

A THESIS

**THE EFFECTIVE OF RIDDLE GAME ON VOCABULARY
MASTERY OF THE SEVENTH GRADE STUDENTS
OF SMP NEGERI 4 PAREPARE**



BY

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**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE**

2023

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

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2023

ENDORSEMENT OF CONSULTANT COMMISSIONS

The Title of Thesis : The Effective of Riddle Game on Vocabulary
Mastery of the Seventh Grade Students of
SMP Negeri 4 Parepare
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Date of Graduation : January 17th, 2023

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ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ
وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ أَمَّا بَعْدُ

Alhamdulillah, first of all the researcher would like to say a lot of thanks to Allah SWT for guidance, who has given the writer his mercy, blessing, and a chance so that the writer could finish this skripsi. Shalawat and salam to our beloved prophet Muhammad saw as the last messenger of Allah swt. who has brought us from the darkness to the brightness with Islamic religion.

The researcher realizes that in the process of completing this skripsi, she has received much support and help from many people. Therefore, the researcher would like to express sincere gratitude to her beloved parents Lukman and Hasnawati who are always praying for her success. They make her realize to keep going, they inspire her to keep working hard and not to give up easily. They are her inspiration to be strong to overcome every obstacle that she finds when she is working this skripsi.

Her high appreciation and profusely sincere thanks are due to Ms. Dr. Zulfah, M.Pd. as the first consultant and Ms. Kalsum, M.Pd. as the second consultant who have patiently guided and given their construction, suggestion, motivation and correction to the writer in finishing this skripsi.

The researcher also would like to express her genuine gratitude to:

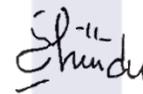
1. Dr. Hannani, M.Ag The Rector of State Islamic Institute (IAIN) Parepare who had worked hard to manage education at IAIN Parepare.
2. Dr. Zulfah, M.Pd as the Dean of Tarbiyah Faculty for his permission to write this skripsi.
3. Dr. Arqam, M.Pd. as the chairman of English Program who has given her some insight so the writer can accomplish this scrips.
4. All lecturers of English Education Program who has taught, provided advice, and motivation to the researcher during her study in IAIN Parepare.
5. The Staff of Tarbiyah Faculty who has worked hard in order to completethe administration for this research.
6. The sweetest gratitude goes to my beloved family thank you very much for all the love, support and sincere prayers that are always given to researchers.
7. The sweetest thank you also goes to my friends, Henrika, Selviana, Asrianti, Rahmadani Fitri Majid, Nurul Alifiah Hatim, Hasmi, Fatiyatul Muawana Amdar, Jumra Wanti, Mirnawati.B, Mirnyanti, Nurmifta Sri Rahayu Ruslan, Murni, Ayu Astari, Reski Sahada, Nur Ayu Rijal, Elwianto, Muhammad Akbar Nursal who has always been on the part of the researcher in dealing with all the laughter and tears during college, always provided assistance, support, inspiration and advice, always worked together, walked together and struggled together to complete this thesis. Thank you for being the best friend of the researcher and many thanks for all that has been given to the researcher.
8. For class groups “temang kelas” and “PBI Angkatan 17” that have provided extraordinary experiences to researchers, it makes researchers know the meaning of togetherness during the learning process. Thank you for providing

support and being a good friend to researchers, nice to meet all of you and I will never forget you all.

9. To all people whose name cannot be mentioned one by one for their contribution to the researcher during finishing her thesis.

Finally, the researcher admits that her research is still far from being perfect. Therefore, she hopes for some suggestions and criticism from the reader for this paper. The researcher hopes this research paper can provide benefits for everyone and can contribute in education.

Parepare, 15 Agustus 2022
The Researcher,



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DECLARATION OF THE AUTHENTICITY OF THE THESIS

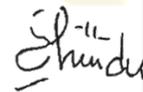
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Stated this thesis was her own writing and if it can be proved that it was copied, duplicate or compiled by any other people, this thesis and the degree that has been gotten would be postponed.

Parepare, 15 Agustus 2022

The researcher



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ABSTRACT

Sindy Lukman Dewiana. "The Effective Of Riddle Game On Vocabulary Mastery Of The Seventh Grade Students Of Smp Negeri 4 Parepare" (Supervised by Zulfah and Kalsum).

The boring learning atmosphere in the classroom is the main factor that causes students to not be interested in learning materials, especially English, using games as a medium is an effective way to encourage their enthusiasm and one of the games that can be recommended in this study is the riddle game. Riddle is excellent tools because it requires students to practice variety of language skills in order to find a solution, and it requires higher level of critical thinking which often needed in language learning.

In this study, the researcher used a quasi-experiment method. The population in this study were 125 seventh grade students, then the researcher chose two class, were there is 25 students from one class. Namely, the experimental group and the control class group. The researcher used purposive sampling by selecting 50 students and then dividing them into two class as the research sample. The instrument of this research is a vocabulary test where students, researchers collect data by giving pre-test, treatment, post-test.

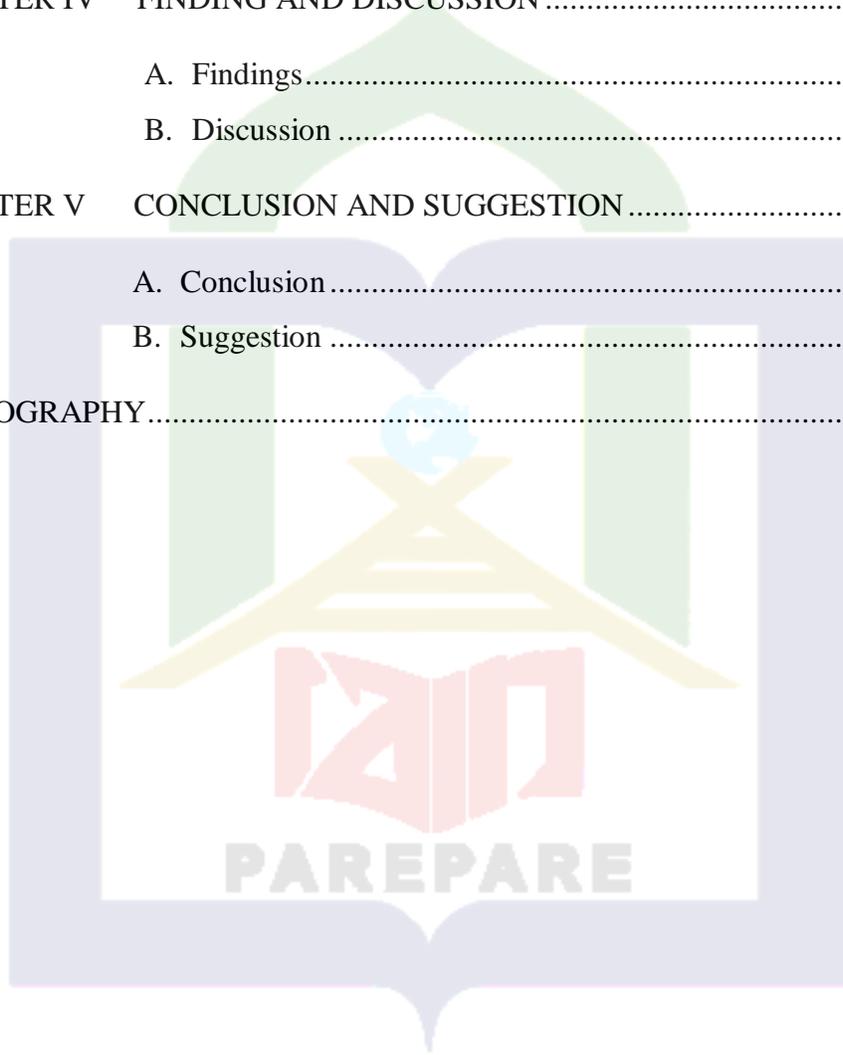
After analyzing the data, the researcher found that there was a significant difference in the students' of vocabulary mastery between the experimental and the control class. Can be seen from the development of the average score from 46(X1) on the pre- test to 75(X2) on the post-test on experiment class and score 42(X1) on the pre-test to 72(X2) on the post-test on control class, while the t-test is 6.75 for experiment class and 2 for control class greater than t-table 1,711. This means that the null hypothesis (h_0) is rejected and the alternative hypothesis (h_a) is accepted. Comparing the first meeting and the last meeting the students were quite interested in the given method. This indicated that teaching vocabulary by riddle game gives significant effective toward the students' vocabulary mastery of the seventh grade of smp negeri 4 parepare.

Key word: Vocabulary Mastery, Riddle Game

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CHAPTER I INTRODUCTION

A. BACKGROUND

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.

Students must be able to master the vocabularies. Therefore, it is the basic importance of the language component. Students need to master some basic vocabularies to help them to understand the real-life activities related to language skills such as reading a text, writing an essay, responding to an exam question, and participating in class discussion. However, there are many factors that make the students' vocabulary is low. They came from the internal factor and the external one. The internal means factors from the inside of the students themselves such as motivation, interest, intelligence, etc. And the external is factors from the outside of the students that affect their learning process such as, learning materials, and teachers' performance including their teaching strategy.

Mastering vocabulary is realized to be important in the development of language, but vocabulary learning does not run in some learners experiencing

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

problems in teaching vocabulary mastery. According to Darsiana Factors that affect English learning are difficult for students, namely low ability to speak English because they are not used to it, some students are still reluctant and even shut up if they are invited to speak in English. In fact, when viewed from the mastery of vocabulary, the student should have been able to speak English even though in a very simple series of sentences, find it difficult to speak English, so they have not been able to communicate.²

Based on the pre-observation conducted by the researcher, it is known that the vocabulary mastery of students at SMP Negeri 4 Parepare is poor, They have low motivation in learning English because they feel English is difficult. And because of that students feel bored in learning English in class.

There are many strategies that teachers can do to make students motivated in learning English, one of which is playing games on the sidelines of learning. In addition, to make students motivated and not bored in learning, playing games also helps students learn easily and helps the brain to learn more effectively. One of the games that can be done to improve students' vocabulary is the riddle game.

Riddle is excellent tools because it requires students to practice variety of language skills in order to find a solution, and it requires higher level of critical thinking which often needed in language learning. According to Davis Riddle Game can help the students in learning vocabulary, especially in recognizing meaning and spelling of the word. Furthermore, riddle is

² Darsiana, "Upaya Meningkatkan Kemampuan Berbicara Pada Mata Pelajaran Bahasa Inggris Melalui Metode Demonstrasi Siswa Kelas III SD Negeri 157 Pekan Baru," 2018.

instructional technique arouses students' interest in experimenting with different word uses, meanings, and structures.³

The proposed Riddle Game because it was considered as a suitable technique and also it could motivate students to learn vocabulary in a relaxed and enjoyable situation, so the students could understand and memorize the words easily. By using this game, the students may remember the meaning of the words, and the students know how to spell the words. From the explanation above, researchers are interested in conducting research on "the effective of riddle game of vocabulary mastery of the seventh grade students of smp negeri 4 parepare".

B. Research Question

The researchers formulated the research question as follow :

Is there any significant effective of riddle game to seventh grade students vocabulary mastery of SMP NEGERI 4 PAREPARE?

C. The Object of the Research

The objectives of the research is to find out whether there is a significant effective of using riddles game on the seventh grade students of SMP NEGERI 4 Parepare.

D. Significance of Research

The benefits of this research are classified into two parts, theoretically and practically.

1. Theoretical Benefits

³ Davis, *Organizational Behavior-Human Behavior at Work 13th Edition* (New Delhi: Mcgraw Hill Company, 2010).

The findings of this study are intended to contribute to understanding how the effectiveness of using riddles game to improve vocabulary mastery of the seventh grade student of SMP NEGERI 4 Parepare.

2. Practical Benefits

- a. To other researchers, the result of this research study can be a reference for conducting other research related to this research study.
- b. To the English Language Education Department, the result of this research study can encourage other students of the English Language Education to conduct similar research.
- c. To the English teachers, this research can give additional knowledge and experience on how to improve the students' vocabulary mastery.
- d. For the students, it can be a positive effort to improve their vocabulary skill.

CHAPTER II

REVIEW OF RELATED LITERATURE

There were many related theories as a basic of this research, so this chapter will discuss about that.

A. Previous Related Research Findings

In this research, there are some reviews of related literature finding from the previous researcher, they are :The first previous study finding came from Lusiana, Eka Rahmadanta Sitepu (2017/2018) conducted research to examine The Effect of Using Riddle Technique on Students' Vocabulary Mastery, learning method with interactive technique can improve students' vocabulary. The findings show that in other words, the hypothesis "there is any Effect of Using Riddle Technique on Students' Vocabulary Mastery of The Tenth Grade Students of Smk Swasta Pemda Langkat Bahorok Kabupaten Langkat, is accepted.⁴

The second research finding was previously conducted by Minda Tika Hapsari (2021) conducted research to examine the application of riddle game in teaching speaking, the method used is descriptive qualitative research. The findings show that in their paper the researcher has the idea to combine this theory with different application to make student easier to understanding the lesson by using a Riddle Games.⁵

⁴ Eka Rahmadanta Sitepu Lusiana, "The Effect of Using Riddle Technique in Students' Vocabulary Mastery Of The 2017/2018 Tenth Grade Students Of SMK Swasta Pemda Langkat Bahorok" (2017).

⁵ Minda tika hapsari, "The Application of Riddle Game in Teaching Speaking for the Eight Students of MTsN Kedunggalar Ngawin," 2021, <http://e-journal.unipma.ac.id/index.php/ETJ/article/view/729>.

The third previous study finding came from Yuliana, Siska (2011) conducted research to examine effect by using riddles game to improve student's vocabulary, the method used is class action research. The findings show that result of the student's score is effective, it shows that riddles game can be used to improve student's vocabulary, it was proven by the students' value which has a lot of improvement from the first cycle until the last cycle.⁶

The fourth previous study finding came from Difa, Nurafni and Aminah Suriaman (2020) conducted research to examine the implementation of the Riddle Game Technique can be useful in improving vocabulary mastery, the method used is applied a quasi-experimental research design. the findings show that t-counted is higher than the t-table. It means that the hypothesis of this research is accepted.⁷

The fifth previous study finding came from Ellyani Safitri, Y.Gatot Sutapa Y, Luwandi Suhartono (2018/2019) conducted research to examine empirical evidence of riddle game in teaching English vocabulary, the method used is Pre-Experimental with one group pre-test and post-test design. The findings show that the use of riddle game for teaching vocabulary has a very strong effect in increase students' vocabulary.⁸

The difference between this research and the previous study is that the object of this research is junior high school, and the method used is quantitative while previous researchers have used classroom action research and qualitative.

⁶Siska. Yuliana, "Improving Students' Vocabulary by Using Riddles Game at the Second Grade Students of Miftahul Ulum Bendung Mojokerto.," 2011.

⁷and Aminah Suriaman. Difa, Nurafni, "The Implementation of Riddle Game to Improve Vocabulary Mastery.e-Journal of ELTS (English Language Teaching Society)," 2020.

⁸ Luwandi Suhartono Ellyani Safitri, Y.Gatot Sutapa Y, "Teaching Vocabulary By Using Riddle Game".Pontianak : Department of Teacher Training and Education Faculty, Tanjung Pura University.,” 2019.

B. Some Pertinent Ideas

1. Learning English Vocabulary

Learning language cannot be divided from learning vocabulary. Because learning vocabulary support us to express our opinion, ideas, and feeling in communication. Vocabulary is the most important element in english language because vocabulary affects the three skills of language, there are listening, speaking, reading and writing. As merianne celc murua said vocabulary learning is central to language acquisition, whether the first language, second or foreign.⁹ Generally, vocabulary is the knowledge of meaning. Elprieda H Hiebert and Michael L.Kamil state that a learner recognizing to communicative power of vocabulary is the knowledge of meaning words.¹⁰

According to Simpson vocabulary is a collection of words, usually alphabetically arranged and defined it is the stock of word in language of group or individual.¹¹Vocabulary is language components which contain all of information about meaning and using of words in language which are possessed by a speaker, a writer, or a listener. Teaching vocabulary is guiding students to be able to define the meaning of words and to arrange words into correct words.

From the definition above we can know almost of human life use set of the word. So we can conclude that vocabulary is one aspect of language which us the most important in learning language because vocabulary support us in communication.

⁹ Marianne Celc e-murcia, *Teaching English as Second of Foreign Language* (USA: Heinle&Heinle, 2001).

¹⁰ Elprieda H Hiebert and Michael L.Kamil, *Teaching and Learning Vocabulary.*, 2005.

¹¹ J. Simpson, *The Routledge Handbook Of Applied Linguist* (Abingdon: Routledge, 2011).

Vocabulary Mastery is comprehension knowledge or use of a subject or instrument. Mastery derived from the word “master”, which means to become skilled or proficient in the use of, to gain complete to knowledge through understanding.¹²

Vocabulary mastery is the competence or complete knowledge of a list or a set of word that make up a language which might be used by particular person, class, profession. Vocabulary mastery is one component to master English as a foreign language in elementary, intermediate, and advanced levels.

In learning four language skills, vocabulary is one basic component to be mastered. It is reasonable, remembering that the four language skills need knowledge of words because they will get nothing without vocabulary. The larger the students master vocabulary, the better they perform their language. By having too limited vocabulary, the students will find difficulties in mastering reading and other skills.¹³

a. The Importance of Vocabulary

Vocabulary is the most important components of language power. In using the language, students who is a rich in vocabulary will be successful both in expression skill: speaking and writing, and receptive skills: listening and reading. But those who are poor in vocabulary will get trouble in those skills.¹⁴

Vocabulary is one of the components of language which has the most

¹² William Collins, *Webster's New Twentieth Century Dictionary* (America: The united States Of America, 1979).

¹³ anita yuliana Siregar, “Improving Students’ Vocabulary Mastery Through Crossword Puzzle, North Sumatera: English Department of Education” (State Institute for Islamic Studies., 2013).

¹⁴Lee c Deighton, *Encyclopedia of Education* (New York: Mc. Millan Co Free Press, 1971).

important role in mastering four language skills. Furthermore, there is another importance of vocabulary, it is: that vocabulary is a basic skill to communicate; people will not be able to communicate easily without knowing.¹⁵ It means that vocabulary is important in communication. We cannot communicate with others in a certain language if we don't know many words of the language.

b. Type of vocabulary

Vocabulary in a language are numerous. However, only a portion of the vocabulary is actively used in communication activities, while the other vocabulary is rarely used. Based on that fact, the vocabulary is divided into two types, namely:

1) Active vocabulary

Active vocabulary is a vocabulary that is often used. Active vocabulary is a vocabulary that used to produce language in communication activities (active-productive), for example speaking and writing. As Nurgiyantoro said that the ability to understand vocabulary is seen in listening activities, while the ability to use vocabulary appears in writing and speaking.¹⁶ This type of vocabulary makes reference to the ones students have learned and that are expected to be used, that is, to be put into practice.

2) Passive vocabulary

¹⁵David L. Shepherd, *Vocabulary Meaning and Word Analysis*, ed. Comprehension High School Reading Methods (USA: Bell and Howel Company, 1973).

¹⁶ Burhan Nurgiyantoro, *Penilaian Pembelajaran: Bahasa Berbasis Kompetensi*. (YOGYAKARTA: BPFE, 2004).

Passive vocabulary is vocabulary that is rarely or never used in a language, whether because it is already rare or because it is uncommon to use. Passive vocabulary is a vocabulary for receptive mastery (passive-receptive), for example is listening. With this vocabulary, students will just have to understand and no need to use them frequently. For example, when students read a text or a piece of writing, they do not learn all the words, but the main ones. There can also be some passive words that suddenly become active if the situation or context provokes the use of it. On the other hand, if a person does not have a stored word in their passive vocabulary, it will be difficult that that word becomes part of their active vocabulary.

2. Games for Teaching Vocabulary

A game is something that can be played by certain rules so that some win and some lose, usually in the context of not being serious or for refreshing purposes. A way of learning used in analyzing interaction between a number of players and individuals who demonstrate rational strategies.

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

- a. Games bring in relaxation and fun for students, thus help them learn and retain new words more easily.
- b. Games usually involve friendly competition and they keep learners interested.

- c. Vocabulary games bring real world context into the classroom and enhance students' use of English in a flexible, communicative way. Games are highly motivating and they give students more opportunity to express their opinions and feelings.
- d. Games add diversion to the regular classroom activities," break the ice", but they are also used to introduce new ideas.¹⁷

Games can help those who play to arouse their self-confident, more creatively and decrease the anxiety from acquiring the language. In short, games are effective and efficient to avoid boredom in Vocabulary class. According to Both, he said that games can help vocabulary building. Through games, the students' vocabulary can be added and built."¹⁸ According to Phun as cited by Dorry mentions that vocabulary games, there are sense of excitement about words, sense of wonder and feeling of pleasure.¹⁹As a result, the students are eager to learn the words because they need them. So, vocabulary games attract the students to learn and to feel excited in learning words.

a. Principle of Games Selection

According to Weed, he proposed some principles of games selection when effectiveness and successes are needed. The principles can be used as a sort of a checklist when selecting a game, in which there are factors that the teacher must take into account.²⁰

¹⁷ Gertrude Nye Dorry, *Games for Second Language Learning*. (New York: Mc. Braw-Hill, Inc., 1996).

¹⁸ Donald Both, *Fun and Games Large Conversation Class Involvement (Guideliness for Language Games)*, 1979.

¹⁹ Dorry, *Games for Second Language Learning*.

²⁰ Gretchen E, "Using Games in Teaching Childrens." x (1972): 2.

1. The purpose of the game

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

2. The space to play the game

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

3. The number of the students

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

4. The age of the students

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

5. The level of the activity

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

6. The type of games

The teacher should use the general game such as guessing games, relay

race, and telling time.

7. The time allocation

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

8. The use of properties

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

9. The necessary rewards

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

This is the most important point since there must be a relation between the game and what is being taught.²¹

b. Games in Language Learning

According to David and Roger, they said that games are attractive, because they are fun, the pleasant relaxes atmosphere fostered by the games has proven to be efficient learning.²² That is why many teachers of English as a second language who use games with children and teenagers and even adults are extremely pleased with the result. To make games effective, Lubis suggests, “Games are best set up by demonstration rather than by lengthy explanation.”²³ It means that by

²¹ Both, *Fun and Games Large Conversation Class Involvement (Guidelines for Language Games)*.

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

²³ Yusnaini Lubis, *Developing Communicative Proficiency in the English Foreign Language (EFL)*. (Jakarta: Depdikbud, 1998).

demonstrations, students will get experience to practice their physics, emotion and thought. To know the effectiveness of the games, let us have a look at the advantages of using games proposed by Rita Susana Larcabal:

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

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

- 1) A student would like to express himself in English but he/she is afraid to deviate from the safety on the sentences he was memorized.
- 2) One or more students dominate the games, giving other little opportunities to practice their English.

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

3) Students get out of control when the games are conducted.²⁵

c. Using Games to Teach Vocabulary

An important objective of vocabulary instruction is to develop an interest in words. The student whose curiosity about words is aroused is likely to increase vocabulary and to become more discriminating.²⁶ He also adds that students generally enjoy games and exercises involving the use of puns, riddles, crosswords puzzles, anagram and palindromes. In general it is believed that these lessons will:

- 1) Point out the element of enjoyment or challenge in language study and encourage word play.
- 2) Require the student to look carefully at words an important aspect of vocabulary building.
- 3) Give the student practice in calling up words on the basis of given clues.
- 4) Require the student to match words with definitions.
- 5) Provide spelling practice and compel close attention to word formation.
- 6) Show the student how the letters of many words can be manipulated to form other words.
- 7) Emphasize the importance of letter position in relation to word meaning.
- 8) Encourage students to classify and generalize concepts. The grade level is important in deciding the kinds of games the teacher will use. In other words, a teacher cannot introduce games which are more difficult than the students' capability, so selecting games are very crucial to be done. Some of the games require mature thinking; others can be done at a lower grade

²⁵ Ningtyas., "Word Games As a Means of Teaching Speaking to the Second Year Students of SLTPN 1 Pucuk Lamongan." (UNESA, 2004).

²⁶ Edgar Dale, *Techniques of Teaching Vocabulary*. (Use: Field Education Publications, Incorporated, 1971).

level. However, by using appropriate words the teacher can fit the techniques of the games to any desired grade level.

3. Riddle Game

Riddles is a guessing game made in English. Besides being required to understand the meaning of the question, the learner is also forced to think of answers to these questions. For simplicity, answers are usually available. Learners are required to link questions with answers that already exist.

There are many definitions of riddles. According to Evan “Riddle is the nouns all refer to something baffling or confusing which is to be solved”²⁷ According Blachowicz as cited by Danny mention that “Word riddles” are questions with pun-like responses.²⁸ According to Danny Brassell about the riddles: “A riddle is a statement or question or phrase having a double or veiled meaning, put forth as a puzzle to be solved”.²⁹

a. Type of Riddle

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

²⁷ Cornelia Evans, Bergen Evans, *A Dictionary Of Contemporary American Usage*. (New York: Random House, Inc, 1957).

²⁸ Leena Furtado Danny Brassell, “Enhancing English As A Second Language Students’ Vocabulary.,” *The Reading Matrix* 8 (2008).

²⁹ Ibid, (2008: 1).

different meanings with a common spelling too, can extract the hidden truth.³⁰

b. The Advantages of Riddles

Based on the ideas above, riddles gave certain advantages in language teaching, such as listening, vocabulary and speaking. The students listen to the description told by the teacher. The teacher must be able to make the classroom atmosphere conducive, a conducive atmosphere able to make students feel relaxed and easier to accept and understand the material. As Zipke states that doing the exercises through riddle is an activity that the teacher can transfer the material and make students relax in the class when they accept the material.³¹ The riddles also give the students some vocabularies. It seems that in the riddles there are many words presented contextually. The riddles also give speaking listening activity to the students. Here, it could give a certain activity in learning language. There are some advantages of riddles:

1) Riddles are useful to obtain new vocabularies.

The description of the riddle seems to be repeated in the learners' ears when the teacher reads the description twice or more. Sometimes, the teacher also translates the meaning of the difficult words to help the students to get the meaning of the description. It can make the students easy to comprehend and familiar with the new words.

2) Riddles are interesting and challenging.

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

³⁰Ahmed Abdel Rashid, "Teaching Vocabulary Using Riddles.," 1951.

³¹ B. Marcy. Zipke, *Teaching Metalinguistic Awareness and Reading Comprehension with Riddles.*, 2008.

riddle because they directly play with it.

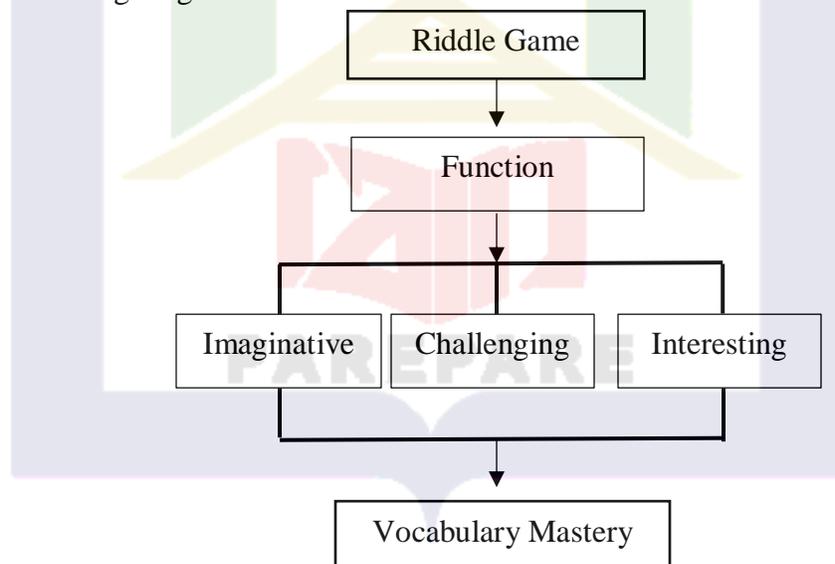
3) Riddles are stimulative and imaginative.

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

To sum up, the use of riddles makes the vocabulary teaching more concrete in achieving the major objective and tend the students' interest in learning vocabulary. Those advantages could be gained if the teacher could be creative in using riddles in the teaching and learning of vocabulary.

C. Conceptual Framework

The conceptual framework underlying this research is presented in the following diagram:



1.1.The Conceptual Framework

Based on the framework above, this diagram illustrates that riddle game can have an influence on students' mastery and learning of English, especially for

seventh grade students' at SMP Negeri 4 Parepare.

D. Hypothesis

Hypothesis is a statement and provisional answer toward the research problem, the hypothesis formulation is based on the theoretical investigated and the conceptual framework that the researcher did, moreover the hypothesis need the research process to examine the data.³²

Based on the previous related literature and the problem statement above, the researcher puts forward hypothesis as follow:

1. Null hypothesis (Ho): There is not significant difference of vocabulary mastery between control class and experiment class to effective of riddle game of the seventh grade students of SMP NEGERI 4 Parepare”.
2. Alternative hypothesis (Ha): There is significant difference of vocabulary mastery between control class and experiment class to effective of riddle game of the seventh grade students of SMP NEGERI 4 Parepare.

³² Sugiyono, *Metode Penelitian Pendidikan Kuantitatif Kualitatif*. (Bandung: Alfabeta, 2015).

CHAPTER III

METHODOLOGY OF RESEARCH

This chapter discusses about the research method in the present study. It consisted of research design, variable of the study, place and time, population and sample, techniques of collecting data, and data analysis procedures.

A. Research Design

The method use in this research is quantitative method and for the design of this research is a Quasi-Experimental research, by using pre-test and post-text. Control design group about students vocabulary mastery by using riddle game in SMP Negeri 4 parepare. An Experimental research focuses on treatment and outcome.

Group	Pre-test	Treatment	Post-test
Class E	X ₁	T	X ₂
Class C	X ₁	-	X ₂

Information:

E = Experimental Group

C = Control Group

X₁ = Pretest

T = Treatment

X₂ = Post-test

B. Location and Duration of the Research

The location of this research at SMP Negeri 4 Parepare. The researcher use the quantitative research that have several times to collect and analyze data. The researcher will use around one month for collecting data.

C. Population and Sample

1. Population

The population of this research was be the first grade students of SMPN 4 Parepare. Based on the researcher observation there are four classes of the first grade students there. The total of population are 125 students.

Table 3.1. The population of the first-grade students there:

No	Class	Total
1	VII 1	25
2	VII 2	25
Total Number		50

(Source: Administration of SMPN 4 Parepare)

2. Sample

The researcher uses purpose sampling method to get the sample. consisting of 50 students from two class study VII 1 control class and VII 2 experiment class.

D. Procedure of Collecting Data

In carrying out experimental research, it is necessary to take steps that must be considered so that the research runs smoothly and succeeds optimally. The steps taken are as follows.

1. Pre-test

Pre-test was giving before giving the treatment, the researcher giving some vocabulary test which was formulated in the form of riddle game. The researcher will know the students' vocabulary skills in pre-test which was given directly before treatment.

2. Post-test

After the treatment, the researcher give the students a post-test to find out how far the students' vocabulary mastery was after the implementation of riddle game. The researcher knows the level of students' vocabulary mastery.

E. Treatment

After giving the pre-test, the researcher will give treatment to the students. The researcher will implement Riddle Game Strategy as a way to improve students' vocabulary mastery. The treatment process would be conducted for six meetings.

1. Learning Objective

Structure write and memorize 100 words about nouns.

2. Material

MATERIAL				
<i>Class</i>	<i>Drawer</i>	<i>Lamp</i>	<i>Blackboard</i>	<i>Picture</i>
<i>Table</i>	<i>Locker</i>	<i>Chair</i>	<i>Whiteboard</i>	<i>Cupboard</i>
<i>Marker</i>	<i>Pencil Case</i>	<i>Scissors</i>	<i>Ruler</i>	<i>Glue</i>
<i>Crayon</i>	<i>Ink</i>	<i>Eraser</i>	<i>Pen</i>	<i>Pencil</i>
<i>Colored Pencils</i>	<i>Sharpener</i>	<i>Paper</i>	<i>Book</i>	<i>Notebooks</i>
<i>Textbooks</i>	<i>Bookmark</i>	<i>Clip</i>	<i>Highlighter</i>	<i>Calculator</i>

<i>Stapler</i>	<i>Map</i>	<i>Globe</i>	<i>Lunch Box</i>	<i>Clock</i>
<i>Trash Can</i>	<i>Calendar</i>	<i>Flower Vase</i>	<i>Tablecloth</i>	<i>Mat</i>
<i>Dictionary</i>	<i>Compass</i>	<i>Magnifying Glass</i>	<i>Test Tube</i>	<i>Key Chain</i>
<i>Wall</i>	<i>Floor</i>	<i>Door</i>	<i>Window</i>	<i>Roof</i>
<i>Curtain</i>	<i>Vent</i>	<i>Laptop</i>	<i>Uniform</i>	<i>Shoes</i>
<i>Watch</i>	<i>Tie</i>	<i>Hat</i>	<i>Bag</i>	<i>Socks</i>
<i>Skirt</i>	<i>Trousers</i>	<i>Belt</i>	<i>Glasses</i>	<i>Button</i>
<i>Computer</i>	<i>Projector</i>	<i>Speaker</i>	<i>Microphone</i>	<i>Parking Lot</i>
<i>Flower</i>	<i>Tree</i>	<i>Flagpole</i>	<i>Flag</i>	<i>Trophy</i>
<i>Bell</i>	<i>Motorcycle</i>	<i>Bicycle</i>	<i>Car</i>	<i>Ball</i>
<i>Broom</i>	<i>Mop</i>	<i>Headmaster</i>	<i>Teacher</i>	<i>Student</i>
<i>School Security Guard</i>	<i>Administration</i>	<i>Librarian</i>	<i>Canteen</i>	<i>Library</i>
<i>Teacher's Room</i>	<i>School Hall</i>	<i>Prayer Room</i>	<i>Mosque</i>	<i>Toilet</i>
<i>Laboratory</i>	<i>Schoolyard</i>	<i>Computer Lab</i>	<i>Field</i>	<i>School Gate</i>

3. Media

The media used in this research is card picture.

4. Procedure

The researcher arranged some steps/procedures in order to make students more interested with the riddles, as follows:

- a. Divide the class into 5 groups, each group consists of 5 students.
- b. The researcher gives 20 different vocabularies in each meeting.
- c. The researcher gives the first clue and let the students to guess the riddles.

- d. The group who can answer the first clue will get maximum score.
- e. If there are no groups can answer it, the teacher will continue to the next clue.
- f. The group who can guess it correctly gets the score. And the group who gets the highest score will be the winner.

5. Timing

The period of time used for this research is one month with six meetings where each meeting is 60 minutes long with two meetings a week.

F. Technique of Data Analysis

The data is collected through the test have been analyzed by using quantitative analysis. The following are the step which undertaken in quantitative analyze. The data analysis technique used in this research is descriptive statistics and inferential statistics, where the descriptive statistics include formulas, present tense formulas and min scores. Then use the pre-test to test the significance or to answer the hypothesis.

1. The Classification of the Students' Score³³

Classification	Score
Excellent	81-100
Good	61-80
Fairy	41-60

³³ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Edisi Revisi) (Jakarta: PT. Bumi Aksara, 2005).

Poor	21-40
Very Poor	≤20

2. Scoring the Students' vocabulary of Pre-test and Post-test

Score =	Students' correct	x100
	The total item	

a. Finding out the mean score by using the following formula:

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

In which:

x = Mean score

\sum = Total score

N = the total number of students.³⁴

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

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

Where:

P = Percentage

³⁴ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, Edisi Revisi (Jakarta: Bumi Aksara, 2009).

F = Frequency

N = Total of number of sample.³⁵

c. The formula of standard deviation is as follows:

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{n}}{n-1}}$$

Note:

SD : Standard Deviation

$\sum x^2$: The sum all square

n : The total number of students

$(\sum x)^2$: The sum square of the sum square

d. The researcher uses t–score to find out whether pre-test and post-test have asignificant difference. The formula of T-score is as follows:

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

Where:

T = Test of significance

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

$\sum D$ = The sum of the total score

$\sum D^2$ = The square of the sum score of differences

³⁵Anas Sudijon, *PengantarStatistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2006).

N =The total sample³⁶



³⁶ Gay L.R., *Educational Research, Competencies for Analysis and Application*. (Columbus: Charles E Merrill Company, 1981).

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

1. Pre-Test and Post-Test of Experiment Class

The researcher gave a test to the students at the first meeting as a pre- test to determine the students' vocabulary mastery before being given treatment.

Table 4.1 Data Description of Pre-test and Post-test Result of experiment class and Control Class

No.	Classification	Experiment Class	
		Pre-Test	Post-Test
1.	Minimum	20	52
2.	Maximum	72	96
3.	Mean	48	75
4.	Median	48	76
5.	Standard Deviation	11	12

The pre-test at the experiment class had been given in VII.2 class with the number of was 25 students. The pre-test scores of student's vocabulary mastery were presented in the following table (see appendix 67)

Based on the score above, it can classified in to four level classification asfollow :

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.	Excellent	81-100	0	0%
2.	Good	61-80	3	12%
3.	Fair	41-60	16	64%
4.	Poor	21-40	5	20%

5.	Very Poor	0-20	1	4%
Total			25	100%

Based on the table above, it can be seen that the results of increasing students' vocabulary skills in the experimental class group before being given treatment with the application of riddle game are that no students are in the Excellent classification, three students are in the good classification, sixteen students are in the Fair classification, five students are in the poor classification, one student is in the very poor classification. The total score in the pre-test was 1200. 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:

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

$$x = \frac{1200}{25}$$

$$x = 48$$

Thus, the mean score (X_1) of pre-test is 48.

Based on the result of the pre-test, the data showed that the average score of the pre-test is 48 from that analyzing. It had shown that almost of the 25 students' vocabulary was still low because most of the students got fair and poor score

Next, the researcher calculated the standard deviation of the pre-test in the:

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

$$SD = \sqrt{\frac{61.024 - \frac{(1200)^2}{25}}{25-1}}$$

$$SD = \sqrt{\frac{61.024 - \frac{1.440.000}{25}}{24}}$$

$$SD = \sqrt{\frac{61.024 - 57.600}{24}}$$

$$SD = \sqrt{\frac{3.424}{24}}$$

$$SD = \sqrt{142}$$

$$SD = 11$$

Thus, the standard deviation of pre-test is 11.

After determining the mean score (X_1) of pre-test was 48 and standard deviation of the pre-test was 11 it had shown that the students' vocabulary were in low category.

The post-test at the experiment class had been given in VII.2 class with the number of was 25 students. The post-test scores of students' vocabulary mastery was presented in the following table (see appendix 69)

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

Table 4.3 the rate percentage of the frequency experiment class of the post-test

No.	Classification	Score	Frequency of post-test	Percentage of post-test
1.	Very Good	81-100	10	40%
2.	Good	61-80	10	40%
3.	Fair	41-60	5	20%
4.	Poor	21-40	0	0%

5.	Very poor	0-20	0	0%
Total			25	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 Riddle Game. There were ten students' got Excellent score and ten students' got good score and five students got fair score. It means that the students' vocabulary had improved through applying Riddle Game. The total score in post-test was 1892. 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 Riddle Game in vocabulary mastery.

Mean score of the post-test:

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

$$\bar{x} = \frac{1892}{25}$$

$$\bar{x} = 75$$

Thus, the mean score (\bar{X}_2) of post-test is 75.

Base on the result of the post-test. The data showed that the mean score of the post-test was 75. From that analysing, it could be seen that almost of the 25 students' vocabulary was very good and good score.

The standard deviation of post-test

Next, the researcher calculated the standard deviation of the post-test in the:

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

$$SD = \sqrt{\frac{146.778 - \frac{(1892)^2}{25}}{25-1}}$$

$$SD = \sqrt{\frac{146.778 - \frac{3.579.664}{25}}{24}}$$

$$SD = \sqrt{\frac{146.778 - 143.186}{24}}$$

$$SD = \sqrt{\frac{3.592}{24}}$$

$$SD = \sqrt{149}$$

$$SD = 12$$

Thus, the standard deviation (SD) of post-test is 12

2. Pre-Test and Post-Test of Control Class

Table 4.1 Data Description of Pre-test and Post-test Result of experiment class and Control Class

No.	Classification	Control Class	
		Pre-Test	Post-Test
1.	Minimum	16	76
2.	Maximum	40	92
3.	Mean	46	72
4.	Median	48	76
5.	Standard Deviation	16	12

The pre-test at the control class had been given in VII.1 class with the number of was 25 students. The pre-test scores of student's vocabulary mastery were presented in the following table (see appendix 68).

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

No.	Classification	Score	Frequency Of Pre-Test	Percentage Of Pre-Test
1.	Excellent	81-100	0	0%
2.	Good	61-80	4	16%
3.	Fair	41-60	12	48%
4.	Poor	21-40	7	28%
5.	Very Poor	0-20	2	8%
Total			25	100%

Based on the table above, it can be seen that the results of increasing students' vocabulary skills in the control class group with the application of riddle game are that no students are in the Excellent classification, four students are in the good classification, twelve students are in the Fairy classification, seven students are in the poor classification, two students are in the very poor classification. The total score in the pre-test was 1156. 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:

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

$$x = \frac{1156}{25}$$

$$x = 46$$

Thus, the mean score (\bar{X}_1) of pre-test is 46.

Based on the result of the pre-test, the data showed that the average score of the pre-test is 46 from that analyzing. It had shown that almost of the 25 students' vocabulary was still low because most of the students got fair and poor score

Next, the researcher calculated the standard deviation of the pre-test in the:

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

$$SD = \sqrt{\frac{59.632 - \frac{(1166)^2}{25}}{25-1}}$$

$$SD = \sqrt{\frac{59.632 - \frac{1.336.336}{25}}{24}}$$

$$SD = \sqrt{\frac{59.632 - 53.453}{24}}$$

$$SD = \sqrt{\frac{6.179}{24}}$$

$$SD = \sqrt{257}$$

$$SD = 16$$

Thus, the standard deviation of pre-test is 16.

After determining the mean score (X_1) of pre-test was 46 and standard deviation of the pre-test was 16 it had shown that the students' vocabulary were in low category.

The post-test at the control class had been given in VII.1 class with the number of was 25 students. The post-test scores of students' vocabulary mastery was presented in the following table (see appendix 70)

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

No.	Classification	Score	Frequency of post-test	Percentage of post-test
1.	Very Good	81-100	6	24%
2.	Good	61-80	15	60%
3.	Fair	41-60	3	12%
4.	Poor	21-40	1	4%
5.	Very poor	0-20	0	0%
Total			25	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 Riddle Game. There were six students' got Excellent score and fiveteen students' got good score, there students got fair score and one students in the poor score. The total score in post-test was 1892. 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 Riddle Game in vocabulary mastery.

Mean score of the post-test:

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

$$x = \frac{1804}{25}$$

$$x = 72$$

Thus, the mean score (X_2) of post-test is 72.

Base on the result of the post-test. The data showed that the mean score of the post-test was 72. From that analysing, it could be seen that almost of the 25 students' vocabulary was very good and good score.

The standard deviation of post-test

Next, the researcher calculated the standard deviation of the post-test in the:

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

$$SD = \sqrt{\frac{133.808 - \frac{(1820)^2}{25}}{25-1}}$$

$$SD = \sqrt{\frac{133.808 - \frac{3.254.416}{25}}{24}}$$

$$SD = \sqrt{\frac{133.808 - 130.176}{24}}$$

$$SD = \sqrt{\frac{3.632}{24}}$$

$$SD = \sqrt{151}$$

$$SD = 12,28$$

Thus, the standard deviation (SD) of post-test is 13

3. T-Test Value

a. Test in Experiment Class students vocabulary mastery

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:

$$D = \frac{\sum D}{N} = \frac{692}{25} = 27$$

So, the mean score difference was 27.

Finding out the difference by calculating the T-test value by using the following formula:

The calculation the t-test value

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

$$t = \frac{27}{\sqrt{\frac{85.754 - \frac{(692)^2}{25}}{25(25-1)}}}$$

$$t = \frac{27}{\sqrt{\frac{85.754 - \frac{478.4864}{25}}{25(24)}}}$$

$$t = \frac{27}{\sqrt{\frac{85.754 - 478.864}{600}}}$$

$$t = \frac{27}{\sqrt{\frac{66.600}{600}}}$$

$$t = \frac{27}{\sqrt{10}}$$

$$t = \frac{27}{4}$$

$$t = 6,75$$

Thus, the t-test value is 6,75

b. Test in Control Class student's vocabulary mastery

To find out D used the formula as follow:

$$D = \frac{\sum D}{N} = \frac{648}{25} = 25$$

So, the mean score difference was 25.

Finding out the difference by calculating the T-test value by using the following formula:

The calculation the t-test value

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

$$t = \frac{25}{\sqrt{\frac{74.176 - \frac{(648)^2}{25}}{25(25-1)}}}$$

$$t = \frac{25}{\sqrt{\frac{74.176 - \frac{419.904}{25}}{25(24)}}}$$

$$t = \frac{25}{\sqrt{\frac{74.176 - 16.796}{600}}}$$

$$t = \frac{25}{\sqrt{\frac{57.380}{600}}}$$

$$t = \frac{25}{\sqrt{95}}$$

$$t = \frac{25}{9}$$

$$t = 2$$

Thus, the t-test value is 2.

4. Hypotesis Testing

To find out whether the mean pre-test score and mean post-test score were significantly different, the researcher used the t-test. The result of the T- test was 6,75 for Experiment Class and 2 for Control Class. To find out the degrees of freedom (df) the researcher uses the following formula:

$$\begin{aligned} df &= N - 1 \\ &= 25 - 1 \\ &= 24 \end{aligned}$$

For the significant level (α) 5% and $df = 24$, and the table value is 1.761 while the t-test value is 4.

Table 4. The test of significant

Variable	T-observed	T-table value
X1 – X2 Experimental Class	6.75	1.711
X1 – X2 Control Class	2	1.711

The interpretation of the result of t-test, it was found that the value of T-observed was greater than the value of T-table at) 1% and 5% significance level or $(6.75 \geq 1.711 \leq 2)$. It meant (H₀) is rejected and the alternative hypothesis (H_a) is accepted.

It could be interpreted based on the result of calculation that (H_a) stating that riddle game gave effective on the students vocabulary mastery score was accepted and (H₀) stating that riddle game does not gave effective on the students vocabulary mastery score was rejected. It meant that teaching vocabulary with riddle game gave significant effective on the students' vocabulary mastery score of the seventh grade students of SMP NEGERI 4 PAREPARE.

B. Discussion

In this section, the researcher explains about The Effective of Riddle Game on Vocabulary Mastery of the Seventh Grade Students of SMP Negeri 4 Parepare. According to Evan "Riddle is the nouns all refer to something baffling or confusing which is to be solved"³⁷ According Blachowicz as cited by Danny mention that "Word riddles" are questions with pun-like responses.³⁸ According to Danny Brassell about the riddles: "A riddle is a statement or question or phrase having a double or veiled meaning, put forth as a puzzle to be solved".³⁹ Therefore, the researcher conducted this research at SMP Negeri 4 Parepare. Researchers took 50 students as a sample of 125 populations. Researchers want to know the effect of riddle game on students' vocabulary mastery. In this study, the researcher used a quantitative approach by using tests as an instrument to

³⁷ Bergen Evans, *A Dictionary Of Contemporary American Usage*.

³⁸ Danny Brassell, "Enhancing English As A Second Language Students' Vocabulary."

³⁹ Ibid, (2008: 1).

answer research questions.

In this study, researchers used a test as an instrument. Where this test consists of a pre-test and post-test. The researcher made a text in the form of 25 words. Then share the text as a pre-test to find out how far the students' initial mastery of vocabulary. after the researcher knew the extent of the students' vocabulary mastery through the pre-test scores, at the next meeting the researcher would give treatment for six meetings. Where at the first meeting the researcher will explain how to apply riddle game to vocabulary mastery. The next step, after students understand what needs to be done in the application of riddle game, the researcher distributes a 100 vocabulary to learn as a hand in playing the riddle game. Students are directed to make 5 groups, each group consists of 5 students. this activity was carried out six times to get the desired result. The post-test was given after the treatment was finished. In this final activity, namely the post-test, researchers will find out to what extent students have increased in vocabulary mastery after giving treatment. The researcher gave the same text at the beginning of the pre-test.

Researchers used one month to collect data. After the data was collected, the researcher then gave a score for each student's answer. Based on the assessment using quantitative analysis, the classification of students' scores are excellent with a score of 81-100, good with a score of 61-80, fairly 41-60, poor with a score of 21-40 and very poor with a score of ≤ 20 . Based on the results of data analysis, the average score of students after being given treatment was higher than before being given treatment.

The result of data findings showed that teaching vocabulary mastery by vocabulary riddle game gives effective toward the seventh grade students. It can be seen from the result of pre-test score for experiment and control class. In the pre-test of experiment class there were one students who got score very poor predicate, and there were three students who got enough. Then, in the pre-test score of control class there were two students who got very poor predicate, and there were four students who got enough predicate.

Based on the result of post-test for experiment and control class showed in the experiment group there were ten students who got very good predicate, there were ten students who got good predicate, and there were five students who got enough predicate. Then, in the post-test score of control class there were six students who got very good predicate, there were fifteen students who got good predicate, there were three students who got enough predicate and one students who got poor predicate.

As a conclusion in this discussion, the researchers found that the application of the riddle game method could the effective vocabulary mastery in the seventh grade students of SMP Negeri 4 Parepare. The results of the study are also strengthened by the theory put forward by several experts including David saying “Riddle Game can help the students in learning vocabulary, especially in recognizing meaning and spelling of the word. Furthermore, riddle is instructional technique arouses students’ interest in experimenting with different word uses, meanings, and structures”.⁴⁰ According to Evan “Riddle is the nouns all refer to something baffling or confusing which is to be

⁴⁰ Davis, *Organizational Behavior-Human Behavior at Work 13th Edition*.

solved”⁴¹ According Blachowicz as cited by Danny mention that “Word riddles” are questions with pun-like responses.⁴² According to Danny Brassell about the riddles: “A riddle is a statement or question or phrase having a double or veiled meaning, put forth as a puzzle to be solved”.⁴³



⁴¹ Cornelia Evans, Bergen Evans, *A Dictionary Of Contemporary American Usage*. (New York: Random House, Inc, 1957).

⁴² Leena Furtado Danny Brassell, “Enhancing English As A Second Language Students’ Vocabulary. (The Reading Matrix, 2008) Vol. 8, No.

⁴³ Ibid, (2008: 1).

CHAPTER V

CONCLUSION AND SUGGESSTION

A. Conclusions

The researcher concludes that there is a significant difference in the students' of vocabulary mastery between the experimental and the control class. Can be seen from the development of the average score from 46(X1) on the pre-test to 75(X2) on the post-test on Experiment Class and Score 42(X1) on the pre-test to 72(X2) on the post-test, while the t-test is 6.75 for Experiment Class and 2 for Control Class greater than t-table 1,711. This means that the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. Comparing the first meeting and the last meeting the students were quite interested in the given method. This indicated that teaching vocabulary by riddle game gives significant effective toward the students' vocabulary mastery of the seventh grade of SMP Negeri 4 Parepare.

B. Sugesstion

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

1. For English teachers, they should vary different strategy to avoid the students boredom in teaching learning process. They should find out appropriate strategy for teaching vocabulary. Moreover, they should be able to create teaching and learning process more interestingly, enjoyably, and educative in the classroom.
2. For the Students, they should enrich their vocabulary knowledge from many kinds of sources to improve their vocabulary mastery better. They can read

English story books, English magazines, dictionary and many more than their materials for learning vocabulary and memorizing vocabulary.

3. For the other researchers, can take other material because this research only focuses on nouns. Hopefully, the result of this study can help them find out a new strategy about teaching vocabulary by using interesting strategies.



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APPENDICES

Appendix 1. Research Instrument

	<p style="text-align: center;">KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH</p> <p style="text-align: center;">Jln. AmalBakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404 PO Box909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id</p>
<p>VALIDASI INSTRUMEN PENELITIAN SKRIPSI</p>	

TEXT

“THE EFFECT OF RIDDLE GAME ON VOCABULARY MASTERY OF THE SEVENTH GRADE STUDENTS OF SMP NEGERI 4 PAREPARE”

A. Petunjuk Umum

1. Text ini bersifat ilmiah, tidak ada tujuan lain.
2. Jawablah pertanyaan ini dengan jujur.
3. Berilah tanda (x) pada jawaban anda.

B. Biodata responden (penjawab pertanyaan)

1. Nama :
2. Kelas :

Pertanyaan!

1. I teach many students. Who I am?



- | | |
|------------|------------|
| a. Pilot | c. Teacher |
| b. Dockter | d. Author |

2. I have a lot of pages. I am often carried by students.



Who I am?

- a. Door c. Book
b. Marker d. Spoon

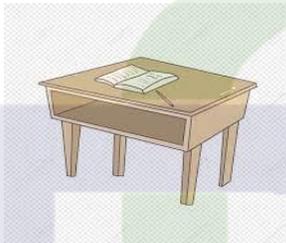
3.



I'm round. I have numbers from 1 to 12. Who I am?

- a. Stone c. Chair
b. Clock d. Glass

4.



I have four legs on each side. I can be found

Who I am?

- a. Table c. Lamp
b. Broom d. Bag

5.



My body fits a lot of stuff. My colors are different.

Who I am?

- a. Book c. Spoon
b. Plate d. Bag

6.



I have ink and I'm long. Who I am?

- a. Pen c. Cupboard
b. Plate d. Ruler

7.

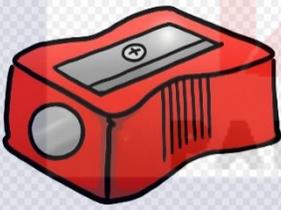


I'm one of the most important parts that serves as access to the room.

Who I am?

- a. Lamp c. Door
b. Mirror d. Broom

14.  My shape is round blue, I am worn on a student's coconut every Monday. Who I am?
- a. Belt
b. Skirt
c. Hat
d. Tie
15.  My color is white, I stick to the wall of the classroom. Who I am?
- a. Drawer
b. Whiteboard
c. Blackboard
d. Field
16.  I can cling to any object. Who I am?
- a. Crayon
b. Eraser
c. Pen
d. Glue
17.  My shape is long and sharp, I can split paper and other objects. Who I am?
- a. Pencil
b. Scissors
c. Ink
d. Student
18.  I have four cardinal directions; my needles are made of magnets. Who I am?
- a. Compass
b. Mop
c. Broom
d. Trophy
19.  My fabric is long wavy or straight. Who I am?
- a. Roof
b. Mop
c. Curtain
d. Trophy

20.  I am arranged alphabetically, and contains words, word meanings, pronunciations, spellings, pronunciations, beheadings, affix words, and so on. Who I am?
- a. Dictionary
b. Speaker
c. Flag
d. Tree
21.  My shape is long and inside my body has a number. Who I am?
- a. Canteen
b. Library
c. Toilet
d. Ruler
22.  My leaves are dense, I'm a shelter when people are hot. Who I am?
- a. Clip
b. Tree
c. Notebooks
d. Bookmark
23.  I have a small knife for wrenching. Who I am?
- a. Paper
b. Highlighter
c. Sharpener
d. Clip
24.  I rang when the break bell and home from school arrived. Who I am?
- a. Button
b. Flower
c. Bell
d. Speaker

25.



My shape is wide elongated, my color is mera and white, every Monday I am respected by the students.

Who I am?

a. Trophy

b. Flag

c. Teacher

d. Headmaste



Appendix 2. Lesson Plan**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : UPTD SMP NEGERI 4 PAREPARE

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VII

Materi Pokok : Kosakata tentang benda yang ada di sekitark sekolah

Alokasi Waktu : 60 menit (6 pertemuan)

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

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

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

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai

dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

Standar kompetensi	:	Menguasai Kosakata Bahasa Inggris
Kompetensi dasar	:	Memahami Kosakata yang sangat sederhana
Indikator	:	Penguasaan kosakata tentang benda-benda yang ada disekitar sekolah dengan metode bermain game.

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, siswa dapat:

1. Memahami kosakata yang digunakan untuk menyebutkan nama benda yang dekat dengan kehidupan siswa sehari-hari.
2. Menguasai kosakata yang digunakan untuk menyebutkan nama benda yang dekat dengan kehidupan siswa sehari-hari.
3. Mengidentifikasi nama benda yang dekat dengan kehidupan siswa sehari-hari.

D. Materi Pembelajaran

Mengenalkan, mengidentifikasi nama benda yang berada disekitar sekolah.

E. Metode Pembelajaran

1. Metode Ilmiah

2. Riddle game.

F. Media, Alat, dan Sumber Pembelajaran

1. Media

Daftar kosakata

2. Sumber Belajar

Lingkungan sekitar: Benda yang ada dilingkungan sekitar sekolah.

G. Langkah-langkah Kegiatan Pembelajaran

Pertemuan Pertama

a. Pendahuluan

1. Guru memberi salam (*greeting*);
2. Guru memeriksa kehadiran siswa;
3. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
4. Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
5. Guru memberikan tugas kepada peserta didik untuk menghafal kosa-kata minimal 20 kosa-kasa sebagai hafalan sebelum memulai permainan teka teki pada pertemuan berikutnya.

b. Inti

- a. Guru menjelaskan metode permainan yang akan diterapkan.
- b. Siswa mendengarkan penjelasan tentang *bagaimana menerapkan permainan riddle game*.

- c. Siswa dibagi menjadi 5 kelompok.
- d. Guru membagikan teka-teki pada setiap kelompok dan jawaban yang disertai gambar.
- e. Setiap kelompok diberi waktu menebak pertanyaan dan berlomba untuk lebih dulu menemukan jawabannya.
- f. Siswa dari kelompok yang paling cepat menebak jawabannya, dianggap sebagai pemenang
- g. Guru menyimpulkan materi.
- h. Guru menutup kelas.

Pertemuan Kedua

a. Pendahuluan

1. Guru memberi salam (*greeting*);
2. Guru memeriksa kehadiran siswa;
3. Guru menyiapkan beberapa gambar

b. Kegiatan inti

1. Guru menjelaskan metode permainan yang akan diterapkan.
2. Siswa mendengarkan penjelasan tentang *bagaimana menerapkan permainan riddle game*.
3. Siswa dibagi menjadi 5 kelompok.
4. Guru membagikan teka-teki pada setiap kelompok dan jawaban yang disertai gambar.
5. Setiap kelompok diberi waktu menebak pertanyaan dan berlomba untuk lebih dulu menemukan jawabannya.
6. Siswa dari kelompok yang paling cepat menebak jawabannya, dianggap

sebagai pemenang

c. Penutup

1. Guru menyimpulkan materi.
2. Guru memberikan tugas kepada peserta didik untuk menghafal kosa-kata minimal 20 kosa-kata sebagai hafalan sebelum memulai pelajaran pada pertemuan berikutnya.
3. Guru menutup kelas.

Pertemuanke 3

a. Pendahuluan

1. Guru member salam (*greeting*);
2. Guru memeriksa kehadiran siswa;
3. Guru menyiapkan beberapa gambar

b. Kegiatan inti

1. Guru menjelaskan metode permainan yang akan diterapkan.
2. Siswa mendengarkan penjelasan tentang *bagaimana menerapkan permainan riddle game*.
3. Siswa dibagi menjadi 5 kelompok.
4. Guru membagikan teka-teki pada setiap kelompok dan jawaban yang disertai gambar.
5. Setiap kelompok diberi waktu menebak pertanyaan dan berlomba untuk lebih dulu menemukan jawabannya.
6. Siswa dari kelompok yang paling cepat menebak jawabannya, dianggap sebagai pemenang

c. Penutup

1. Guru membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
2. Guru memberikan motivasi kepada siswa untuk selalu berlatih.
3. Guru memberikan tugas kepada peserta didik untuk menghafal kosa-kata minimal 20 kosa-kata sebagai hafalan sebelum memulai pelajaran pada pertemuan berikutnya.
4. Guru menutup kelas.

Pertemuanke 4

a. Pendahuluan

2. Guru memberi salam (*greeting*);
3. Guru memeriksa kehadiran siswa;
4. Guru menyiapkan beberapa gambar

b. Inti

1. Guru menjelaskan metode permainan yang akan diterapkan.
2. Siswa mendengarkan penjelasan tentang *bagaimana menerapkan permainan riddle game*.
3. Siswa dibagi menjadi 5 kelompok.
4. Guru membagikan teka-teki pada setiap kelompok dan jawaban yang disertai gambar.
5. Setiap kelompok diberi waktu menebak pertanyaan dan berlomba untuk lebih dulu menemukan jawabannya.
6. Siswa dari kelompok yang paling cepat menebak jawabannya, dianggap sebagai pemenang

c. Penutup

1. Guru mengkoreksi pekerjaan siswa.

2. Guru menyimpulkan materi.
3. Guru memberikan motivasi kepada siswa.
4. Guru memberikan tugas kepada peserta didik untuk menghafal kosa-kata minimal 20 kosa-kata sebagai hafalan sebelum memulai pelajaran pada pertemuan berikutnya.
5. Guru menutup kelas

Pertemuanke 5

a. Pendahuluan

1. Guru memberi salam (*greeting*);
2. Guru memeriksa kehadiran siswa;
3. Guru menyiapkan beberapa gambar

b. Inti

1. Guru menjelaskan metode permainan yang akan diterapkan.
2. Siswa mendengarkan penjelasan tentang *bagaimana menerapkan permainan riddle game*.
3. Siswa dibagi menjadi 5 kelompok.
4. Guru membagikan teka-teki pada setiap kelompok dan jawaban yang disertai gambar.
5. Setiap kelompok diberi waktu menebak pertanyaan dan berlomba untuk lebih dulu menemukan jawabannya.
6. Siswa dari kelompok yang paling cepat menebak jawabannya, dianggap sebagai pemenang

c. Penutup

1. Guru mengoreksi pekerjaan siswa.

2. Guru menyimpulkan materi.
3. Guru memberikan tugas kepada peserta didik untuk menghafal kosa-kata minimal 20 kosa-kata sebagai hafalan sebelum memulai pelajaran pada pertemuan berikutnya.
4. Guru menutup kelas

Pertemuanke 6

a. Pendahuluan

1. Guru memberi salam (*greeting*);
2. Guru memeriksa kehadiran siswa;
3. Guru menyiapkan beberapa gambar

b. Inti

1. Guru menjelaskan metode permainan yang akan diterapkan.
2. Siswa mendengarkan penjelasan tentang *bagaimana menerapkan permainan riddle game*.
3. Siswa dibagi menjadi 5 kelompok.
4. Guru membagikan teka-teki pada setiap kelompok dan jawaban yang disertai gambar.
5. Setiap kelompok diberi waktu menebak pertanyaan dan berlomba untuk lebih dulu menemukan jawabannya.
6. Siswa dari kelompok yang paling cepat menebak jawabannya, dianggap sebagai pemenang

c. Penutup

1. Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.

2. Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
3. Guru memberikan motivasi untuk mempraktikkan kemampuan bahasa Inggris peserta didik.

H. Penilaian

1. Teknik Penilaian : Test tertulis
2. Instrumen Penilaian : Tes tertulis dalam bentuk soal. Penilaian dilakukan dengan cara menghitung jumlah jawaban yang benar.



APPENDIX. 3 RESEARCH ALLOWANCE


KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404
 PO Box 909 Parepare 91106, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.2019/In.39.5.1/PP.00.9/06/2022
 Lampiran : 1 Bundel Proposal Penelitian
 Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare
 C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
 di,-
 Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Shindy Lukman Dewiana
 Tempat/Tgl. Lahir : Parepare, 27 April 1999
 NIM : 17.1300.064
 Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Arab
 Semester : X (Sepuluh)
 Alamat : Jl. Taebe, Kel. Bukit Harapan, Kec. Soreang, Kota Parepare

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul **"The Effect Of Riddle Game On Vocabulary Mastery Of The Seventh Grade Students Of SMP Negeri 4 Parepare"**. Pelaksanaan penelitian ini direncanakan pada bulan Juni sampai bulan Juli Tahun 2022.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 13 Juni 2022
 Wani Dekan I,


Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah

SRN IP0000413



PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmpstp@pareparekota.go.id

REKOMENDASI PENELITIAN
Nomor : 413/IP/DPM-PTSP/6/2022

Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
3. Peraturan Walikota Parepare No. 45 Tahun 2020 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

M E N G I Z I N K A N

KEPADA
NAMA : **SHINDY LUKMAN DEWIANA**

UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
Jurusan : **PENDIDIKAN BAHASA INGGRIS**
ALAMAT : **JL. TAEBE PAREPARE**
UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **THE EFFECT OF RIDDLE GAME ON VOCABULARY MASTERY OF THE SEVENTH GRADE STUDENTS OF SMP NEGERI 4 PAREPARE**

LOKASI PENELITIAN : **DINAS PENDIDIKAN DAN KEBUDAYAAN KOTA PAREPARE (UPTD SMP NEGERI 4 PAREPARE)**

LAMA PENELITIAN : **22 Juni 2022 s.d 22 Juli 2022**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal : **23 Juni 2022**

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE



Hj. ST. RAHMAH AMIR, ST, MM
Pangkat : **Pembina (IV/a)**
NIP : **19741013 200604 2 019**

Biaya : Rp. 0.00

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
- Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPSTP Kota Parepare (scan QRCode)



Balai
Sertifikasi
Elektronik





**PEMERINTAH KOTA PAREPARE
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 4 PAREPARE**

Jl. Handayani No 3, TLP. (0421) 22087. Parepare. 91112
Website : smpn4parepare.sch.id Email : smp4parepare@gmail.com

SURAT KETERANGAN PENELITIAN

Nomor: 421.6 / 085/ UPTD SMP.04 / VIII / 2022

Yang bertanda tangan dibawah ini, Kepala SMP Negeri 4 Parepare menerangkan bahwa:

N a m a : SHINDY LUKMAN DEWIANA
Tempat dan Tanggal Lahir : Parepare, 27 April 1999
NIM : 171300064
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prodi : Pendidikan Bahasa Inggris

Benar telah melaksanakan Penelitian pada UPTD SMP Negeri 4 Parepare mulai tanggal 22 Juni s/d 22 Juli 2022 dengan Judul :

“THE EFFECT OF RIDDLE GAME ON VOCABULARY MASTERY OF THE SEVENTH GRADE STUDENTS OF SMP NEGERI 4 PAREPARE”

Demikian surat keterangan ini dibuat dan diberikan kepadanya untuk dipergunakan sebagaimana mestinya.

Parepare, 1 Agustus 2022
Kepala Sekolah,


Drs. PURWAKA, M.Pd
NIP. 1968053019941004



**KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 1198 TAHUN 2021
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

DEKAN FAKULTAS TARBIYAH

- Menimbang** : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2021;
- b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
- Memperhatikan** : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2021, tanggal 23 November 2020 tentang DIPA IAIN Parepare Tahun Anggaran 2021;
- b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 140 Tahun 2021, tanggal 15 Februari 2021 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2021.

MEMUTUSKAN

- Menetapkan** : **KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2021;**
- Kesatu** : Menunjuk saudara; 1. Dr. Zulfah, M.Pd.
2. Kalsum, M.Pd.
- Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
Nama : Shindy Lukman Dewiana
NIM : 17.1300.064
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Riddle Game on Vocabulary Mastery of The Seventh Grade Students of SMPN 4 Parepare
- Kedua** : Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- Ketiga** : Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
- Keempat** : Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 05 Mei 2021

Dekan,



H. Saepudin

APPENDIX. 4 Data score experiment class and Control class

Table 4.1 The students' vocabulary score in pre-test in the experiment class:

No.	Name	Pre-Test of students (X_i)		
		Max Score	Total Score (X_i)	$(X_i)^2$
1	NS	25	68	4624
2	MRH	25	40	1600
3	AI	25	52	2704
4	NBL	25	60	3600
5	AR	25	44	1936
6	RTM	25	48	2304
7	MRI	25	52	2704
8	STL	25	32	1024
9	RA	25	40	1600
10	SPP	25	36	1296
11	NI	25	44	1936
12	RS	25	64	4096
13	SW	25	44	1936
14	FDN	25	56	3136
15	AP	25	48	2304
16	SAM	25	72	5184
17	GM	25	40	1600
18	AB	25	20	400
19	ANP	25	60	3600
20	FZ	25	52	2704
21	JAG	25	36	1296
22	FN	25	56	3136
23	FTR	25	52	2704
24	RDN	25	48	2304
25	NRI	25	36	1296
Total			$\sum X = 1200$	$\sum X^2 = 61024$

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

Table 4.3 The students' score in pre-test in the control class:

No.	Name	Pre-Test of Students (X_i)		
		Max Score	Total Score (X_i)	$(X_i)^2$
1	AH	25	44	1936
2	ADP	25	76	5776
3	AK	25	64	4096
4	DA	25	60	3600
5	FQN	25	52	2704
6	FAQ	25	48	2304
7	IT	25	36	1296
8	JP	25	36	1296
9	KFI	25	44	1936
10	LI	25	16	256
11	LAL	25	56	3136
12	MAPR	25	60	3600
13	MAAH	25	24	576
14	MHAT	25	52	2704
15	MNQ	25	40	1600
16	MRB	25	20	400
17	MRS	25	72	5184
18	NA	25	56	3136
19	NH	25	44	1936
20	PG	25	32	1024
21	RA	25	24	576
22	RH	25	64	4096
23	SNA	25	56	3136
24	SAS	25	48	2304
25	VAP	25	32	1024
Total			$\sum X = 1156$	$\sum X^2 = 59632$

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

Table 4.5 This students' score in post-test in the experiment class:

No.	Name	Post-Test of Students (X ₁)		
		Max Score	Total Score (X ₂)	(X ₂) ²
1	NS	25	76	5776
2	MRH	25	88	7744
3	AI	25	84	7056
4	NBL	25	80	6400
5	AR	25	68	4624
6	RTM	25	84	7056
7	MRI	25	76	5776
8	STL	25	68	4624
9	RA	25	60	3600
10	SPP	25	88	7744
11	NI	25	80	6400
12	RS	25	96	9216
13	SW	25	64	4096
14	FDN	25	60	3600
15	AP	25	72	5184
16	SAM	25	92	8464
17	GM	25	56	3136
18	AB	25	52	2704
19	ANP	25	64	4096
20	FZ	25	80	6400
21	JAG	25	84	7056
22	FN	25	92	8464
23	FTR	25	68	4634
24	RDN	25	72	5184
25	NRI	25	88	7744
Total			∑X= 1897	∑X²= 146768

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

Tabel 4.7 The students' vocabulary score in pre-test in the control class:

No.	Name	Post-Test of Students (X_1)		
		Max Score	Total Score (X_1)	$(X_1)^2$
1	AH	25	72	5184
2	ADP	25	92	8464
3	AK	25	80	6400
4	DA	25	88	7744
5	FQN	25	72	5184
6	FAQ	25	80	6400
7	IT	25	60	3600
8	JP	25	88	7744
9	KFI	25	56	3136
10	LI	25	76	5776
11	LAL	25	80	6400
12	MAPR	25	68	4624
13	MAAH	25	60	3600
14	MHAT	25	76	5776
15	MNQ	25	64	4096
16	MRB	25	56	3136
17	MRS	25	80	6400
18	NA	25	84	7056
19	NH	25	60	3600
20	PG	25	76	5776
21	RA	25	72	5184
22	RH	25	76	5776
23	SNA	25	84	7056
24	SAS	25	64	4096
25	VAP	25	40	1600
Total			$\Sigma X = 1804$	$\Sigma X^2 = 133808$

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

Table 4.13 The worksheet of the calculation the score in pre-test and post-test in experiment class the students' vocabulary mastery

NO.	X ₁	X ₂	(X ₁) ²	(X ₂) ²	D(X ₂ -X ₁)	(X ₂ -X ₁) ²
1	68	76	4624	5776	8	1152
2	40	88	1600	7744	48	6144
3	52	84	2704	7056	32	4352
4	60	80	3600	6400	20	2800
5	44	68	1936	4624	24	2688
6	48	84	2304	7056	36	4752
7	52	76	2704	5776	24	3072
8	32	68	1024	4624	36	3600
9	40	60	1600	3600	20	2000
10	36	88	1296	7744	52	6448
11	44	80	1936	6400	36	4464
12	64	96	4096	9216	32	5120
13	44	64	1936	4096	20	2160
14	56	60	3136	3600	4	464
15	48	72	2304	5184	24	2880
16	72	92	5184	8464	20	3280
17	40	56	1600	3136	16	1536
18	20	52	400	2704	32	2304
19	60	64	3600	4096	4	496
20	52	80	2704	6400	28	3696
21	36	84	1296	7056	48	5760
22	56	92	3136	8464	36	5328
23	52	68	2704	4634	16	1930
24	48	72	2304	5184	24	2880
25	36	88	1296	7744	52	6448
Total	∑X₁=1200	∑X₂=1892	∑X₁²= 61024	∑X₂²= 146768	∑D= 692	∑D²= 85754

Table 4.14 The worksheet of the calculation of the score in pre-test and post-test in control class the students' vocabulary mastery

NO.	X ₁	X ₂	(X ₁) ²	(X ₂) ²	D(X ₂ -X ₁)	(X ₂ -X ₁) ²
1	44	72	1936	5184	28	3248
2	76	92	5776	8464	16	2688
3	64	80	4096	6400	16	2304
4	60	88	3600	7744	28	4144
5	52	72	2704	5184	20	2480
6	48	80	2304	6400	32	4096
7	36	60	1296	3600	24	2304
8	36	88	1296	7744	52	6448
9	44	56	1936	3136	12	1200
10	16	76	256	5776	60	5520
11	56	80	3136	6400	24	3264
12	60	68	3600	4624	8	1024
13	24	60	576	3600	36	3024
14	52	76	2704	5776	24	3072
15	40	64	1600	4096	24	2496
16	20	56	400	3136	36	2736
17	72	80	5184	6400	8	1216
18	56	84	3136	7056	28	3920
19	44	60	1936	3600	16	1664
20	32	76	1024	5776	44	4752
21	24	72	576	5184	48	4608
22	64	76	4096	5776	12	1680
23	56	84	3136	7056	28	3920
24	48	64	2304	4096	16	1792
25	32	40	1024	1600	8	576
Total	∑X₁=1156	∑X₂=1804	∑X₁²=59632	∑X₂²= 133808	∑D= 648	∑D²= 74176

APPENDIX.5 Distribution of T-Table

Df	α (level of significance) (<i>one-tailed test</i>)					
	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

APPENDIX.6 RESEARCH INSTRUMENT



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARIYAH
 Jin. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
 PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

VALIDASI INSTRUMEN PENELITIAN SKRIPSI

TEXT

“THE EFFECTIVENESS OF RIDDLE GAME TO IMPROVE VOCABULARY MASTERY OF THE SEVENTH GRADE STUDENTS OF SMP NEGERI 4 PAREPARE”

A. Petunjuk Umum

1. Text ini bersifat ilmiah, tidak ada tujuan lain.
2. Jawablah pertanyaan ini dengan jujur.
3. Berilah tanda (x) pada jawaban anda.

B. Biodata responden (penjawab pertanyaan)

1. Nama : Sofia Pratiwi Putri
2. Kelas : VII. 7.2

Pertanyaan!

1.  I teach many students. Who I am?
 a. Pilot Teacher
 b. Dockter d. Author ✓
2.  I have a lot of pages. I am often carried by students.
 Who I am?
 a. Door Book ✓
 b. Marker d. Spoon
3.  I'm round. I have numbers from 1 to 12. Who I am?

a. Stone c. Chair
~~X~~ Clock d. Glass ✓

4.  I have four legs on each side. I can be found anywhere.
 Who I am?
~~X~~ Table c. Lamp
 b. Broom d. Bag ✓

5.  My body fits a lot of stuff. My colors are different.
 Who I am?
 a. Book c. Spoon
 b. Plate ~~X~~ Bag ✓

6.  I have ink and I'm long. Who I am?
~~X~~ Pen c. Cupboard
 b. Plate d. Ruler ✓

7.  I'm one of the most important parts that serves as access to the room.
 Who I am?
 a. Lamp ~~X~~ Door ✓
 b. Mirror d. Broom

8.  I am the Entrance of Air and Sunlight. Who I am?
 a. Door c. Bag ✓
~~X~~ Window d. Marker

9.  A house can be dark without me. Who I am?
 a. Glass c. Clock
~~X~~ Lamp d. Broom ✓

10.  The shape of my handle beam or tube and my form is solid.
Who I am?
a. Spoon c. Ruler
 b. Broom d. Plate ✓

11.  I can keep a lot of garbage thrown away by someone. Who I am?
 a. Trash Can c. Mat
b. Bell d. Globe ✓

12.  I have four legs, and have a backrest behind, Who I am?
a. Calender c. Chair
b. Clock d. Picture ✓

13.  I'm made of earthenware or plastic, and I can keep flowers
in my body. Who I am?
a. Dictionary c. Wall
 b. Flower Vase d. Window ✓

14.  My shape is round blue, I am worn on a student's
coconut every Monday. Who I am?
a. Belt c. Hat ✓
b. Skirt d. Tie

15.  My color is white, I stick to the wall of the classroom. Who I am?
a. Drawer c. Blackboard
 b. Whiteboard d. Field ✓

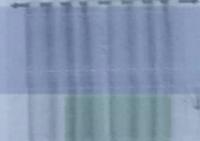
16.  I can cling to any object. Who I am?
a. Crayon c. Pen
b. Eraser d. Glue ✓

17.  My shape is long and sharp, I can split paper and other objects. Who I am?

- a. Pencil
~~X~~ Scissors
 c. Ink
 d. Student ✓

18.  I have four cardinal directions; my needles are made of magnets. Who I am?

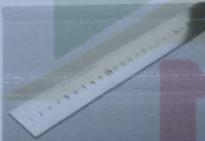
- ~~X~~ Compas
 b. Mop
 c. Broom
 d. Trophy ✓

19.  My fabric is long wavy or straight. Who I am?

- a. Roof
 b. Watch
 c. Curtain
 d. Shoes ✓

20.  I am arranged alphabetically, and contains words, word meanings, pronunciations, spellings, pronunciations, beheadings, affix words, and so on. Who I am?

- ~~X~~ Dictionary
 b. Speaker
 c. Flag
 d. Tree ✓

21.  My shape is long and inside my body has a number. Who I am?

- ~~X~~ Canteen
 b. Library
 c. Toilet
 d. Ruler ✓

22.  My leaves are dense, I'm a shelter when people are hot. Who I am?

- a. Clip
~~X~~ Tree
 c. Notebooks
 d. Bookmark ✓

23.  I have a small knife for wrenching. Who I am?

- a. Paper
 b. Highlighter
~~X~~ Sharpener
 d. Clip ✓

24.



I rang when the break bell and home from school arrived.
Who I am?

- a. Button c. Bell
b. Flower Speaker ✓

25.



My shape is wide elongated, my color is mera and white,
every Monday I am respected by the students. Who I am?

- Trophy c. Teacher
b. Flag d. Headmaster ✗



INSTRUMENT

	KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH <small>Jln. AmelBakti No. 8 Soreang, Kota Parepare 91132 Telpone (0421) 21307, Fax (0421) 24404 PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id</small>
VALIDASI INSTRUMEN PENELITIAN SKRIPSI	

TEXT

"THE EFFECTIVENESS OF RIDDLE GAME TO IMPROVE VOCABULARY MASTERY OF THE SEVENTH GRADE STUDENTS OF SMP NEGERI 4 PAREPARE"

A. Petunjuk Umum

1. Text ini bersifat ilmiah, tidak ada tujuan lain.
2. Jawablah pertanyaan ini dengan jujur.
3. Berilah tanda (x) pada jawaban anda.

B. Biodata responden (penjawab pertanyaan)

1. Nama : muh Reyhan Ibrahim
2. Kelas : VII (7.2)

Pertanyaan!

1.  I teach many students. Who I am?

a. Pilot	<input checked="" type="checkbox"/> Teacher
b. Dockter	d. Author
2.  I have a lot of pages. I am often carried by students. Who I am?

a. Door	<input checked="" type="checkbox"/> Book
b. Marker	d. Spoon
3.  I'm round. I have numbers from 1 to 12. Who I am?

a. Stone c. Chair
 Clock d. Glass ✓

4.  I have four legs on each side. I can be found anywhere.
 Who I am?
 Table c. Lamp
 b. Broom d. Bag ✓

5.  My body fits a lot of stuff. My colors are different.
 Who I am?
 a. Book c. Spoon
 b. Plate Bag ✓

6.  I have ink and I'm long. Who I am?
 Pen c. Cupboard
 b. Plate d. Ruler ✓

7.  I'm one of the most important parts that serves as access to the room.
 Who I am?
 a. Lamp Door ✓
 b. Mirror d. Broom ✓

8.  I am the Entrance of Air and Sunlight. Who I am?
 a. Door c. Bag
 Window d. Marker ✓

9.  A house can be dark without me. Who I am?
 a. Glass c. Clock
 Lamp d. Broom ✓

10.  The shape of my handle beam or tube and my form is solid.
Who I am?
a. Spoon c. Ruler
b. Broom Plate ✗

11.  I can keep a lot of garbage thrown away by someone. Who I am?
 Trash Can c. Mat
b. Bell d. Globe ✓

12.  I have four legs, and have a backrest behind, Who I am?
a. Calender Chair
b. Clock d. Picture ✓

13.  I'm made of earthenware or plastic, and I can keep flowers
in my body. Who I am?
a. Dictionary c. Wall
 Flower Vase d. Window ✓

14.  My shape is round blue, I am worn on a student's
coconut every Monday. Who I am?
a. Belt c. Hat
b. Skirt Tie ✗

15.  My color is white, I stick to the wall of the classroom. Who I am?
a. Drawer Blackboard
b. Whiteboard d. Field ✗

16.  I can cling to any object. Who I am?
a. Crayon c. Pen
b. Eraser Glue ✓

24.



I rang when the break bell and home from school arrived.
Who I am?

- a. Button
- b. Flower
- c. Bell
- Speaker

25.



My shape is wide elongated, my color is mera and white,
every Monday I am respected by the students. Who I am?

- a. Trophy
- b. Flag
- c. Teacher
- Headmaster



INSTRUMENT



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
 PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

VALIDASI INSTRUMEN PENELITIAN SKRIPSI

TEXT

“THE EFFECTIVENESS OF RIDDLE GAME TO IMPROVE VOCABULARY MASTERY OF THE SEVENTH GRADE STUDENTS OF SMP NEGERI 4 PAREPARE”

A. Petunjuk Umum

1. Text ini bersifat ilmiah, tidak ada tujuan lain.
2. Jawablah pertanyaan ini dengan jujur.
3. Berilah tanda (x) pada jawaban anda.

B. Biodata responden (penjawab pertanyaan)

1. Nama : *KAIS*
2. Kelas : *VII.2*

Pertanyaan!

1.  I teach many students. Who I am?

a. Pilot	c. Teacher
<input checked="" type="checkbox"/> Dockter	d. Author <input checked="" type="checkbox"/>
2.  I have a lot of pages. I am often carried by students. Who I am?

a. Door	<input checked="" type="checkbox"/> Book
b. Marker	d. Spoon <input checked="" type="checkbox"/>
3.  I'm round. I have numbers from 1 to 12. Who I am?

- a. Stone
- b. Clock
- c. Chair
- d. Glass

4. I have four legs on each side. I can be found anywhere.



Who I am?

- a. Table
- b. Broom
- c. Lamp
- d. Bag

5. My body fits a lot of stuff. My colors are different.



Who I am?

- a. Book
- b. Plate
- c. Spoon
- d. Bag

6. I have ink and I'm long. Who I am?



- a. Pen
- b. Plate
- c. Cupboard
- d. Ruler

7. I'm one of the most important parts that serves as access to the room.



Who I am?

- a. Lamp
- b. Mirror
- c. Door
- d. Broom

8. I am the Entrance of Air and Sunlight. Who I am?



- a. Door
- b. Window
- c. Bag
- d. Marker

9. A house can be dark without me. Who I am?



- a. Glass
- b. Lamp
- c. Clock
- d. Broom

10.  The shape of my handle beam or tube and my form is solid. Who I am?
 a. ~~Spoon~~ c. Ruler ✓
 b. Broom d. Plate ✓

11.  I can keep a lot of garbage thrown away by someone. Who I am?
 a. ~~Trash Can~~ c. Mat ✓
 b. Bell d. Globe ✓

12.  I have four legs, and have a backrest behind, Who I am?
 a. Calender c. Chair ✓
 b. Clock ~~Picture~~ ✓

13.  I'm made of earthenware or plastic, and I can keep flowers in my body. Who I am?
 a. Dictionary c. Wall ✓
 b. ~~Flower Vase~~ d. Window ✓

14.  My shape is round blue, I am worn on a student's coconut every Monday. Who I am?
 a. Belt ~~Hat~~ ✓
 b. Skirt d. Tie ✓

15.  My color is white, I stick to the wall of the classroom. Who I am?
 a. Drawer ~~Blackboard~~ ✓
 b. Whiteboard d. Field ✓

16.  I can cling to any object. Who I am?
 a. Crayon c. Pen ✓
 b. ~~Eraser~~ d. Glue ✓

17.  My shape is long and sharp, I can split paper and other objects. Who I am?

- a. Pencil
~~b. Scissors~~
 c. Ink
 d. Student ✓

18.  I have four cardinal directions; my needles are made of magnets. Who I am?

- ~~a. Compas~~
 b. Mop
 c. Broom
 d. Trophy ✓

19.  My fabric is long wavy or straight. Who I am?

- ~~a. Roof~~
 b. Watch
 c. Curtain ✓
 d. Shoes

20.  I am arranged alphabetically, and contains words, word meanings, pronunciations, spellings, pronunciations, beheadings, affix words, and so on. Who I am?

- a. Dictionary
~~b. Speaker~~
 c. Flag
 d. Tree ✓

21.  My shape is long and inside my body has a number. Who I am?

- a. Canteen
 b. Library
~~c. Toilet~~
 d. Ruler ✓

22.  My leaves are dense, I'm a shelter when people are hot. Who I am?

- a. Clip
 b. Tree
 c. Notebooks
~~d. Bookmark~~ ✓

23.  I have a small knife for wrenching. Who I am?

- a. Paper
~~b. Highlighter~~
 c. Sharpener ✓
 d. Clip

INSTRUMENT



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2. Jawablah pertanyaan ini dengan jujur.
3. Berilah tanda (x) pada jawaban anda.

B. Biodata responden (penjawab pertanyaan)

1. Nama : RINA
2. Kelas : 11V KLS 72

Pertanyaan!

1.  I teach many students. Who I am?
 a. Pilot Teacher ✓
 b. Dockter d. Author
2.  I have a lot of pages. I am often carried by students.
 Who I am?
 a. Door Book ✓
 b. Marker d. Spoon
3.  I'm round. I have numbers from 1 to 12. Who I am?

a. Stone c. Chair
~~✗~~ Clock d. Glass ✓

4.  I have four legs on each side. I can be found anywhere.
 Who I am?
~~✗~~ Table c. Lamp
 b. Broom d. Bag ✓

5.  My body fits a lot of stuff. My colors are different.
 Who I am?
 a. Book c. Spoon
 b. Plate ~~✗~~ Bag ✓

6.  I have ink and I'm long. Who I am?
~~✗~~ Pen c. Cupboard
 b. Plate d. Ruler ✓

7.  I'm one of the most important parts
 that serves as access to the room.
 Who I am?
 a. Lamp ~~✗~~ Door
 b. Mirror d. Broom ✓

8.  I am the Entrance of Air and Sunlight. Who I am?
 a. Door c. Bag
~~✗~~ Window d. Marker ✓

9.  A house can be dark without me. Who I am?
 a. Glass c. Clock
~~✗~~ Lamp d. Broom ✓

10.  The shape of my handle beam or tube and my form is solid. Who I am?
a. Spoon c. Ruler
 b. Broom d. Plate

11.  I can keep a lot of garbage thrown away by someone. Who I am?
 a. Trash Can c. Mat
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12.  I have four legs, and have a backrest behind, Who I am?
a. Calender c. Chair
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13.  I'm made of earthenware or plastic, and I can keep flowers in my body. Who I am?
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15.  My color is white, I stick to the wall of the classroom. Who I am?
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b. Whiteboard d. Field

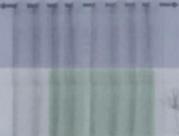
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- a. Pencil Ink
b. Scissors d. Student

18.  I have four cardinal directions; my needles are made of magnets. Who I am?

- a. Compas c. Broom
b. Mop ~~Trophy~~

19.  My fabric is long wavy or straight. Who I am?

- ~~Roof~~ c. Curtain
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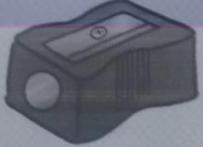
- ~~Dictionary~~ c. Flag
b. Speaker d. Tree

21.  My shape is long and inside my body has a number. Who I am?

- ~~Canteen~~ c. Toilet
b. Library d. Ruler

22.  My leaves are dense, I'm a shelter when people are hot. Who I am?

- a. Clip c. Notebooks
~~Tree~~ d. Bookmark

23.  I have a small knife for wrenching. Who I am?

- a. Paper Sharpener
b. Highlighter d. Clip

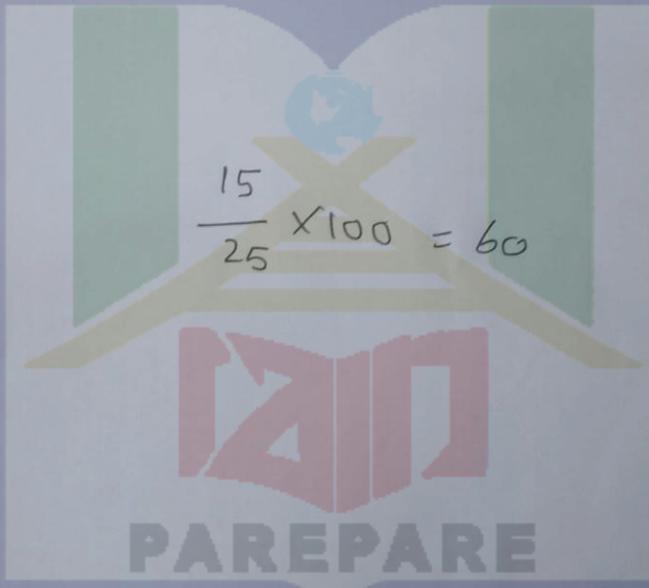
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a. Button c. Bell
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a. Trophy c. Teacher
b. Flag Headmaster ✗

$$\frac{15}{25} \times 100 = 60$$


PAREPARE

APPENDIX. 6 DOCUMENTATIONS





CURRICULUM VITAE



Shindy Lukman Dewiana the writer was born on Tuesday, April 27 1999 in Parepare. She is the first child in her family she has 1 brother namely Aqsha Syahrindra Lukman and two sisters namely Arsinta Nur Azizah and Aisyah AdindaSyahrani. Her father's name is Lukman and her mother's name is Hasnawati. She began her study in 2004 at SDN 19 Parepare and graduated in 2011. In the same year, she continued her study at SMPN 2 Parepare and graduated in 2014. In the same year, she studies at SMAN 3 Parepare focused on social science graduated in 2017. After graduating, she decided to continue study at State Islamic College (STAIN) Parepare, but now become State Islamic Religion Institute (IAIN) Parepare. She took Tarbiyah Faculty and focused on English Education Program. She completed her thesis in 2022 with the title "The Effect of Riddle Game on Vocabulary Mastery of The Seventh Grade Students of SMP NEGERI 4 PAREPARE".