

**THE USE OF RIDDLE GAME TO IMPROVE STUDENTS' VOCABULARY  
IN LEARNING ENGLISH AT THE EIGHTH GRADE  
OF AL BUKHORI JUNIOR HIGH SCHOOL  
WULUHAN JEMBER ACADEMIC YEAR 2022/2023**

**THESIS**

Presented to State Islamic of Kiai Haji Achmad Siddiq Jember In Partial  
fulfilment of the requirement to obtain a Bachelor's Degree of Sarjana  
Pendidikan (S.Pd.) Faculty of Tarbiyah and Teacher Training English Study  
Program



**By:**

**SITI MAGHFIROTUL HAQIQI**  
**SRN: T20196051**  
UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

**STATE ISLAMIC UNIVERSITY  
OF KIAI HAJI ACHMAD SIDDIQ JEMBER  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
JUNE 2024**

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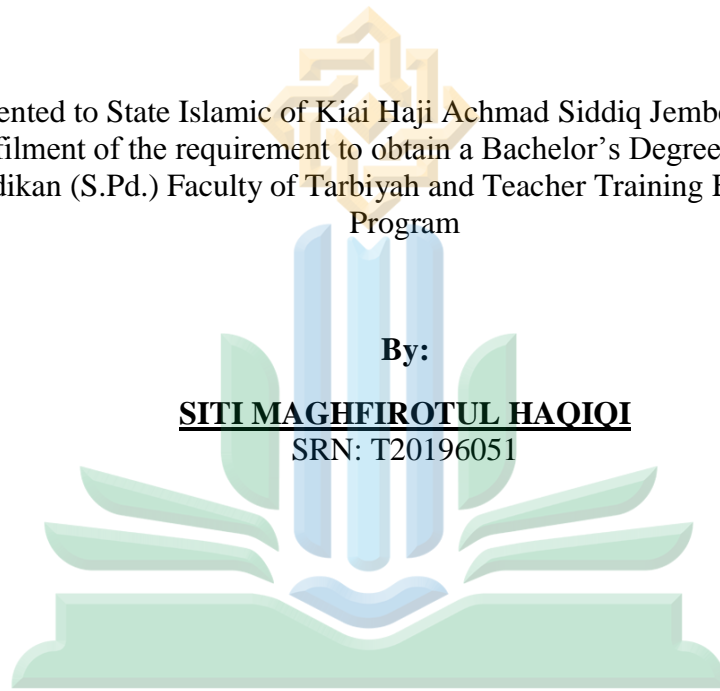
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**THESIS**

It has been examined and approved by the board of examiners  
In partial fulfillment of the requirement to obtain  
a Bachelor's Degree of Sarjana Pendidikan (S. pd.)  
Faculty of Tarbiyah and Teacher Training  
English Education Study Program

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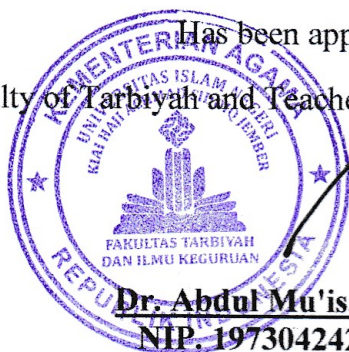
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## MOTTO

وَلَا تَقْفُ مَا لَيْسَ لَكَ بِهِ عِلْمٌ ۚ إِنَّ السَّمْعَ وَالْبَصَرَ وَالْفُؤَادَ كُلُّ أُولَٰئِكَ كَانَ عَنْهُ مَسْئُولًا

“And do not pursue that of which you have no knowledge. Indeed, the hearing, the sight and the heart-about all those (one) will be questioned.” (Q.S. Al-isra’ [15]:36)\*



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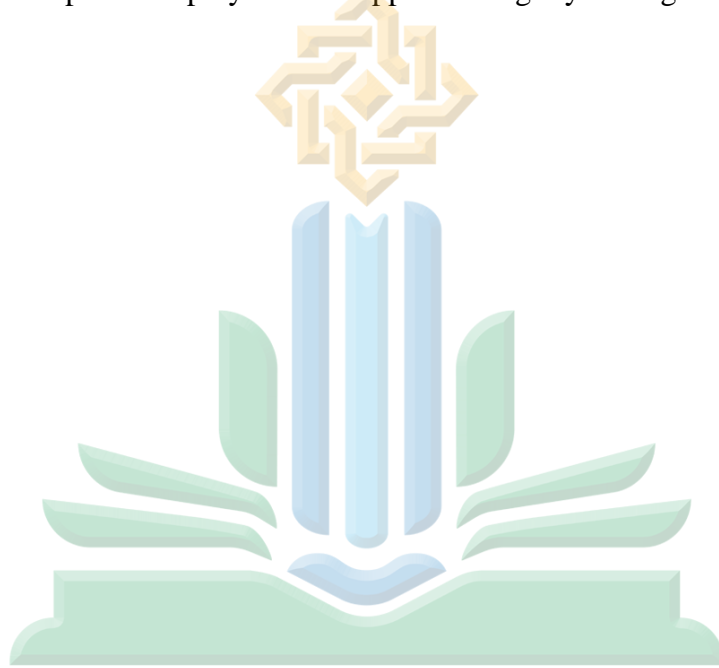
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\* Terjemahan makna surah al Isra’ -terjemah berbahasa Inggris-Sahih Internasional-Ensiklopedia Alquran Alkarim, [https://quranenc.com/id/browse/english\\_saheeh/17/36](https://quranenc.com/id/browse/english_saheeh/17/36)

## **DEDICATION**

I proudly dedicate this thesis to:

1. My beloved parents, my dad Sam'ani and my mom Nining who have tirelessly supported all decisions and choices in my life and have never stopped praying for me.
2. My dearest siblings, Siti Amirotiz Zahro who have always provided prayers and support during my undergraduate education.



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## ABSTRACT

**Siti Maghfirotul Haqiqi, 2024.** *The Use of Riddle Game to Improve Students' Vocabulary in Learning English at The Eighth Grade of Al Bukhori Junior High School*

**Keywords:** vocabulary, riddle game

Vocabulary is the most important aspect for student to be able to express ideas, opinions, answer questions, if students do not master vocabulary well, it will hinder the learning process or student communication. Based on the preliminary study in Al Bukhori Junior High School, the students had many problems such as subject of the inquire about habitually mispronounced certain words such as subject pronoun, modals (must, should), and some verb. They could not understand the english word spoken by the teacher. One way of learning strategies that can motivate students to learn english is with games. One of several games that can help students in learning vocabulary is riddle game, especially in the meaning of words and the spelling of words, by using riddle game students might remember the meaning of words and know how to pronounce words. Therefore, the researcher used riddle games in this research as an alternative media.

The research problem discussed in this research is: how can the use of riddle game improve students' vocabulary in learning english at the eighth grade of Al Bukhori Junior High School?. This research aimed was to know the use of riddle game to improve students' vocabulary in learningenglish at the eighth grade of Al Bukhori Junior High School.

The research employed the four-step Classroom Action Research (CAR) approach by Kemmis and McTaggart which involved: planning, acting, observing, and reflecting. There were two cycle which consist of pre-test, implememntation media, and post-test. In order to collect the data, the researcher used the students' vocabulary test results (pre-test and post test), field notes, interviews, and questionnaires.

After getting the treatments, the students made fewer mispronunciation, misspelling, less mistranslation during the pre-test. Futhermore, most students were able to use verds with proper grammar. So, the result of this research indicated that there improvements of students' vocabulary mastery.

In conclusion it was proven by the data showed that there were 20 students or 87% of the total students who scored equal to or higher that the Minimum Passing Score 70 and most students gave positive responses to the use of riddle game. Therefore, it was suggested for English teachers to implement riddle game as a strategy in instructional process especially in improving students' vocabulary.

## ACKNOWLEDGEMENT

Alhamdulillah Rabbil ‘Alamin. Thanks to Allah SWT who has always given His blessing and guidance, so I seem finish this undergraduate thesis well. Sholawat dan Salam are given to our prophet Muhammad SAW, human who has brought us from the darkness to the lightness.

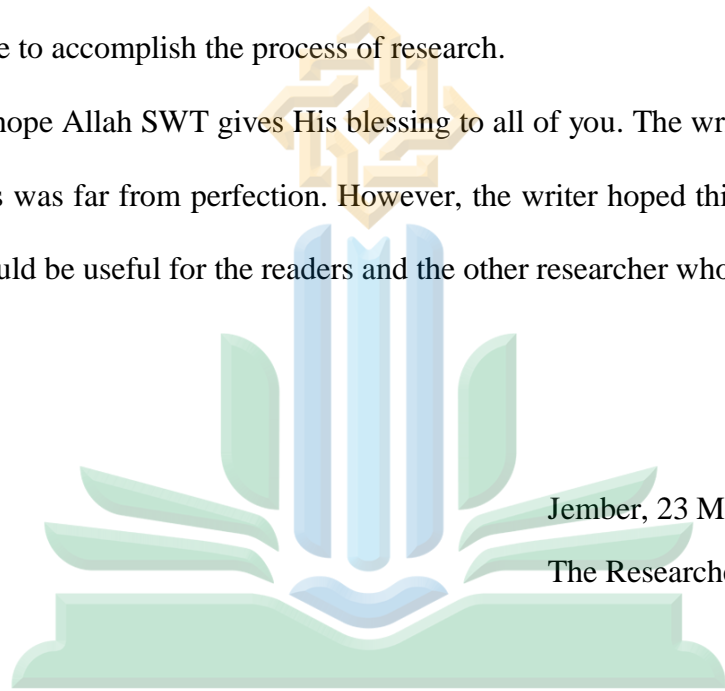
This thesis is for accomplishing the undergraduate degree of English Language Teaching of UIN KHAS Jember. The undergraduate thesis entitled “The Use of Riddle Game to Improve Students’ Vocabulary in Learning English at The Eighth Grade of Al Bukhori Junior High School”,

I moreover completely mindful that the undergraduate thesis seem never finished without helping from others during the process of writing. In this manner, this event the writer express appreciation to to honorable:

1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM. as a Rector of UIN KHAS Jember who has given opportunity to study in this institute.
2. Dr. H. Abdul Mu’is, M.Si. as the Dean of Faculty and Tarbiyah and Teacher Training who has facilitated me to study in this faculty.
3. Dr. Nuruddin, S.Pd.I., M.Pd.I. as the head of Islamic Studies and Language Education program.
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5. Isnadi, SS., M.Pd. as my advisor, completing this thesis is difenitely not an easy moment that I have to go through as a student university. Thank you, for taking the time to help me make it all happen.

6. Mrs. Maulidatul Khasanah, S.Pd. as the English teacher of VIII C class who have given me the trust and support to conduct research in class.
7. Mrs. Ita Rismawati, M. Pd. as the headmaster and all the teachers of SMP Al Bukhori who allowed me to do my research.
8. My beloved students of VIII C at Al Bukhori Junior High School who help me to accomplish the process of research.

I hope Allah SWT gives His blessing to all of you. The writer realized that this thesis was far from perfection. However, the writer hoped this undergraduate thesis would be useful for the readers and the other researcher who need it.



Jember, 23 March 2024

The Researcher

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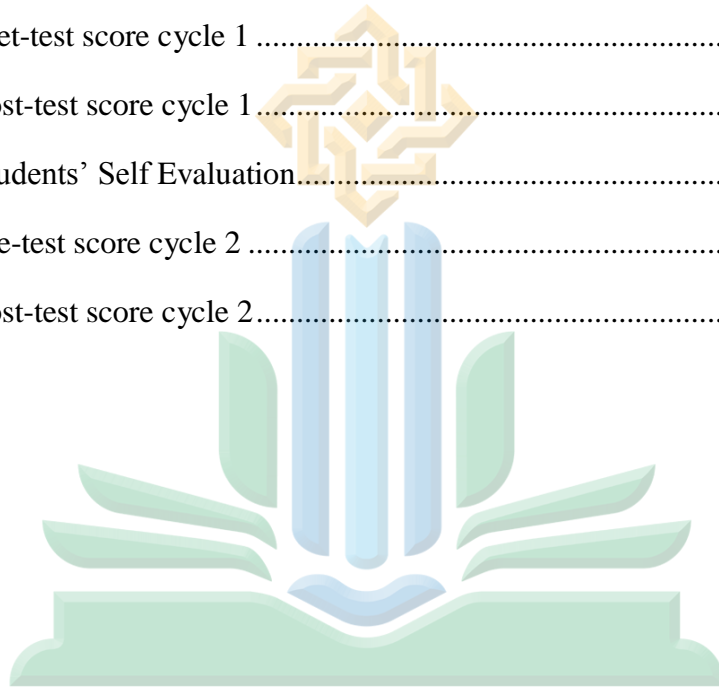
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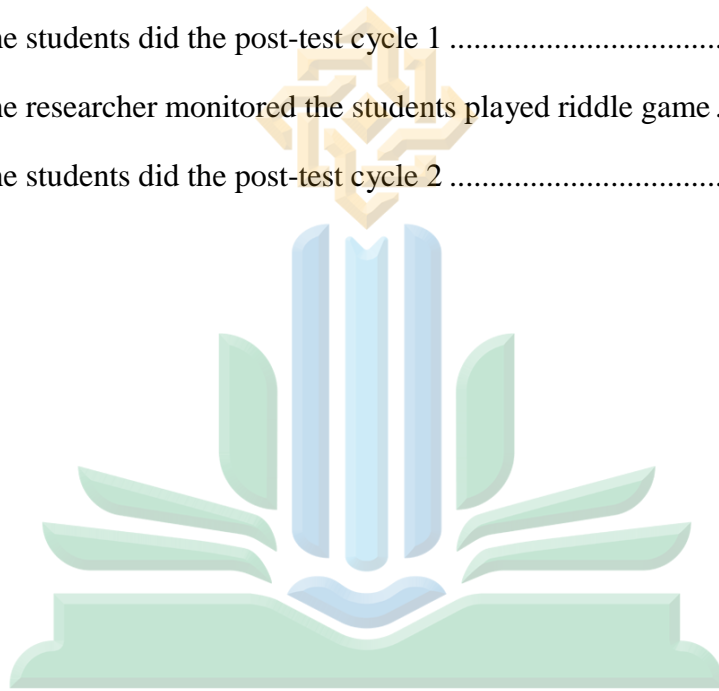
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## CHAPTER 1

### INTRODUCTION

#### A. Background of Study

Language learning can not be separated from vocabulary learning. Vocabulary support speakers to express opinion, thoughts and feelings in communicating. Vocabulary is the most important language component because it influences the four language skills namely listening, speaking, reading and writing. Regarding the importance of learning vocabulary it is important for language acquisition, whether it is a first, second or foreign language.

English is completely different from Indonesian in terms of structure, pronunciation and vocabulary. According to James Dean Brown<sup>1</sup>, the emphasis of the curriculum is that the students are able to communication in English by mastering the whole skills. However, acquiring all skills is not easy for Indonesian students because English is completely different from Indonesian. Both are different in spelling, pronunciation and meaning. To master those skills, Indonesian students would have had to learn a lot of English vocabulary.

Acquiring vocabulary by memorizing even a little can help students in learning english. According to Simpson, vocabulary is usually a collection of words arranged alphabetically and defined, it is the

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<sup>1</sup> James Dean Brown, *The Elements of Language Curriculum: A Systematic Approach to Program Development*, (Boston : Heinle & Heinle Publisher, 1995)

vocabulary of a group or group of languages personal<sup>2</sup>. Therefore vocabulary is the most important aspect for student to be able to express ideas, opinions, answer questions, if students do not master vocabulary well, it will hinder the learning process or student communication.

The researcher conducted field observation at Al Bukhori Junior High School. The researcher choose Al Bukhori Junior High School because based on the researcher's observation. Based on the result of the reasercher's observation, the researcher found learning problem in Al Bukhori Junior High School especially in eighth grade. The are three classes in eighth grade of Al Bukhori Junior High School. The are VIII A, B and C. In A and B classes, the students were active and the class was quite conducive to learning, but in class VIII C the researcher found problems when learning in class, the students were less active in answering questions, and were not active in using English when learning English. In addition, the students often forgot some of the vocabularies given by the teacher, so they spent more time to remember the vocabularies that has been given. Hence, to overcome the lack of vocabulary of students in grade VIII C the researcher intends to solve this problem with games.

One way of learning strategies that can motivate students to learn English is with games<sup>3</sup>. Games do not only change the classroom situation

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<sup>2</sup> Simpson, J. (Ed) *the routledge hand book of applied linguist*, (Abingdon: Routledge.2011)

<sup>3</sup> Puspita Sari Nasution, "Improving Students Vocabulary Mastery Through Riddle Game of The Eighth Grade Students at SMP IT Nurul Ilmi, Medan Area, 2019".

to be more interactive but also make children think critically without coercion, so children will be active in learning that is not monotonous but also fun with games. There are several types or game that English teachers usually do to solve students' vocabulary problems in class. Such as board game, flashcard, guessing game, and riddle game.

According to Davis<sup>4</sup>, riddle game can help the students in learning vocabulary, especially in the meaning of words and the spelling of words, by using this game students might remember the meaning of words and know how to pronounce words. According to Brassel,<sup>5</sup> riddles are statements, questions, or phrases with double or veiled meanings, presented as a puzzle to solve. Kind the charm of the game, the benefits of using puzzles vocabulary lessons include: student are more interested in learning material if they are interested in learning they pay attention to the subject matter, students find it useful critically needed to solve puzzles idea, student get a lot vocabulary and means the vocabulary given by the teacher when playing riddles and student vocabulary to answer them, you first need to know what they mean listen.

Teachers have a major role in educating students in schools. In this case, the teacher has a very big responsibility to explain the material as well as make students understand what is being learned. There are many problems that must be solved by teacher, one of which is how student can

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<sup>4</sup> Susan Davis Lenski, *writing intructional and assessment for english language learners K-8* (New York; A Division Guilford Press Publication, 2010)

<sup>5</sup> Danny Brassell, "Reading Matrix; An International journal; *Enhancing English as a Second Language Students vocabulary Knowledge.*" College of Human and Social Sciences. Vol.8, No. 1



understand the lesson well at school. Also the teacher must be more active in approaching students so they can find out what student need in understanding the material, that way the teacher can understand and improve student vocabulary. Interviews conducted by researcher, class VIII C Al Bukhori Junior High School experienced problems in learning English, especially in the lack of learning vocabulary, and the teacher only gave vocabulary written on the board and learning books.<sup>6</sup>

Based on the background above, it can be concluded that riddle games are an alternative medium to help student learn. Therefore, the researcher used riddle games in this research as an alternative media, with the title “The Use of Riddle Game to Improve Students’ Vocabulary In learning English at The Eighth Grade of Al Bukhori Junior High School”.

### **B. Research Question**

Based on the background, the research problem discussed in the research is: how can the use of riddle game improve students’ vocabulary in learning english at the eighth grade of Al Bukhori Junior High School?

### **C. Research Objective**

Based on the bacground, The objectives of this research was to know the use of riddle game to improve students’ vocabulary in learning english at the eighth grade of Al Bukhori Junior High School.

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<sup>6</sup> Interview by teacher english, Maulidatul Khasanah, S. Pd. From SMP Al Bukhori

## **D. Significance of research**

### **1. For students**

The action of this research is expected to be useful for increasing students' vocabulary. Because learning by using riddle games makes students active and happy so that students enjoy the learning process and can increase student vocabulary.

### **2. For the teacher**

The result of the research can be used for the English teacher as a reference to improve students vocabulary by using riddle game.

### **3. For the researcher**

Hopefully this research can be used as a reference for the other researcher to conduct a further researchers with a similar topic by using different research area, research design, and media.

## **E. The Scope of Study**

This research was limited by:

1. The research subjects were class VIII C student at Al Bukhori Junior High School
2. The material being taught was simple present tense
3. The improvement of students vocabulary taught by riddle game in pronunciation, meaning, and spelling, grammar.

## **F. Definition of key terms**

To help readers comprehend the research more easily, the researcher defines the meaning of the important terms in the title. They are as follow:

## 1. Definition of Vocabulary

According to Webster, vocabulary is the total number of word which makes up language or subject, range of words us by a person in a trade and profession, and book containing a list of words with their meaning.<sup>7</sup> Vocabulary is the number of words that people know and use in their language activities, a group of words and meanings to communicate with other as the main part of the language. Vocabulary plays an important role in language learning. Without sufficient vocabulary, people can not express their ideas to communicate in spoken and written form effectively. The more people have a vocabulary, the more they can speak, write, read, and listen the way they want.

## 2. Riddle Game

According to Evan riddle is the nouns all refer to something baffling or confusing wich is to be solved.<sup>8</sup> That way riddle can spur students to think creatively in order to get good and right answer. Riddle game is a question, puzzle or mystery game. According to Oxford Dictionary riddle is a question or statement intentionally phrased so as to require ingenuity in ascertaining its answer or

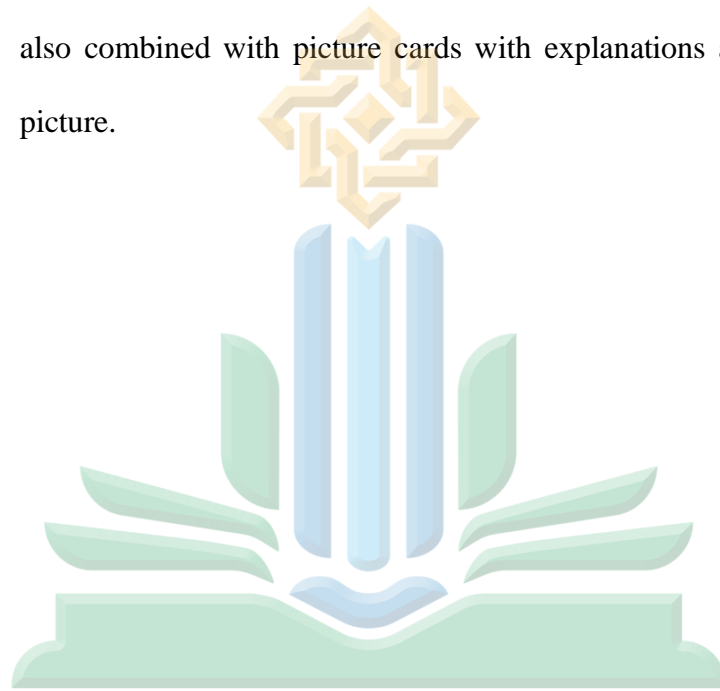
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<sup>7</sup> Webster, *The New International Webster's Comprehensive Dictionary of The English Language* (United Stated; Trident Press International, 2003).p.1407.

<sup>8</sup> Bergen Evans, Comelia Evans, *A Dictionary of Contenporary American Usage*. (New York, Random House, Inc, 1957)

meaning.<sup>9</sup> In another sense, we can say the riddle is something that has been able to describe without mentioning a specific word.

Researcher use riddle games as a media medium for acquiring student vocabulary. By using riddle games students can communicate with friends can be more active in acquiring vocabulary. This media is also combined with picture cards with explanations according to the picture.



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<sup>9</sup> Victoria Bull, *Oxford Learner's Pocket Dictionary Fourth Edition* (New York: Oxford University Press, 2011), p. 112.

## CHAPTER II

### LITERATURE REVIEW

This chapter presents a review of related literature consisting of the relevant previous study and theoretical framework.

#### A. Previous Studies

The first previous study was conducted by Wiki Tedi Rahmawati, Yunita Mutiara, Fitri Wahyuni Sembiring, 2022. Entitled “The Effect Of Riddle Game On Students Vocabulary Mastery”<sup>10</sup> the researchers used an experimental research design with two groups, namely the experimental and the control. The population is all students of class VIII SMP Al Washliyah 08 Medan which consists of to classes. The researcher used cluster random sampling to determine the sample group. The experimental group used riddle games while the control group was taught without a particular strategy. After the data is collected, the data is then t-test formula with the result  $H_a$  which means that it is accepted and  $H_o$  is rejected. Thus, the riddle game strategy has a significant effect on students’ vocabulary mastery. The previous researcher suggested using riddles as the right technique and strategy to add and remember vocabulary.

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<sup>10</sup> Wiki Tedi Rahmawati et al, “the effect of riddle game on students vocabulary mastery”, 2022

The second previous study was conducted by Lailatul Munawaroh Panjaitan, Dwi Suci Amaniarsih, 2021. Entitled “Improving Students Vocabulary Mastery by Using Puzzle Game at The Second Grade of MTS Al Washliyah Medan” this research was conducted at MTS Al Washliyah Medan and researcher used puzzle game as a media. the researcher used classroom action research (CAR). the result showed in the first cycle the average value of students was 66,8. In second cycle the average value was 73,2.<sup>11</sup> And finally there is increase in vocabulary students in each cycle.

The third previous study was conducted by Ellyani Safitri, Y. Gatot Sutapa Y, Luwandi Suhartono, 2019. Entitled “Teaching Vocabulary by Using Riddle Game” the research used pre-experimental with one group pre-test and post-test design.<sup>12</sup> The researcher used deep riddle games teaching English vocabulary to seventh graders of SMP Negeri 7 Sungai Raya in academic year 2018/2019. researcher take sample by using cluster random sampling to determine research participants consist of 30 students. Data collection is done by measurement techniques and data collection tool is a multiple choice test. With these findings, it shows that this technique is effective in improving achievement of students vocabulary with the results of the t-test namely the higher the-critical and the effect. In conclusion, the use of puzzle games to teach vocabulary has a very strong effect in improving student vocabulary achievement because of the

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<sup>11</sup> Lailatul Munawaroh Panjaitan, Dwi Suci Amaniarsih, “ improving students vocabulary mastery by using puzzle game at the second grade of MTS Al Washliyah Medan”, 2021

<sup>12</sup> Ellyani Safitri, “Teaching Vocabulary by Using Riddle Game”, 2019

learning process in which students play with each other, interact and as a result they work together learn new words and can learn a lot from their classmates.

The fourth previous study was conducted by Purnamasari, 2019. Entitled “Improving Students Vocabulary By Using Mixed-up Riddles Game at The Second Grade of MTS Kaballangang Kab Pinrang. The researchers used a pre-experimental with pre-test and post-test. The sample was taken by using purpose sampling. Researchers use the test as the main instrument to collect data consisting from pre-test and post-test. The results of this data study indicate an increase in students vocabulary mastery, this is indicated by the average score of students after the test (73) is greater than the pre-test (47,53). Thus, it can be concluded that the students’ vocabulary mastery was significantly better after receiving the treatment<sup>13</sup>.

The fifth previous study was conducted by Ratih Wamnebo, Riki Bugis, Hanapi Hanapi, 2018. Entitled “The Use of Riddles Game In Improving Students Speaking Skill at SMA Negeri 1 Buru”. The researcher used a quantitative study using an experimental group design of one class participated in the research sample, in data collection tools, a speaking test consisting of a pre-test and post-test was used, and of them were analyzed by the SPSS program. The results show that riddle games have about 11%

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<sup>13</sup> Purnamasari, “Improving Students Vocabulary by Using Mixed-up Riddles Game at The Second Grade of Mts DDI Kaballangang Kab.Pinrang”, 2019

contribution to students speaking achievement, it recommended paying full attention to student performance and monitoring their participation in games.<sup>14</sup>

**Tabel 2.1**  
**Similarities and Differences of Previous Studies**

No	Research Title	Similarities	Differences
1.	Thesis by Wiki Tedi Rahmawati “The Effect of Riddle Game on Students Vocabulary Mastery” 2022	<ul style="list-style-type: none"> <li>Both of the researches use riddle game.</li> </ul>	<ul style="list-style-type: none"> <li>The research used experimental, meanwhile my research used CAR.</li> </ul>
2.	Thesis by Lailatul Munawaroh Panjaitan “Improving Students Vocabulary Mastery by Using Puzzle Game at The Second Grade of MTS Al Washliyah Medan” 2021	<ul style="list-style-type: none"> <li>Both researches use Class action research (CAR)</li> </ul>	<ul style="list-style-type: none"> <li>The researcher used puzzle game to improve student vocabulary mastery, meanwhile my research used riddle game to improve student vocabulary.</li> </ul>
3.	Thesis by Ellyani Safitri “Teaching Vocabulary by Using Riddle Game” 2019	<ul style="list-style-type: none"> <li>Both of the researches use riddle game.</li> </ul>	<ul style="list-style-type: none"> <li>The research focus teaching vocabulary, while my research focus on improving students vocabulary.</li> </ul>
4.	e-journal of english language teaching society by Purnamasari “Improving Students vocabulary by Using Mixed-up Riddles Game at The Second Grade of Mts DDI Kaballangang	<ul style="list-style-type: none"> <li>Both of the researches students vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>The research used quasi-experimental, meanwhile my research used class action research.</li> </ul>

<sup>14</sup> Ratih Wannebo et al, “the use of riddle game in improving students speaking skill at SMA Negeri 1 Buru”, 2018



	Kab.Pinrang” 2019		
5.	Thesis by Ratih Wamnebo “The Use of Riddle Game In Improving Students Speking Skill at SMA Negeri 1 Buru” 2018	<ul style="list-style-type: none"> <li>Both of the researches use riddle game.</li> </ul>	<ul style="list-style-type: none"> <li>The research use pre-experimental research. Meanwhile my research used CAR</li> <li>The resarch use Improving students speaking skill, meanwhile my research use improving student vocabulary.</li> </ul>

## B. Theoretical Framework

### 1. Vocabulary

#### a. The Definition of Vocabulary

Vocabulary is the most important point in learning english, Tarigan states that quality of a person language depends on the quality of his vocabulary.<sup>15</sup> By understanding vocabulary we can understand other people speaking english and we are able to speak or communicate with the vocabulary we already have, also the more vocabulary we have the possibility of language skills increasing. Also Adoniou emphasizes that understanding the appearance of word is an integral component of accurate spelling. Higlited that visual knowledge plays a role in spelling success along with other linguistic components such as phonological, orthogrphic, morphological, etymological and semantic knowledge. Adoniou thus suggests that repeated exposure to words in meaningful contexts is essential for

<sup>15</sup> Tarigan, H. G . Pintar Berbahasa Inggris, 1986

developing strong spelling abilities, and although visual knowledge alone may not be sufficient for learning every word, it remains an important aspect of spelling competence.<sup>16</sup>

Having a vocabulary can support students to express their ideas and communicate with other students. Besides that, students also learn vocabulary to understand new words. According to Hiebert<sup>17</sup> states that vocabulary is knowledge about the meaning of words. We have to understand words to understand language. According to Brown<sup>18</sup> vocabulary is a list of boring words that students must memorize. It can be concluded that the vocabulary is a list words as a fundamental start for one skills in language that have forms or expressions that contain meaning, using several meanings of arranged words can help skills in speaking, reading, writing, and listening.

That's way teaching vocabulary can help students when learning english besides that students can add skills in english such as writing, reading, speaking, and listening, because vocabulary is an important component in learning english, especially when someone is learning a foreign language or a second language.

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<sup>16</sup> Misty Adoniou, \_What Should Teachers Know About Spelling?\_, *Literacy*, 48.3 (2014), 144–54.

<sup>17</sup> Hiebert, at. al, *Teching and Learning Vocabulary Bringing Research to Praticce*, 2005.

<sup>18</sup> James Dean Brown, *Language Assesment Principles and Classroom Practice*, 2003

Based on wallace's statement, this is more comprehensive and addresses the following factors that need to be considered when teaching vocabulary.<sup>19</sup>

1) Aims

No matter the program or activity, always has a clear goal in mind.

When teaching vocabulary, it's important to be clear about your goals, such as how many of the words on your list you want your students to be able to use. Otherwise, it will be difficult to assess how well students have learned the vocabulary.

2) Quantity

Once you decide what to include in your vocabulary study, you can choose how much vocabulary to teach and how many new words your students can learn. If you want the words taught to be part of your students' active vocabulary, reduce the number of terms from ten to five and new seven. The actual number will undoubtedly vary from class to class and student to student, depending on a variety of factors. Too many words can make students discouraged, frustrated, and confused.

3) Frequent exposure and repetition

Vocabulary teaching and learning requires a certain level of repetition to demonstrate that students have learned the target words. The easiest way to determine if this is happening is to see if

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<sup>19</sup> Rahmad Prasetiawan Rio, 'The Use of Guessing Game to Improve The Fourth Grade Students' Vocabulary Ability of SDN 1 Salamrejoacademic Year Of 2013-2014', 2014.

the student can recognize the target word and determine its meaning. If those words become part of your students productive vocabulary, use them as often as necessary to help them memorize them from the beginning while checking for correct spelling and pronunciation. Students must be given opportunities to use them their meaning.

#### b. **The Kinds of Vocabulary**

Based on skills, vocabulary can be divided into two, namely receptive vocabulary and productive vocabulary. According to Alqahtani, receptive vocabulary is words that learners recognize and understand the meaning of the word but they still need meaning to produce the word. Productive vocabulary is words that students can understand and pronounce correctly and use constructively in speaking and writing. That way productive vocabulary is needed to complement the previous vocabulary with the ability to speak or write at the right time. Therefore, a language learner who wants to understand the language must know or master various kinds of vocabulary, that way the mastery of the language becomes broad and can add other, better vocabulary<sup>20</sup>.

<sup>20</sup> Dr. Dr. Mawardin M. Said, M.Hum. *Kinds of Vocabulary*, 9.

[https://books.google.co.id/books?hl=id&lr=&id=-sM3EAAAQBAJ&oi=fnd&pg=PA1&dq=kinds+of+vocabulary&ots=CyZzJHvcjS&sig=YLy6zYo eA\\_Nh4c7IY2sdbReBe9w&redir\\_esc=y#v=onepage&q=kinds%20of%20vocabulary&f=false](https://books.google.co.id/books?hl=id&lr=&id=-sM3EAAAQBAJ&oi=fnd&pg=PA1&dq=kinds+of+vocabulary&ots=CyZzJHvcjS&sig=YLy6zYo eA_Nh4c7IY2sdbReBe9w&redir_esc=y#v=onepage&q=kinds%20of%20vocabulary&f=false)

### c. **The Importance of Vocabulary**

Lee C. Deighton says: vocabulary is the most important components of language power. In using the language, students who rich in vocabulary will be succesful both in expression skill: speaking and writing, and receptive skills, listening and reading. But those who are in vocabulary will get troubel in those skills.<sup>21</sup>

According to Deighton explains that with regrad to learning english as a foreign language, vocabulary is one of the language components that has the most important role in mastering the four language skills. In addition, there are other interests of vocabulary, namely: according to David L. Stephen, he said that vocabulary is the basis of communication skills; people will not be able to communicate easily without knowing it<sup>22</sup>. That way vocabulary is important in communication we can not communicate with other people using a certain language if we do not know more words from that language.

Vocabulary is an important part that students must acquire while studying. If they master the vocabulary, they can understand what they read and can easily complete tasks in an English book. However, vocabulary cannot be completely separated from other language skills and parts of language. It can therefore be concluded that students must master vocabulary, because with the help of vocabulary we can make a fluent sentence in English and it is very

<sup>21</sup> Lee C Deighton, encyclopedia New York: Mc. Millan Co Free Press

<sup>22</sup> David L. Stepherd. Vocabulary Meaning and Word Analysis, Comperhension High School Reading Method. (USA: Bell and Howel Company; Co, 1973)p. 39

important to support students in the acquisition of four language skills reading, listening, speaking and writing<sup>23</sup>.

Learning vocabulary is the most important of knowing things, actions and concepts. Without knowing the vocabulary, students will not understand the idea. However, teaching vocabulary is important for students to be able to communicate using the language they are learning. Before learning English, they need to master English vocabulary. They will not be able to express themselves clearly if they do not have a vocabulary before<sup>24</sup>. Finally, in order for vocabulary to become one of the important components in learning a foreign language, one must understand vocabulary well so that one can understand what other people mean as well as be able to communicate well. The more vocabulary that students get can help them learn and use the language, so that students can do their assignments properly and smoothly. The more students understand the language cannot be separated from parts of other languages.

d. The rubric of vocabulary

1) Pronunciation

The Adult Migrant English Program defined pronunciation as the manner in which a language is said or pronounced.<sup>25</sup> must

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<sup>23</sup> *The Important of Vocabulary in English Learning Skill*, (Januari, 2015) <http://kumpulantugassekolahdankuliaah.blogspot.com/2015/01/the-important-of-vocabulary-in-english.html>

<sup>24</sup> Sri Yuliani, *Teaching English Vocabulary Using Game*(Palembang: Faculty of Teacher Training and Education, Muhammadiyah University, 2017) 193

<sup>25</sup> Rosita Ambarwati And Berlinda Mandasari, 'The Influence of Online Cambridge

hear a new word spoken in a foreign language several times before they can pick up on the stress pattern and the sound at the word's beginning and end. Pupils who wish to be good speakers need to know how to pronounce words correctly, because poor word pronunciation by pupils can lead to misunderstandings or difficulty understanding others.

## 2) Spelling

according to Ur Students must understand how to pronounce words and what a word looks like (its spelling). Many people believe that meaning should take precedence over form, but it's crucial to keep in mind that understanding meaning without understanding the accompanying form is meaningless. It often happens that pupils will learn the form before they understand the message, not the other way

around, therefore it gets precedence in this situation. Depending on where an item is found, you can emphasize either pronunciation or spelling while teaching that particular item; nevertheless, the students ultimately need to be able to do both. The majority of English words are pronounced and spelt consistently.<sup>26</sup>

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Dictionary Toward Students' pronunciation and Vocabulary Mastery', *Journal Of English Language Teaching And Learning*, 1.2 (2020), 50–55.

<sup>26</sup> Penny Ur, *A Course In English Language Teaching* (Cambridge University Press, 2012).

### 3) Grammar

Ur notes that: If the vocabulary is not covered by the grammatical rules, vocabulary grammar needs to be taught. For instance, when teaching a new verb, we might also provide its past tense. If this isn't right, we might mention whether the verb is transitive or intransitive. Similar to this, if a noun has an irregular plural form (mouse, mice), the teacher may show it to the class or point out that it doesn't have a plural at all (advice, information). The teacher may discuss verbs like "want" and "enjoy" along with the verb form that follows them (i.e., "want to," "enjoy," etc.), or adjectives or verbs along with the prepositions that follow them.<sup>27</sup>

### 4) Meaning

Nation and Cameron discuss how to explain new terms' meanings to young learners.<sup>28</sup> Objects, cut outs, gestures, acting out actions, photos, illustrations or diagrams on the board, or images from books can all be used to impart meaning. In actuality, how well a new term is remembered depends on how much mental effort the students expend to figure out what it means. They are more likely to recall words if they have to think about them and their meanings more or perhaps in a different way.

<sup>27</sup> Ur, *A Course In English Language Teaching*.

<sup>28</sup> Gushendra.



## 2. Riddle Game

### a. Concept of Game

According to the Oxford Advanced learners dictionary, game is a activity or a sport with rules in which people or teams compete again each other<sup>29</sup>. Since definition, the game is some actions should be done roles and is someone or a group winner of course, it should be as well designed as possible.

Another definition of a game is an activity that has rules, a purpose, and an element fun there are two types of games, they are competitive games and cooperative games. Competitive games where players or teams complet to reach the goal first. Cooperative games where players or teams work together towards a common goal purpose<sup>30</sup>.

Many language learners find that playing games makes learning their target language easier.<sup>31</sup> It is useful tool to enhance students vocabulary learning in a natural way as is usually achieved through games.<sup>32</sup> They help teacher in creating appropriate word order, so that students can increase their vocabulary with the pleasure of learning and remembering new words for students. In other words, after learning

<sup>29</sup> AS Homby, *Oxford Advanced Learners Dictionary od Current English*. P. 553

<sup>30</sup> Jill Halfied, *Beginners Communication Game* (New York: Cambridge University Press. 1991),p,8

<sup>31</sup> Nia Meliana, Amroh Umaemah, and Hendi Hidayat, ‘\_Exploring Teacher’s Strategies In Teaching Vocabulary At Grade Tenth of SMK Sultan Agung Sumber’, *Elt Echo: The Journal Of English Language Teaching In Foreign Language Context*, 3.1 (2018), 34–46.

<sup>32</sup> Tanka Gueorguieva Angelova And Branimira Christova Lekova, ‘\_A Model of Early Childhood Foreign Language Education Through Playing Motoric Games.’, 1995.

and using method of learning by playing you can offers the opportunity to use language in a free way. Utilizing vocabulary games will make the learning process more rewarding and entertaining, wich will help students remember the target quickly according to the provisions.

The reasearcher concludes that a game is an activity played by players in groups to acquire specific skills that play a role in achieve the goal. Using the game the purpose of the study was to arouse students interest and attention to learning. Beacause it will be an attempt to create fun learning activities with the ultimate goal of achieving a healthy learning and achieving optimal quality.

#### **b. The Benefit of Using Game**

The benefit of games is that they encorage students to learn english because they entertain and encourage them to experiment, discover and engage with their environment. Besides that Ellis and Brewster sstated games can not only be energizing, but they can also be a great way to practice pronunciation, vocabulary, grammar and all four language skills<sup>33</sup>. The benefits of the game are as follows, according to Carrier, Gerlach & Elly and Cameron.<sup>34</sup>

1. The pace of learning can be changed and can help students stay motivated.
2. It may encourage dialogue and interaction between students.

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<sup>33</sup> Megawany Megawany, \_Enhancing Students' Vocabulary Mastery Through Spelling Bee Game at The Second Grade of Ma Ympi Rappang' (Iain Parepare, 2020).

<sup>34</sup> Suryadi, Wijaya, And Duyo.

3. Can increase student vocabulary and reduce teacher control above class.
4. In the sense that they will highlight areas of weakness and weakness require corrective action, it can serve as a testing tool.
5. This can encourage students to try to find solution to their problems have personal interests.

### c. The Definition of Riddle Game

Riddle are questions, riddles or guesses that are made to guide thinker to find answers freely with their ingenuity. According to oxford riddle dictionary, a riddle is a question or statement that is deliberately stated so that it requires ingenuity in determining the answer or meaning<sup>35</sup>. In this way, it can be said that riddle is a question or statement that is able to form an answer with a picture that is in the mind, without mentioning a specific word. According to Thornbury in Joklova visual tools such as comics, pictures, and real objects are considered effective methods for helping students understand the meaning of words, especially in second language acquisition environments.<sup>36</sup>

Riddle game is a type of that involves solving puzzles or questions that have a double or veiled meaning. It is an activity that is entertaining, engaging, and often challenging, and can be used as a strategy to teach

<sup>35</sup> Victoria Bull, Oxford learners pocket Dictionary Fourth Edition (New York: Oxford University Press, 2011), p.112.

<sup>36</sup> Katerina Joklova, 'Using Pictures In Teaching Vocabulary', *National Beareau of Economic Research (Nber Working Paper Series)*, 13356.1 (2009), 19

vocabulary and speaking ability.<sup>37</sup> Riddles can help students learn vocabulary by recognizing the meaning and spelling of words. They can also improve students logical and creative thinking skills, as well as their ability to solve puzzles<sup>38</sup>. Riddle game have rules to play and can motivate someone to become more interested in playing.

A riddle is one of language games used for the language learning process, especially in teaching vocabulary. Riddles game are questions or clues to determine the answer to hidden meanings with games that make players think creatively and quickly. According to Brassell and Lena state that riddle is a words game, the way to play it are solving the statement question, phrase which have a double meaning<sup>39</sup>. Swanel said that riddle is a question designed to test ingenuity in predicting answer or meaning<sup>40</sup>. Which means riddle game is a question with several clues or description that have many meanings in order to determine or answer the question correctly. Riddle also explains about object, people, or places so that students can describe what is meant, riddle also provides challenges for students to think and find answers, so students must listen carefully to be able to answer correctly.

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<sup>37</sup> Wiki Tedi Rahmawati, the effect of riddle game on students vocabulary mastery, 2022

<sup>38</sup> M. Mutmainah, the effectiveness using riddle game in teaching speaking ability (an experimental research at the second grade of MA Darul falah kota serang), 2019

<sup>39</sup> Danny Brassell, Leena Furtado, *Enhancing English As A Second Language Students Vocabulary*. (The Reading Matrix, 2008) Vol. 8, No. 1.

<sup>40</sup> Julia Swanel, *The Little Oxford Dictionary*, (Leicester: Ulvercroft, 1989)

#### d. Procedure to Play Riddle Game

According to Lewis, there are some procedure to play riddle game<sup>41</sup>.

- Divide students into groups and ask them to choose a team name.
- Explain the riddle is about a simple present tense in habitual action.
- Group the types of verbs and explain according to their use
- Write the words they don't know on the board and discuss their meaning in the context of using it in the puzzle, don't put words on the board that will give you the answer
- Give a dictation of the vocabulary so that it is understandable and guessable
- The last student guesses the dictation from before and writes it down, if the answer is not known, analyze the guess with the group.

#### e. Advantages of Riddle Game

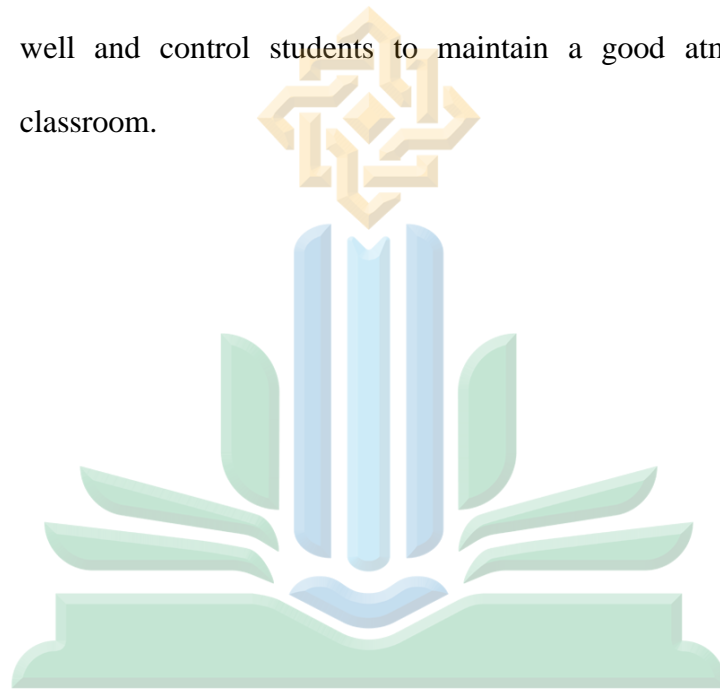
There are some of advantages to using riddle game to teach vocabulary. Riddle games make students active in the learning process, which can improve students vocabulary in an entertaining and interesting way, wich can make learning more fun for students<sup>42</sup>. and several studies have found that riddle games can help students learn and remember new vocabulary words, also riddle game require students to think logically and creatively to solve the puzzles, wich can help develop students vocabulary.

<sup>41</sup> Jane Gragg Lewis, Pro Lingua's Book/ Dictation Riddles (Retrieved july 9, 2015)

<sup>42</sup> Wiki Tedi Rahmawati at all, The Effect of Riddle Game On Students Vocabulary Mastery, 2022

#### f. Disadvantages of Riddle Game

The disadvantages of applying the game in teaching learning was that teacher has limited time to explain the material. However there must downsides to using riddle game, such as making the classroom noisy and out of control<sup>43</sup>. That way the teacher needs manage time well and control students to maintain a good atmosphere in the classroom.



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<sup>43</sup> Nova Pravita Rus Dian, *the advantages and disadvantages of using game in teaching vocabulary*, (university 11 maret, 2019 )

## CHAPTER III

### RESEARCH METHOD

In this chapter, the researcher talks about a description of research design, collecting data and data analysis. Each of these elements is discussed below :

#### A. Research Design

The design of this research is classroom action research. It is called as CAR because it focusses on students' problem and a group of students in classroom. Kemmis and McTaggart stated that action research is an action which is conducted to inquire self-reflective and improve his or her instruction by evaluating his or her own practice<sup>44</sup>. According to Pelton, an action research which is conducted in the school setting, is a systematic approach which is the goal to improve teaching practice<sup>45</sup>. In this study, the researcher used practical learning that can be evaluated by teachers, where researcher used riddle game to improving students' vocabulary in the teaching and learning process.

Classroom Action Research aims to overcome teaching learning problems in order to improve teaching practice. Classroom Action Research is problem based research that aims to solve classroom problems and improve the teaching of learning activities through a cyclical process that includes several

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<sup>44</sup> Kemmis and McTaggart, *Models of Action Research*, (Burns, 1988)

<sup>45</sup> Pelton, Robert P, *Action Research For Teacher Candidates: Using Classroom Data to Enhance Instruction*, (2010)

stages of planning, action, observation and reflection, It is normal for a project to go through two or more cycles during an iterative process<sup>46</sup>.

Classroom action research design is usually done in collaborative between the researcher and the teacher. the teacher as collaborator, whom involved the process of the research. The collabolator should complete an observation sheet wich is given by the researcher.

The researcher used classroom action research (CAR) designed by Kemmis and McTaggart model. All of those elements are discussed containing the following steps:

1. Creating action plan of based on critical analysis to enhance what was presently occurring
2. Putting the plan into action
3. Observing the effect of the key activity environment where it taken place
4. Through series of steps, considering these impact as the foundation for addition planning, subsequent critically informed action and so on.

#### **B. Setting and Subject of the Research**

The location of this research was Al Bukhori Junior High School. The researcher chose the school as the research subject because the researcher had two months of teaching experienced followed the introduction to the educational environment. As a result, the researcher was familiar with the setting of this institution and was able to recognize the challenges that the students faced when learning English. The researcher found a problem with

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<sup>46</sup> David Kember, *Action Learning and Action Research*, p.25



the students, namely the lack of learning vocabulary. The researcher proposed used appropriated strategies to improve student proficiency in vocabulary acquisition. The researcher selected 23 grade VIIC students for the 2022-2023 school year. The researcher chose this class because during the teaching practice activities at this school the researcher spent a lot of time teaching in the class. So, research had at least basic information and more thorough understanding of the classroom problems.

### **C. Procedure of Classroom Action Research (CAR)**

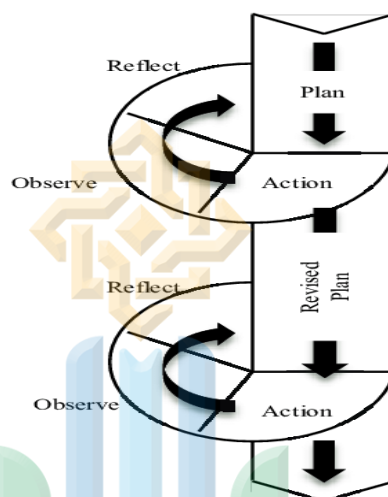
The researcher used a Classroom Action Research (CAR) approach created by Kemmis and McTaggart in Burns which entailed planning, acting, observing, and reflecting.<sup>47</sup> It consists of two cycles, each containing four steps: planning, acting, observation and reflection after doing four phases called one cycle. After finishing the first cycle, it might be found a new problem or the previous unfinished problem yet. Therefore it is necessary to continue to the second cycle in line it the same concept of the first cycle.

In this case, the researcher used one cycle consisted of five meetings included pre-test and post-test. However, the researcher would be conducted cycle two for students who did not reach Minimum Passing Score 70 with a noted that the success criteria of this study had been achieved.

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<sup>47</sup> Stephen Kemmis and Robin McTaggart, 'The action research planner. Victoria: Deakin University', 1988.

A model designed by Kemmis and McTaggart, which consists of four stages this is planning, acting, observing and reflecting. The problem is that this study resulted in a series of cycles. The image is below.<sup>48</sup>



Picture 3.1 the four steps Classroom Action Research (CAR) approach created by Kemmis McTaggart in Burns

In here the researcher used classroom action research (CAR) designed by Kemmis and Mc tggart model. All of those elements are discussed as follows:

### Cycle I

#### 1. Planning

In this phase was done after identifying and diagnosing students' vocabulary problem occurred in the class proven by observing and interviewing. the author and collaborator made several plans based on preliminary study finding. The following activities in this regard action planning is designing lesson plan, instructional media, assessment and also determination success criteria.

<sup>48</sup> Kemmis and Mctaggart, Models of Action Research , (Burns, 1988)

➤ **Lesson plan**

Lesson plan is generally understood to be a group of learning strategies that direct teachers in terms of what subject matter to teach and how to restrict it.<sup>49</sup>

The lesson plan and the research cycle 1 tools made reference to the Regulation of the Minister of Education and Culture Number 103 Of 2014 concerning Learning in Basic Education and Secondary Education regulates the component and systematics of lesson plans.<sup>50</sup>

➤ **Vocabulary assessment**

Researcher which adapted form Brown consisted of pronunciation, meaning, spelling and grammar.<sup>51</sup>

**Tabel 3.1**  
**Vocabulary assessment**<sup>52</sup>

Assessed quality	Score	Description
Pronunciation	5	There is very little mistake (1-4 words) or no mistake at all in pronunciation in one paragraph
	4	There is little mistake in pronunciation (5-9 words)
	3	There are few mistakes in pronunciation (10-14 words) in one paragraph
	2	There are some mistakes in pronunciation words (15-18)
	1	The are many mistakes in

<sup>49</sup> Makalah Pelatihan, Penyusunan Rpp, And Fakultas Bahasa, 'Planning An English Lesson', 2008.

<sup>50</sup> Regulation of The Minister of Education and Culture Number 22 of 2016 Concerning Basic Education Process Standards and Middle School and Permendikbud Number 103 Of 2014 Concerning Learning In Elementary and Secondary Education

<sup>51</sup> H Douglas Brown, 'Language Assessment', Principles and Classroom Practices. California: Longman University Press, 2003.

<sup>52</sup> H Douglas Brown, 'Language Assessment', *Principles and Classroom Practices*. California: Longman University Press, 2003.

		pronunciation words more than 18 words
Meaning	3	The meaning of word is appropriate
	1	The answer is closed enough to the actual meaning
	0	The meaning of word is inappropriate
Spelling	4	Using correct spelling
	2	There is one missing letter or one additional letter
	1	Error in writing more than one letter
	0	The written word is not appropriate with the order
Grammar	3	Grammar is correct
	1	Grammar is correct but the choice of suffix is incorrect
	0	Grammar is incorrect
Vocabulary	2	Vocabulary is suitable with the picture
	0	The word is not suitable with the picture
Speaking	Pronunciation	Score x maximum score = 25
Translating words	Meaning (10 items)	Score x correct answer = 30
Filling in the gaps	Grammar (5 items)	Score x correct answer = 25
Writing English words	Spelling (5 items)	Score x correct answer = 20
Total score		100

### ➤ Criteria of success

Measures of whether a research project is effective are called success criteria. To achieve research and learning goals, teachers must have success indicators. There are a number of indicators to evaluate student learning outcomes during the learning process, the first indicator in this study is that 70% in the post-test. The researcher decided this

percentage based on taking into account the students scored above the minimum passing score 70. The second indicator of this study is that student responses were mostly positive/good to the application of method X.

## **2. Acting**

The researcher implemented the steps of the lesson plan using the riddle game to teach vocabulary. In session 1: teacher will first be provided with a list of vocabulary that students need to master the material. Then teacher describes the usual action and discusses it with the students, after which the teacher gives an example of how to pronounce the word correctly. Students will then practice reading the phrase on the card while playing a game of riddle. The teacher will then give feedback to the students.

In the second session, students will memorize and understand vocabulary so they can apply it based on the context of the riddle game. first the teacher gives an example of a coordinated movement, then shows the students a picture. The teacher writes a clumsy sentence according to the picture so that the students can guess the clumsy word and find the correct word. Students will then use the memorized words and understood material in the riddle game in the second session.

## **3. Observing**

At this stage, the researcher uses field notes, pre-test and post-test and documents and questionnaires. The observation aimed to observe and

record how actions taken in the classroom affect students. These are student reactions during the teaching and learning process. In addition, the teacher activities it is important that the results of observations accurately describe the situation because they form the basis for reflection. In addition, the researcher would be record field noted chronologically during the class.

#### **4. Reflecting**

The researcher will reflect on the activities she done. At this time, the researcher will find out the elements that are suitable for the design and the elements that are not suitable and need to be improved. The observation results, the problems that occurred, and the causes of the problems provided feedback to the researcher about the learning process. If the results are lower than the stated goal, the researcher decides to continue with a second cycle of research.

#### **D. Collecting Data**

The data of this study would be applied to students by giving the test observation, interview, field note, and documentation

##### **1. Observation**

A technique for collecting data about the activities of researchers and students throughout the teaching and learning process. To collect data for their observation, the researcher went directly to the classroom to observe student behavior and activities.

## 2. Interview

The researcher used a semi-structured interview. The implementation of this interview is more free when compared to structured interviews. The purpose of this type of interview is to determine the problem more openly, where the interviews are asked for their opinions and ideas. In conducting this interview, the researcher recorded the information by written notes and recording. The interview was written in Bahasa Indonesia. The researcher interviewed teachers to ask about the teaching difficulties encountered during the learning process, how teacher teach students to learn English, and the strategies used by teachers and researcher. The researcher also interviewed student to ask how the teacher taught and what activities they did during the learning process.

## 3. Documentation

The teaching and learning process is describe in visual learning materials. During the study, the researcher took photos. The learning and teaching process recorded in this study can show them whether they are serious or not. For preliminary research, the researcher records classroom situation and student activities and behavior during the learning process.

## 4. Field notes

These are personal notes written by a researcher who keep a daily diary to know all the student activities during the teaching and learning process. Furthermore, during preliminary research, the researcher recorded some of the student behavior during the process of learning English,

include incorrect pronunciation of the word you, order, help, sleep, but only known, then student have difficulty translating. Words requested by the researcher. Student also face spelling errors when writing words.

## 5. Questionnaire

By definition, a questionnaire is a list of question that the respondent must fill out or fill in a hard copy or printed form to express his or her opinion.<sup>53</sup> In this study, the researcher used a mixed questionnaire.

**Table 3.2**

### **Students' Self Evaluation**

No	Statement	Strongly agree	Agree	Disagree	Strongly disagree	Total students
1	The riddle game help me to learn how to pronounce vocabulary correctly.					
2	The riddle game help me learn to write vocabulary words correctly.					
3	The riddle game help me to translating vocabulary correctly.					
4	The riddle game help me to					

<sup>53</sup> Siddegowda Roopa and M S Rani, 'Questionnaire Designing For A Survey', *Journal of Indian Orthodontic Society*, 46.4\_Suppl1 (2012), 273–77.



	know the use of s/es in simple present tense more easily					
	Total					

### E. The Analysis of Data

the processing and interpretation of data with the aim of interpreting research information and data in accordance with the research objectives is called data analysis technique. Quantitative and qualitative data are combined or processed separately to create the final product.

Quantitative data took the form of teacher observation using field notes and questionnaire. While a statistical data analysis method is called quantitative data analysis. In this study, quantitative data were collected by examining student pre-test and post-test scores. The researcher used the average scores and evaluate the level of improvement in students vocabulary.

The data is the formula:<sup>54</sup>

The average of students score

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

Symbol description:

X: mean

Total score

N: number of students

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<sup>54</sup> Herlina Daddi, 'The Use Of Bilingual Magazine As Media To Develop The Students' Vocabulary', *Exposure*, 4.2 (2014), 201–21.

Then, the researcher attempted to determine the percentage of student who reached Minimum Passing Score 70, and employed the formula:

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

Symbol description:

P: the class percentage

F: total percentage score

N: number of students

#### **F. Validity of data**

The most important principle in setting standards for test effectiveness is validity. Essentially, this says that a test is valid if it measures what it is supposed to measure. This means that if a test or data set can be proven then it can be considered valid. Validity must be assessed before using the test to achieve goals. The researcher in this study used content validity. According to Brown, if a test requires the test-taker to exhibit the behavior that is being measured, such behavior really samples the subject matter from which inferences can be formed.<sup>55</sup> It made the argument that there was content-related proof of validity, sometimes known as content validity. The test content was discussed solely in terms of content validity. The validity of the data in this research was checked by evaluating the material of the test to the english teacher, miss Maulidatul Khasanah, S. Pd.

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<sup>55</sup> H Douglas Brown and Priyanvada Abeywickrama, 'Language Assessment', *Principles and Classroom Practices*. White Plains, Ny: Pearson Education, 2004

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter contains the research finding and discussion, including cycle 1 data and observation data, which highlights the strategies used to improve students vocabulary acquisition in ares such as pronunciation, spelling, grammar, and meaning. The researcher only conducted this study for one cycle in implementing riddle game.

#### A. Research findings

This phase wrapped up all teaching and learning activities conducted as part of the classroom action research from the first to the last meeting. This research was conducted at Junior High School Al-Bukhori in the academic year 2022/2023 from 23 October until 9 December 2023.

#### ➤ Cycle I

##### a. Planning

At this stage, the researcher acted as a classroom action research and instructed the students of Junior High School Al-Bukhori in class VIII C by using riddle game in the teaching and learning process with the aimed of improving students vocabulary opening activities, core activities, and closing activities were the three categories of activity sequences to be implemented.

##### b. Acting

The activities carried out in the classroom while using riddle game media were describe here.

### 1. First meeting (pre-test 1)

The first session took place on 6 November 2023. The researcher started by saying greeting, invited the students to pray together, and checked the students attendance list. The researcher provides an understanding of what material will be studied, then provides several examples of how to pronounce it in english. After learning, the researcher explains to the students that they will read the text for the pronunciation test. The researcher called students one by one according to the student attendance list. In the pre-test 1 session, most student showed a lack of confidence when reading text in english. They tend not to want to come forward saying “*tidak bisa miss*” or “*tidak bisa Inggris miss*”. Some student asked the researcher to provide pronunciation example first and than the students followed suit. There are some students who don't want to read after knowing the text they are going to read and than ask to return to their seats. In the pre-test results, there were still many students who made mistakes in pronouncing vocabulary (more than 19 words out of 23 words), for example: prepare, breakfast, make, always, house, dishes. There were only 4 students out of 23 who made 5-9 vocabulary pronunciation errors.



**Picture 4.1**  
**Pre-test cycle 1**

## 2. Second meeting (pre-test session)

The second session took place on 7 November 2023. In this second pre-test, it takes the form of essay which contains spelling, meaning and grammar of vocabulary. Before the test is carried out, the researcher explains what they need to know before taking the test, such as grammar, meaning, and spelling of the vocabulary. Then the researcher gave instruction on how to take the test to avoid student confusion in filling in the question. During the pre-test, several student asked the researcher the meaning of the clarity of the activities shown in the picture at point B. then the researcher explained the picture at that point in Indonesian.

However, some students don't know the meaning of then activities in english. There were students who asked about the word "*mencuci*" in English and the teacher answered the question, but the students made mistakes in writing, especially in spelling. Some students showed difficulties such as saying "*susah ini miss and tidak tau miss bahasa inggrisnya apa*". After the time was

almost up, the researcher asked students to collect the result of the complete test.

### 3. Third meeting

The third meeting took place on Monday 6 November 2023. Before the session begins the researcher brings the media and implements the methods that will be used in the learning process to help students in learning vocabulary. The researcher chose simple present tense material based on the syllabus contained in basic competencies 3.7 and 4.7. The material explains the purpose of the simple present tense for writing about habitual action or fixed schedule, etc. The researcher focuses on habitual action because they are covered in material from student learning books.

After delivering all the material, the researcher started the lesson by saying greetings, inviting students to pray together, and checking the student attendance list. Then the researcher gave an appreciation, continuing to the observation stage, the researcher distributed the vocabulary list to students and explained the language the vocabulary list would be used during learning. After making sure the student got the vocabulary list, the teacher asked the students' attention, the researcher showed a picture and an example of an explanation of the picture in English, the next stage the researcher asked questions, the researcher asked the student to look at the vocabulary list and mention the picture in English. One

of the students mentioned “ai rid book” with several incorrect spellings. The researcher tried to point out that several student knew some of the vocabulary shown in the picture, some students mentioned vocabulary that was not quite right, as well as the researcher corrected the inaccurate pronunciation and explained to other students how to pronounce it correctly. Next, the researcher asked student to come forward to write sentence that matched the picture, but student had difficulty if they didn’t bring a vocabulary list, “they don’t know if they don’t see the meaning”, and they were reluctant to come forward if they didn’t bring a vocabulary list. So the teacher allows students to bring these sheets.

In the next stage the researcher explains the meaning of simple present tense, the purpose of simple present tense, and the correct way to write. At the question stage, the researcher asked students

to correct sentences previously written by their friends to ensure that all students understood the material presented. Students realize that some of what they write does not meet the components to become a sentence. At the associating stage, the researcher asked students to form groups into 4 parts, then the researcher gave them several words in random order so that students arranged the words into correct sentences. Some groups were still confused about matching subjects in sentences, one group asked "miss what if you don't know the meaning", because students still had difficulty

understanding vocabulary, the researcher allowed students to look at the vocabulary list, after compiling several sentences the researcher gave an explanation. about the correct sentence.

After students received an explanation about simple present tense, the researcher invited students to play a riddle game, the researcher explained how to use the riddle game. Students gathered in their respective groups, then the researcher distributed the riddles that would be played, the researcher appointed group 1 to give examples to the others about using riddles. One of the students from the group holds a riddle and the other students guess what the riddle is about. One of the students guesses "ate miss" The student guesses correctly but the student is still not sure about the pronunciation in English, then continues with the next picture until finished. After the picture has been guessed, the group discusses the results of their vocabulary acquisition and then forms a completed sentence. As a result, of the 3 sentences shared, only one can be arranged correctly. Because there was not enough time, the researcher continued the next meeting by explaining to the students that they would continue the game and students were asked to study the vocabulary on the sheet and also learn about correct grammar.



#### 4. Fourth meeting

At the fourth meeting the researchers started by praying together, then looked at the student attendance list. After that, the researcher carried out the core stage. At the observation stage the researcher re-explained the simple present tense. The researcher wrote a sentence explaining that this sentence could be true and could also be false "my father every morning buys flowers for my mother". Researchers asked students about their opinion regarding whether the sentence was true or false, most students answered correctly. One of the students answered in Indonesian.

In the next stage the researcher continued learning by playing riddles. Researchers monitored each group. Based on the researcher's observations, students are not embarrassed to ask their friends how to pronounce vocabulary correctly, all members actively listen to the guesses of the group playing the riddle, it is not uncommon for students to guess what is in the picture, sometimes they also shout if another group knows the answer. The researcher must also monitor each game, if there is a mistake in guessing, the researcher will give points and also justification for mastering the words and word placement.

The game ended in 30 minutes, with the result that group 2 completed 15 cards, with 6 pronunciation errors and 5 sentence construction errors, then group 3 completed 11 cards with 4

pronunciation errors and 4 errors in sentence construction. Then group 4 completed 10 cards with 3 errors in pronunciation and 3 errors in sentence construction, then group 1 completed 8 cards with 3 errors in pronunciation and 4 errors in arrangement. After finding the results of the game, there were several words that the researcher paid attention to for repetition and needed to be underlined.

The researcher announces the winner of the initial session, and provides information on the next meeting. The researcher provided an explanation of several ways of playing the game because there were several groups who were still confused and chaotic during the game, with this incident the group dominated by men got the lowest score, so the researcher will continue the next meeting with random groups of men and women so that female students can help condition and learn properly. The results of the game conclude that the game is able to motivate students to improve students' vocabulary learning and sentence construction. Seeing several students who are enthusiastic about the game, it proves that riddle games can help students in learning.



**Picture 4.2**  
**The students arranged the word in cycle 1**

#### 5. Fifth meeting

At the second meeting the researchers started by praying together, checking the student attendance list. After that, the researcher continued with the observation stage by showing examples of incomplete sentences such as "Sofi ..... mother to prepared the breakfast". The researcher also provide the meaning of the word and provide clues to the empty words. Researchers provide clues with several meanings in incomplete sentences.

In the next stage the researcher asked students to guess the correct verb to complete the sentence. Several students tried to whisper with their friends while looking for an answer, one answered "cooking miss". The researcher gave instructions not only to focus on the pictures in the instructions but also to pay attention to the sentences the teacher gave, so match the pictures that were the instructions and the sentences that were still missing. Several students answered simultaneously "helping, miss", the researcher expressed his appreciation. The male students seemed

mostly silent when the researcher asked the question stage, looking unenthusiastic. They seemed uninterested in listening to the teacher's explanation of grammar. However, when the researcher asked to guess the meaning of the word "help" all the students answered correctly, then the researcher asked again the meaning of the word breakfast, and some answered quickly and correctly, they asked the researcher to immediately play the game.

At the information gathering stage, the researcher gave students 10 minutes to study the vocabulary that had been shared. At the association stage, researchers randomly divided groups. The researcher gave several cards containing pictures and sentences that were still incomplete. The researcher provide rules for how to play and explain the points you will get.

In this second session, the researcher gave students the opportunity to correct mistakes in other groups so that they could justify them properly. The researcher monitors the progress of the game and gives warnings or responses to the group if they get involved in debate when justifying answers. The members seemed enthusiastic about listening to the answers collected by other groups, some groups had difficulty convincing their group friends to guess the wrong answers. One of the group asked "take a shower and bath with miss". The researcher provided responses to the group, even though there was debate because they were too

enthusiastic in searching for answers, they were able to decide on the correct answer. The game ended in 20 minutes with group 4 scoring the best player with 12 sentences in the correct order.

At this meeting, the researcher was helped to save time by using a riddle game, because the researcher did not need to wait for the students to gather with their group friends because they had already prepared and formed according to the researcher's direction to prepare to play the riddle game, which showed the students' enthusiasm for learning using the riddle game.

#### 6. Sixth meeting (post-test)

Post-test session took place on 20 December 2023. The researcher gave the opportunity to the students who were ready to come forward to read the text. One by one the student came forward without complained as happened during the pre-test. They even scrambled to read the text so that they could finish it quickly.

The result of the post-test showed 12 students only made 1-5 vocabulary mistakes in pronunciation, and nine students who made 5-9 vocabulary mistakes in pronunciation.

#### 7. Seventh meeting (post-test)

Post-test session two was held on 21 December 2023. After stated the class, the researcher distributed essay questions to the students. The researcher explained to the students that how to work on the question was the same as when they did the questions at the

beginning of the meeting. The student worked on the questions calmly, no one asked any question to the researcher. They even collected the answered before the bell rang, It was concluded that students were able to work faster than the pre-test stage.



**Picture 4.3**  
Post-test cycle 1

### c. Observing

In the observation stage, the researcher used the data from pre-test and post-test score. The researcher also used a questionnaire to find out how the riddle game could improve student vocabulary in the aspect of pronunciation, spelling, meaning, and grammar. The data described as

follows:

The result of the post test showed that the student average scores of vocabulary increased from 51 in pre-test to 77 in the post-test. The data could be seen as follow:

**Tabel 4.1**  
The pre-test result of students vocabulary

No	Initial	Minimum passing score	Total score	Fail/pass
1	APG	70	40	Fail
2	AAZ	70	64	Fail
3	AZNA	70	68	Fail
4	CLL	70	50	Fail

5	CFS	70	48	Fail
6	MIM	70	41	Fail
7	MRNDP	70	40	Fail
8	RES	70	41	Fail
9	RP	70	54	Fail
10	RW	70	62	Fail
11	RYIP	70	51	Fail
12	SAR	70	65	Fail
13	SAR	70	62	Fail
14	SNS	70	52	Fail
15	SML	70	58	Fail
16	SNK	70	69	Fail
17	SW	70	67	Fail
18	TR	70	48	Fail
19	VF	70	36	Fail
20	VAP	70	44	Fail
21	WHZ	70	40	Fail
22	WA	70	69	Fail
23	ZA	70	50	Fail
Total			1167	
Average			51	

From table it can be seen that there were no students who passed the Minimum Passing Score

**Tabel 4.2**

The post-tests result of students vocabulary

No	Initial	Minimum passing score	Total score	Fail/pass
1	APG	70	70	Pass
2	AAZ	70	84	Pass
3	AZNA	70	94	Pass
4	CLL	70	69	Fail
5	DFS	70	72	Pass
6	MIM	70	65	Fail
7	MRNDP	70	60	Fail
8	RES	70	55	Fail
9	RP	70	75	Pass
10	RW	70	84	Pass
11	RYIP	70	70	Pass
12	SAR	70	78	Pass
13	SAR	70	90	Pass
14	SNS	70	90	Pass
15	SML	70	77	Pass

16	SNK	70	80	Pass
17	SW	70	87	Pass
18	TR	70	89	Pass
19	VF	70	69	Fail
20	VAP	70	70	Pass
21	WHZ	70	95	Pass
22	WA	70	81	Pass
23	ZA	70	74	Pass
Total			1788	
Average			77	

The researcher wanted to find the percentage of students who passed with scores above the Minimum Passing Score in percentage form. The researcher used the formula below determine the percentage of total who reached criteria of success:

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

$$P = \frac{18}{23} \times 100\%$$

$$P = 78,3\%$$

Explanation:

P: the class percentage

F: total percentage score

N: number of students

Based on table it can be seen that there are 18 students who passed the Minimum Passing Score 70. The data percentage of 18 students who passed the Minimum Passing Score 70 was 78,3%.

In addition the researcher also used questionnaire to find out how can riddle game improve students vocabulary in the aspect of



pronunciation, spelling, meaning, and grammar. The data was described as follow:

**Tabel 4.3**  
Students' self evaluation

No	Statement	Strongly agree	Agree	Disagree	Strongly disagree	Total students
1	The riddle game help me to learn how to pronounce vocabulary correctly.	15	8	0	0	23
2	The riddle game help me learn to write vocabulary words correctly	17	6	0	0	23
3	The riddle game help me to translating vocabulary correctly.	18	5	0	0	23
4	The riddle game help me to know the use of s/es in simple present tense more easily	4	13	6	0	23
	Total	54	32	6	0	92

The researcher used the formula below to determine the percentage of total the students responses riddle game in improving aspect of students vocabulary:

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

$$\text{Strongly agree: } P = \frac{54}{92} \times 100\% = 58,7\%$$

$$\text{Agree: } P = \frac{32}{92} \times 100\% = 34,7\%$$

$$\text{Disagree: } P = \frac{6}{92} \times 100\% = 6,5\%$$

From the percentage it can be seen that the total number of responses which consist of 4 statements for the students responts riddle game in improving aspect of student vocabulary, those who stated strongly agree were 54(58,7%), while those who stated agree were 32(34,7%), those who disagree were 6(6,5%), and those who strongly disagree was zero.

#### d. Reflecting

Based on the result of post-test, the researcher read the criteria of success proposed in the previous chapter, because on criteria of success in the implementation was said to be successful if 70% students in the class obtain Minimum Passing Score. The researcher found that there were 18 students or 78,3% of students who scored equal to or higher that minimum passing score 70. Therefore, the researcher concluded that the first cycle has reached the success criteria. Therefore, the researcher continued the second cycle to

improve the scores of students who had not yet reached the Minimum Passing Score.

## ➤ Cycle II

### 1. Planning

After conducting interviews with students who had not met the Minimum Passing Score, researchers found that students had difficulty pronouncing and performing essay tests. Some of the male students did not pay attention to the explanation and also admitted that they did not attend class one or two meetings, during the time they did not go to school, they did not study at home so they did not memorize most of the vocabulary given by the researcher. At the planning stage, the researcher changed the group definition by combining male and female students so that female students could help male students in getting information easily. Of course, at this stage the researcher paid more attention to students who had not yet reached the Minimum Passing Score, by providing more exercises.

### 2. Acting

At this stage the researcher held three meetings with several activities as follows:

#### a. First meeting

At the first meeting, the researcher started with a greeting, inviting students to pray together and check

absences. The researcher gathered several groups consisting of men and women and provided pronunciation, spelling, meaning, and grammar. After the researcher explained the material, the researcher called students to take a pronunciation test, several students who had not met minimum passing score were still confused about pronouncing “he, cup, washes, buy, and care”.

After carrying out the pronunciation test, the researcher carried out a pre-test on spelling, meaning and grammar by giving essay questions. There are some students who are still having difficulty and ask the teacher question like” miss boleh tanya arti yang lupa” researcher provide help to students by answering several difficulties. In the first stage the researcher conducted a pre-test and ended the learning.

#### b. Second meeting

At the second meeting the researchers conclude learning by paying more attention to students who had not met the minimum passing score. The researcher divided them into two groups, namely groups consisting of male and female students, by giving instructions to several students to help each other if there were students who still had difficulty understanding the material. The researcher provided material about correct pronunciation followed by students with correct pronunciation,

after the pronunciation material the researcher gave sentence accompanied by pictures so that students had not difficulty understanding the sentences.

The researcher played the game by starting with the first group. In the game, students who seemed to be having difficulty were helped by their friends by giving answers such as “ kalau dia atas kan sudah ada gambar jadi yang kosong tinggal mengikuti gambar”. Researcher provide more guidance to students who have not met minimum passing score by providing more games and more understanding so that students are active in asking questions. In the second group, there is an interesting strategy, students who have not met the minimum passing score are given example in the form of speaking practice with their communication partners so that students who do not yet understand can understand where their mistakes are. At the end of the lesson, researcher provide training to students who have not met the minimum passing score to try working on some of the material.



**Picture 4.4**

**Students played riddle game**

c. Third meeting

In the third meeting, the researcher started the class by providing material to recall what had been learned and the researcher carried out a post-test on pronunciation and gave essay question, the students worked more calmly and carefully, no students asked question and the students finished quickly before the bell rang.



**Picture 4.5**  
Post-test cycle 2

**3. Observing**

at the observation cycle stage two researcher used pre-test

and post-test. The data is explained as follows:

the post-test results showed that the average student vocabulary score increased from 78 in the pre-test to 81 in the post-test. The data can be seen as follows:

**Tabel 4.4**

The pre-test result of students vocabulary

No	Initial	Minimum passing score	Total score	Fail/pass
1	APG	70	75	Pass
2	AAZ	70	85	Pass
3	AZNA	70	90	Pass
4	CLL	70	65	Fail

5	CFS	70	65	Fail
6	MIM	70	60	Fail
7	MRNDP	70	78	Pass
8	RES	70	84	Pass
9	RP	70	70	Pass
10	RW	70	78	Pass
11	RYIP	70	74	Pass
12	SAR	70	85	Pass
13	SAR	70	90	Pass
14	SNS	70	90	Pass
15	SML	70	76	Pass
16	SNK	70	80	Pass
17	SW	70	87	Pass
18	TR	70	88	Pass
19	VF	70	67	Fail
20	VAP	70	73	Pass
21	WHZ	70	85	Pass
22	WA	70	81	Pass
23	ZA	70	75	Pass
Total			1801	
Average			78	

From the data it can be seen that four students have not met the minimum passing score.

**Tabel 4.5**

The post-tests result of students vocabulary

No	Initial	Minimum passing score	Total score	Fail/pass
1	APG	70	80	Pass
2	AAZ	70	84	Pass
3	AZNA	70	94	Pass
4	CLL	70	69	Fail
5	DFS	70	80	Pass
6	MIM	70	73	Pass
7	MRNDP	70	75	Pass
8	RES	70	60	Fail
9	RP	70	80	Pass
10	RW	70	83	Pass
11	RYIP	70	77	Pass
12	SAR	70	80	Pass
13	SAR	70	90	Pass
14	SNS	70	90	Pass
15	SML	70	80	Pass

16	SNK	70	92	Pass
17	SW	70	87	Pass
18	TR	70	88	Pass
19	VF	70	68	Fail
20	VAP	70	75	Pass
21	WHZ	70	95	Pass
22	WA	70	85	Pass
23	ZA	70	88	Pass
Total			1873	
Average			81	

The researcher wanted to find the percentage of students who passed with scores above the Minimum Passing Score in percentage form. The researcher used the formula below to determine the percentage of total who reached criteria of success:

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

$$P = \frac{20}{23} \times 100\%$$

$$P = 87\%$$

Explanation:

P: the class percentage

F: total percentage score

N: number of students

Based on table it can be seen that there 20 students who passed the Minimum Passing Score 70. The data percentage of 20 students who passed the Minimum Passing Score 70 was 87%.

#### 4. Reflecting

Based on the post-test result, the researcher read the success criteria proposed in the previous chapter, because the criteria for



successful implementation are said to be successful if 70% of students in the class obtain the minimum passing score. In the first cycle, researcher still found that some students or 6,5% had not achieved an increase in students vocabulary. In cycle two, researcher found that there were 20 students or 87% of students who got a score equal to or higher than the minimum passing score. Therefore, the researcher conclude that cycle two had achieved the success criteria. Therefore, the researcher stopped the research in cycle 2.

## **B. Discussion**

Based on the research findings, the researcher found that students had difficulty in mastering vocabulary before implementing the riddle game in class. for example, students made many mistakes in pronunciation of vocabulary in the pre-test, then during learning 1 students made errors in pronunciation of vocabulary in sentences and students admitted that they had difficulty writing vocabulary if they did not see the vocabulary list. Furthermore, researcher found that students answer questions from researcher using indonesian. Students make mistakes in matching subjects with verbs with correct grammar and students make mistakes in placing verbs and adverbs of frequency.

In accordance with the problem formulation, the researcher discussed the interpretation of the findings in the section:

## **1. Application of the riddle game in improving students' pronunciation.**

Implementing the riddle game can help students improve their pronunciation. This can be seen from the results of pre-test session 1, all students made pronunciation errors in several vocabulary words. For example me, help, house, breakfast, always, exercise, father, animals, every weekend, washing, food. There were 12 students who made pronunciation errors in the range of 15-18 words, and one student made more than 18 words. Meanwhile, the post-test results showed that one student succeeded in pronouncing the vocabulary correctly and only two students mispronounced the word "we", there were 3 students who made vocabulary pronunciation errors in the range of 15-18 words and one student still made errors in the range of 18 words. In addition, based on the results of the remedial test session 1, it shows that 4 out of 5 students made errors in the range of 5-10 words. this increased from their post-test results.

In improving students' vocabulary pronunciation, researchers used riddle games. The researcher used a game strategy because the researcher wanted students to learn pronunciation with enjoyable activities. This is in accordance with Ellis and Brewster in Megawany. Games can be a fantastic way to practice all four language skills, one of which is pronunciation.<sup>56</sup> The researcher also divided the class into

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<sup>56</sup> Megawany.

several groups and gave prizes to the winning group. This is done to create an atmosphere of competition between groups to do things that make them win. This is in line with Angelova and Lekova's statement that a competitive environment can force students to focus and think carefully when studying, there by increasing the input taken unconsciously.<sup>57</sup> Before the game started the researcher explained and gave examples of reading the vocabulary in the vocabulary list. The researcher also provided cards containing simple present tense sentences which had to be read with correct pronunciation by each player. Meanwhile, during cycle two, the researcher asked each member to repeat the sentence read by the player on the card challenge. The researcher wants all members to be able to pronounce the vocabulary as much as possible compared to the second meeting. This was done because researchers were interested in Wallace who quoted in Rio that frequent use of vocabulary can help students remember words correctly.<sup>58</sup> At the second meeting, researchers were assisted by the differences in groups with a mixed division between men and women.

The statement above was proven by field researchers who noted that when playing the riddle game, students had the desire to win the game. For example, before the game starts, students read and memorize the pronunciation in the vocabulary list provided by the

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<sup>57</sup> Angelova And Lekova

<sup>58</sup> Rio.

researcher with their group friends. When the game starts, group members help each other in pronouncing vocabulary, they help players in pronouncing vocabulary correctly, for example "not esersis but /'eksə(r)səɪz/.

## 2. Application of the riddle game in improving students' spelling

The use of riddle games can help students improve their spelling. It can be seen from the pre-test results that students still make spelling errors such as koffi, coffee, coffie, aways, alwaiys, klin, clear, clint, client, wasch, wass, whas, wow. Meanwhile, in the post-test results, students made fewer spelling errors than in the pre-test, such as: coffee, coffee, coffee, wosh, hestory book, hisytoori book, clen, klin, wos. and on the remedial test, students made spelling errors "coffe, clen, wos, alwasy".

Before the game started, the researcher gave a list of vocabulary words at the first meeting to be used for the game. Apart from that, the researcher also gave cards containing guessed images and empty vocabulary. This was done by researchers so that students learn to understand the form of vocabulary before and after the game so that they avoid spelling errors when writing vocabulary. This ties into Adoniou's statement that a key component of accurate spelling is understanding the appearance of a word.<sup>59</sup>

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<sup>59</sup> Misty Adoniou, 'What Should Teachers Know About Spelling?', *Literacy*, 48.3 (2014), 144–54.

This statement is proven by the researcher's field notes during learning through riddle games, group 3 succeeded in writing the words "clean" and "washing" and group 3 succeeded in translating "cup of coffee" correctly in the sense that they saw the form of the word "coffee". For the vocabulary "history book" and "always" the researcher put the vocabulary on a card, the sentence written "He always.... regular television" group 3 succeeded in guessing the missing vocabulary in the sentence and translated the two vocabulary words. in the sentence which means the word "always" they have looked at the vocabulary list and understood its meaning, the researcher also wrote the sentence "I often...history books" and this group managed to answer correctly.

Group 4 succeeded in remembering the form of "washing" which according to them means "cleaning". The correct answer was "clean".

However, group 4 managed to choose the right vocabulary and translate the sentence on the card which contained the vocabulary "always, history books, coffee." This means they have shown a list of vocabulary and understand the form and meaning of the vocabulary.

Group 1 succeeded in writing the vocabulary "clean and wash". Apart from that, they also succeeded in choosing the right vocabulary and translating the vocabulary into sentences containing the vocabulary "always, coffee". Group 1 misspelled the word 'feed', they wrote 'fed' The last group was group 2. Group 2 managed to write the

word "wash". They had not looked at the other words written in the test questions because time had run out. Group 2 misspelled the word "watch" they wrote "wach.

### **3. Application of riddle games to increase students' vocabulary meaning**

The application of riddle games can help students acquire meaning from vocabulary. It can be seen in the pre-test results that several students translated several words inaccurately or even wrongly, these words include; breakfast, flowers, he, we, help, bed, buy, exercise, usually. Meanwhile, in the post-test results, several students said the words that were still translated incorrectly were "she" and "help". And for the cycle two results, 5 out of 5 students were able to translate all the words in the test questions.

Before the game started, the researcher distributed a vocabulary list. On the vocabulary list, the meaning of the vocabulary is written, so that students can memorize the vocabulary. This is supported by Carrier, Gerlach & Elly and Cameron quoted in Suryadi et al. that the ability to help students' efforts in learning and retaining knowledge is one of the advantages in implementing games in the classroom.<sup>60</sup> Researchers also combine riddle games with picture cards with the aim of making students can more easily remember the vocabulary they encounter in playing riddle games. This is in accordance with

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<sup>60</sup> Suryadi, Wijaya, And Duyo.

Thornbury in Joklova who emphasizes that visuals can be used to convey the meaning of words.<sup>61</sup>

Based on field notes, researchers found that in group 1 there were several words that had not been translated because they ran out of time, these words included: reading, often, watching, routine, helping, breakfast. Another group that also ran out of time and could not complete their cards was group 2, on the cards there were several words, namely: father, never, wake up, early in the morning, food, every morning, often, reading, drinking, cup of coffee, every afternoon, exercise, every weekend, cleaning, house, helping.

Group 4 made a mistake in choosing vocabulary and the translation was not accurate. for example, the sentence written "we usually.....bed" is answered with the word "wash". Then they answered another sentence that said "my father and I...his house" with the word "wash". They think the word "wash" means "to clean".

Furthermore, some words that have not been translated due to running out of time are "never, plate, buy, flower". The vocabulary they forget is "making, cleaning, washing". Meanwhile, group 3 was able to translate all the cards correctly.

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<sup>61</sup> Katerina Joklova, 'Using Pictures In Teaching Vocabulary', *National Beareau of Economic Research (Nber Working Paper Series)*, 13356.1 (2009), 19  
 <Www.Researchgate.Net/...Do\_Teacher\_Absences\_Impact\_Student\_Achiev...%5cnhttp://Www.Cdc.Gov/Healthyouth/Evaluation/Pdf/Brief16.Pdf%5cnhttp://Scholar.Lib.Vt.Edu/Theses/Available/Etd-04152002-182022/>

#### 4. Application of riddle games in improving students' grammar

The pre-test results show that students still do not understand the use of s/es in simple present tense sentences. It can be seen that there are students who add -ing to the word "feed", so the word preparation should be added "s" to the sentence "he prepares food for animals every day" but they don't add 's', whereas in other sentences, they tend to make mistakes in word choice. For example in 'the sentence they...everyday animals' students answer with the words 'breakfast, horse, eat'.

Based on the results of the post-test, students made spelling errors in writing "feed, wash, care." However, some students wrote correctly and used correct grammar. Based on the results of the remedial test, 4 out of 5 students can write verbs with correct grammar. Even though they still made mistakes in placing the simple present tense grammar s/es in the word "take cares" it should be "take care" and one student still made spelling mistakes and grammar mistakes for 2 questions, he still wrote the word "fleg" for the word feed, and preper.

At the third meeting the researcher explained the use of simple present tense grammar to students, the researcher explained using the lecture method. Then the researcher also provided guessed pictures with existing vocabulary to help students organize random vocabulary given by the researcher according to sentence structures with correct grammar. In this case, they still make mistakes in arranging students'



subjects according to simple present tense grammar. At the fourth meeting the researcher explained the students' mistakes and explained them again briefly. However, the students were less interested in listening to the explanation, because they wanted to start the game immediately. So, when playing riddle games, students tend to forget to use the grammar s/es in the verbs they write on the challenge cards. Researchers often remind players to fill in sentences with correct grammar.

However, in the riddle game the researchers divided the groups using a mixed technique between men and women because at the first meeting the researchers found that the lowest scores were nominated by male students. So that female students who understand the material presented can help their group members who do not understand when explained by the researcher. According to Felder and Brent, cooperation between weak students in working on something individually and strong students increases cooperative strategies in learning. Strong students will be responsible for explaining the material to weak students.<sup>62</sup> However, after playing the riddle game In cycle 1 the researcher also carried out cycle two, there were two obstacles that the researcher found, the first obstacle was that one of the students had a delay in understanding compared to the other students.

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<sup>62</sup> Richard M Felder and Rebecca Brent, 'Cooperative Learning', *Active Learning: Models From The Analytical Sciences*, 970 (2007), 34–53.

- a. In the pre-test results this student made more pronunciation errors, namely 18 out of 23 words, in the post-test this student made 18 pronunciation errors, for the improvement results this student made 13 pronunciation errors.
- b. For the spelling that was made by miss pelling “selalu, memebersihkan, mencuci. In the post-test, this student misspelled "kopicy, was, glot, klin". And the cycle two carried out by students is misspelling cap kofi, alwayaais, klin, fleg, preper

After the researcher conducted an interview with the student, the researcher found that the student had difficulty reading English texts, then when memorizing vocabulary he often forgot, and he felt insecure in writing and pronouncing vocabulary in English. If the language taught is too difficult and too easy for the student's current level, then the student will not achieve anything in language learning.<sup>63</sup> The second obstacle is the use of the lecture method by researchers which causes students not to know the use of grammar during games, post-tests.

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<sup>63</sup> Dayan Liu, ‘A Critical Review of Krashen’s Input Hypothesis: Three Major Arguments’, *Journal of Education and Human Development*, 4.4 (2015), 139–46.

## CHAPTER V

### CONCLUSION & SUGGESSTION

Based on reseach findings, this chapter concludes with a conclusion on how using the riddle game helps students improve their vocabulary. Moreover, the ideas provided by teacher and additional researcher might take into account.

#### A. CONCLUSION

Based on data analysis, the researcher concluded that using riddle game could improve the students' vocabulary in learning english. In cycle 1 and cycle 2 there was improvement as indicated by the result of the post-test given by the researcher. The mean score of pre-test is 51 before the researcher implemented the riddle game. After the researcher implemented the riddle game to the students, the mean score of post-test in cycle 1 is 77. From the result of pre-test and post-test in cycle 1, it was show that there was improvement but there are still some students who have not met the criteria of success. Then, the researcher continue to the next cycle and the result of the cycle 2 is 81. It means there is increased score between pre-test and post-test. From the mean score it can conclude that riddle game as a mediawas effective to improve the students' vocabulary. Based on the results of the questionnaire, the answers are: the highest precentage was (58,7%) who answered agreeing that the riddle game was successful in learning new vocabulary and was very interesting. Therefore, the researcher concluded that cycle tho had achieved the success criteria.

## B. SUGGESTION

Suggestion that can be given through this research were specially those related students vocabulary:

### 1. For the english teacher

The use of riddle games can be a teacher choice in improving students vocabulary mastery, not only focusing on vocabulary acquisition but also gaining knowledge about how to pronounce words, how to write vocabulary and knowing the meaning of vocabulary. Apart from that, student can gain vocabulary by playing games not only alone but also with friends. Apart from being relaxed and fun, srtudents can acquire vocabulary actively through game by exchanging ideas with the specified group.

### 2. For the further researcher

Future researchers who have the same problem or similar problems with a lack of vocabulay mastery is advised to or do classroom action research using ridle games for improve students vocabulary mastery at the level of other students and examples of education with various types of material.

### 3. Limitation of the research

Researcher realize that this research is still far from perfect, therefore, researchers suggest that for further research, they should record any activities during the learning process. So the results obtained are: more

complete without missing students who are late in understanding the learning material provided by the teacher.



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## Appendix 1

**DECLARATION OF AUTHENTICITY**

The undersigned below:

Name :Siti Maghfirotul Haqiqi  
 Place, date of birth :Jember, 16 June 2000  
 Address :Tanjungrejo, Wuluhan Jember  
 Faculty :Education and Teacher Training  
 Program :English Education

State that thesis entitled “The Use of Riddle Game to Improve Student Vocabulary in Learning English of Eight Grade at SMP Al Bukhori” is truly my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Do the fact, i am the only person who is responsible for the thesis if there is any objection or claim for other.

Jember, 2<sup>nd</sup> February  
 2024

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I declared

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Siti Maghfirotul Haqiqi

NIM T20196051

## Appendix 2:

## Research Permission



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER**  
**FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136  
 Website: [www.http://fik.uinkhas-jember.ac.id](http://fik.uinkhas-jember.ac.id) Email: [tarbiyah.iainjember@gmail.com](mailto:tarbiyah.iainjember@gmail.com)

Nomor : B-4526/In.20/3.a/PP.009/11/2023  
 Sifat : Biasa  
 Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMP AL Bukhori  
 Jl. Kh. Abdul Karim, No 18 kesilir wuluhan jember 68162

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196051  
 Nama : SITI MAGHFIROTUL HAQIQI  
 Semester : Semester sembilan  
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The use of riddle game to improve students vocabulary in learning english of eight grade at SMP Al Bukhori" selama 60 ( enam puluh ) hari di lingkungan lembaga wewenang Bapak/Ibu Ita Rismawati, M.pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 09 November 2023

an Dekan,

Wakil Dekan Bidang Akademik,

UNIVERSITAS ISLAM NEGERI  
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 JEMBER



MASHUDI

## Appendix 3

## License Letter Research Finished Letter

 **YAYASAN ISLAM AL BUKHORI JEMBER**  
**SMP AL BUKHORI**  
NSS: 202052405388 – NPSN: 69958431  
Jl. KH. Abdul Karim No. 18 Kesilir Wuluhan Jember 68162 Telp. 0336 – 883438  
Email: smpalbukhori@gmail.com

---

**SURAT KETERANGAN**  
No: 09/SMP.AB/III/2024

Yang bertanda tangan di bawah ini Kepala SMP AL BUKHORI Kesilir Wuluhan, menerangkan bahwa :

Nama : Siti Magfirotul Haqiqi  
NIM : T20196051  
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul Skripsi : The Use of Riddle Game to Improve Student Vocabulary in Learning English of Eight Graade at SMP AL BUKHORI Wuluhan

Yang bersangkutan telah melakukan penelitian di SMP AL BUKHORI Kesilir Wuluhan pada tanggal 30 Oktober 2023 s.d. 30 Desember 2023.

Surat keterangan ini diberikan agar dapat dipergunakan sebagaimana mestinya.

Jember, 20 Maret 2024  
Kepala Sekolah

  
**Ita Rismawati, M. Pd**  
NIP. -

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## Appendix 4


**MATRIX OF RESEARCH**

TITTLE	VARIABLES	INDICATOR	DATA RESOURCERS	RESEARCH METHOD	RESEARCH QUESTION
The Use of Riddle Game to Improve Student Vocabulary in learning English of Eight Grade at Mts Maarif Ambulu	<ol style="list-style-type: none"> <li>1. Student vocabulary</li> <li>2. Riddle Card Game</li> </ol>	<ol style="list-style-type: none"> <li>1. Pronunciation</li> <li>2. Spelling</li> <li>3. Meaning</li> <li>1. Pronouncing the vocabulary in the card challenge</li> <li>2. Filling the card challenge with the correct word and spelling</li> <li>3. Translating the word in the card challenge</li> </ol>	<ol style="list-style-type: none"> <li>1. Observation</li> <li>2. Field not</li> <li>3. Interview</li> <li>4. Questionnaire</li> <li>5. Students vocabulary score (pre-test 1) of The Eight Grade at Mts Ma'arif Ambulu.</li> </ol>	<p>Research Design Classroom Action Research (CAR) of Kemmis and McTaggart 1998:</p> <ol style="list-style-type: none"> <li>1. Planning of the action</li> <li>2. Implementation of the action</li> <li>3. Classroom observation and evaluation</li> <li>4. Reflection of the action</li> </ol>	How can Riddle Game Improve Student vocabulary in learning English of Eight Grade at SMP Al Bukhori?

## Appendix 5

**The result of the interview**

## Time and place:

1. Day/date : monday, 3 oct 2022
2. Place :in front of office teacher
3. Time : 10.00 - selesai

## Responden 1

## 1. Informan

Nama : Maulidatul Khasanah, S. Pd

Status : Guru Bahasa Inggris SMP Al Bukhori

## The interview script with the English teacher

R : what are the challenge do you face in the 8c class?

T : kalau waktu pembelajaran murid tidak kondusif, sering ramai sendiri. Kalau ditanya seringkali diam dan tidak menjawab apa yang ditanyakan, dan mereka seringkali menganggap Pelajaran tersebut sulit sehingga membuat mereka malas

R : how do you teach vocabulary to your students?

T : kalau untuk pembelajaran vocabulary saya memberikan daftar vocabulary yang akan dipelajari itu saja

R ; what the method do you use in teaching your students?

T : saya biasanya menggunakan metode menerangkan dengan beberapa kosa kata Bahasa Inggris agar terbiasa mendengarkan kata Bahasa Inggris tersebut

R : have you ever brought picture as a media in your class?

T : kalau untuk media gambar cetak belum pernah, hanya saja saya menggunakan ppt.

R : have you ever used games in your class?

T : kalau dalam pembelajaran saya belum pernah menggunakan game, hanya jika mereka bosan saya menggunakan ice breaking.

R : berapa untuk KKM Bahasa Inggris disini?

T : untuk KKM 70

R : apakah siswa kelas 8c sudah memenuhi KKM tersebut?

T : kalau untuk murid kelas 8c belum banyak memenuhi KKM, dan kebanyakan didominasi oleh siswa laki-laki

Time and place:

1. Day/date: monday, 5 oct 2022
2. Place: in front of office teacher
3. Time:10.00 - selesai

Responden 2

2. Informan

Nama: Ilham, Dona, Aulia

The interview with the students

R: kegiatan apa yang biasa dikerjakan dalam pembelajaran Bahasa Inggris?

S1: mendengarkan apa yang dijelaskan guru

S2: biasanya mencari arti kata dalam kalimat, biasanya juga menulis kata yang susah kak

S3: disuruh nulis percakapan terus nanti dibaca didepan kak, nanti kalau gak tau tanya sama guru

R: bu guru pernah bawa contoh gambar atau alat game gambar buat nerangin pelajaran?

S1: belum pernah kak

S2: dulu pernah tapi cuman tulisan yang ada diproyektor.

R: seru gak kalau belajar Bahasa Inggris?

S1: seru kak, cuman kadang gak tau artinya

S2: seneng soalnya bu guru sabar gak marah kalau gak tau artinya

R: kalau bu guru ngajak ngomong Bahasa Inggris ngerti nggak?

S2: faham dikit-dikit

S3: tidak faham

R: kalau kalian dikasih pertanyaan Bahasa Inggris bisa jawab nggak?

S3: bisa, tapi jawabnya pake Bahasa Indonesia

S1: bisa tapi kadang tanya dulu kata yang gak ngerti kak

R: kalau suruh baca teks Bahasa Inggris bisa nggak?

S3: sulit, soalnya gak tau cara bacanya

S2: bisa, tapi dikit-dikit

R: kalau disuruh baca sama mengartikan kira-kira bisa nggak?

S1, S3: susah kak, soalnya kan harus liat kamus dulu, nanti belum caranya juga jadi lama

S2: sulit bacanya harus tanya satu-satu dulu, terus kalau ngerjain butuh waktu lama jadi mending dibut pr

R: kalian suka tidak kalau belajar sambil main game?

S1: kalau bisa main game aja

S3, S2: seru bisa main juga jadi gak bosan belajarnya.



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## Appendix 6

**Lesson plan cycle 1****RENCANA PELAKSANAAN PEMBELAJARAN****CYCLE 1**

Sekolah	: SMP AL Bukhori
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: VIII/2
Tahun Pelajaran	: 2022/2023
Alokasi waktu	: 1 X 80 menit, 2 X 60 menit (3 pertemuan)
Fokus pembelajaran	: student vocabulary
Topik	: simple present tense

**A. KOMPETENSI INTI KI**

-1: Menghargai dan menghayati ajaran agama yang dianutnya.

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

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

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

## B. KOMPETENSI DAN INDIKATOR

Kompetensi dasar	Indicator
<p>3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple present tense)</p>	<p>3.7.1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada kalimat sederhana terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin sesuai dengan konteks penggunaannya</p> <p>3.7.2 Menyimak dan menirukan bacaan kosakata pada kalimat sederhana mengenai keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin sesuai dengan konteks penggunaannya</p> <p>3.7.3 Menangkap makna kosakata dalam kalimat menyatakan dan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> <p>3.7.4 Mengingat bentuk kosakata dalam kalimat menyatakan dan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>
<p>4.7 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ndakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum,</p>	<p>4.7.1 Menggunakan kosakata yang dalam kalimat menyatakan dan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>

dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks	

### C. TUJUAN PEMBELAJARAN

Peserta didik mampu dengan baik dan benar:

- a. Peserta didik mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada kalimat sederhana simple present tense
- b. Peserta didik mampu menirukan bacaan kosakata pada kalimat sederhana simple present tense
- c. Peserta didik mampu mengartikan kosakata pada kalimat sederhana simple present tense
- d. Peserta didik mampu mengingat bentuk kosakata pada kalimat sederhana simple present tense
- e. Peserta didik mampu menggunakan kosakata dalam kalimat sederhana simple present tense

### D. Materi pembelajaran

1. Definition of simple present tense
2. Present tense merupakan tense Bahasa Inggris yang digunakan untuk mengekspresikan aktifitas/ kegiatan yang menjadi rutinitas berulang-ulang

The form of the simple present

He

She walks

It

I

You walk

They

We

Note:

- When the subject is third person singular (e.g. he, she, my father, my sister), add a final -s or -es to the verb

- Add -es if the verb ends in -sh, -ch, -ss, -x, or -zz

Wash washes

catch catches

fix fixes

pass passes

negative

he

she + does not + infinitive

it UNIVERSITAS ISLAM NEGERI

I KIAI HAJI ACHMAD SIDDIQ

You + do not + infinitive

They

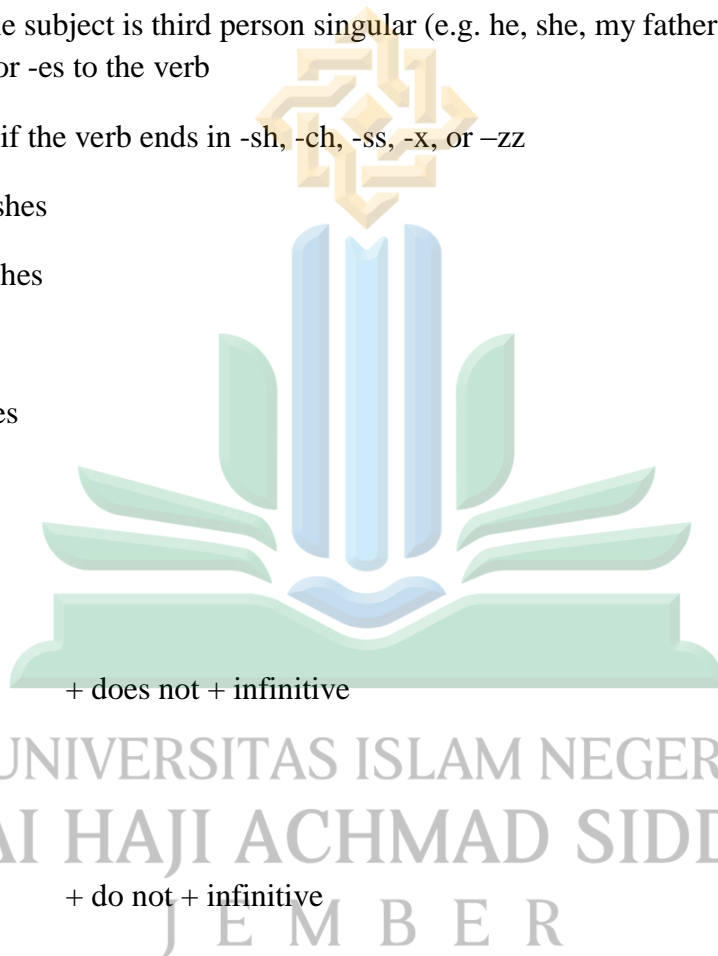
We

Note: Do not add a final -s to the main verb (e.g. run) in a negative sentence.  
(incorrect: He doesn't runs)

Interrogative question

Does he

She + infinitive.....?



It

Do I

You + infinitive.....?

They

We

Note: Do not add a final -s to the main verb in question. (incorrect: does he runs?)

Adverb that are usually used in this tense

- always
- seldom/rarely
- usually generally/commonly
- often/frequently
- once in a while/sometimes
- never
- early/each
- every (every day, every week, every month, every year, every night, etc)

### 3. Example of simple present tense

1. They feed the animals every day.
2. She prepares food for the animal every morning
3. She washes the animal every day.
4. He takes care of the animals.
5. Andi never washes dishes
6. I often read a history book
7. My father often buys flower for my mother
8. He always watches television regularly
9. He drinks a cup of coffee every afternoon
10. My brother and I always get up early.
11. We usually make the bed

12. My father and I always clean the house
13. She helps mother to prepare the breakfast every morning
14. We exercise together every weekend
15. my family always eat breakfast together

E. Metode pembelajaran

Pendekatan : scientific approach

Metode : games based learning

F. Media, alat, bahan, dan sumber belajar

1. Media/alat

Papan tulis

Spidol

Kartu tantangan

Riddle game

Daftar kosa kata

2. Sumber belajar

Kementrian Pendidikan dan Kebudayaan 2014, Bahasa Inggris When English Rings The Bell, SMP/MtsKelas VIII, hal 58 s/d 64 Materi guru (<https://www.englishacademy.id/blog/simple-present-tense-pengertian-kegunaanrumus-dan-contoh-kalima>)

G. Kegiatan pembelajaran

Pertemuan pertama

Kegiatan pendahuluan	Keterangan
Apersepsi	
<ol style="list-style-type: none"> <li>a. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pembelajaran dan menyiapkan penilaian siswa.</li> <li>b. Menanyakan secara sekilas mengenai materi yang akan dipelajari untuk memotivasi peserta didik.</li> <li>c. Menyampaikan tujuan pembelajaran yang akan dicapai.</li> </ol>	10 menit
Kegiatan inti	
<p>Mengamati</p> <ol style="list-style-type: none"> <li>a. memberikan kosa kata yang mengenai key words pada materi simple present tense yang sudah disediakan oleh guru.</li> <li>b. Memberikan beberapa gambar secara random</li> </ol>	30 menit

<p>mengenai aktivitas yang dilakukan seseorang dalam sehari-hari.</p> <p>Menanyakan</p> <p>c. Dengan bimbingan guru, siswa mendiskusikan gambar tersebut dengan membuat kalimat sesuai gambar yang diberikan guru. Can you tell me what this picture? Can you tell me what activity the person in this picture is doing?</p> <p>Mengumpulkan informasi</p> <p>d. Menjelaskan materi tentang simple present tense</p> <p>Mengasosiasi</p> <p>e. Siswa membuat beberapa kelompok f. Masing-masing kelompok mendapatkan gambar secara random g. Siswa menyusun kosa kata menjadi kalimat yang benar sesuai gambar h. Siswa menjelaskan tentang hasil diskusi dari kelompok secara lisan didepan teman sekelasnya</p> <p>Mengkomunikasikan</p> <p>i. Siswa menyaksikan hasil kerja kelompok secara lisan dan tulisan j. Guru memberikan umpan balik terhadap penjelasan siswa</p>	30 menit
<p>a. Peserta didik menyimpulkan pembelajaran (dibimbing oleh guru)</p> <p>b. Guru memberitahu di pertemuan selanjutnya siswa akan bermain riddle game</p> <p>c. Peserta didik mendapatkan umpan balik terhadap proses dan hasil pembelajaran.</p> <p>d. Salam</p>	10 menit

Pertemuan kedua

Kegiatan pendahuluan Apersepsi	Keterangan
1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku Pelajaran, dan menyiapkan	5 menit





<p>Mengkomunikasikan</p> <p>10. Siswa menyampaikan secara lisan</p> <p>11. Guru memberikan umpan balik atau feedback terhadap siswa</p>	
<p>12. Guru menyimpulkan pembelajaran</p> <p>13. Guru memberitahu pada pertemuan selanjutnya akan bermain riddle game dengan tema melengkapi kata rumpang dan mengartikan kosa kata.</p> <p>14. Peserta didik mendapatkan umpan balik terhadap proses pembelajaran</p> <p>15. Salam</p>	5 menit

### Pertemuan ketiga

<p>Kegiatan pendahuluan</p> <p>Apersepsi</p>	
<p>1. menyiapkan peserta didik untuk proses pembelajaran seperti berdoa, absensi, menyiapkan buku pembelajaran, dan menyiapkan lembaran penilaian siswa.</p> <p>2. Menyampaikan tujuan pembelajaran yang akan dicapai</p>	5 menit
<p>Kegiatan inti</p>	
<p>Mengamati</p> <p>3. Memberikan contoh gambar tentang simple present tense (habitual action). Kemudian menuliskan kalimat rumpang berhubungan dengan gambar tersebut</p> <p>Menanyakan</p> <p>4. Guru meminta salah satu siswa untuk menebak kata yang rumpang sesuai dengan gambar yang diberikan oleh guru.</p> <p>Mengumpulkan informasi</p> <p>5. Siswa diberikan waktu untuk mempelajari kosakata</p> <p>Mengasosiasi</p> <p>6. Siswa membentuk kelompok yang sama dengan pertemuan sebelumnya</p> <p>7. Guru memilih salah satu siswa dari kelompok</p>	10 menit
	40 menit

<p>untuk memegang kartu riddle game</p> <p>8. Siswa bermain permainan riddle game dengan instruksi dibawah ini:</p> <ul style="list-style-type: none"> <li>• Secara bergantian siswa akan mengambil kartu riddle dan akan melengkapi kalimat yang rumpang</li> <li>• Siswa boleh berdiskusi dahulu sehingga dapat menemukan beberapa petunjuk</li> <li>• Jika siswa salah dalam melengkapi maka akan dilanjutkan dengan siswa selanjutnya</li> <li>• Jika dalam satu kelompok dapat melengkapi satu kalimat dengan grammar dan arti kata dengan benar maka akan mendapatkan point</li> <li>• Jika salah satu dari dua penebakan tersebut salah, maka akan dikurangi setengah 1 point dan akan bergantian dengan kelompok selanjutnya</li> </ul> <p>9. Guru akan melakukan akumulasi point</p> <p>10. Bagi siswa yang dengan akumulasi nilai kelompok tertinggi maka guru memberikan apresiasi diakhir</p> <p>Mengkomunikasikan</p> <p>11. Siswa menyampaikan hasil game secara lisan</p>	
<p>12. Guru menyampaikan kesimpulan pembelajaran</p> <p>13. Peserta mendapatkan umpan balik dari hasil pembelajaran</p> <p>14. Salam</p>	5 menit

#### 1. Teknik penilaian

- |                           |                        |
|---------------------------|------------------------|
| a. Penilaian sikap        | : observasi/pengamatan |
| b. Penilaian pengetahuan  | : bentuk soal essay    |
| c. Penilaian keterampilan | : tes lisan            |

#### Lampiran penilaian

##### 1. Penilaian sikap

Penilaian observasi melalui pengamatan sikap dan perilaku peserta didik sehari-hari, baik dalam proses pembelajaran atau secara umum.

Pengamatan langsung dilakuakn oleh guru. Berikut instrument penilaian sikap

No	Nama siswa					Jumlah skor	Skor sikap	Kode nilai
		BS	JJ	TJ	DS			
1								
2								

Keterangan:

- BS : bekerja sama
- JJ : jujur
- TJ : tanggung jawab
- DS : didisiplin

## 2. Penilaian pengetahuan

No	Nama			
		Spelling	Meaning	Grammar

Keterangan:

- Spelling:
- 4: menggunakan ejaan yang benar
  - 2: ada satu huruf yng hilang atau satu huruf tambahan
  - 1: kesalahan penulisan lebih dari satu huruf
  - 0: kata yang ditulis tidak sesuai dengan urutannya
- Meaning
- 3: makna yang digunakan sudah tepat
  - 2: jawaban cukup dekat dengan makna sebenarnya
  - 0: arti kata tidak tepat
- Grammar
- 3: tata Bahasa sudah benar
  - 2: tata Bahasa benar tetapi pilihan akhiran salah
  - 1: tata Bahasa

## 3. Penilaian keterampilan

No	Nama					
		5	4	3	2	1

Keterangan: 5: kesalahan pelafalan kosakata sangat sedikit (1-4 kata) atau tidak melakukan kesalahan dalam satu paragraph  
 4: ada sedikit kesalahan pelafalan kosakata (5-9)  
 3: ada beberapa kesalahan pelafalan kosakata (10-14) dalam satu paragraph  
 2: beberapa dala pelafalan kosakata (15-18)  
 1: ada banyak keslahan pelafalan kosa kata (lebih dari 18 kossa kata)

4. Pembelajaran remidi
5. Pedoman penilaian

1. Pronunciation = 5 skor, rentang 5 hingga 1 x 5  
= 25
2. Spelling = 5 butir soal x 4 poin masing-masing  
= 20
3. Meaning = 10 butir soal x 3 poin masing-masing  
= 30
4. Tata bahasa & kosakata = 5 butir soal x 5 poin masing-masing  
= 25

Total  
= 100

UNIVERSITAS ISLAM NEGERI

Jember, 6 November 2023

Guru pamong

Maulidatul Khasanah, S. Pd.

Mahasiswa

Siti Maghfirotul H

## Appendix 7

## Lesson Plan Cycle 2

## RENCANA PELAKSANAAN PEMBELAJARAN

## CYCLE 2

Sekolah	: SMP AL Bukhori
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: VIII/2
Tahun Pelajaran	: 2022/2023
Alokasi waktu	: 1 X 80 menit, 2 X 60 menit (3 pertemuan)
Fokus pembelajaran	: student vocabulary
Topik	: simple present tense

## H. KOMPETENSI INTI KI

-1: Menghargai dan menghayati ajaran agama yang dianutnya.

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

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

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

## I. KOMPETENSI DAN INDIKATOR

Kompetensi dasar	Indicator
<p>3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple present tense)</p>	<p>3.7.1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada kalimat sederhana terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin sesuai dengan konteks penggunaannya</p> <p>3.7.2 Menyimak dan menirukan bacaan kosakata pada kalimat sederhana mengenai keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin sesuai dengan konteks penggunaannya</p> <p>3.7.3 Menangkap makna kosakata dalam kalimat menyatakan dan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> <p>3.7.4 Mengingat bentuk kosakata dalam kalimat menyatakan dan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>
<p>4.7 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ndakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum,</p>	<p>4.7.1 Menggunakan kosakata yang dalam kalimat menyatakan dan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>

dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks	

## J. TUJUAN PEMBELAJARAN

Peserta didik mampu dengan baik dan benar:

- a. Peserta didik mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada kalimat sederhana simple present tense
- b. Peserta didik mampu menirukan bacaan kosakata pada kalimat sederhana simple present tense
- c. Peserta didik mampu mengartikan kosakata pada kalimat sederhana simple present tense
- d. Peserta didik mampu mengingat bentuk kosakata pada kalimat sederhana simple present tense
- e. Peserta didik mampu menggunakan kosakata dalam kalimat sederhana simple present tense

## K. Materi pembelajaran

4. Definition of simple present tense
5. Present tense merupakan tense Bahasa Inggris yang digunakan untuk mengekspresikan aktifitas/ kegiatan yang menjadi rutinitas berulang-ulang

The form of the simple present

He

She walks

It

I

You walk

They

We

Note:

- When the subject is third person singular (e.g. he, she, my father, my sister), add a final -s or -es to the verb

- Add -es if the verb ends in -sh, -ch, -ss, -x, or -zz

Wash washes

catch catches

fix fixes

pass passes

negative

he

she + does not + infinitive

it UNIVERSITAS ISLAM NEGERI

I KIAI HAJI ACHMAD SIDDIQ

You + do not + infinitive

They

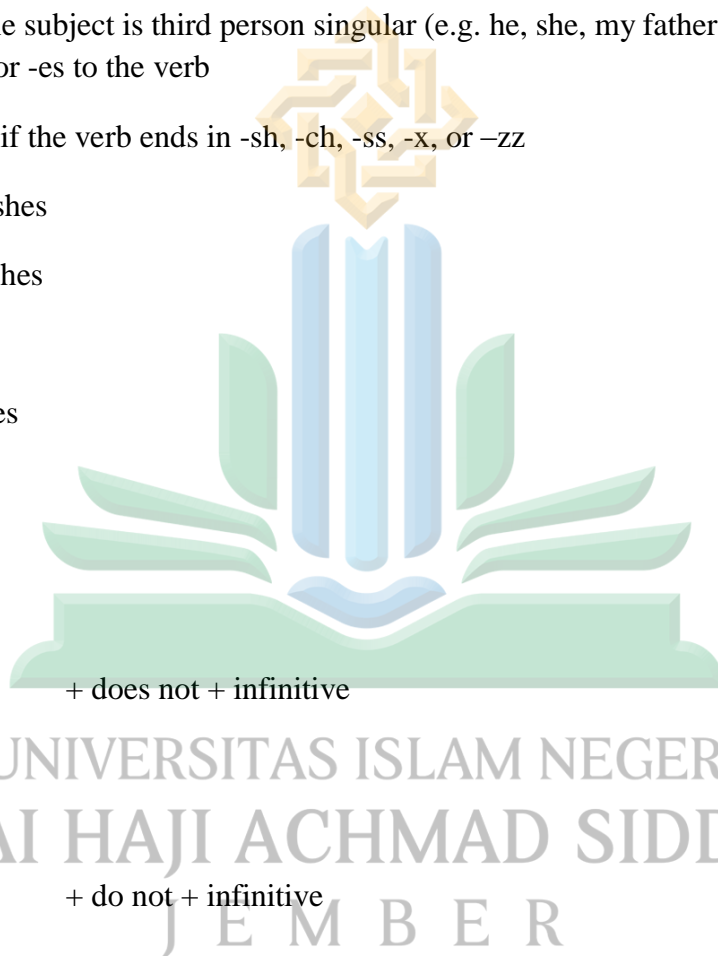
We

Note: Do not add a final -s to the main verb (e.g. run) in a negative sentence.  
(incorrect: He doesn't runs)

Interrogative question

Does he

She + infinitive.....?





It

Do I

You + infinitive.....?

They

We

Note: Do not add a final -s to the main verb in question. (incorrect: does he runs?)

Adverb that are usually used in this tense

- always
- seldom/rarely
- usually generally/commonly
- often/frequently
- once in a while/sometimes
- never
- early/each
- every (every day, every week, every month, every year, every night, etc)

#### 6. Example of simple present tense

1. They feed the animals every day.
2. She prepares food for the animal every morning
3. She washes the animal every day.
4. He takes care of the animals.
5. Andi never washes dishes
6. I often read a history book
7. My father often buys flower for my mother
8. He always watches television regularly
9. He drinks a cup of coffee every afternoon
10. My brother and I always get up early.
11. We usually make the bed

12. My father and I always clean the house
13. She helps mother to prepare the breakfast every morning
14. We exercise together every weekend
15. my family always eat breakfast together

L. Metode pembelajaran

Pendekatan : scientific approach

Metode : games based learning

M. Media, alat, bahan, dan sumber belajar

3. Media/alat

Papan tulis

Spidol

Kartu tantangan

Riddle game

Daftar kosa kata

4. Sumber belajar

Kementrian Pendidikan dan Kebudayaan 2014, Bahasa Inggris When English Rings The Bell, SMP/MtsKelas VIII, hal 58 s/d 64 Materi guru (<https://www.englishacademy.id/blog/simple-present-tense-pengertian-kegunaanrumus-dan-contoh-kalima>)

N. Kegiatan pembelajaran

Kegiatan pendahuluan	Keterangan
Apersepsi	
<ol style="list-style-type: none"> <li>1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku Pelajaran, dan menyiapkan lembaran penilaian siswa.</li> <li>2. Menyampaikan tujuan pembelajaran yang akan dicapai.</li> </ol>	5 menit
Kegiatan inti	
<p>Mengamati</p> <ol style="list-style-type: none"> <li>3. Guru mereview Kembali materi mengenai simple present tense dengan membahas hasil kerja kelompok siswa dipertemuan sebelumnya.</li> </ol> <p>Menanyakan</p> <ol style="list-style-type: none"> <li>4. Dengan bimbingan guru, siswa menanyakan hal-hal yang belum diketahui.</li> </ol> <p>Mengumpulkan informasi</p> <ol style="list-style-type: none"> <li>5. Siswa mengikuti bacaan guru mengenai kosa kata yang sudah di bagikan sebelumnya</li> </ol>	10 menit
	40 menit

<p>Mengasosiasi</p> <ol style="list-style-type: none"> <li>6. Siswa berkumpul dengan anggota kelompok sama seperti di pertemuan sebelumnya</li> <li>7. Terdapat 2 kelompok kartu yang berbeda yang disediakan guru (setiap kelompok berisi siswa laki-laki dan perempuan).</li> <li>8. Kelompok mengajukan 1 orang untuuk memegang kaertu riddle game.</li> <li>9. Siswa bermain riddle game <ul style="list-style-type: none"> <li>• 1 kelompok akan menebak kartu riddle game, jika dalam pengucapan benar maka kelompok akan mendapatkan poin di setiap kartu riddle.</li> <li>• Jika siswa dalam pengucapan salah maka dinyatakan hangus atau tidak mendapatkan point</li> <li>• Siswa akan menebak kartu ridlle hingga habis</li> <li>• Pemain akan saling bergantian dalam menebak hingga kartu riddle habis</li> <li>• Boleh di diskusikan dengan teman sekelompok jika ada pengucapan yang sulit</li> <li>• Guru melakukan akumulasi point</li> <li>• Bagi siswa dengan akumulasi nilai tertinggi pada pertemuan terakhir guru akan memberikan apresiasi</li> </ul> </li> </ol> <p>Mengkomunikasikan</p> <ol style="list-style-type: none"> <li>10. Siswa menyampaikan secara lisan</li> <li>11. Guru memberikan umpan balik atau feedback terhadap siswa</li> </ol>	
<ol style="list-style-type: none"> <li>12. Guru menyimpulkan pembelajaran</li> <li>13. Guru memberitahu pada pertemuan selanjutnya akan bermain riddle game dengan tema melengkapi kata rumpang dan mengartikan kosa kata.</li> <li>14. Peserta didik mendapatkan umpan balik terhadap proses pembelajaran</li> <li>15. Salam</li> </ol>	5 menit

<p>Kegiatan pendahuluan</p> <p>Apersepsi</p>	
<ol style="list-style-type: none"> <li>1. menyiapkan peserta didik untuk proses pembelajaran seperti berdoa, abensi, menyiapkan buku pembelajaran, dan menyiapkan lembaran penilaian siswa.</li> <li>2. Menyampaikan tujuan pembelajaran yang akan dicapai</li> </ol>	5 menit
<p>Kegiatan inti</p>	
<p>Mengamati</p>	10 menit
<ol style="list-style-type: none"> <li>3. Memberikan contoh gambar tentang simple present tense (habitual action). Kemudian menuliskan kalimat rumpang berhubungan dengan gambar tersebut</li> </ol>	
<p>Menanyakan</p>	
<ol style="list-style-type: none"> <li>4. Guru meminta salah satu siswa untuk menebak kata yang rumpang sesuai dengan gambar yang diberikan oleh guru.</li> </ol>	
<p>Mengumpulkan informasi</p>	
<ol style="list-style-type: none"> <li>5. Siswa diberikan waktu untuk mempelajari kosakata</li> </ol>	40 menit
<p>Mengasosiasi</p>	
<ol style="list-style-type: none"> <li>6. Siswa membentuk kelompok yang sama dengan pertemuan sebelumnya</li> </ol>	
<ol style="list-style-type: none"> <li>7. Guru memilih salah satu siswa dari kelompok untuk memegang kartu riddle game</li> </ol>	
<ol style="list-style-type: none"> <li>8. Siswa bermain permainan riddle game dengan instruksi dibawah ini:</li> </ol>	
<ul style="list-style-type: none"> <li>• Secara bergantian siswa akan mengambil kartu riddle dan akan melengkapi kalimat yang rumpang</li> <li>• Siswa boleh berdiskusi dahulu sehingga dapat menemukan beberapa petunjuk</li> <li>• Jikaa siswa salah dalam melengkapi maka akan dilanjutkan dengan siswa selanjutnya</li> <li>• Jika dalam satu kelompok dapat melengkapi satu kalimat dengan grammar dan arti kata dengan benar maka akan mendapatkan point</li> </ul>	

<ul style="list-style-type: none"> <li>• Jika salah satu dari dua penebakan tersebut salah, maka akan dikurangi setengah 1 point dan akan bergantian dengan kelompok selanjutnya</li> </ul> <p>9. Guru akan melakukan akumulasi point</p> <p>10. Bagi siswa yang dengan akumulasi nilai kelompok tertinggi maka guru memberikan apresiasi diakhir</p> <p>Mengkomunikasikan</p> <p>11. Siswa menyampaikan hasil game secara lisan</p>	
<p>12. Guru menyampaikan kesimpulan pembelajaran</p> <p>13. Peserta mendapatkan umpan balik dari hasil pembelajaran</p> <p>14. Salam</p>	5 menit

## 2. Teknik penilaian

- d. Penilaian sikap : observasi/pengamatan
- e. Penilaian pengetahuan : bentuk soal essay
- f. Penilaian keterampilan : tes lisan

## Lampiran penilaian

### 6. Penilaian sikap

Penilaian observasi melalui pengamatan sikap dan perilaku peserta didik sehari-hari, baik dalam proses pembelajaran atau secara umum.

Pengamatan langsung dilakukan oleh guru. Berikut instrument penilaian sikap

No	Nama siswa	BS	JJ	TJ	DS	Jumlah skor	Skor sikap	Kode nilai
1								
2								

#### Keterangan:

- BS : bekerja sama
- JJ : jujur
- TJ : tanggung jawab
- DS : disiplin

## 7. Penilaian pengetahuan

No	Nama			
		Spelling	Meaning	Grammar

Keterangan:

- Spelling: 4: menggunakan ejaan yang benar  
 2: ada satu huruf yng hilang atau satu huruf tambahan  
 1: kesalahan penulisan lebih dari satu huruf  
 0: kata yang ditulis tidak sesuai dengan urutannya
- Meaning 3: makna yang digunakan sudah tepat  
 2: jawaban cukup dekat dengan makna sebenarnya  
 0: arti kata tidak tepat
- Grammar 3: tata Bahasa sudah benar  
 2: tata Bahasa benar tetapi pilihan akhiran salah  
 1: tata Bahasa

## 8. Penilaian keterampilan

No	Nama					
		5	4	3	2	1

- Keterangan: 5: kesalahan pelafalan kosakata sangat sedikit (1-4 kata) atau tidak melakukan kesalahan dalam satu paragraph  
 4: ada sedikit kesalahan pelafalan kosakata (5-9)  
 3: ada beberapa kesalahan pelafalan kosakata (10-14) dalam satu paragraph  
 2: beberapa dala pelafalan kosakata (15-18)  
 1: ada banyak kesalahan pelafalan kosa kata (lebih dari 18 kossa kata)

## 9. Pembelajaran remidi

## 10. Pedoman penilaian

5. Pronunciation = 5 skor, rentang 5 hingga 1 x 5  
 = 25
6. Spelling = 5 butir soal x 4 poin masing-masing  
 = 20

7. Meaning = 10 butir soal x 3 poin masing-masing  
= 30
8. Tata bahasa & kosakata = 5 butir soal x 5 poin masing-masing  
= 25

Total  
= 100

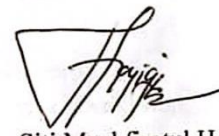
Jember, 6 November 2023

Guru pamong



Maulidatul Khasanah, S. Pd.

Mahasiswa



Siti Maghfirotul H



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## Appendix 8

## Vocabulary List

No	Subject = pelaku	Cara baca	Artinya
1	I	Ai	Saya
2	You	Yu	Kamu
3	They	Thei	Mereka
4	We	Wi	Kita
5	My family	Mai fem(ə)li	Keluargaku
6	He	Hi	Dia laki laki
7	My father	mai f T Hər	Ayahku
8	She	Shi	Dia Perempuan
9	My sister	Mai sister	Adik perempuan

No	Noun= kata benda	Cara baca	Artinya
1	Animal	enəməl	Binatang
2	Food	Fud	Makanan
3	A cup of coffee	e kap əv kôfi	Secangkir kopi
4	Breakfast	brekfəst	Sarapan
5	Dishes	Dishes	Piring kotor
6	History book	his təri buk	Buku
7	Flower	flou(ə)r	Bunga
8	Television	'telə ,viZHən	Tv
9	Bed	Bed	Kasur
10	House	Haous	rumah

No	Verb= kata kerja	Cara baca	Artinya
1	Feed	Fid	Memberi makan
2	Prepare	prə'per	menyiapkan
3	Clean	Klin	Membersihkan
4	Wash	Wosh	Mencuci
5	Take care	Teik ker	Merawat
6	Read	Rid	Membaca
7	Buy	Bay	Membeli
8	Watch	WäCH	Menonton
9	Drink	Dringk	Meminum
10	Help	Help	Membantu
11	Get up	Get ap	Bangun pagi



12	Make	Meik	Merapikan
13	Exercise	eksər, saiz	Olahraga
14	Eat	It	Makan

No	Adverb	Cara baca	Artinya
1	Regularly	regyələrlı	Secara teratur
2	Everyday, every afternoon, every morning, every weekend	evridei, evri morning, evri aftərnun, evri wik end	Setiap hari, setiap sore, setiap akhir pekan
3	Often	of tən	Sering
4	Never	nevər	Tidak pernah
5	Always	ol weiz	Selalu
6	Usually	yus shuli	Biasanya
7	Early	ərli	Awal



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## Appendix 9

## Riddle Game Media




## Pronunciation

- They feed the animals everyday
- Ari never washes dishes
- She prepares food for animal every morning
- My father often buys the flower for my mother
- I often read a history book
- He takes care of the animals everyday
- She washes the animal everyday
- He always watches television regularly
- He drinks cup of coffee every afternoon
- My brother and I always get up early
- My father and I always clean the house
- We exercise every weekend
- We usually make the bed
- She helps mother to prepare the breakfast
- My family always eat the breakfast together

Grammar, meaning, spelling

		
<p>They ..... The animals everyday Artinya: mereka ..... Binatang .....</p>	<p>Ari never ..... dishes Artinya: andi tidak pernah ....., .....</p>	<p>She ..... food for animal every morning Artinya: ....., ....., makanan untuk Binatang setiap pagi</p>
		
<p>My father often ..... the flower for my mother Artinya: ..... Sering ..... bunga untuk ibuku</p>	<p>I often ..... a history book Artinya: saya ....., ....., buku Sejarah</p>	<p>He ..... of animal everyday Artinya: dia ..... Binatang .....</p>
		
<p>She ..... The animal everyday Artinya: dia ....., ....., setiap hari</p>	<p>He always ..... Regularly Artinya: ..... selalu ..... secara rutin</p>	<p>He ..... A cup of coffee every afternoon Artinya: dia ....., ..... setiap sore</p>

 <p>My brother and I always ..... aerly</p> <p>Artinya: aku dan kakakku selalu ....., .....</p>	 <p>My father and I ..... the house</p> <p>Artinya: aku dan ayahku ....., ....., rumah .....</p>	 <p>We ..... Together every weekend</p> <p>Artinya: kita ..... Bersama .....</p>
 <p>We usually ..... The bed</p> <p>Artinya: kita ....., ..... tempat tidur</p>	 <p>She ..... mother the prepares the breakfast Artinya: dia..... Ibu untuk menyiapkan .....</p>	 <p>My family always ..... breakfast together Artinya: ....., selalu ..... sarapan bersama</p>

## Appendix 10

## Assessed Quality

Assessed quality	Score	Description
Pronunciation	5	There is very little mistake (1-4 words) or no mistake at all in pronunciation in one paragraph
	4	There is little mistake in pronunciation (5-9 words)
	3	There are few mistakes in pronunciation (10-14 words) in one paragraph
	2	There are some mistakes in pronunciation words (15-18)
	1	There are many mistakes in pronunciation words more than 18 words
Meaning	3	The meaning of word is appropriate
	1	The answer is closed enough to the actual meaning
	0	The meaning of word is inappropriate
Spelling	4	Using correct spelling
	2	There is one missing letter or one additional letter
	1	Error in writing more than one letter
	0	The written word is not appropriate with the order
Grammar	3	Grammar is correct
	1	Grammar is correct but the choice of suffix is incorrect
	0	Grammar is incorrect
Vocabulary	2	Vocabulary is suitable with the picture
	0	The word is not suitable with the picture
Speaking	Pronunciation	Score x maximum score = 25
Translating words	Meaning (10 items)	Score x correct answer = 30
Filling in the gaps	Grammar (5 items)	Score x correct answer = 25
Writing English words	Spelling (5 items)	Score x correct answer = 20
Total score		100

## Appendix 11

**Kisi-kisi instrument student vocabulary pre-test and post test**

Mata Pelajaran : Bahasa Inggris

waktu/sesi 1 : 1,5 menit

Kelas/semester : VIII/2


waktu sesi : 2 x 45 menit

Penyusun kisi-kisi : siti maghfirotul haqiqi

jumlah soal : 15

No	Kompetensi dasar	Kelas/smt	Materi	Indicator student vocabulary	Indicator soal	Bentuk test	No soal
1	3.7 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple present	VIII/2	Simple present tense	Pronunciation	disajikan text berisi habitual action dalam bentuk simple present tense, siswa melafalkan kosakata yang terdapat dalam satu paragraph	Oral test	

	tense)						
	4.7 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ndakan/kegiatan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks	VIII/2	Simple present tense	Meaning	<ul style="list-style-type: none"> <li>- Disajikan sebuah kalimat dengan dua kata yang bergaris bawah, siswa menuliskan arti yang tepat untuk kata yang bergaris bawah a. My family b. Breakfast</li> <li>- (Disajikan sebuah kalimat dengan dua kata yang bergaris bawah. siswa menuliskan arti kata yang tepat) a. We b. Exercise</li> <li>- Disajikan sebuah kalimat yang dengan dua kata yang bergaris bawah, siswa menuliskan arti kata yang tepat a. Buys b. Flower</li> <li>- Disajikan sebuah kalimat denan dua kata bergaris dua siswa menuliskan arti kata tersebut a. Help b. She</li> <li>- Disajikan sebuah kalimat dengan dua kata bergaris dua siswa menuliskan arti kata tersebut a. usually b. The bed</li> </ul>	Essay	1-5
				Grammar	<ul style="list-style-type: none"> <li>- Disajikan sebuah kalimat simple present tense siswa melengkapi kalimat yang rumpang dengan kosakata beserta grammar yang</li> </ul>		6-10

					<p>tepat</p> <p>a. Feed</p> <p>b. Washes</p> <p>c. Prepares</p> <p>d. Takes care of</p> <p>e. Get up</p>		
				Spelling	<p>- Disajikan satu kata berbahasa Indonesia, siswa menuliskan kosakata tersebut dalam bentuk bahasa Inggris.</p> <p>a. Kopi</p> <p>b. Selalu</p> <p>c. Buku sejarah</p> <p>d. Membersihkan</p> <p>e. Mencuci</p>		11-15

### Penilaian

Aspek penilaian	Bobot
Pronunciation	5 score, 5 to 1 range x 5 = 25
Meaning	10 items x 3 points each = 30
Spelling	Spelling points = 5 items x 4 each = 20
Grammar	= 5 items x 5 points each = 25
Total	100 point



## Appendix 12

## Post-test Question Cycle 1

## A. WRITE THE MEANING OF THE UNDERLINE WORDS

1. My family always eat breakfast together.

a. My family:

b. Breakfast:

2. We never forget to do exercise.

a. We:

b. Exercise:

3. My father often buy flower for my mother.

a. Buys:

b. Flower:

4. She helps mother to prepare the breakfast.

a. She:

b. Helps:

5. We usually make the bed.

a. Usually:

b. The bed:

## B. COMPLETE THE SENTENCE WITH THE CORRECT WORD

1. They ..... the animal everyday



2. Andi never ..... dishes



3. She ..... food for the animal.



4. He ..... of animal everyday



5. My brother and I always ..... early



C. WRITE THE WORD BELOW IN ENGLISH

1. Kopi:

2. Selalu:

3. Buku Sejarah:

4. Membersihkan

5. Mencuci:

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Key answer:

Point A

1. Keluargaku

Sarapan

2. Kami, kita

Olahraga

3. Membeli

Bunga

4. Dia Perempuan

Membantu

5. Biasanya

Kasur, tempat tidur

point B

1. Feed, give food

2. Washes

3. Prepares, feeds

4. Takes care

5. Get up

Point C

1. Coffee

2. Always

3. History book

4. Clean

5. Wash



## Appendix 13

## Post-test Question Cycle 2

## D. WRITE THE MEANING OF THE UNDERLINE WORDS

6. My father always eat breakfast together.

c. My father:

d. Breakfast:

7. They never forget to do exercise.

c. They:

d. Exercise:

8. My father often buy flower for my mother.

c. Buys:

d. Flower:

9. She helps mother to prepare the breakfast.

c. She:

d. Helps:

10. We usually make the bed.

c. Usually:

d. The bed:

## E. COMPLETE THE SENTENCE WITH THE CORRECT WORD

6. She ..... food for animal every morning



7. I often ..... a history book



8. He ..... of animal everyday



9. He always ..... ragularly



10. My brother and I always ..... early



F. WRITE THE WORD BELOW IN ENGLISH

6. Bunga:

7. Selalu:

8. Rumah:

9. Menyiapkan:

10. Mencuci:

## Appendix 14

**The Researcher Field Note**

## CYCLE 1

## First Meeting

Date : 6<sup>th</sup> November 2023

The researcher started the class with greetings, then prayed together, and checked the presence of students. Then the researcher explained to the students that they would do a pronunciation test. The researcher showed the reading text in front of the class.

*T: "You will read this one by one based on your attendances list"*

*S: " miss gabisa miss"*

The researcher explained that they could read the text according to their knowledge. The researcher called the students one by one, one of the students came forward and saying "*miss saya gabisa bacanya*" The researcher said! "*you can read this text sebisanya kamu*". There were students who immediately read the text but only a few vocabulary words the student said "*bener miss, susah miss saya gabisa*". The researcher also said "*try it first, ayok di coba dulu sebisanya*". There was students who had come forward to see the text, then said "*miss, jangan saya dulu wes, saya nanti aja*" next the researcher said to all students, "*students listen to me, biar gaada yang ngomong gabisa lagi, saya jelaskan sekali kali baca sepengetahuan kalian saja. saya tidak akan menyalahkan kalian*". Then a student answered "*cobak miss di kasih contoh dulu baru kita bisa baca*". The researcher said "*okay, then I will give you an example of how to read this text but you read first, baca dulu baru nanti saya kasih contoh*". When the students read the text, the researcher found many mistakes in the pronunciation of vocabulary, some students even made mistakes more than 19 vocabulary. The researcher only found 4 out of 23 children who made pronunciation mistakes around 5-9 vocabulary.

### Second Meeting

Date : 7<sup>th</sup> November 2023

The researcher started the class with greeting, then prayed together, and checked the

presence of students. During the pre-test, some of the students asked the meaning of the vocabulary written in the questions.

S1 : *“miss breikfest apa miss artinya”*

S2: *“ miss helep miss, apa?”*

S3 : *“susah ini miss tidak tau bahasa inggrisnya”*

T : *“sudah diam semuanya, kerjakan sebisa kalian”*

In addition, students asked about the clarity of the activity shown in the picture written in point B. Then, the researcher explained the picture in Indonesian. However, the students did not know the meaning of the activity in English. There was a student who asked about the word *“mencuci”* in English and the teacher gave the answer, but the student made mistakes in writing especially in spelling. When the time was less than 10 minutes, the researcher asked the students whether they had finished the test or not. Some of them answered *“belum miss, sulit ini miss”*. The researcher asked the students to collect the test results when the time was up.

### Third Meeting

Date : 6<sup>th</sup> November 2023

The researcher started the lesson by saying greetings, invited the students to pray together, and checked the students' attendance list. Then, the researcher gave an apperception

T : *anak-anak hari ini kita membahas materi simple present tense, do you know what is simple present tense? ada yang tau apasi simple present tense itu apa?*

The students were silent, then the teacher pointed to a student who turned to his friend at the back.

T : *Fatan, kira-kira kegiatan apa yang sering kamu lakukan sepulang sekolah?*

S : *main game sama teman*

T : *kalau ayang lain gimana, kegiatan apa yang biasa kalian lakukan sepulang sekolah*

S2 : *saya tidur siang miss*

S3 : *saya liat tiktok miss*

After that, the researcher gives appreciation to students

T: okay, today we are going to discuss about simple present tense material yaitu tense yang di gunakan untuk menyatakan kegiatan sehari-hari yang dilakukan kedalam bahasa inggris. The researcher distributed the vocabulary list to the students.

After ensuring that the students got the vocabulary list, the researcher displayed two pictures and showed them one by one. Then, the researcher asked them to look at their vocabulary list and the researcher asked them to give one English sentence which related to the pictures.

S : *"i rid book"*

T "Afan, please repeat after me, *"i rid buk "*. When the researcher asked about another picture one of the students raised his hand and answered

S : *"i fed de a-ni-mal"*.

T : *ai it's not i, 'ai fi:d θi'ænəməl"*. The researcher explained to the student as well as to the other students that in the picture there are two children, one boy and one girl. The boy is feeding the horse and goat while the girl is feeding the rabbit so the used of the word "I" is not allowed to be the



subject of the sentence. Then the correct subject used "they or we". The researcher said the sentence "They feed the animal or we feed the animal". Next, the researcher asked the students to come forward to write those sentences without the vocabulary list

*S : bawak lembaran ini ya miss*

*T : no, gausah di bawa , coba dilihat baik-baik terus maju kedepan*

*S : gamau miss, gabisa saya miss. bawa aja ya miss*

*S : okey, gapapa*

After giving an appreciation to the students. The researcher explained the definition of the simple present tense. The researcher asked the students to corrected the sentences previously written by their friends to make sure that all of the students understand the material presented. The students realized that the sentences previously written by their friends did not contain the adverbs of frequency. The researcher asked the students to complete the sentence with the appropriate adverb of frequency.

At the Associating stage, the researcher divided the students into four groups, then gave asheet of paper containing the pictures, as well as a random vocabulary in a container for each group. The researcher invited students to play a riddle game as an example of a game that would be used in the next meeting. The researcher chose 1 group to play a riddle game.

*S : mis nanti kalau tidak bisa dibantuin kan miss*

*T : iya dibantuin, dicoba dulu*

Students start working on the cards given by the researcher.

*S : ate miss*

*T : iya benar tapi bacanya it ya*

The student guesses correctly but the student is still not sure about the pronunciation in English, then continues with the next picture until finished. After the picture has been guessed, the group discusses the results of their vocabulary acquisition and then forms a completed sentence. As a result, of the 3 sentences shared, only one can be arranged correctly. The researcher wrote the students pronunciation whose

pronunciation were not quite right regarding the vocabulary used, including the pronunciation of and then gave feedback the researcher found that the students were still confused in matching the subject according to the verb with the correct grammar. Because there was not enough time, the researcher continued the next meeting by explaining to the students that they would continue the game and students were asked to study the vocabulary on the sheet and also learn about correct grammar.

#### Fourth Meeting

Date : 7<sup>th</sup> November 2023

The researcher started by praying together, checked the list of the student attendance. Then, the researcher entered into the main activity. The researcher wrote one sentence that was not quite right from previous meeting to be discuss with the class, the sentence was written "my father every morning buys flowers for my mother".

T : attention please ! look at this sentence, *menurut kalian susunan kalimat ini benar atau tidak?*

S : *belum miss.*

T : Great! Then could one of you be given me the correct sentence?

S : saya miss, every morning nya *dibelakang sendiri setelah* my mother!

The researcher gave an appreciation to the student, then explained about the placement of adverb of frequency. The researcher wrote one more sentence that said "I prepares food for animal every day". The researcher asked the students to correct the sentence. Some students answered correctly and some were hesitant to answer. The researcher reexplained the use of grammar s/es in the simple present tense. After that the researcher asked again and all students answered simultaneously with the correct answer. After reviewing the material, the researcher moved to asking question stage.

T : have you all understand about this material?

S : paham miss

The researcher asked the students to join their respective groups. During the game the researcher saw that there was a group that had set a strategy to win the riddle game in the first session, moreover the other groups couldn't wait to start the game. The researcher monitored each group. The researcher found that the students were not ashamed to ask their friends how to pronounce the vocabulary appropriately, all the group members were active in listening to their friends, focused on correcting the pronunciation of their group mates, and did not hesitate to scold their friends who have been corrected many times but they were still difficulted to pronounce, the referee could also learned from the group members who lead by her/him. The researcher would immediately provide feedback to the group being monitored. and asked the group members to follow along with. The researcher asked the referee the number of cards completed by each group, and some vocabulary words whose pronunciation was still incorrect were written by the referee. After getting a note of the words that were still not properly pronounced, the researcher gave feedback in the form of pronunciation of vocabulary that was followed by all students. The researcher announced the winner of the initial session, and provided information on activities at the next meeting

Fifth Meeting

Date : 13<sup>th</sup> November 2023

The researcher started by praying together, checked the student attendance list. The researcher asked the students to pay attention to the pictures that had been prepared by the researcher, then the researcher wrote a hollow sentence on the blackboard "Sofi ..... mother to prepare the breakfast." The researcher also wrote down the meaning of the word "mother", "prepared" and left out the meaning of the empty word and the word "breakfast".

T : “look at ur vocabulary, then guess *kosakata apa yang tepat untuk melengkapi kalimat ini*”

S : *masak miss*

T : If you look at the picture maybe cooks is make sense, but *jika disatukan dalam satu kalimat ini* is incorrect, is there one of you give me the correct vocabulary?

S : help miss *pakai (s)*

The researcher gave her appreciation. The researcher found that the male students seemed to be silent a lot, they looked unenthusiastic, they looked tired and lethargic. They seemed not interested in listening to the teacher's explanation of grammar. But, when the researcher asked the students to guess the meaning of the word “help” all the students answer correctly, then the researcher asked again the meaning of the word breakfast, and some of them answered quickly and correctly. They asked the researcher to start the game immediately. In this second session the referee was calmer because the rules of the game had been informed by the researcher before the game started. the researcher monitored each group about 10 minutes.

The researcher found that the students of the group 1 tended to look well prepared, the players in this group read the overlapping text and showed it to their group mates then said the answered and then asked for approval from their group mates. The members of this group simultaneously paid attention when their friends wrote the word to make sure their friends answered correctly. Within five minutes the researcher found that the group 1 had difficulty to guess the word “takes care”, even though they had to argue with their friends they finally remembered the meaning of the word. The researcher also found that they mistooked "makan" with "makanan" in English to mean "food". when the researcher directly gave feedback that "makan" with 'makanan' was clearly different, and gave a hint in the form of an initial letter which meant "eat". and one of them managed to guess correctly. Group 1 successfully completed fifteen cards

but there was misspelling “hleps” with two grammar mistakes (watch)(es), prepare (s).

In the group 4, the researcher found that this group had sufficient preparation, although not as well as the preparation of the group 1, the researcher saw the enthusiasm of the group 4 tried to maintain their pawn position, and worked together to give the right answered. They knew the meaning of some of the vocabulary in one sentence because looked at the picture. They could be guessed the vocabulary to complete the sentences in the cards they held. However, they were still guessing in their memory the English language of the word. So, in this group, the researcher allowed them to change the card which was hard to guess, if the card was taken twice and they couldn't guess the word then the researcher gave them the clue to the first letter of the correct vocabulary to fill in the card they were holding. While monitored this group, the researcher found several things that made it difficult for them, namely they tended to be less careful in writing grammar, the researcher also noted some difficult vocabulary for group 4 included help, watches, and eat. Grub four successfully cleared ten out of fifteen cards. There was misspelling “fed” and three incorrect grammar buy(s), prepare (s), and drink (s).

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Sixth Meeting

Date : 14<sup>th</sup> November 2023

The researcher started the class, then informed the students about the post-test that was held. The researcher found that students scrambled to read the text so that they could finish it quickly

Seven Meeting

Date : 20<sup>th</sup> November 2023

The researcher started the class, the researcher distributed essay questions to the students. The students worked on the questions calmly, no one asked to the researcher. They even collected the answered before the bell rang.

## CYCLE 2

### First meeting

Date : 5 December 2023

The researcher started the class with greetings, then prayed together, and checked the presence of students. Then the researcher explained to the students that they would do a pronunciation, spelling, meaning, and grammar. The researcher showed the reading text in front of the class.

*T: "You will read this one by one based on your attendances list"*

*S: " yes miss"*

Some students still have errors in pronunciation such as he, cup, washes, buy and care. After carrying out the pronunciation test, the researcher carried out a pre-test on spelling, meaning and grammar by giving essay questions. There are some students who are still having difficulty and ask the teacher question like " miss boleh tanya arti yang lupa" researcher provide help to students by answering several difficulties. In the first stage the researcher conducted a pre-test and ended the learning.

### Second meeting

Date : 12 December 2023

The researcher started by praying together, checked the list of the student attendance. Then, the researcher entered into the main activity. The researcher divided them into two groups, namely groups consisting of male and female students, by giving instructions to several students to help each other if there were students who still had difficulty understanding the material.

The researcher played the game by starting with the first group. Some students started working on each other and exchanging ideas.

*S: ini kan ada yang kosong, cara cari biar cocok gimana?*

*SS: kalau di atas ada gambarnya jadi tinggal sesuaikan, nah ini tinggal di cari artinya*

*S: miss kalau ada yang lupa boleh ya liat artinya*

T: iya, boleh tapi syaratnya hanya boleh liat 3 kali

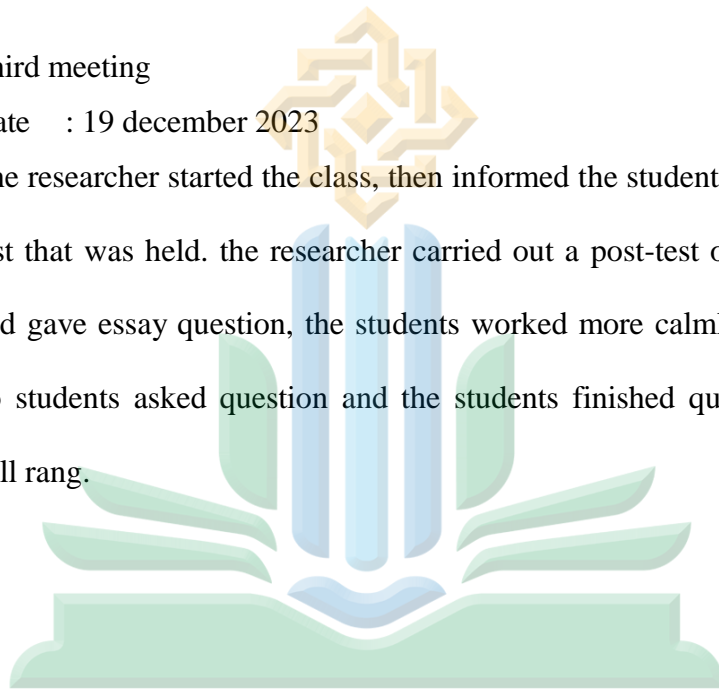
S: iya miss

. In the second group, there is an interesting strategy, students who have not met the minimum passing score are given example in the form of speaking practice with their communication partners so that students who do not yet understand can understand where their mistakes are.

Third meeting

Date : 19 december 2023

The researcher started the class, then informed the students about the post-test that was held. the researcher carried out a post-test on pronunciation and gave essay question, the students worked more calmly and carefully, no students asked question and the students finished quickly before the bell rang.



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## Appendix 15

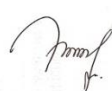


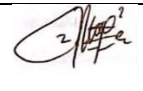
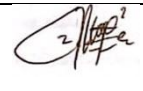

**RESEARCH JOURNAL**

Name : Siti Maghfirotul Haqiqi

Students number : T20196051

Tittle : The Use of Riddle Game to Improve Student Vocabulary  
in Learning English at the Eighth Grade of Al Bukhori Junior High School

Location : SMP Al Bukhori

No	Day/date	Activity	Signature
1	Monday, 30 oktober 2023	The researcher confirm the research permission	
2	Moday, 13 november 2023	The researcher interview with english teacher	
3	Saturday, 18 november 2023	The researcher confirm with eight grade students of SMP Al Bukhori	
4	Monday, 20 november 2023	Observe the classroom activity in teaching of SMP Al Bukhori (CYCLE 1)	
5	Monday, 4 desember 2023	Observe the classroom activity in teaching of SMP Al Bukhori (CYCLE 2)	
6	Tuesday, 19 desember 2023	The researcher asking the letter of research finishing	

Jember, 20 Maret 2024

Kepala Sekolah



**Ita Rismawati, M. Pd**  
NIP. -



Appendix 16

Documentation



The researcher interviewed with students



The researcher interviewed with english teacher



The resaercher did the pre-test cycle 1



The researcher did the pre-test cycle 1



The students arranged the word in cycle 1



the students did the post-test cycle 1



The students did the post-test cycle 1



The researcher monitored the students  
students played riddle game



the researcher researcher monitored the



The students did the post-test cycle 2



the students did post-test cycle 2



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## Appendix 17

**AUTOBIOGRAPHY**

Name : Siti Maghfirotul Haqiqi

Place, date of birth : Jember, 16 June 2000

Address : Tanjungrejo Wuluhan Jember

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Educational Background :

1. SDN Tanjungrejo 02 (2006-2012)

2. MTS Nahdlatuth Thalabah (2012-2015)

3. MA Nahdlatuth Thalabah (2015-2018)

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