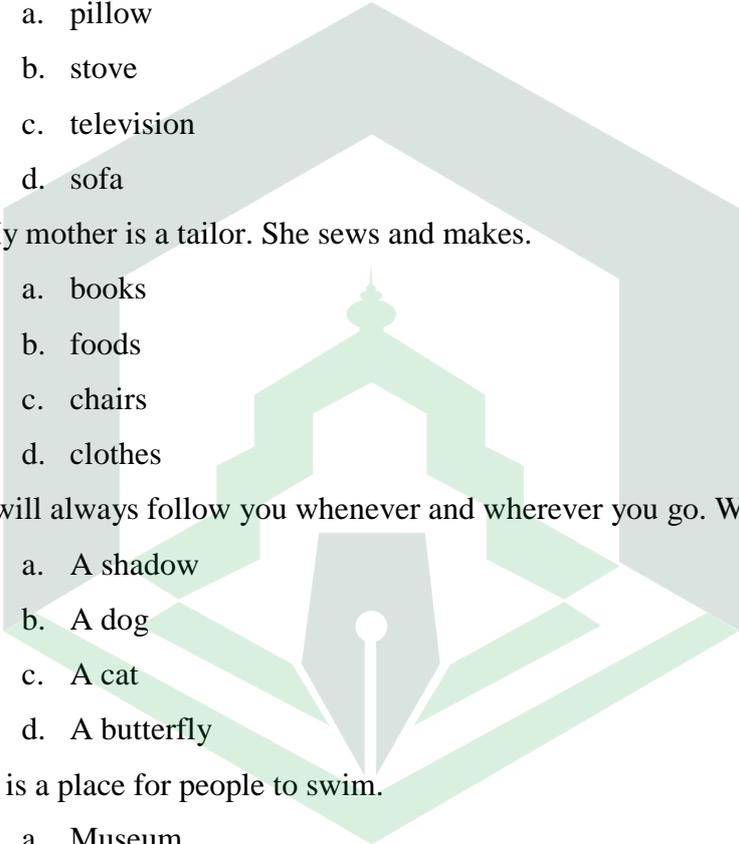
Nama :

Kelas :

Questions :



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1. I fly forever and never rest. Who am I?
 - a. A mosquito
 - b. A fly
 - c. The wind
 - d. A bird
 2. You can find in your kitchen.
 - a. pillow
 - b. stove
 - c. television
 - d. sofa
 3. My mother is a tailor. She sews and makes.
 - a. books
 - b. foods
 - c. chairs
 - d. clothes
 4. I will always follow you whenever and wherever you go. Who am I?
 - a. A shadow
 - b. A dog
 - c. A cat
 - d. A butterfly
 5. ... is a place for people to swim.
 - a. Museum
 - b. School
 - c. Swimming pool
 - d. Market
 6. It looks like a horse. It has black and white stripes. It eats grass. Who is it?
 - a. Duck
 - b. Monkey
 - c. Zebra
 - d. Mouse
- 

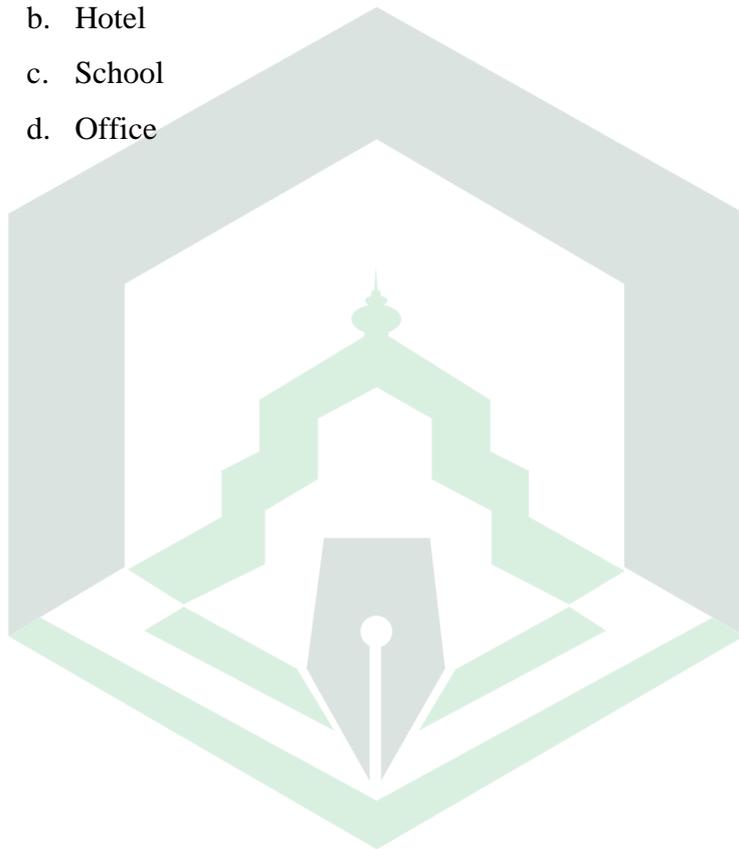
7. The classroom looks very.... The students should clean it soon before the teacher comes.
- dirty
 - tidy
 - shiny
 - rough
8. What kinds of room that don't have windows and a door?
- Dining room
 - Bedroom
 - Bathroom
 - Mushroom
9. Ahmad goes to the...to pray "Jum'atan"
- School
 - Church
 - Mosque
 - Market
10. I can fly but I don't have wings. Who am I?
- Time
 - Airplane
 - Bee
 - Bird
11. What's full of holes but still holds water?
- A bucket
 - A glass
 - A spoon
 - A sponge
12. The students go to the...to study
- School
 - Zoo
 - Swimming pool
 - Post office

13. My father always reads every morning in the living room.
- newspaper
 - radio
 - computer
 - television
14. I always go up but never go down. Who am I?
- An elevator
 - A lift
 - Your age
 - An airplane
15. Tina's bicycle is broken. Tina is really now.
- charm
 - happy
 - sad
 - confused
16. You answer me, although I never ask you a question. What am I?
- A telephone
 - A book
 - A pen
 - A bag
17. Students have to wear a uniform to go to...
- mall
 - school
 - party
 - bed
18. What goes around the world and stays in a corner?
- A pen
 - A glass
 - A glue
 - A stamp
19. What question can you never answer "yes" to?

- a. Are you asleep?
- b. How old are you?
- c. Are you my neighbor?
- d. Where are you?

20. Mr. Anto is a doctor. He works in...

- a. Hospital
- b. Hotel
- c. School
- d. Office



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Post-test**Enhancing Students' Vocabulary Mastery through Riddle Game**

Nama :

Kelas :

Questions :

1. I go up when the rain comes down, what am I?
 - a. Car
 - b. Motorcycle
 - c. Umbrella
 - d. Airplane
2. Will you go with me to the _____ to watch a movie?
 - a. Stadium
 - b. Cinema
 - c. Hospital
 - d. Theater
3. Where do people go to send the letter?
 - a. Beach
 - b. Zoo
 - c. Post office
 - d. Station
4. To protect your head, you need...
 - a. hat
 - b. sandals
 - c. shoes
 - d. clothes
5. People break me before using me. What am I?
 - a. A nail
 - b. An egg

- c. A carrot
 - d. An apple
6. Where do you usually sleep at night?
- a. On the table
 - b. On the chair
 - c. On the bed
 - d. Outside of the house
7. Dika always studies well, so he is a boy.
- a. Diligent
 - b. Careful
 - c. Friendly
 - d. Polite
8. Take off my skin, I won't cry but you will. What am I?
- a. A wind
 - b. An onion
 - c. A salt
 - d. A tomato
9. I am very tall because I have a very long neck, I eat grass. Who am I?
- a. Giraffe
 - b. Elephant
 - c. Cat
 - d. Dog
10. Where do you write your homework?
- a. Book
 - b. Tissue
 - c. Pants
 - d. Clothes
11. What is green and you can go?
- a. Traffic light
 - b. An elevator
 - c. Television

- d. Laptop
12. We must call the _____ to catch the robber.
- Hospital
 - Post office
 - Police
 - Ambulance
13. What has four legs, but can't walk?
- Cat
 - Table
 - Car
 - Water
14. We need _____ to bring our school books.
- Uniform
 - Bag
 - Pencil case
 - Wallet
15. Give it food and it will live, give it water and it will die. What is it?
- Wind
 - Fire
 - Lamp
 - Sun
16. It is a fruit. Its color is green, but when we slice it, they will look red inside. It's so watery. What is it?
- Watermelon
 - Banana
 - Grape
 - Apple
17. Do not play with the _____ in the kitchen!
- Knife
 - Knives
 - Knive

d. Knives

18. The more there is, the less you see?

a. Overcast

b. Moonlight

c. Light

d. Darkness

19. It is a thing. We use it to write. We need an eraser when we do a typo while using it. What is it?

a. Book

b. Pencil

c. Ruler

d. Table

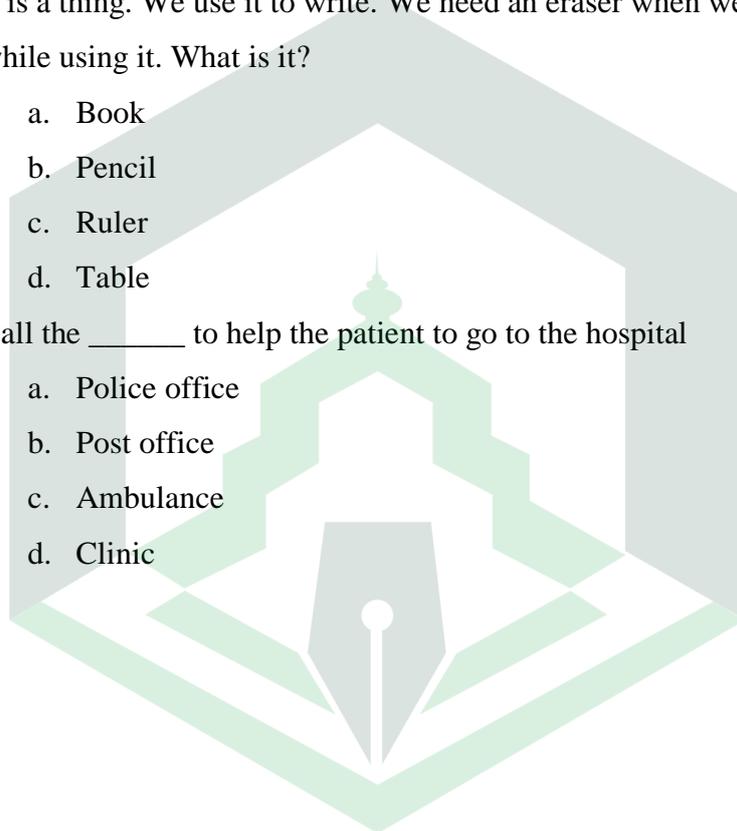
20. Call the _____ to help the patient to go to the hospital

a. Police office

b. Post office

c. Ambulance

d. Clinic



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**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama Sekolah : UPT SMPN 1 Malangke Barat
Mata Pelajaran : Bahasa Inggris
Kelas /Semester : VIII/Ganjil
Tahun Pelajaran : 2020/2021
Materi Pokok : Vocabulary (Animals)
Pertemuan ke : 1
Alokasi Waktu : 2 x 30 menit (1 pertemuan)

A. STANDAR KOMPETENSI

Meningkatkan kosa kata (vocabulary) siswa

B. KOMPETENSI DASAR

Memahami dan mengetahui noun (Animals)

C. INDIKATOR

- Memperkaya kosa kata mengenai hewan dan karakteristiknya sesuai konteks penggunaannya dengan cermat, sopan dan percaya diri.
- Memperkaya kosa kata mengenai benda dan karakteristiknya sesuai konteks penggunaannya dengan cermat, sopan dan percaya diri.
- Memperkaya kosa kata mengenai tempat dan karakteristiknya sesuai konteks penggunaannya dengan cermat, sopan dan percaya diri.
- Bekerja sama dalam tim sehingga dapat mempermudah mendapatkan umpan balik mengenai kosa kata hewan, benda, dan tempat.

D. MATERI PEMBELAJARAN

- Noun (Animals)

Animals	Meaning
Cat	Kucing
Rabbit	Kelinci
Dog	Anjing
Duck	Bebek
Hamster	Hamster
Turtle	Kura-kura
Snake	Ular
Goat	Kambing
Frog	Katak
Bee	Lebah
Owl	Burung hantu

E. METODE PEMBELAJARAN DAN MEDIA PEMBELAJARAN

1. Metode : Cooperative Learning
2. Media : Riddle Game

F. KEGIATAN PEMBELAJARAN

Langkah-langkah :

- Kegiatan awal (10 menit)
 - 1) Salam dan berdoa
 - 2) Memeriksa kehadiran siswa
 - 3) Guru memperkenalkan diri (menggunakan bahasa Inggris)
 - 4) Menyampaikan tujuan pembelajaran yang akan berlangsung
 - 5) Menyampaikan materi yang akan dibahas
- Kegiatan Inti
 - 1) Menyiapkan materi.
 - 2) Memperkenalkan materi yang akan dipelajari kemudian menjelaskan materi tersebut kepada siswa yaitu noun tentang hewan.
 - 3) Setelah selesai menjelaskan materi, guru membagi siswa ke dalam lima kelompok yang beranggotakan 4-5 siswa.
 - 4) Guru memperkenalkan dan menjelaskan game yang akan digunakan yaitu Riddle Game.
 - 5) Kemudian guru menyiapkan beberapa soal tebak-tebakan dengan tema hewan yang akan ditebak oleh setiap kelompok.
 - 6) Kelompok yang menjawab tebak-tebakan terbanyak akan mendapatkan score tertinggi.
- Kegiatan akhir
 - 1) Peneliti memberikan beberapa pertanyaan untuk mengevaluasi kembali tentang materi noun animals.
 - 2) Peneliti bertanya bagaimana perasaan siswa setelah mengikuti pembelajaran dengan menggunakan Riddle Game.
 - 3) Menyuruh siswa untuk menghafal kosakata hewan
 - 4) Salam penutup

G. PENILAIAN

- Tes tertulis

H. SUMBER BELAJAR

- Asyad Azhar, *Dasar-Dasar Penguasaan Bahasa Inggris Melalui Your Basic Vocabulary*, Cet.I (Ujung Pandang: Pustaka pelajar, 1997)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : UPT SMPN 1 Malangke Barat
Mata Pelajaran : Bahasa Inggris
Kelas /Semester : VIII/Ganjil
Tahun Pelajaran : 2020/2021
Materi Pokok : Vocabulary (public places)
Pertemuan ke : 2
Alokasi Waktu : 2 x 30 menit (1 pertemuan)

A. STANDAR KOMPETENSI

Meningkatkan kosa kata (vocabulary) siswa

B. KOMPETENSI DASAR

Memahami dan mengetahui noun (public places)

C. INDIKATOR

- Memperkaya kosa kata mengenai hewan dan karakteristiknya sesuai konteks penggunaannya dengan cermat, sopan dan percaya diri.
- Memperkaya kosa kata mengenai benda dan karakteristiknya sesuai konteks penggunaannya dengan cermat, sopan dan percaya diri.
- Memperkaya kosa kata mengenai tempat dan karakteristiknya sesuai konteks penggunaannya dengan cermat, sopan dan percaya diri.
- Bekerja sama dalam tim sehingga dapat mempermudah mendapatkan umpan balik mengenai kosa kata hewan, benda, dan tempat.

D. MATERI PEMBELAJARAN

- Noun (public places)

Public places	Meaning
School	Sekolah
Museum	Museum
Library	Perpustakaan
Mosque	Mesjid
Market	Pasar
Bank	Bank
Hospital	Rumah sakit
Zoo	Kebun binatang
Restaurant	Restoran
Post office	Kantor pos
Beach	Pantai

E. METODE PEMBELAJARAN DAN MEDIA PEMBELAJARAN

3. Metode : Cooperative Learning
4. Media : Riddle Game

F. KEGIATAN PEMBELAJARAN

Langkah-langkah :

- Kegiatan awal (10 menit)
 - 6) Salam dan berdoa
 - 7) Memeriksa kehadiran siswa
 - 8) Guru memperkenalkan diri (menggunakan bahasa inggris)
 - 9) Menyampaikan tujuan pembelajaran yang akan berlangsung
 - 10) Menyampaikan materi yang akan dibahas
- Kegiatan Inti
 - 1) Menyiapkan materi.
 - 2) Memperkenalkan materi yang akan dipelajari kemudian menjelaskan materi tersebut kepada siswa yaitu tentang tempat-tempat umum.
 - 3) Setelah selesai menjelaskan materi, guru membagi siswa kedalam lima kelompok yang beranggotakan 4-5 siswa.
 - 4) Guru memperkenalkan dan menjelaskan game yang akan digunakan yaitu Riddle Game.
 - 5) Kemudian guru menyiapkan beberapa soal tebakkan dengan tema tempat-tempat umum yang akan ditebak oleh setiap kelompok.
 - 6) Kelompok yang menjawab tebakkan terbanyak akan mendapatkan score tertinggi.
- Kegiatan akhir
 - 1) Peneliti memberikan beberapa pertanyaan untuk mengevaluasi kembali tentang materi tempat-tempat umum.
 - 2) Peneliti bertanya bagaimana perasaan siswa setelah mengikuti pembelajaran dengan menggunakan Riddle Game.
 - 3) Menyuruh siswa untuk menghafal kosa kata tempat-tempat umum
 - 4) Salam penutup

G. PENILAIAN

- Tes tertulis

H. SUMBER BELAJAR

- Asyad Azhar, *Dasar-Dasar Penguasaan Bahasa Inggris Melalui Your Basic Vocabulary*, Cet.I (Ujung Pandang: Pustaka pelajar, 1997)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : UPT SMPN 1 Malangke Barat
Mata Pelajaran : Bahasa Inggris
Kelas /Semester : VIII/Ganjil
Tahun Pelajaran : 2020/2021
Materi Pokok : Vocabulary (classroom)
Pertemuan ke : 3
Alokasi Waktu : 2 x 30 menit (1 pertemuan)

A. STANDAR KOMPETENSI

Meningkatkan kosa kata (vocabulary) siswa

B. KOMPETENSI DASAR

Memahami dan mengetahui noun (classroom)

C. INDIKATOR

- Memperkaya kosa kata mengenai hewan dan karakteristiknya sesuai konteks penggunaannya dengan cermat, sopan dan percaya diri.
- Memperkaya kosa kata mengenai benda dan karakteristiknya sesuai konteks penggunaannya dengan cermat, sopan dan percaya diri.
- Memperkaya kosa kata mengenai tempat dan karakteristiknya sesuai konteks penggunaannya dengan cermat, sopan dan percaya diri.
- Bekerja sama dalam tim sehingga dapat mempermudah mendapatkan umpan balik mengenai kosa kata hewan, benda, dan tempat.

D. MATERI PEMBELAJARAN

- Noun (classroom)

Public places	Meaning
Whiteboard	Papan tulis
Marker	Spidol
Eraser	Penghapus
Chair	Kursi
Pen	Pulpen
Floor	Lantai
Table	Meja
Window	Jendela
Broom	Sapu
Book	Buku
Picture	Gambar

E. METODE PEMBELAJARAN DAN MEDIA PEMBELAJARAN

1. Metode : Cooperative Learning
2. Media : Riddle Game

F. KEGIATAN PEMBELAJARAN

Langkah-langkah :

- Kegiatan awal (10 menit)
 - 1) Salam dan berdoa
 - 2) Memeriksa kehadiran siswa
 - 3) Guru memperkenalkan diri (menggunakan bahasa Inggris)
 - 4) Menyampaikan tujuan pembelajaran yang akan berlangsung
 - 5) Menyampaikan materi yang akan dibahas
- Kegiatan Inti
 - 1) Menyiapkan materi.
 - 2) Memperkenalkan materi yang akan dipelajari kemudian menjelaskan materi tersebut kepada siswa yaitu tentang *classroom*.
 - 3) Setelah selesai menjelaskan materi, guru membagi siswa ke dalam lima kelompok yang beranggotakan 4-5 siswa.
 - 4) Guru memperkenalkan dan menjelaskan game yang akan digunakan yaitu Riddle Game.
 - 5) Kemudian guru menyiapkan beberapa soal tebak-tebakan dengan tema tempat-tempat umum yang akan ditebak oleh setiap kelompok.
 - 6) Kelompok yang menjawab tebak-tebakan terbanyak akan mendapatkan score tertinggi.
- Kegiatan akhir
 - 1) Peneliti memberikan beberapa pertanyaan untuk mengevaluasi kembali tentang materi *classroom*.
 - 2) Peneliti bertanya bagaimana perasaan siswa setelah mengikuti pembelajaran dengan menggunakan Riddle Game.
 - 3) Menyuruh siswa untuk menghafal kosa kata tempat-tempat umum
 - 4) Salam penutup

G. PENILAIAN

- Tes tertulis

H. SUMBER BELAJAR

- Asyad Azhar, *Dasar-Dasar Penguasaan Bahasa Inggris Melalui Your Basic Vocabulary*, Cet.I (Ujung Pandang: Pustaka pelajar, 1997)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : UPT SMPN 1 Malangke Barat
Mata Pelajaran : Bahasa Inggris
Kelas /Semester : VIII/Ganjil
Tahun Pelajaran : 2020/2021
Materi Pokok : Vocabulary (parts of the house)
Pertemuan ke : 4
Alokasi Waktu : 2 x 30 menit (1 pertemuan)

A. STANDAR KOMPETENSI

Meningkatkan kosa kata (vocabulary) siswa

B. KOMPETENSI DASAR

Memahami dan mengetahui noun (parts of the house)

C. INDIKATOR

- Memperkaya kosa kata mengenai hewan dan karakteristiknya sesuai konteks penggunaannya dengan cermat, sopan dan percaya diri.
- Memperkaya kosa kata mengenai benda dan karakteristiknya sesuai konteks penggunaannya dengan cermat, sopan dan percaya diri.
- Memperkaya kosa kata mengenai tempat dan karakteristiknya sesuai konteks penggunaannya dengan cermat, sopan dan percaya diri.
- Bekerja sama dalam tim sehingga dapat mempermudah mendapatkan umpan balik mengenai kosa kata hewan, benda, dan tempat.

D. MATERI PEMBELAJARAN

- Noun (parts of the house)

Parts of the house	Meaning
Sofa	Sofa
Picture	Foto
Pillow	Bantal
Blanket	Selimut
Fan	Kipas angin
Refrigerator	Klka
Television	Televisi
Mirror	Cermin
Mattress	Kasur
Toothbrush	Sikat gigi
Soap	Sabun

E. METODE PEMBELAJARAN DAN MEDIA PEMBELAJARAN

3. Metode : Cooperative Learning
4. Media : Riddle Game

F. KEGIATAN PEMBELAJARAN

Langkah-langkah :

- Kegiatan awal (10 menit)
 - 1) Salam dan berdoa
 - 2) Memeriksa kehadiran siswa
 - 3) Guru memperkenalkan diri (menggunakan bahasa Inggris)
 - 4) Menyampaikan tujuan pembelajaran yang akan berlangsung
 - 5) Menyampaikan materi yang akan dibahas
- Kegiatan Inti
 - 1) Menyiapkan materi.
 - 2) Memperkenalkan materi yang akan dipelajari kemudian menjelaskan materi tersebut kepada siswa yaitu tentang bagian-bagian rumah.
 - 3) Setelah selesai menjelaskan materi, guru membagi siswa ke dalam lima kelompok yang beranggotakan 4-5 siswa.
 - 4) Guru memperkenalkan dan menjelaskan game yang akan digunakan yaitu Riddle Game.
 - 5) Kemudian guru menyiapkan beberapa soal tebak-tebakan dengan tema bagian-bagian dalam rumah yang akan ditebak oleh setiap kelompok.
 - 6) Kelompok yang menjawab tebak-tebakan terbanyak akan mendapatkan score tertinggi.
- Kegiatan akhir
 - 1) Peneliti memberikan beberapa pertanyaan untuk mengevaluasi kembali tentang materi bagian-bagian dalam rumah.
 - 2) Peneliti bertanya bagaimana perasaan siswa setelah mengikuti pembelajaran dengan menggunakan Riddle Game.
 - 3) Menyuruh siswa untuk menghafal kosakata tempat-tempat umum
 - 4) Salam penutup

G. PENILAIAN

- Tes tertulis

H. SUMBER BELAJAR

- Asyad Azhar, *Dasar-Dasar Penguasaan Bahasa Inggris Melalui Your Basic Vocabulary*, Cet.I (Ujung Pandang: Pustaka pelajar, 1997)