IMPROVING STUDENTS' VOCABULARY BY USING MIXED-UP RIDDLES GAME AT THE SECOND GRADE OF MTS DDI KABALLANGANG KAB. PINRANG

By

PURNAMASARI
Reg. Num. 14.1300.076

ENGLISH PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2019

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

IMPROVING STUDENTS' VOCABULARY BY USING MIXED-UP RIDDLES GAME AT THE SECOND GRADE OF MTS DDI KABALLANGANG KAB. PINRANG

By

PURNAMASARI

Reg. Num. 14.1300.076

Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial Fulfilment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.)

ENGLISH PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2019

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

IMPROVING STUDENTS' VOCABULARY BY USING MIXED-UP RIDDLES GAME AT THE SECOND GRADE OF MTS DDI KABALLANGANG KAB. PINRANG

Skripsi

As Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.)

English Program

Submitted by

PURNAMASARI
Reg. Num. 14.1300.076

to

ENGLISH PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2019

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Approved by

Dean of Tarbiyah Faculty

Dr. H. Saepuddin, S.Ag., M.Pd.

Nip. 19721216 199903 1 001

Has been legalized by

Consultants

Consultant	: Drs. Syarifuddin Tjali, M.Ag.	(.....)
Nip	: 19531115 198503 1 002	
Co- Consultant	: Dra. Hj. Nanning, M.Pd.	(.....)
Nip	: 19680523 200003 2 005	

Approved by

Dean of Tarbiyah Faculty

Dr. H. Saepuddin, S.Ag., M.Pd.

Nip. 19721216 199903 1 001

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

IMPROVING STUDENTS' VOCABULARY BY USING MIXED-UP RIDDLES GAME AT THE SECOND GRADE OF MTS DDI KABALLANGANG KAB. PINRANG

Submitted by

PURNAMASARI
Reg. Num.14.1300.076

Had been examined of January 28th, 2019 and had been declared that it had fulfilled the requirements

Approved by
Consultant Commissions

Consultant	: Drs. Syarifuddin Tjali, M.Ag.	(.....)
NIP	: 19531115 198503 1 002	
Co-Consultant	: Dra. Hj. Nanning, M.Pd.	(.....)
NIP	: 19680523 200003 2 005	

State Islamic Institute of Parepare
Rector

Dr. Ahmad Sultra Rustan, M.Si.
Nip. 19640427 198703 1 002

Dean of Tarbiyah Faculty

Dr. H. Saepudin, S.Ag., M.Pd.
Nip. 19721216 199903 1 001

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

ENDORSEMENT OF EXAMINER COMMISSIONS

The Title of Skripsi	:	Improving Students' Vocabulary by Using Mixed-up Riddle Game at the Second Grade of MTS DDI Kaballangang.
Name of the Student	:	Purnamasari
Student Reg. Number	:	14.1300.076
Faculty	:	Tarbiyah
Study Program	:	English
By Virtue of Consultant Degree	:	SK Ketua Jurusan Tarbiyah dan Adab No. Sti.08/PP.00.9/2707/2017
Date of Approval	:	January 28th, 2019

Approved by Examiner Commissions

Drs. Syarifuddin Tjali, M.Ag.	(Chairman)	(.....)
Dra. Hj. Nanning, M.Pd.	(Secretary)	(.....)
Drs. Ismail Latif, M.M.	(Member)	(.....)
Hj. Nurhamdah, S.Ag., M.Pd.	(Member)	(.....)

Cognizant of:

State Islamic Institute of Parepare

Rector

Dr. Ahmad Sultra Rustan, M.Si.

Nip. 19640427 198703 1 002

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

In the name of Allah, The Beneficent and The Merciful

Alhamdulillahirabbil alamin, the writer would like to express her gratitude to the God Allah SWT to be the one transcendent creator, lord and master of all that it, who has given the writer good health, blessing, mercy and finish the skripsi. Salawat and salam to the prophet Muhammad SAW peace be upon him. Who has guided us from uneducated person to be educated person.

The researcher wants to thank a lot to all people who have supported and helped her. She realizes that without their support and help, she could not be able to finish this "Skripsi". So In this opportunity, the writer would like to express especially thanks to her beloved parents and family who have given endless love, advice, support and pray to God for writer's success.

Her high appreciation and profusely sincere thanks are due to Drs. Syarifuddin Tjali, M.Ag as the first consultant and Dra. Hj. Nanning, M.Pd as the second consultant who have patiently guided and given their construction suggestion, motivated and corrected to the writer for finishing this skripsi.

The writer also would like to express deepest and great thanks to:

1. Rector of State Islamic Institute (IAIN) Parepare, Dr. Ahmad Sultra Rustan, M.Si. and his stafts for their help and motivation during she finished her study.
2. Dr. H. Saepudin, S.Ag., M.Pd. as the Dean of Tarbiyah Faculty of State Islamic Institute (IAIN) Parepare who has given the researcher a guideline in finish this skripsi.

PAREPARE
CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

3. Mujahidah, M.Pd, as the chairman of English Program for the fabulous serving to the students.
4. All lecturers of English Program who have already taught the researcher during her study in IAIN Parepare.
5. H. Sulaiman, S.pd.I as the headmaster of MTS DDI Kaballangang who has allowed the researcher to conduct and observe the research at the school.
6. Suwati, S.pd as the English Teacher of MTS DDI Kaballangan who has given the researcher advices and change in teaching and doing the research.
7. The researcher wants to give her sincerest gratitude to her beloved parents, Herman and Saribulan for their supporting and always pray for her until the Degree of Strata-I (S1), and her beloved sister Rafiqah Tulwaqiah and beloved brothers Ahmad Tarmizi and Ahmad Hisyam who have given her strengths and motivation to pass this study.
9. Her best friends : Rasdiana, Mutmainnah, Kiki Rezki Ananda, Nelda.K, Siti sri Cahyani and Rahmawati who always accompanied her and always give their support and courage as well as their helping for finishing this research.
10. Her other best friends in Elbrus Family: Nurlaelah, Purnamasari , Risnah, Nasrah Siti Lestari, Hariani, Nurfitri, Siti Sri Cahyani, Hajirah. and Hasanah Camp: Hardiana, Muzdalifah, Era Dahlan, Nurcahaya, Nursyamsinar, Nur Ana Razak, Ayu Andira, and Hariani Thalib. who have pushed her to finish the research.
11. Her friends in English Department Tarbiyah Faculty 2014 and LIBAM. Thanks for giving support and sharing their time and being good friends.
12. All people who have given their help in writing this “Skripsi” that the researcher could not mention it one by one.

PAREPARE
CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

The writer realize that this “Skripsi” is still far from being perfect, criticism and suggestion would be acceptable make it better.

Parepare, June 17th 2019

The Writer

PURNAMASARI
14.1300.076

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

The researcher who signed the declaration below:

Name : Purnamasari

Student Reg. Number : 14.1300.076

Study Program : English

Faculty : Tarbiyah

Tittle of Skripsi : Improving Students' Vocabulary by Using Mixed-up Riddle Game at the Second Grade of MTS DDI Kaballangang.

State that this skripsi is her own writing and if can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, 11th January 2019

The Researcher

Purnamasari

14.1300.076

PAREPARE

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

ABSTRACT

Purnamasari. *Improving Students' Vocabulary by Using Mixed-up Riddle Game at the Second Grade of MTS DDI Kaballangang, English Program of Tarbiyah Department, State Islamic Institute (IAIN) Parepare* (Supervised by Syarifuddin Tjali and Nanning).

The purpose of this research was positively to find out whether applying mixed-up riddle game to improve students' vocabulary skill at the second grade in MTS DDI Kaballangang. The results of this research, the benefit for the teacher and students. The teacher will be conscious that it is important to apply the game in teaching. The students can enjoy the lesson so they can be easier to memorize the vocabulary.

The subject of this research is VII MTS 1 class which is consisted of 17 students. The sample was taken by using purpose sampling. The design in this research was pre-experimental with pre-test and post-test design. The student did the pre-test, got the treatment and did the post-test. It aimed to know whether applying two stay two stray learning model by using picture series can improve students' speaking skill.

The result in this research was indicated that the improvement of the students' vocabulary mastery. It was indicated by the students' mean score of post-test (73) was greater than pre-test (47.53). Even, for the level significant (p) 5% and df = 26, and the value of table is 1.746, while the value of t-test is 10.43. It means that the t-test value is greater than t-table ($6.71 \geq 1.746$). Thus, it can be concluded that the students' vocabulary mastery is significantly better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Keywords: Vocabulary, Mixed-up riddle game.

PAREPARE

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

TABLE OF CONTENTS

PAGE OF TITTLE

SUBMITTED PAGE. ii

APPROVAL OF CONSULTANT COMMISIONS. iii

ENDORSEMENT OF CONSULTANT COMMISIONS..... iv

ACKNOWLEDGEMENTS. v

ABSTRACT. viii

TABLE OF CONTENTS. ix

LIST OF TABLES. xi

LIST OF FIGURES. xii

LIST OF APPENDICES. xiii

CHAPTER I: INTRODUCTION

1.1 Background..... 1

1.2 Problem Statement..... 3

1.3 Objective of the Research..... 3

1.4 Significance of the Research. 3

CHAPTER II: REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas..... 5

2.1.1 The Concepts Vocabulary. 5

2.1.2 The Concepts Game 12

2.1.3 The Concept of Riddle 12

2.1.4 The Concept of Mixed-up Riddle Game..... 15

2.2 Previous Research Findings. 17

2.3 Conceptual Framework. 18

PAREPARE

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

2.4 Hypothesis. 19

2.5 Variable and Operational Definition of the Research. 19

CHAPTER III: RESEARCH METHOD

3.1 Research Design. 20

3.2 Location and Duration of the Research. 20

3.3 Population and Sample. 21

3.4 The Instrument and Process of Collecting Data. 21

3.5 Technique of Data Analysis. 24

CHAPTER IV: FINDING AND DISCUSSION

4.1 Findings. 26

4.2 Discussion. 39

CHAPTER V: CONCLUSION AND SUGGESTION

5.1 Conclusions. 45

5.2 Suggestion. 46

BIBLIOGRAPHY. 47

APPENDICES. 48

PAREPARE

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

LIST OF TABLES

Number of Tables	Tittle of Tables	Pages
3.1	The Total Students of the Second Year at MTS DDI Kaballangang	21 23
3.2	The Classification Students' Score	27
4.1	The Students' vocabulary in pre-test	27
4.2	The rate percentage of the frequency of the pre-test	30
4.3	The students' vocabulary score in post-test	30
4.4	The rate percentage of the frequency of the post-test	33
4.5	The mean score and standard deviation of pre-test and post-test	
4.6	The rate percentage of the frequency of the pre-test and post-test	33
4.7	The worksheet of the calculation the score in pre-test and post-test of the students' vocabulary	34 37
4.8	The test of significant	37
4.9	Normality Test	38

PAREPARE

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

LIST OF FIGURES

Number of Figures	Tittle of Figures	Pages
2.1	The Conceptual Framework of the Research	18
2.2	The Formula of the Research Design	20

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

LIST OF APPENDICES

Number of Appendices	Tittle of Appendices	Pages
1	Lesson Plan	49
2	Instrument of the Pre-Test and Post-Test	53
3	Instrument of the Pre-Test and Post-Test	54
4	Distribution of T-Table	55
5	Value of Chi Kuadrat	56
	Documentation	57

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

CHAPTER I

I INTRODUCTION

1.1 Background

Cross-country communication is a factor that shapes the world as we know it today. The spread and development of religion, science, and technology are highly dependent on this communication process. Therefore, there arises a need to be able to communicate and understand each other. This communication process should also be done by people from different countries for who use different languages. This need encourages an attempt to create a language that is understandable and used by everyone in the world.

English becomes the world's language because it is considered a relatively easy language to learn. Most of country in the world use English as their second or foreign language. For the reason, English become necessary for each country to develop some aspect such politic, education, technology etc.

Vocabulary represents one of most important skills necessary for teaching and learning English. It is the basic for the development of all the four skills: reading, listening, speaking and writing. Vocabulary is the set of words writing a language that are familiar to that person.[1] Based on the definition, it is the main tool for the students in learning English effectively. Indeed, students need to know more words as English learning acquisition. In fact, students find difficult to express their idea nether in speaking or writing because of lag of vocabulary.

Vocabulary should be taught. There are very strong reasons for a systematic and principled approach to vocabulary by both the teacher and the learners. First,

[1]Scott Thornbury, *How to Teach Vocabulary* (Harlow: Pearson Longman, 2002), p. 13.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

because of the considerable research on vocabulary have good information about what to do about vocabulary and about what vocabulary to focus on. This means that vocabulary work can be directed toward useful words can give learners practice in useful skills. Second, one of the aims is to show that there is a wide variety of ways for dealing with vocabulary in foreign or second language learning. The third reason for having a systematic and principled approach to vocabulary is that both learners and researchers see vocabulary without as being a very important, if not the most important, element in language learning.[2]

Indeed, people need words to be productive in language learning acquisition. When we want to get more information, we have to read more. Of course this reading activity will be not effective without enough vocabulary. Also when we want to speak, we need more words to express ideas.

Learning a language cannot be reduced, of course, to only, learning vocabulary, but it is also true that no matters how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way.[3] From the reason, the researcher conclude that students have to realize how important vocabulary for their English acquisition. Unfortunately, for some students, it becomes boring because it is synonymous with long memorization.

Nowadays, there is more freedom in choosing the methods to be used during English classes. Fun method will help teachers to change the perspective of students about the difficulty of learning vocabulary. Teacher may design vocabulary-centered

[2]I.S.P Nation, *Teaching & Learning Vocabulary* (Boston: Heinle & Heinle Publisher 1990), p.1.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

activities and games. Using game in teaching vocabulary can help students to memorize fun because teacher can invite them to do some activity that make them enjoy the lesson, so they will know new vocabulary without realizing it. Mixed up riddle is one of game witch is modified as good as possible so that it is recommended to be played with meaningful activity.

Based on the explanation above, the researcher decides to determine the tittle of her research "Improving Students' Vocabulary by Using Mixed-Up Riddles at the Second Grade of MTS DDI Kaballangang"

1.2 Problem Statement

In relation with the background above, the problem of the research can be stated as follow:

1.2.1 Is applying Mixed-Up Riddles game able to improve students' vocabulary at the Second Grade of MTS DDI Kaballangang?

1.3 Objective of the Research

The following are objectives of the research:

1.3.1 To find out is applying Mixed-Up Riddles game able to improve students' vocabulary at the Second Grade of MTS DDI Kaballangang.

1.4 Significance of the Research

The significance of the research is divided into two benefits for a theoretical and practical where benefits are as follow:

1.4.1 Theoretical benefit

1.4.1.1 The result of research can be used as an input in English teaching learning process especially in improving vocabulary mastery.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

1.4.1.2 The result of research can use to reference for the next researcher as a contribution of opinion that can be taken as references concerning in the same areas.

1.4.2 Practical benefit

1.4.2.1 The students are motivated in learning process vocabulary and interested to improve their vocabularies.

1.4.2.2 This study can be used by the teacher to provide the better technique or media teaching vocabulary in Junior high school.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

2.1.1 The Concept of Vocabulary

Exploring vocabulary is the primary selected one in learning English either as first language or a second language. Hence, comprehending completely of this one should be elicit for providing some defenition, they are:

2.1.1.1 The Definition of vocabulary

There are some definitions has found by researcher from several literatures. Based on Oxford learner's Pocket Dictionary vocabulary are: 1) All the word that a person knows or uses, 2) all the word in language, and 3) list of words with their meanings, especially in a book for learning a foreign language.[1]

According to Cambridge advanced Learner's Dictionary definitions of vocabulary are: 1) A wide/limited vocabulary. By the age of two a child will have a vocabulary of about two hundred words, 2) all the words which exist in a particular language or subject. Beside that vocabulary can be defined roughly, as the word we teach in the foreign language.[2]

According to Webster, vocabulary is the total number of word which makes up language, range of words to us by a person in a trade and profession, and book containing a list of words with their meaning.[3]

---

[1]Victoria Bull, *Oxford Learner's Pocket Dictionary Fourth* Edition (New York: Oxford University Press, 2011), p. 495.

[2]Penny Ur, *A Course in Language Teaching practice and Theory* (Cambrige, Cambrige University Press, 1996), p. 60.

[3]Webster, *The New International Webster's Comprehensive Dictionary of The English Language* (United Stated: Trident Press International, 2003), p.1407.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Based on definition above, the researcher conclude that vocabulay is list of words that can be defined in its own language. Vocabulary usually develops with age except in some cases. But it is different in foreign language because vocabulary develops with effort. Therefore, students have to make effort to master vocabulary because it is one of part of language witch has very important position in language learning acquisition.

2.1.1.2 Kinds of Vocabulary

Some experts divide vocabulary into two types: active and passive vocabulary. Harmer distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce.

Haycraft, quoted by Hatch and Brown indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

The first kind of vocabulary is receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing. The second type is productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore,

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.[4]

2.1.1.3 Types of Vocabulary

According to Gardener, vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured: how people use and store words and how they learn words and the relationship between words, phrases, categories of words and phrases.[5] From the reason, we know that vocabulary have some different types according to the function. There are 4 types of vocabulary, they are listening, speaking, reading and writing. The first two constitute spoken vocabulary and the last two, written vocabulary. Listening and speaking vocabularies will be the first step for Children to begin to acquire language many years before they start to build reading and writing vocabularies. Spoken language forms the basis for written language. Each type has a different purpose and, luckily, vocabulary development in one type facilitates growth in another.

2.1.1.3.1 Listening Vocabulary

Listening vocabulary refers to all the words can be recognized when listening to speech. Starting in the content, can perceive sound when their age is sixteen weeks. Moreover, babies keep on listening to various word when they are awake and thus someone grow up listening to different word. Most of people can identify and comprehend almost 50.000 words. Children who are deaf are exposed to visual

[4]Morfeh Alqahteni, "The Importance of Vocabulary in Language Learning and How to be Taught" vol. 3 no. 3 (2015), p. l. 25. http://www.iises.net/international-journal-of-teachingeducation/publication-detail-213 (Accessed May 5 2017).

[5]Josep Mukoroli, "Effective Vocabulary Teaching Strategies For The English For Academic Purposes Esl Classroom" SIT Graduate Institute/SIT Study Abroad (January 2011), p. 61.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

listening as they are exposed to sign language. But in this case, the number of words developed is far less than a normal child's secondary listening vocabulary.

2.1.1.3.2 Speaking Vocabulary

Speaking vocabulary refers to all the words can be used to speak. Our speaking vocabulary is relatively limited: Most adults use a mere 5,000 to 10,000 words for all their conversations and instructions. This number is much less than our listening vocabulary most likely due to ease of use.

2.1.1.3.3 Reading Vocabulary

Reading vocabulary refers to all the words can be recognized when reading a text. Reading is one of way to increase vocabulary because we can read and understand many words that we do not use in our speaking vocabulary. This is the 2nd largest vocabulary if you are a reader. If you are not a reader, you cannot "grow" your vocabulary.

2.1.1.3.4 Writing Vocabulary

The words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the words we can spell.[6]

2.1.1.4 Important of vocabulary

"Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." This is how the linguistic David Wilkins summed up the

[6]Judy K.," Montgomery's: The Bridge of Vocabulary: Evidence Based Activities for Academic Success (NCS Pearson Inc, 2007)". http://www.srsdeaf.org/Downloads/Bridge_of_Vocabulary.pdf\. (Accessed on May 5 2017), p. 1-2.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

importance of vocabulary learning. His view is echoed in this advice to students from a recent course book (Dellar H and Hocking D, *Innovation*, LTP): 'If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words!'[7]

Vocabulary is very important aspect to consider in learning a new language. As the definition of vocabulary it's the component of language witch cover four skills acquisition. A rich vocabulary makes the skills of listening, speaking, reading, and writing easier to perform." In other word, vocabulary is the key of communication either in oral nor verbal communication.

2.1.1.5 Approaches to vocabulary teaching

There have been so many explanations about the important of vocabulary. However, vocabulary teaching has not always been very responsive to such a problem. Therefore, most learners don't acknowledge the importance of vocabulary acquisition. Teacher actually should change students' perspective and motivation about learning vocabulary.

Before talking more about how to teach vocabulary, knowing some mistakes in teaching vocabulary is also important. A common error is the use of the vocabulary at the wrong level e.g "Be seated ladies and gentlemen" vs "sit" or possessing the wrong kind of vocabulary for one's needs, e.g academic instead of conversational English. Further problems may be using vocabulary in an unidiomatic way or even in a meaningless way (verbalism), or the use of an incorrect grammatical form, spelling

[7]Scott Thornbury, *How to Teach Vocabulary* (Malaysia: Blues Stone Press, 2007), p. 13.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

or pronunciation as well as the improper use of dictionary, the source of numerous mistakes.

There are two most common ways to teach vocabulary as follows:

2.1.1.5.1 Traditional approaches and technique

Teacher-centered approaches are divided into three main types: visual techniques, verbal techniques and translation.

2.1.1.5.2 Visual techniques

In teaching meaning of words, especially in elementary stage, we should try to establish a link between the word and the meaning by using one of the following means or techniques depending on the word to be taught: Realia, pictures and mime.[8]

This kind of technique sometimes needed as variety in teaching because it is interesting and makes an impression in the class. Besides, it also can be presented to deduct students' boredom in learning vocabulary with text. However, not all vocabularies can be presented in this way. There some aspects should be considered such clarity.

2.1.1.5.3 Translation

Teaching vocabulary by using translation, the teacher asks the students to translate the given words into their mother tongue. This strategy is very useful for the beginner earners.[9] This technique is actually considered as an effective way to convey the meaning. But, in the other hand, it will be dangerous if teacher overuse translation.

---

[8]Edward Spooner, *Interactive Student Centered Learning* (New York: Library of Congress Cataloging. 2015), p.17.

[9]Jeremy Harmer, "The Principle of English Language Teaching" (England: Pearson Longman 2008), p. 229

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

These techniques are relevant with learning activity which teacher as centered in the class. The items taught in the lesson are usually chosen by the teacher rather than the learners. Therefore, it is suitable for the beginner students but it also can be bored if teachers are not creative to modify the technique. One of solution is combining both techniques.

2.1.1.5.4 Student-Centre Learning technique

There are many kinds of technique that can be used to make students as learning center. The development of small groups who work together in solving problems not only improves motivation, in addition to increasing knowledge structures and the ability to stay on the right track. Learning is hard and the introduction of motivation when needed will make difference in achieving performance and learning. For example, a task or lesson that offers challenges that give students something to think about and immediate feedback from their peers as well as facilitator will act as a strong motivator and help maintain attention to the activity taking place.[10]

Using game in teaching is one of method to get students as center learning because they have a role as player. Teacher function in the class is as an instructor and also assessor. It means teacher will give more chance for the students to express themselves without losing of controlling them. So, it is not necessary to think that teacher is not doing his duty.

[10]Edward Spooner, *Interactive Student Centered Learning* (New York: Library of Congress Cataloging. 2015), p.27.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Distinctly, this method can help students to save vocabulary in their long memory. They will use vocabulary as natural as they get it. But certainly teacher should have more effort to apply this technique.

2.1.2 Concept of Game

According to Oxford Advanced learner's dictionary game is an activity or a sport with rules in which people or teams compete against each other.[11] From the definition, game is some activities should be done with roles and has someone or a group as a winner. Of course, it should be design as good as possible.

The other definition of game is an activity with rules, a goal and element of fun. There are two kinds of game they are competitive games and cooperative games. Competitive games in which players or teams race to be the first to reach the goal. Cooperative games, in which players or teams work together towards a common goal.[12]

Researcher concludes that game is activity which is played by players or teams to acquire particular skill with some role to reach the goal. Using game in teaching aimed to get students interest and attention in learning. Because it will be undertaking creating a fun learning activities, with the ultimate goal of achieving a healthy learning and obtaining optimum quality.

2.1.3. The Concept of Riddle

Riddle is a question, puzzle, or verse so phrased that ingenuity is required for elucidation of the answer or meaning; conundrum. According to oxford dictionary riddle is a question or statement intentionally phrased so as to require ingenuity in

[11]AS Hornby, *Oxford Advanced Learner's Dictionary of Current English.* P. 553

[12]Jill Halfied, *Beginner's Communication Games* (New York: Cambridge University Press. 1991), p.8

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

ascertaining its answer or meaning.[13] In the specific meaning, we can say that riddle is something that has been able to describe without mention the specific word.

Riddles are a special kind of brain-teaser that have a double meaning. For example, a riddle might ask, “What has one eye but cannot see?” The answer, “a needle,” is a play on the fact that the thread hole in a needle is called an “eye.” Riddles have been popular throughout human history. One of the most famous riddles, “The Riddle of the Sphinx,” shows up in an ancient Greek legend. Riddles popped up throughout the Bronze Age and the Middle Ages, and they are still enjoyed today.

When riddle apply as a game it is included as brain-teaser game. While brain games are designed to help train your brain to recognize and track tricky patterns, brain-teasers and riddles are meant to help you think critically. The great mathematician Archimedes used brain-teasers to help his students think better. Some brain-teasers are still based on math and are solved like a math puzzle, but brain-teasers can also be funny jokes.[14]

Some people connect riddle with jokes. When someone ask riddle it is aimed as a joke. Jokes are another resource for presenting and practicing word stress, sentence prominence and other supra segmental features. For example, as we pointed below, connected speech phenomena are often the source of humor in many knock-knock jokes:[15]

---

[13] Victoria Bull, *Oxford Learner’s Pocket Dictionary Fourth* Edition (New York: Oxford University Press, 2011), p. 112.

[14] “Brain Games and Riddles to Play in the Car” https://www.titlemax.com/resources/brain-games-riddles-to-play-in-the-car/

[15]Marianne Celce-Murcia, at all., “Teaching pronunciation” Cambridge University (Press 2010) p.349.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

A: knock, knock.

B: whose there?

A: Jamaika.

B: Jamaica who?

A: Jamaica mistake (= Did you make a mistake?)

It is very important to apply something like jokes in the class. Wong includes a number of jokes that let themselves to pronunciation practice and suggests that once students have practiced jokes in class, they can be assigned to collect their own from native speakers or sources such as Reader's Digest. The students can then share thus jokes with class members.[16] By looking at the theory, the researcher concludes that it is proper to mix joke and game as teaching method.

Some condition has proved that most of people especially for children are like riddle because it shows up the playful nature of language in an easily manageable form. As we have discuss, riddle comes in the form of a snap joke, playing with similitude and incongruity in order to spark laughter; but enigma is a larger matter, and allied to the sacred.

There is an old riddle that children still tell among themselves. It goes,"What's clean when it's black and white when it's dirty?" The answer: A blackboard. On the surface the riddle seems innocent, but it masks an awful truth: The reason the riddle works is that in this society black is synonymous with dirt, and white with cleanliness. Only by knowing this 'fact of life' can one appreciate the riddle. The contradiction is clear: Isn't it amazing that something that is black can actually be

[16] Marianne Celce-Murcia, at all., "Teaching pronunciation" Cambridge University (Press 2010) p.332

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

clean!? Obviously there are already powerful forces at work convincing our children that by being Black they are less human than Whites.

2.1.4. The Concept of Mixed-Up Riddle Game

Hancock presents a wealth of ideas not only for practicing pronunciation in an engaging way, but also for guiding learners to insight about the language and reducing their dependence on the instructor.[17] Mixed-up riddle game guides student to think critical because to answer a riddle, you must recognize the details and combine them to form a bigger picture. That triggers a person to work with logic and imagination. Therefore, they can determine the answer by themselves without coercion from the others.

Children minds need to be fostered with something that gives them an opportunity to think over. There are many things that experts suggest to help them. It is important that their creativity and thinking ability develops as their critical mind. For the student to contribute to make the world better, it is necessary that they have the ability to distinguish between what can cause harm and what human beings need. This comes from the early years of training and teaching. It has been found that riddles, stories, poems, etc. provides them with an opportunity to think and learn and develop themselves for today and tomorrow.[18]

Experts recommend riddles as something that helps to improve their thinking ability and creativity. Riddles are fun and also provide an opportunity to learn. It is

[17]Marianne Celce-Murcia, at all., "*Teaching pronunciation*" Cambridge University (Press 2010) p.348

[18] "What are the benefits of riddles for kids?", https://medium.com/@kidsworldfun/what-are-the-benefits-of-riddles-for-kids-7215c97a967b. (February 3rd, 2016)

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

necessary that the young minds get ample of opportunities to think and develop. When they start thinking, they will start reasoning and these give rise to geniuses as we had in past and the present and let us hope for great brains to conquer the world in near future. Besides, Riddles are usually told in a creative way with more advanced words. When student want to share riddles, that's after they understand the whole context. Riddles also encourage student to ask about words they can't understand yet.

But the boring way and method comes as new problem to give a riddle. Student will get bored if asking riddle only give as a question and they answer it in monotonous. Therefore, Mixed-up Riddle Game comes as a fun method for asking riddle.

Mixed-up Riddle game is an improvement from riddle game. The riddle game is formalized guessing game, a context of wit and skill in which players take turns asking riddles. The player that cannot answer loses a riddle is generally a question devised so to require clever or an expected thinking for its answer. Riddles may be considered a form brain. Riddle game occur frequently in mythology and folklore as well as in popular literature. One prominent literary account of a riddle-game, drawing on a wider literary tradition of mythology wisdom contest.[19]

Mixed-up riddle game focuses on pausing and thought groups.[20] There will be exercises and answers with its picture should be mixed from different group. The exercise will be formulated in simple riddle. Mixed-up Riddle game train student's adroitness to find the answer which is formulated in one word with its picture.

---

[19]Google http//www.dictionary. Reference.com.browse/riddle.htm Online 8th September 2012

[20]Marianne Celce-Murcia, at all., "*Teaching pronunciation*" Cambridge University (Press 2010) p.332

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Based on the explanation about riddle, mixed-up riddle game is a kind of brain game. In fact, some people probably already played brain games without realizing it. One of the most popular brain games is called a matching game. Mixed-up riddle game is actually applies how to match. The object of the game is to flip over riddle and picture at a time and try to find the matching answer. There's a catch, though! These aren't the only kind of brain games out there, either. Many popular board games are actually brain games because players have to use their memory or problem-solving skills to win.

2.2 Previous Research Finding

In contrasting this research proposal, the researcher was considering some previous finding to support the researcher's proposal.

Sapriana in her research stated that guessing game painless to develop or reinforce any number concept. Studying process can be running fun. She concluded that by giving some concept of guessing game the teacher can be taught many kinds of topics such as about animal, profession or people.[21]

M. Jufri in his research that related with this research assumed that games are often used as short warm-up activities or when there is some time left at the end of a lesson. A game should not be regarded as marginal activity filling in odd moments when the teacher and class have nothing better to do. Games ought to be the heart of teaching foreign language.[22]

---

[21]Sapriana Binti Nurdin, "Teaching Part Of Speech Through Guessing Game To Enhance Vocabulary Mastery Of The Fourth Grade Students At SD Negeri 9 Benteng." (Unpublished Skripsi STAIN Parepare, 2013), p. 14.

[22]M. Jufri, " Teaching Vocabulary Through Finding Treasure Game To Improve The Students' Vocabulary Mastery Of The Second Year Of SMPN 2 Pangale Kab. Mamuju." (Unpublished Skripsi STAIN Parepare, 2013), p. 21.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Surianazain in his research takes a theory that "Guessing are true communicative situation and such are very important for foreign language with fun and excitement". She stated that guessing game are liked by students all of ages from children until adult, it arouses considerable interest and encourages the learners to communicate because it is combination between language practice with fun and excitement.[23]

Based on research finding above, the researcher concludes that learning vocabulary by using game can help English learning process so that make students be active and interest to study. In this case the researcher will apply Mixed-up riddle game to improve students' vocabulary mastery then understand of the vocabularies. By using Mixed-up riddle game will make the students enjoy and relax while learning.

The conceptual framework underlying this research given in the following diagram:

[23]Surianazain, "Using Guessing Game To Improve Students' Vocabulary In Speaking skill at the second grade of SMA Negeri 3 Parepare." (Unpublished Skripsi STAIN Parepare, 2014), p. 25

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

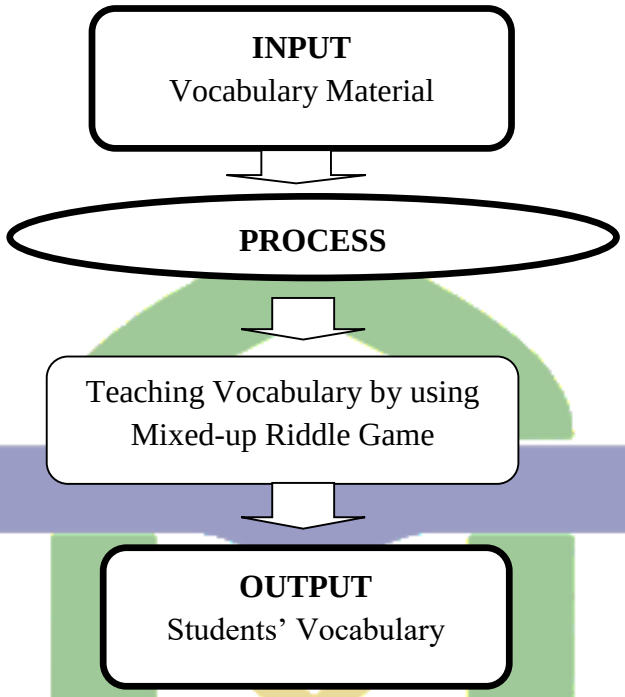


Figure 2.1 Conceptual Framework

In the diagram above, there are three elements, namely:

2.3.1 Input refers to the material that is applied.

2.3.2 Process refers to the teaching and learning vocabulary through mixed-up riddle game, include researcher will give Pre-Test after that give treatment and the last give post test.

2.3.3 Output refers to the students' vocabulary mastery.

2.4 Hypothesis

The researcher formulate the hypotesis as follows:

2.4.1 H_0 (Null hypothesis): The use of Mixed-up Riddle game effective to increase the students' vocabulary

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

2.4.2 H_1 (Alternative hypothesis): The use of Mixed-up Riddle game is not effective to increase the student's vocabulary.

2.5 Variabel and Operational Definition

2.5.1 Variable

There are two variables involve in this research, dependent variable and independent variable, which are independent variable is the concept mapping strategy and the dependent variable is the students' vocabulary.

2.5.2 Operational Definition of Variable

2.5.2.1 Mixed-up Riddle game is one of strategy that can be used the teacher in correction the students' ability. It is able to increase the students' vocabulary.

2.5.2.2 The students' mastery in vocabulary is the result and successfulness as well as progress of students' skill in MTS DDI Kaballangang.

PAREPARE

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

CHAPTER III

RESEARCH METHOD

This part describes about the description of the research design, location of the research, population, sampel, instrument of research, and procedure of collecting data.

3.1 Research Design

This research used pre-experimental design with pre-test and post-test design. The students would be given pre-test, treatment and post-test. It purposed to know whether using Mixed-up Riddle game can increase the students' vocabulary. The design of this study can be illustrated as follow:

O_1	**X**	**O_2**

Where: O_1: Pre-Test

X : Treatment

O_2: Post-Test[1]

3.2 Location and Duration of The Research

The location of the research took a place at MTS DDI Kaballangang. The researcher used the quantitative research that had several times to collect and analyze data. So, the researcher used more than one month for collecting the data.

[1]Sugiyono, *Metode Penelitian Pendidikan* (Bandung: ALFABETA, 2015),p. 111.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

3.3 Population and Sample

3.3.1 Population

The population of the research was the second grade student of MTS DDI Kaballangang academic year 2017/2018. The total of population are 30 students.

Table 3.1 The Total Students of MTS DDI Kaballangang

No.	Class	Sex		Total
		Male	Female	
1.	VII. A	11	15	13
2.	VII. B	10	18	17
Total				**30 students**

(*source: Administration of MTS DDI Kaballangang*)

3.3.2 Sample

The sample would be taken by purposive sampling technique because the purpose of this research is improving students' vocabulary whose lower than the others. Based on the observation and the information from the teacher, the basic of VII.B is lower than VII.A. The researcher took the class VII B which is consist of 17 students as the sample of this research.

3.4 The Instrument and Process of collecting Data

3.4.1 The Instrument

The collected of the data, the researcher used a vocabulary test as the instrument. The test applied for pre-test and post-test. The pre-test intended to know the student's prior of vocabulary before giving the treatment, while the post-test intended to know the students' vocabulary after giving the treatment visually.

PAREPARE
CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

3.4.2 Procedure of collecting Data

The procedures of collecting data as follows:

3.4.2.1 Pre-Test

Before giving the treatment, pre-test administrated the students by giving them some vocabulary test which was formulated in the form of a fairy tale. After giving the pre-test, the next time the reasrcher gave the students treatment.

3.4.2.2 Treatment

After giving a pre-test, the researcher gave treatment to the students in the classroom. The procedure of treatment that researcher presented and introduced the materials to the class and explained what the students had to do. After that the researcher gave the student activity through a game.

In the first meeting the researcher greeted students and introduced herself. After that, the researcher introduced the material or one game that can be used to increase vocabulary namely Mixed-up Riddle game. The researcher gave the example of exercise which is formulated in riddle and showing the answer with its picture before applying it. Than, researcher gave chance to the student to give question that they did not understand about the material or the role. And than, the researcher devided student into two groups. Each student in the first group got riddle and the answer was gotten by each student in the second group. After that, the researcher gave instruction to the students to open their paper. The student in the first group had to guess the answer to find out their couple in the second group. After all, the researcher should check correctness of students work.

In the second meeting, the third meeting and the fourth meeting was same as the step of the first meeting but in different vocabulary but there was two rounds. In

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

the first round, the first group got the riddle and the second group got the answer and the second round was playing on the contrary. In the last of meetings, the researcher asked the students to do review. All couples that had the answer of riddle red the vocabulary loudly then the researcher wrote in the whiteboard while the students writing in their book.

3.5 Technique of Data Analisis

The data collected through the test that had been analyzed by using quantitative analysis employed statically calculation to test the hypothesis. The steps were as follow:

3.5.1 The Classification Students' Score

Table 3.2: Classification Students' Score

Classification	Score
Very good	81-100
Good	61-80
Fair	41-60
Poor	21-40
Very poor	0-20

2.5.2 Scoring the Students' Writing of Pre-test and Post-test

$$\text{Score} = \frac{\text{Students' correct}}{\text{The total item}} \text{ x } 100$$

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Finding out the mean score by using the following formula:

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

In which:

X = Mean score

∑ = Total Score

N = The total number of students

Calculating the rate percentage of the students' score by using the following formula:

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

Where:

P = percentage

F = frequency

N = total of number of sample.

Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula:

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

Where:

T = test of significance

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

D = the mean score of difference (X1-X2)

∑D = the sum of the total score

∑D2 = the square of the sum score of difference

N = the total sampel

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

CHAPTER IV
FINDING AND DISCUSSION

This chapter consists of the findings of this research and its discussion. It provides information about the result of data collected through the test that can be discussed in this section below:

4.1 Finding

The finding of this research consists of the classification students' pre-test and post-test. It aimed to find out the answer of the research question. The researcher gave two tests which are pre-test and post-test. The pre-test was given before treatment to know students' vocabulary then post-test was given to know students' vocabulary after doing the treatment. From the result of the post-test, it aimed to find out that applying Mixed-Up Riddles Game is able to improve students' vocabulary at the Second Grade of MTS DDI Kaballangang.

4.1.1 Students' Vocabulary in Applying Mixed-Up Riddles Game

This section described the result of data analysis applying Mixed-Up Riddles Game at the Second Grade of MTS DDI Kaballangang :

The students' score in the pre-test

The researcher gave folklore then asked the students to identify vocabulary of animal in that story as the pre-test. Every student got the folklore and answered it in the paper that had prepared by the researcher. After giving the pre-test to the students, the researcher found out the result of students' vocabulary that specific of animals before giving treatment. The result was shown in the following table:

PAREPARE
CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Table 4.1 The students' vocabulary score in pre-test

No.	Name	Pre-Test of Students (X_1)			
		Max Score	**Total Score (X_1)**	**$(X_1)^2$**	**Classifucation**
1	AB	20	53	2809	Fair
2	MR	20	40	1600	Poor
3	R	20	50	2500	Fair
4	G	20	28	784	Poor
5	H	20	43	1849	Fair
6	I	20	47	2209	Fair
7	MH	20	65	4225	Good
8	DW	20	45	2025	Fair
9	S	20	40	1600	Poor
10	SA	20	38	1444	Poor
11	MA	20	44	1936	Fair
12	MH	20	60	3600	Fair
13	AM	20	42	1764	Fair
14	AH	20	58	3364	Fair
15	AT	20	45	2025	Fair
16	BR	20	70	4900	Good
17	P	20	40	1600	Poor
Total			**$\sum X=808$**	**$\sum X^2=40234$**	

(Data' Source: the students' score in pre-test)

Based on table above about students' vocabulary in the pre-test we can know the frequency of the classification score by looking the following table:

Table 4.2 the rate percentage of the frequency of the pre-test

No.	Classification	Score	Frequency Of Pre-Test	Percentage Of Pre-Test
1.	Very Good	81-100	0	0%
2.	Good	61-80	2	11.76%

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

3.	Fair	41-60	10	58.82%
4.	Poor	21-40	5	29.41%
5.	Very poor	0-20	0	0%
Total			**17**	**100%**

(Data source: The rate percentage of the frequency of pre-test)

As the illustrated in the table above, the average score of students' prior vocabulary before applying Mixed-up Riddle Game. There were no one student got the very good score, two students got the good score, ten students got the fair score and five students got the poor score. The total score in the pre-test was 808. It had shown that the students' vocabulary in the pre-test was low, because most of the students got fair and poor score. The following are the process of calculation to find out the mean and standard deviation in pre-test of the table 4.2.

Mean score of the pre-test:

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

$$x = \frac{808}{17}$$

$$x = 47.53$$

Thus, the mean score (X_1) of pre-test is 47.53

Based on the result of the pre-test, the data showed that the average score of the pre-test is 47.53 from that analyzing. It had shown that almost of the 17 students' vocabulary was still low because most of the students got fair and poor score.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{40234 - \frac{(808)^2}{17}}{17-1}}$$

$$SD = \sqrt{\frac{40234 - \frac{652864}{17}}{16}}$$

$$SD = \sqrt{\frac{40234 - 38403.76}{16}}$$

$$SD = \sqrt{\frac{1830.24}{16}}$$

$$SD = \sqrt{114.39}$$

$$SD = \mathbf{10.69}$$

Thus, the standard deviation of pre-test is 10.69

After determining the mean score (X_1) of pre-test was 47.53 and standard deviation of the pre-test was 10.69 it had shown that the students' vocabulary were in low category.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

4.1.2 The students score in post-test.

After knowing the students' score in post-test the following table below is to know students vocabulary score in post-test:

Table 4.5: The students' vocabulary score in post-test

No.	Name	Post-Test of Students (X_1)			
		Max Score	Total Score (X_2)	$(X_2)^2$	Classifucation
1	AB	20	88	7744	Very good
2	MR	20	63	3969	Good
3	R	20	73	5329	Good
4	G	20	63	3969	Good
5	H	20	60	3600	Fair
6	I	20	75	5625	Good
7	MH	20	80	6400	Good
8	DW	20	55	3025	Fair
9	S	20	65	4225	Fair
10	SA	20	85	7225	Very good
11	MA	20	51	3249	Fair
12	MH	20	90	8100	Very good
13	AM	20	71	5041	Good
14	AH	20	80	6400	Good
15	AT	20	81	6561	Very good
16	BR	20	91	8281	Very good
17	P	20	70	4900	Good
Total			**∑X=1241**	**∑X^2=93643**	

(Data' Source: the students' score in post-test)

The table above shows about students' vocabulary score in post-test. To find out the students' vocabulary score in post-test by dividing students' total score with maximum score, after that times with 100. Based on table above about students'

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

vocabulary score in post-test we can know the frequency of the classification score by looking the following table:

Table 4.4 the rate percentage of the frequency of the post-test

No.	Classification	Score	Frequency of pre-test	Percentage of pre-test
1.	Very Good	81-100	5	31.2%
2.	Good	61-80	8	47.06%
3.	Fair	41-60	4	25%
4.	Poor	21-40	0	0%
5.	Very poor	0-20	0	0%
Total			17	100%

(Data' source: The rate percentage of the frequency of post-test)

The table above shows the result of students' improvement in vocabulary mastery after applying treatment through Mixed-up Riddle Game. There were five students' got very good score and eight students' got good score and four students got fair score. It means that the students' vocabulary had improved through applying Mixed-up Riddle Game. The total score in post-test was 1241. It proved that there where improving of students' score in post-test. In addition, the result of post-test showed that no students had poor classification.

In this table, the researcher analysed the data of students' score in post-test to know is there a significant different of students' achievement before and after learning process in applying Mixed-up Riddle Game in vocabulary mastery.

Mean score of the post-test:

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

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

$$x = \frac{1241}{17}$$

$$x = 73$$

Thus, the mean score (X_2) of post-test is 73

Base on the result of the post-test. The data showed that the mean score of the post-test was 73. From that analysing, it could be seen that almost of the 17 students' vocabulary was very good and good score.

The standard deviation of post-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{93643 - \frac{(1241)^2}{17}}{17-1}}$$

$$SD = \sqrt{\frac{93643 - \frac{1540081}{17}}{16}}$$

$$SD = \sqrt{\frac{93643 - 90593}{16}}$$

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

$$SD = \sqrt{\frac{3050}{16}}$$

$$SD = \sqrt{190.625}$$

$$SD = \mathbf{13.80}$$

Thus, the standard deviation (SD) of post-test is 13.80

4.1.1.3 The result of the pre-test and post-test were presented in the following:

Table 4.5 The mean score and standard deviation of pre-test and post-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	47.53	10.69
Post-test	73	13.80

(Data' source: The mean score and standard deviation of pre-test and post-test)

The data in table 4.5 Shows that the mean score of pre-test was 47.53(X_1) while the mean score of the post-test increased 73 (X_2). The standard deviation of pre-test was 10.63 while the standard deviation of post-test was 13.80, it means the students' vocabulary different or the students' vocabulary far, after giving treatment each students have almost same speaking skill or the students' speaking skill not far. It proved from standard deviation in post-test was 13.80.

As the result in this item is the mean score of the post-test was greater than the mean score in pre-test. It means that students' vocabulary had improvement after doing the learning process that applying Mixed-up Riddle game.

4.1.1.4. The rate percentage of the frequency of the pre-test and post-test

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

The following table shows the percentage of the frequency in pre-test and post-test.

Table 4.6 The rate percentage of the frequency of the pre-test and post-test

No.	Classification	Score	Frequency		Percentage	
			Pre-Test	Post-Test	Pre-Test	Post-Test
1.	Very Good	81-100	0	5	0%	31.2%
2.	Good	61-80	2	8	11.76%	47.6%
3.	Fair	41-60	10	4	58.82%	25%
4.	Poor	21-40	5	0	29.41%	0%
5.	Very Poor	0-20	0	0	0%	0%
Total			27	27	100%	100%

(Data source: the rate percentage of the frequency of the pre-test and post-test)

The data of the table above indicated that rate percentage of the pre-test no one(0%) students got very good score, two (11.76%) students got the good score, ten (58.82%) students got the fair score, and five (29.41%) students got the poor score while the rate percentage of the post-test, five (31.2%) students got the very good score, eight (47.6%) students got the good score and four (25%) student got the fair score. The percentage in the post-test that students got the very good score was higher than percentage in the pre-test. It showed that students were able to improve the students' vocabulary mastery after treatment through mixed-up riddle game.

4.1.2 The implementation of using mixed-up riddle game to improve students' vocabulary at the second grade of MTS DDI Kaballangang

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

This part presented the result of data analysis about using mixed-up riddle game to improve students' vocabulary at the second grade of MTS DDI Kaballangang

4.1.3 T-test Value

The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.7 The worksheet of the calculation the score in pre-test and post-test of the students' vocabulary

NO.	X_1	X_2	$(X_1)^2$	$(X_2)^2$	$D(X_2-X_1)$	$(X_2-X_1)^2$
1	53	88	2809	7744	35	1225
2	40	63	1600	3969	23	529
3	50	73	2500	5329	23	529
4	28	63	784	3969	35	1225
5	43	60	1849	3600	17	289
6	47	75	2209	5625	28	784
7	65	80	4225	6400	15	225
8..	45	55	2025	3025	10	100
9	40	65	1600	4225	25	625
10	38	85	1444	7225	47	2209
11	44	51	1936	3249	7	49
12	60	90	3600	8100	30	900
13	42	71	1764	5041	29	841
14	58	80	3364	6400	22	484
15	45	81	2025	6561	36	1296
16	70	91	4900	8281	21	441
17	40	70	1600	4900	30	900

PAREPARE
CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Total	**$\sum X_1$=808**	**$\sum X_2$=1241**	**$\sum X_1^2$=40234**	**$\sum X_2^2$=93643**	**$\sum D$=433**	**$\sum D^2$=12651**

(Data source: Primary data processing)

In the other to see the students' score, the following is T-test was statistically applied:

To find out D used the formula as follow:

$$D = \frac{\sum D}{N} = \frac{433}{17} = 25.471$$

The calculation the t-test value

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

$$t = \frac{25.471}{\sqrt{\frac{\mathbf{12651} - \frac{433^2}{17}}{17(17-1)}}}$$

$$t = \frac{25.471}{\sqrt{\frac{\mathbf{12651} - \frac{187489}{17}}{17(16)}}}$$

$$t = \frac{25.471}{\sqrt{\frac{\mathbf{12651} - 11028.76}{272}}}$$

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

$$t = \frac{25.47}{\sqrt{\frac{1622.24}{272}}}$$

$$t = \frac{25.471}{\sqrt{5.96}}$$

$$t = \frac{25.471}{2.44}$$

$$t = \mathbf{10.43}$$

Thus, the t-test value is 10.43

This research used pre-experimental design with pre-test and post-test design. The data below showed the value of t-test was greater than t-table value. In indicated that there was a significant difference between the result students' pre-test and post-test.

Table 4.8 The test of significant

Variable	T-test	T-table value
Pre-test – post-test	10.43	1.746

(Data source: Primary data processing)

4.1.4 Normality Test

In a quantitative research, it is necessary to test the sample distribution of the research in order to know whether the samples are normally distributed or not. To test the normality of sample distribution, the researcher applied Chi Kuadrat in Normality test. The following table is the normality test:

Table 4.9 Normality Test

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Interval	f_o	f_h	$f_o - f_h$	$(f_o - f_h)^2$	$\frac{(f_o - f_h)^2}{f_h}$
7-13	2	0.46	1.54	2.37	5.15
14-20	2	2.27	-0.27	0.07	0.03
21-27	5	5.77	-0.77	0.59	0.10
28-34	4	5.77	-1.77	3.13	0.54
35-41	3	2.27	0.73	0.53	0.23
42-48	1	0.46	0.54	0.29	0.63
	17	17	0	6.98	6.68

(Data source: Primary data processing)

Based on the table above, the researcher found value of Chi Kuadrat hitung = 6.68 and then, the value is equalized with value of Chi Kuadrat Table (Appendix 6) with degree of freedom (df) 6-1 = 5. If df 5 and (α) 5%, so value of Chi Kuadrat Table = 11.070. Because Chi Kuadrat hitung < Chi Kuadrat Table (6.68 < 11.070). Thus, the sample is normally distributed.

4.1.5 Hypothesis Testing

The overall comparison between students' gain score in pre-test and post-test in previous subchapter showed the improvement of the quality of students' vocabulary from poor to fair, fair to good, and good to very good classification. Then, the data of pre-test and post-test were used to test the hypothesis by using t-test dependent. T-test dependent means only one group, not make different with girl and boy.

To find out degree of freedom (df) the researcher used the following formula:

Df = *N-1*

= 17-1

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

=16

For the level, significant (α) 5% and df = 16, and the value of the table is 1.746, while the value of t-test 6.71. It means that the t-test value is greater than t-table (6.71 ≥ 1.746). Thus, it can be concluded the students' speaking skill through applying mixed-up riddle game is significant better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

4.2 Discussion

4.2.1 The improvement of students' vocabulary mastery by using mixed-up riddle game.

From the previous result, it showed that the improvement of students' vocabulary by using mixed-up riddle game because the mean score of the pre-test was 53.35 and the mean score of post-test was 73. The researcher concludes that the mean score of students' before giving the treatment is lower than the mean score of students' after giving the treatment.

The researcher applied mixed-up riddle game in teaching vocabulary to make the students were easier to memorize the vocabularies. The researcher identify students' vocabulary by giving story and see how many vocabularies mastered by students in specific theme. The researcher measured students' vocabulary mastery by looking at the written and meaning.

By looking at the test finding, from the data provided in classification table based on the vocabulary, clearly to see that there was no one (0%) students who got very good, two (11.76%) students got good score, ten (58.82%) students got fair score, five (29.41%) students got poor score and no one students got very poor score. Whereas in the post-test, five (31.2%) students got very good score, eight (47.6%)

PAREPARE
CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

students got good score, four (25%) students good fair score and no one students got poor and very poor score. From the result, the researcher concluded that the students' vocabulary mastery from poor up to fair and very good classification.

In addition, the mean score of pre-test was and the mean score of post-test was. As conclusion, the mean score of post-test (73) was greater than pre-test (47.53). Even, for the level significant (p) 5% and df = 39, and the value of table is 2.0227 while the value of t-test is 19.06 it means that, the t-test value is greater than t-table (19.06 ≥ 2.0227). Thus, it can be concluded that the students' vocabulary mastery is significant better after getting the treatment. So, the null hypothesis (H0) is refused and the alternative hypothesis (H1) is accepted. Based on the finding above the researcher conclude that there was an improvement of applying two stay two stray by using picture series in teaching speaking at the second grade of MTS DDI Kaballangang.

Before doing research in MTS DDI Kaballangang Pinrang, the researcher did prefaced by observing the teachers' method in teaching vocabulary and found that the teachers was mainly using memorizing method, the students seldom use media such as picture or story before doing the test, it also confirmed by the students that media used in class is monotonous so that they got bored. That is one of reason why the students lack in vocabulary mastery.

The researcher concluded that one of the main factor which made the students lack in vocabulary mastery caused by the strategy or media used in class is monotonous, the students rarely study using media or game in class since in vocabulary learning so many vocabularies were not familiar to them. Students who lack of vocabulary sometimes cannot deduce the meaning of a word from the context.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

There still so many vocabulary can't be identified by the students. An unknown vocabulary sometimes be the reason for students suddenly dropped causing they stop and think about the meaning of the word and thus making them miss the next part of the speech or reading. Both the students and teacher had problem related to the in learning vocabulary process. The teacher did not follow the way to teach vocabulary properly. Moreover, the materials were also not good enough to be used since the materials were almost the same and less varied. Those condition were causing bad effect for the students so then the students got low score in vocabulary mastery.

Some problems occur during the applying of mixed-up riddle game to improve students' vocabulary mastery. First was related to time management, because the students sometimes forgot about time when they played game so passionate. Besides that, the different of knowledge about vocabulary also was caused trouble in asking and answering riddle. Considering the importance of teaching vocabulary, there should be a technique that can promote the language learning.

In the first meeting, the researcher got difficulties to take data from the students even some students did not want to answer the question in the paper which has prepared from the researcher because they thought that was memorizing paper. When the researcher gave the first treatment in the second meeting, some students were shy to play game because they had to mention the answer of riddle (name of animals) loudly although it had ben red by the researcher before. But in the third meeting or the second treatment, the students commenced played game so excited until the last treatment. The students were not strange with list of animals that had play.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Based on the findings above, the researcher concluded that the students enjoy to studying vocabularies by applying mixed-up riddles game and they can memorize the vocabulary unaware. So, they have improvement in vocabulary mastery.

4.2.2 The ways of applying mixed-up riddle game to improve students vocabulary

After mixed-up riddle game in the class during teaching vocabulary, the researcher found that some of the students seem to be appealing in doing the vocabulary test. It because they were so happy fun played the game. It can be proved by the score and analysis. After calculating and analyzing the data, the researcher found that result showed the through mixed-up riddle game can improve students' vocabulary mastery. The result was proven by the improvement of students' score in vocabulary test.

In teaching English through applying mixed-up riddle game, based on the finding most students have a good score in post-test. It means that, applying mixed-up riddle game was able to improve students' vocabulary. This game helped the student to memorise in fun way and unaware.

The pre-test is one meeting before doing the treatment of the research. It held as the first meeting. In pre-test, the researcher introduced herself. To make the students understood the researcher gave the explanation about the purpose of the research, so the students knew what would be done. After that the researcher gave the fairy tale with vocabulary test then the researcher gave instruction to the students to identify name of animals on that story.

In the second meeting, the researcher greeted the students, after that explained the procedure of playing mixed-up riddle game. Next, applied mixed-up riddle game with 18 names of animal, then divided students into two group where the first group

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

got the riddle and the second group got the answer. The students were given time five minutes to find out their couple. The researcher will give rate to the students from the faster. After getting all the couple, they had to read the riddle and answer one by one and another student followed and write it. Next, it begun the second section with same riddle and answer but changed position. The first group got the answer and the second group got riddle. This second section was only for doing repetition and made students easier to memorize.

The researcher did the same treatment in the second meeting. But for avoiding bored, the researcher did different method in the third and fourth meeting. There would be only five students got the answer as the first group and twelve students got the riddle as the second group, so who found the answer fast in the second group, they would take their couple in the first group and there would be seven students did not get couple. In the third and fourth meeting, students played game four sections.

In the last meeting, the researcher gave post-test. In this meeting the researcher gave fairy tale to the students with paper answer and instructed students to identify name of animals in that story. It was same as the pre-test but of course with different story and list animals. It aimed to know the students' vocabulary after doing the treatment.

The implementation of mixed-up riddle game changed classroom situation in class and in learning process was better than the previous meeting. It could be seen from the result of observation that students who were able to focus and to pay attention on the researcherr explanation. Students' behavior changed. They did not do the useless activity during the lesson, students were more motivated and they enjoy in writing class, students were more active to ask about the lesson what they did not

PAREPARE
CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

understand, students gave more responses when the researcher asked them to do the task in front of the classroom, and students were pleasant with the situation. So, mixed-up riddle game could increase motivation of the students. In addition the researcher got new knowledge through mixed-up riddle game to teach English, especially in vocabulary ability. The researcher had improved her knowledge in using the game and various materials for her teaching process. As a result, the researcher become more open minded to make the English teaching and learning process more interesting.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

CHAPTER V

CONCLUSION AND SUGGESSTION

This chapter consists of the summary of the research based on the finding and the discussion of this research.

5.1 Conclusions

Based on the result of data analysis and the discussion of the result in previous chapter, the finding of the result showed the positive impact in the students' vocabulary mastery and class situation. This study is categorized pre-experiment research design, the objective in this study is to find out whether applying mixed-up riddle game was able or not to improve the students' vocabulary mastery. Therefore, the researcher concluded that there was a significant difference of the students' vocabulary mastery before and after treatment. The following are the description of the conclusion based on the problem statement of this research:

5.1.1 T-test result in which the value of t-test was 10.43. It was greater than t-table was 1.746 at the level significance 0,05 and degree of freedom (df) was 16.

5.1.2 The mean score of pre-test (47.53), standard deviation (10.69), and the mean score of post-test (73) and the standard deviation (13.80).

Based on the description of the result above, it can be proved by looking at the mean score of the students' vocabulary test in pre-test and post-test. The mean score of pre-test (52.59) is lower than the mean score of post-test (73). Then, the t-test (10.43) was greater than t-table (1.746). it means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

5.2 Suggestion

Based on the research, the researcher gives some suggestion as fallow:

5.2.1 The teacher has to know many ways to teach English so that, make the learning process will be running well.

5.2.2 It is suggested to the English teacher to apply mixed-up riddle game because it can help the students to learn English especially vocabulary in fun way.

5.2.3 The teacher should ask and motivate the student to study together to make them easier understand the material because they can help and share each other.

PAREPARE

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

BIBLIOGRAPHY

AS Hornby, *Oxford Advanced Learner's Dictionary of Current English.* P. 553

Bull, Victoria. 2011. *Oxford Learner's Pocket Dictionary Fourth*. New York:Oxford University Press.

Google http//www.dictionary. Reference.com.browse/riddle.htm Online 8th September 2012

Halfied, Jill. 1991. *Beginner's Communication Games.* New York: Cambridge University Press.

Harmer, Jeremy. 2008. *The Principle of English Language Teaching*. England: Pearson longman.

Judy K.," Montgomery's: The Bridge of Vocabulary: Evidence Based Activities for Academic Success (NCS Pearson Inc, 2007)". http://www.srsdeaf.org/Downloads/Bridge_of_Vocabulary.pdf\. (Accessed on May 5 2017), p. 1-2.

M. Jufri, " Teaching Vocabulary Through Finding Treasure Game To Improve The Students' Vocabulary Mastery Of The Second Year Of SMPN 2 Pangale Kab. Mamuju." (Unpublished Skripsi STAIN Parepare, 2013), p. 21

Marianne Celce-Murcia, at all., "Teaching pronunciation" Cambridge University (Press 2010)

Morfeh Alqahteni, "The Importance of Vocabulary in Language Learning and How to be Taught" vol. 3 no. 3 (2015), p. l. 25. http://www.iises.net/international-journal-of-teachingeducation/publication-detail-213 (Accessed May 5 2017).

Mukoroli, Josep. 2011. *Effective Vocabulary Teaching Strategies For The English For Academic Purposes Esl Classroom.* SIT Graduate Institute/SIT Study Abroad

Nation, I.S.P. 1990. *Teaching & Learning Vocabulary*. Boston: Heinle & Heinle Publisher.

Sapriana Binti Nurdin, "Teaching Part Of Speech Through Guessing Game To Enhance Vocabulary Mastery Of The Fourth Grade Students At SD Negeri 9 Benteng." (Unpublished Skripsi STAIN Parepare, 2013)

Sugiyono. 2015. *Metode Penelitian Pendidikan* . Bandung: ALFABETA,.

Thornbury, Scott. 2002. *How to Teach Vocabulary*. Harlow: Pearson Longman.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Thornbury, Scott. 2007. *How to Teach Vocabulary*. Malaysia: Blues Stone Press.
Ur, Penny. 1996. *A Course in Language Teaching practice and Theory*. Cambrige: Cambrige University Press.

Webster. 2003. *The New International Webster's Comprehensive Dictionary of The English Language*. United Stated: Trident Press International.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MTs. DDI KABALLANGANG

Mata pelajaran : Bahasa Inggris

Kelas : VIII

Alokasi waktu : 8 x 40 menit (4 Pertemuan)

Skill : Speaking

Standar kompetensi : 3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

Kompetensi dasar : 3.1 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam Bahasa lisan secara akurat, lancer dan berterima untuk berinteraksi dalam konteks kehidun sehari-hari tentang binatang.

Indikator : menghafalkan kosa kata tentang binatang dengan metode bermain.

Langkah-langkah kegiatan :

1. Kegiatan Pendahuluan

Apersepsi:

- Salam dan tutur sapa (Santun dan peduli)
- Berdoa sebelum belajar

PAREPARE
CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

- Mengecek kehadiran peserta didik
- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.
- Brainstorming ideas: *What jumps when it jumps when it walks and sits when it stands?*

2. Kegiatan Inti

Ekplorasi

Dalam kegiatan eksplorasi, guru:

- Guru menjelaskan metode permainan yang akan diterapkan.
- Siswa mendengarkan penjelasan tentang *bagaimana menerapkan permainan Mixed-up riddle.*
- Siswa dibagi menjadi dua kelompok.
- Guru membagikan teka-teki pada kelompok 1 dan jawaban yang disertai gambar untuk kelompok 2.
- Siswa dikelompok 1 diberi waktu menebak pertanyaan dan berlomba unutk lebih dulu menemukan jawabannya yang dipegang oleh kelompok 2.
- 3 pasang siswa dari kelempok 1 dan 2 yang paling cepat menebak jawannya, dianggap sebagai pemenang.

Elaborasi

- Siswa bersama-sama mengucapkan kembali kosa kata yang telah di perdengarkan secara komunikatif.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Bertanya jawab tentang hal-hal yang belum diketahui peserta didik.
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- bersama-sama dengan peserta didik membuat rangkuman/simpulan pelajaran;
- melakukan penilaian dan refleksi terhadap kegiatan yang sudah dilaksanakan;

Sumber dan Alat Pembelajaran

1. Sumber belajar

- *http://www.sekolahoke.com*

1. Alat pembelajaran

Lembaran teka-teki dan jawaban disertai gambar

Contoh :

Adi adalah anak dari orang kaya. Dia senang memberi dan berbagi. Adi adalah orang yang….

- Dermawan = Generous

PAREPARE
CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

.Gambar-gambar sesuai jawaban dari lembaran teka-teki

Contoh :

Pedoman penilaian :

1. Teknik Penilaian : Tes tulisan
2. Bentuk instrument : Merespon secara lisan.

Parepare, 1 November 2017

Guru Pamong **Mahasiswa PPL**

PURNAMASARI

Nip:…….. **Nim: 14.1300.076**

MENGETAHUI;

Kepala Sekola

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Appendix 2. Instrument of pre-test and post-test

INSTRUMENT

Name: **Class:** **Reg.Num:**

Label the pictures with adjectives

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Appendix 3. Instrument of pre-test and post-test

INSTRUMENT

(Evaluation Post- test)

Name: **Class:** **Reg.Num:**

Match the Adjectives below to its opposite

Wet •	• Clean
Tall •	• Thin
Dirty •	• Pretty
Open •	• Cold
Naughty •	• Sad
Polite •	• Slow
Fast •	• Closed
Happy •	• Small
Hot •	• Short
Fat •	• Poor
Big •	• Weak
Rich •	• Old
Wrong •	• Impolite
Healthy •	• Dry
Loud •	• Stingy
Cheap •	• Kind
Strong •	• Right
Ugly •	• Expensive
Generous •	
Young •	

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Appendix 4. Distribution of T-Table

	α (level of significance) (*one-tailed test)*					
Df	0,25	0,10	0,05	0,025	0,01	0,005
1	1,000	3,078	6.314	12.706	31,821	63.657
2	0,816	1,886	2.920	4.303	6,965	9.925
3	0,765	1,638	2.353	3.182	4,541	5.841
4	0,741	1,533	2.132	2.776	3,747	4.604
5	0,727	1,476	2.015	2.571	3,365	4.032
6	0,718	1,440	1.943	2.447	3,143	3.707
7	0,711	1,415	1.895	2.365	2,998	3.499
8	0,706	1,397	1.860	2.306	2,896	3.355
9	0,703	1,383	1.833	2.262	2,821	3.250
10	0,700	1,372	1.812	2.228	2,764	3.169
11	0,697	1,363	1.796	2.201	2,718	3.106
12	0,695	1,356	1.782	2.179	2,681	3.055
13	0,692	1,350	1.771	2.160	2,650	3.012
14	0,691	1,345	1.761	2.145	2,624	2.977
15	0,690	1,341	1.753	2.131	2,602	2.547
16	0,689	1,337	1.746	2.120	2,583	2.921
17	0,688	1,333	1.740	2.110	2,567	2.989
18	0,688	1,330	1.734	2.101	2,552	2.878
19	0,687	1,328	1.729	2.093	2,539	2.861
20	0,687	1,325	1.725	2.086	2,528	2.845
21	0,686	1,325	1.721	2.080	2,518	2.831
22	0,686	1,321	1.717	2.074	2,508	2.829
23	0,685	1,319	1.714	2.069	2,500	2.807
24	0,685	1,318	1.711	2.064	2,492	2.797
25	0,684	1,316	1.708	2.060	2,485	2.787
26	0,684	1,315	1.706	2.056	2,479	2.7798
27	0,684	1,314	1.703	2.052	2,473	2.771
28	0,683	1,313	1.701	2.048	2,467	2.763
29	0,683	1,311	1.699	2.045	2,462	2.756
30	0,683	1,310	1.697	2.042	2,457	2.750
40	0,681	1,303	1.684	2.021	2,423	2.704
60	0,679	1,296	1.671	2.000	2,390	2.660
120	0,677	1,289	1.658	1.980	2,358	2.617

PAREPARE
CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Appendix 5. value of Chi Kuadrat

	Taraf significant					
dk	50%	30%	20%	10%	5%	1%
1	0.455	1.074	1.642	2.706	3.841	6.635
2	1.386	2.408	3.219	4.605	5.991	9.210
3	2.366	3.665	4.642	6.251	7.815	11.341
4	3.357	4.878	5.989	7.779	9.488	13.277
5	4.351	6.064	7.289	9.236	11.070	15.086
6	5.348	7.231	8.558	10.645	12.592	16.812
7	6.346	8.383	9.803	12.017	14.067	18.475
8	7.344	9.524	11.030	13.362	15.507	20.090
9	8.343	10.656	12.242	14.684	16.919	21.666
10	9.342	11.781	13.442	15.987	18.307	23.209
11	10.341	12.899	14.631	17.275	19.675	24.725
12	11.340	14.011	15.812	18.549	21.026	26.217
13	12.340	15.119	16.985	19.812	22.362	27.688
14	13.339	16.222	18.151	21.064	23.685	29.141
15	14.339	17.322	19.311	22.307	24.996	30.578
16	15.338	18.418	20.465	23.542	26.296	32.000
17	16.338	19.511	21.615	24.769	27.587	33.409
18	17.338	20.601	22.760	25.989	28.869	34.409
19	18.338	21.689	23.900	27.204	30.144	36.191
20	19.337	22.775	25.038	28.412	31.410	37.566
21	20.337	23.858	26.171	29.615	32.671	38.932
22	21.337	24.939	27.301	30.813	33.924	40.289
23	22.337	26.018	28.429	32.007	35.172	41.638
24	23.337	27.096	29.553	33.196	35.415	42.980
25	24.337	28.172	30.675	34.382	37.652	44.314
26	25.336	29.246	31.795	35.563	38.885	45.642
27	26.336	30.319	32.912	36.741	40.113	46.963
28	27.336	31.391	34.027	37.916	41.337	48.278
29	28.336	32.461	35.139	39.087	42.557	49.588
30	29.336	33.530	36.250	40.256	43.773	50.892

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Appendix 6. Documentation

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

MADRASAH TSANAWIYAH
PONDOK PESANTREN MANAHILIL ULUM
DDI KABALLANGANG KABUPATEN PINRANG
SULAWESI SELATAN

Alamat : Kampus : Jl. Poros Pinrang-Polman Km 15 Tlp. (0421) 3913069 Kode Pos 91253

SURAT KETERANGAN PENELITIAN
Nomor. 112/ D/ MTs/ XII/2018

Yang bertanda tangan dibawah ini:

Nama	: **H. SULAEMAN, S. Pd. I**
N I P	: **19591231 1993 011**
Jabatan	: Kepala Madrasah Tsanawiyah DDI Kaballangang
Alamat	: Jl. Poros Pinrang-Polman Km. 15 Kode Pos 91253

Menerangkan Bahwa :

Nama	: **PURNAMASARI**
N I M	: 14.1300.076
Program Studi	: Pendidikan Bahasa Inggris
Alamat	: Jl. A. Pawelloi No. 32 Kec. Watang Sawitto Kab. Pinrang

Benar telah melaksanakan penelitian dari tanggal 13 Desember 2018 s/d 29 Desember 2018 Sehubungan dengan penyusunan Skripsi yang berjudul:

"IMPROVING STUDENTS VOCABULARY BY USING MIXED-UP RIDDLES GAME AT THE SECOND GRADE OF MTS DDI KABALLANGANG KAB. PINRANG ."

Demikian surat keterangan ini kami buat dan diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Kaballangang, 29 Desember 2018
Kepala MTs. DDI Kaballangang,

H. SULAEMAN, S. Pd.I
NIP. 19591231 199303 1 011

Tembusan :
1. Pimpinan Pondok Pesantren MU DDI Kaballangang
2. Pertinggal,-

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE
Alamat : JL. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421)21307 📠
Po Box : Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B 3655 /In.39/PP.00.9/12/2018
Lampiran : -
H a l : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KAB. PINRANG
di
KAB. PINRANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE :

Nama	: PURNAMASARI
Tempat/Tgl. Lahir	: PINRANG, 12 Agustus 1996
NIM	: 14.1300.076
Jurusan / Program Studi	: Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: JL. A. PAWELLOI NO.32, KEC. WATANG SAWITTO, KAB. PINRANG

Bermaksud akan mengadakan penelitian di wilayah ***KAB. PINRANG*** dalam rangka penyusunan skripsi yang berjudul :

" *IMPROVING STUDENTS' VOCABULARY BY USING MIXED-UP RIDDLES GAME AT THE SECOND GRADE OF MTS DDI KABALLANGANG KAB. PINRANG*"

Pelaksanaan penelitian ini direncanakan pada bulan **Desember** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

11 Desember 2018
A.n Rektor
Plt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)

Muh. Djunaidi A

Dicetak pada Tgl : 11 Dec 2018 Jam : 15:44:05

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

PEMERINTAH KABUPATEN PINRANG
SEKRETARIAT DAERAH
Jl. Bintang No. Telp. (0421) 923058 - 922914
PINRANG 91212

Nomor : 070/733 /Kemasy.
Lampiran : -
Perihal : **Rekomendasi Penelitian.**

Pinrang, 12 Desember 2018
Kepada
Yth, **Kepala MTs DDI Kaballangang**
di-
Tempat.

Berdasarkan Surat Rektor Institut Agama Islam Negeri (IAIN) Pare Pare Nomor: B 3655 / In.39/PP.00.9/12/2018 tanggal 11 Desember 2018 Perihal Izin Melaksanakan Penelitian,untuk maksud tersebut disampaikan kepada Saudara bahwa:

Nama	: **PURNAMASARI**
NIM	: 14.1300.076
Pekerjaan/Prog.Studi	: Mahasiswi/Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Alamat	: Jl.A.Pawelloi No.32 Kec.Watang Sawitto Kab.Pinrang
Telepon	: 085 399 524 823

Bermaksud Mengadakan Penelitian di Daerah / Instansi Saudara dalam rangka Penyusunan Skripsi dengan Judul "*IMPROVING STUDENTS VOCABULARY BY USING MIXED-UP RIDDLES GAME AT THE SECOND GRADE OF MTs DDI KABALLANGANG KAB.PINRANG*" yang pelaksanaannya pada tanggal 13 Desember 2018 s/d 29 Januari 2018.

Sehubungan hal tersebut di atas, pada prinsipnya kami menyetujui atau merekomendasikan kegiatan yang dimaksud dan dalam pelaksanaan kegiatan wajib memenuhi ketentuan yang tertera di belakang rekomendasi penelitian ini:

Demikian rekomendasi ini disampaikan kepada saudara untuk diketahui dan pelaksanaan sebagaimana mestinya.

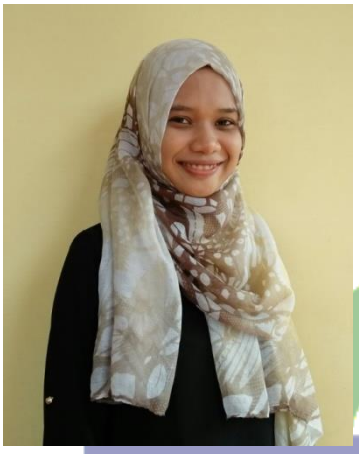
An. **SEKRETARIS DAERAH**
Asisten Pemerintahan dan Kesra

Drs. RISMAN LAUPE
Pangkat : Pembina Utama Muda
Nip : 19590305 199202 1 001

Tembusan:
1.Bupati Pinrang Sebagai Laporan di Pinrang;
2.Dandim 1404 Pinrang di Pinrang;
3.Kapolres Pinrang di Pinrang;
4.Kepala Kantor Kementerian Agama Kab.Pinrang di.Pinrang;
5.Kepala Badan Kesbang dan Politik Kab.Pinrang di Pinrang
6. Plt. Wakil Rektor Bid. Akademik dan Pengembangan Lembaga di Pare-Pare
7. Camat Duampanua di Lampa;
8.Yang bersangkutan untuk diketahui;
9. Arsip.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

CURRICULUM VITAE



PURNAMASARI, the writer was born on August 12th 1996 in Pinrang. She is the first child from four children in her family. From the couple, Herman and Saribulan. She has one sister and two brothers, her sister name is Rafiqah Tulwakiah and her brother name are Ahmad Tarmizi and Ahmad Hisyam .

She began her study in Kinder Garden in Kajuangin and graduate on 2002. In the same year, she continued her study to an Elementry School in Pinrang at MI DDI Kampung Jaya, Indonesia and graduate on 2008. She decided to continue her study at MTS DDI Lerang-lerang and finished her Junior High School on 2011. After that, she is continue her study in the same place at MA DDI Lerang-lerang and graduate on 2014. In the same year she continues her study at State Islamic College (STAIN) Parepare but now it was changed become State Islamic Institute (IAIN) Parepare. During she study in IAIN Parepare, she actives in Lintasan Imajinasi Mahasiswa IAIN Parepare 2014-2018. Also active in two of community Rumah Baca dan Kreasi (Qalam) and Madduta. On 2018 she completed her skripsi with the tittle "Improving Students' Vocabulary bu Using Mixed-up Riddle Game at the Second Grade of MTS DDI Kaballangang".

PAREPARE

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE