

AN UNDERGRADUATE THESIS

**INCREASING STUDENTS' ENGLISH VOCABULARY
MASTERY THROUGH RIDDLE GAME AT THE
EIGHTH GRADE OF JUNIOR HIGH SCHOOL 2
BATANGHARI 2018/2019**

By:

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Student Number: 1501070176



Tarbiyah and Teacher's Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1440 H/2019 M

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2018/2019**

Presented as Partial Fufillment of the Requirements

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English Education Study Program

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THROUGH RIDDLE GAME AT THE EIGHTH GRADE OF JUNIOR
HIGH SCHOOL 2 BATANGHARI 2018/2019**

ABSTRACT

**BY:
HETY ROHAETY**

The purpose of this research was to know the increasing student's English vocabulary mastery through riddle game. The focused on this research is student's English vocabulary mastery. It is related to the problem identification that the students have difficulties in understanding the meaning of the words. Using riddle game can be alternated in order to build the student's active to increase students' English vocabulary mastery.

The kind of this research was classroom action research (CAR) which was conducted in two cycles. Each cycle consists of planning, acting, observing and reflecting. In this research the students were given pre test before treatment and post test after treatment. The object of this research was 21 students in A class at the eighth grade of Junior High School 2 Batanghari 2018/2019. In collecting the data the researcher used test (pre test, post test 1 cycle 1 and post test 2 cycle 2), observation, field note, and documentation.

The result of this research shows that there is increasing student's English vocabulary mastery. The increasing can be seen from the average score in pre test, post test 1 cycle 1 and post test 2 cycle 2. It was from 61,9 in pre test to 72,6 post test 1 and 81,9 in post test 2. Based on the result above, could be conclude that increasing student's English vocabulary mastery through riddle game at the eighth grade of junior high school 2 Batanghari 2018/2019 is successful because criteria in this research was achieved well. Riddle game is one of an English game that could be increase student's English vocabulary mastery at the eighth grade of junior high school Batanghari 2018/2019.

(Keyword: English vocabulary mastery, Riddle game, Classroom action research)

**PENINGKATAN PENGUASAAN KOSA KATA BAHASA INGGRIS
SISWA MELALUI PERMAINAN TEKA TEKI DI KELAS 8 SMP NEGERI
2 BATANGHARI 2018/2019**

ABSTRAK

**OLEH:
HETY ROHAETY**

Tujuan dari penelitian ini adalah untuk mengetahui peningkatan penguasaan kosa kata bahasa inggris siswa melalui permainan teka teki. Penelitian ini berfokus pada penguasaan kosa kata bahasa inggris siswa. Hal ini terkait dengan identifikasi masalah bahwa siswa memiliki kesulitan dalam memahami arti dari setiap kata kata bahasa inggris. Menggunakan permainan teka teki dapat menjadi alternatif untuk membangun keaktifan siswa guna meningkatkan penguasaan kosa kata bahasa inggris siswa.

Jenis dari penelitian ini adalah penelitian tindakan kelas (PTK) yang dilakukan dalam 2 siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Dalam penelitian ini siswa diberikan tes awal (pre test) siklus 1 sebelum pelaksanaan penelitian dan tes akhir (post test) siklus 2 setelah pelaksanaan tindakan. Objek dalam penelitian ini terdiri dari 21 siswa kelas delapan A SMP Negeri 2 Batanghari. Dalam pengumpulan data, peneliti menggunakan tes (pre test siklus 1, post test siklus 1 dan post test siklus 2), observasi, catatan lapangan, dan dokumentasi.

Hasil dari penelitian ini menunjukkan bahwa ada peningkatan penguasaan kosa kata bahasa inggris siswa. Peningkatan ini dapat dilihat dari nilai rata rata siswa di pre test, post test 1 siklus 1, dan post test 2 siklus 2. Peningkatan dari 61,9 pada pre test menjadi 72,6 pada post test 1 dan 81,9 pada post test 2. Berdasarkan hasil diatas dapat disimpulkan bahwa peningkatan penguasaan kosa kata bahasa inggris siswa melalui permainan teka teki dikelas 8 SMP Negeri 2 Batanghari 2018/2019 dapat dikatakan berhasil karena kriteria dalam penelitian ini telah tercapai dengan baik. Permainan teka teki merupakan salah satu permainan dalam bahasa inggris yang dapat meningkatkan penguasaan kosa kata bahasa inggris siswa kelas 8 SMP Negeri 2 Batanghari 2018/2019.

(Keyword: Kosa kata bahasa inggris, Permainan teka teki, dan Penelitian tindakan kelas (PTK))



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Setelah kami adakan pemeriksaan dan bimbingan seperlunya, maka skripsi penelitian yang telah disusun oleh:

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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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Assalamua'alaikum Warahmatullahi Wabarakatuh

We have given guidance and enough improvement to an undergraduate thesis which is written by:

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be examined on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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APPROVAL PAGE

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RATIFICATION PAGE

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MOTTO

تَبْرَكَ الَّذِي بِيَدِهِ الْمُلْكُ وَهُوَ عَلَىٰ كُلِّ شَيْءٍ قَدِيرٌ ﴿١﴾

(Blessed be He in Whose hands is Dominion; and He is able to do things)

(Al-Mulk 67:1)

DEDICATION PAGE

I dedicate this undergraduate thesis to:

1. My beloved parents, Mr Ismanto, and Mrs Nining Suminingsih who always support me in finishing this thesis.
2. My beloved brother, Iqbal Ardiansyah and all of my family.
3. My best friends, they are Shella Elisha, Anni Alimatul Azizah, and Sartika Sari Resti Fauzi who always help me in finishing this thesis.
4. My almamater IAIN Metro.

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As human being, the researcher realizes that this undergraduate thesis still has weakness. The researcher do apologizes for all mistakes she has made in writing. The researcher hopes this undergraduate thesis can be beneficial for all reader.

Metro, June 4th 2019.

The researcher,



Hety Rohaety

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CHAPTER I

INTRODUCTION

A. Background of The Study

As human being we should be learn language. Language is an important aspect in human life because language has function to communicate each other. Not only for communicate each other but also for interact and negotiate. Language involves whole person, culture, educational, and development communicative process, because language is more than one system. Language is a tool for communication, so that we can use language to express our ideas, thought, opinion, and feelings. Without language it is so hard to do all activities.

There are many languages in this world, but we know that English is international language. In addition, English become familiar as the international language and also uses in informal education. Almost of the countries in the world use and learn English language as the main language in communication. English language instructions have been classified the four skills namely listening, speaking, reading and writing. Moreover, there are four language components that support four language skills above such as vocabulary, grammar, pronunciation and spelling. The language learners should be master four skills in language and also understand component of language.

In relation to study vocabulary, vocabulary is one linguistics feature which influences the communicative process because to master

four skills in language we must master vocabulary first. In fact, the students have good English vocabulary mastery so that they can speak English well. It means that the students be able to communicate in English well. If the students have limited vocabulary, they will find some difficulties in communication. The beginner, mastery vocabulary is the foundation of four skills in English. If students mastering vocabulary, they can understand the meaning of the words and they can create new words.

From the explanation above it can be concluded that vocabulary is an important aspect in mastering English and for starting communication each other. It means that by mastering vocabulary the students will study English easily. The English teacher must to improve their process teaching and learning.

There are many techniques that can be applied in teaching vocabulary, such as crossword, mind mapping, listening English song, game, reading English book watching English movie and riddle. Dealing with many techniques that can be applied in teaching vocabulary. The researcher applies one of the techniques by using riddle game. Riddle game is a question or statement that contains a deliberately hidden meaning. Riddle is stimulating and imaginative. The teacher gave a description in order to stimulate the students to imagine a question, so that they can find the answer. The students are difficult to find the answer without imagining the question.

The researcher applied riddle game because by playing the game the students can find new words and they can know how to pronounce the words correctly. If the students are interested to play riddle game, they will enjoy to follow their learning process and they can memorize the word faster and better. The aim of this research is to find out the improvement of student's English vocabulary mastery and reading comprehension.

The pre survey was conducted on Thursday, October 25th 2018. The researcher is interviewing an English teacher at the eighth grade students. His name is Mr. Suwarno. He said that there are some problems in teaching and learning process, especially in learning English vocabulary such as, students have limited vocabularies because they have low motivation in the learning process, students have difficulties to memorize the meaning of words because students are lazy to read English book. It can be said that, but many students at Junior High School 2 Batanghari assume that English is a difficult subject.

Based on the explanation above, the researcher would like to know about increasing student's English vocabulary mastery through riddle game. There are six classes in the eighth grade. This research was conducted in a class which consists of 21 students. Minimum Standard Criteria (MSC) of subject English is 71. If the student can get score more than 71 or more is passed, but if the students can get score lower than 71 is failed. By using the test for knowing the score in vocabulary mastery, the researcher got the result of the test and can be seen on the following table.

Table 1

**The Result of Student's English Vocabulary Mastery Pre-Survey at the
Eighth Grade of Junior High School 2 Batanghari**

No	Grade	Categories	Frequency	Percentages
1	>71	Passed	7	33 %
2	< 71	Failed	14	67 %
Total			21	100 %

Source : result of the student's score of Junior High School 2 Batanghari

Based on the table above, it can be inferred that there were 7 students who are in passed category (33%), and there were 14 students who are in failed category (67%). Based on the problem above, the researcher assumes that students have limited vocabulary so that they have difficulties in the learning process. Thus, the researcher used the riddle game to increase student's English vocabulary.

B. Problem Identification

Based on the background of study above, the researcher assumes that there were some problem in teaching and learning vocabulary, as follows:

1. The students have difficulties in understanding the meaning of the words.
2. The students have difficulties to memorize vocabulary.
3. The students have low motivation in learning English, because they assume that English is difficult.

4. The students are bored with monotonous learning in the English class.
5. Students are not active in the teaching and learning process at the class.

C. Problem Limitation

Based on the problem identification above, the researcher was solved the problem that is focused on “understanding the meaning of the words”.

D. Problem Formulation

Based on the background of study above, the research question can be formulated as follows: “Can Riddle Game Increase Student’s English Vocabulary Mastery and their learning activities at the Eighth Grade Junior High School 2 Batanghari 2018/ 2019?”

E. Objective and Benefits of the Research

1. Objective of Research

- c. The objectives of the research is whether riddle can increase students’ English vocabulary and their learning activities.

2. Benefits of the Study

a. For the students

Students can easier to increase English vocabulary, and to motivate students in learning vocabulary. There for, it can be useful for students in order to improve their vocabulary mastery and to enable the students to understand English easily.

b. For the teacher

As reference to teach the students about vocabulary in an effective media and as variation technique in teaching vocabulary at the classroom.

c. For the other Researcher

As experience means knowledge in English instruction and to get information of teaching process.

F. Prior Research

Regarding of the research, the first research has done by Lydia Amalia, entitled “Teaching vocabulary through movie to improve student’s English vocabulary mastery” this research is aimed to find out the improvement of vocabulary mastery through movie as media and to find students difficulties with respect is written test. The researcher give writing test to find out whether students ability in vocabulary mastery through movie. The method in vocabulary mastery is quantitative method. Referring to findings and discussion that had been elaborated in the previous chapter, it show that getting after several treatments, there were significant differences mean score between students taught using movie as visual media in the teaching activities.¹

The second research has done by Episiasi, in 2015 entitled “The use of riddle game to teach speaking. The objectives of this study was to find out whether or not it was significantly effective to use Riddle game to

¹Lydia Amalia,”*Journal Teaching vocabulary through movie to improve student’s English vocabulary mastery*, (English Department: Lampung University),p.2.

teach speaking at the eleventh grade students it can be concluded that the mean students' score in the pre test was 56.25 and in post test was 75.95, So the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It means that it was significantly effective to use riddle game to teach speaking.²

The third research has been done by Dini Restu Profita, in 2015 entitled "Improving English vocabulary mastery by using crossword puzzle" the research is aimed to find out the improvement of vocabulary mastery through crossword is implemented, the method of this research is classroom action research. It was carried out in two cycles. The techniques for collecting data are observation, interview, questionnaire, field note, photograph, and test. The data were analyzed by using qualitative and quantitative techniques. The results show the improvement of the students' English vocabulary mastery and give good effect in the teaching and learning process. Besides test, there were good effects in the teaching and learning process such as students were active in the following lesson, the students became less noisy, the students were not ashamed to answer the question and students could focus more on the lesson. The method can interest students' attention they will enjoy and easy to receive the lesson³.

The researcher uses the result of the prior research as the reference and as a comparison about increasing student's English vocabulary through

²Episiasi, "journal the use of riddle game to teach speaking to the student's", (Lubuk linggau: STKIP PGRI), p.1.

³Dini Restu Profita, "journal Improving English vocabulary mastery by using crossword puzzle", (Teacher Training and Education Faculty, Sebelas Maret University Surakarta) p. 255.

Riddle Game. The similarities between the previous research and this research is aimed to find out the improvement of vocabulary mastery and teaching learning process. Both of research, explain about vocabulary mastery. Furthermore, the differences between the previous research and this research are the independent variable of the research. The previous research, there were significant effect in the teaching and learning process such as students were active in the following the lesson, the students become less noisy, the students were not ashamed to answer the question and students could focus more on the lesson. method can interest students' attention they will enjoy and easy to receive the lesson. But, in this research there were good effect for students learning activities such as students easier to understanding the meaning of the words, students can increase their vocabulary, and students are more active in the learning process.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Vocabulary Mastery

1. The Definition of Vocabulary

According Caroline, vocabulary is the collection of words that an individual knows.⁴

Meanwhile Jack C Richard states that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.⁵

Furthermore, according to John vocabulary is an inventory of individual words, with their associated meaning.⁶

From the definition above, the researcher conclude that vocabulary is a number of words that is known by individuals in a certain language, which is used to master four skills in English.

2. Kinds of Vocabulary

According to John Read state that words of this kind, article, preposition, pronouns, conjunction, auxiliaries are often referred to as functions words and are seen as belonging more to the grammar of the language that its vocabulary. Content words reffers to noun, verbs, adjectives and adverbs.⁷

⁴Caroline, T Linse, *Practical English Language Teaching, Young Learner*, (New York: McGraw-Hill Companies,2005),p.121.

⁵Jack C Richard, Willy A. Renandya, *Methodology in Language Teaching*, (New York: Cambridge University Press,2002),p.255.

⁶John Read, *Assessing Vocabulary*, (Cambridge: Cambridge University Press, 2000),p.16.

⁷John Read, *Assessing Vocabulary*,p.18.

1. Function Word.

Function word is a word that expresses grammatical or structural relationship with other word in sentence. The kind of function word such as:

a) Preposition

Preposition is a word (or group of words) which is used to show the way in which other words are connected. Example: for, of, in, at, etc.

b) Conjunction

A word that connects sentences, phrases or clauses. Example: and, so, but, that, etc.

c) Pronoun

A word that is used in place of a noun or noun phrase. Example: her, she, him, they.⁸

d) Auxiliaries

A verb which helps another verb to form a sentence structure complete. Example : can, will, shall, could, etc.⁹

e) Article

The article is not included in the class eight part of speech but the article is grouped in the class of adjective, namely demonstrative adjective. Example: the, a, an.¹⁰

⁸Jeremy Harmer, *How to Teach English*, (England: Pearson Education Limited, 1998), p.37.

⁹Rudy and Harry W.Smit, *English Grammar Complete Edition*, (Mahirsindo Utama, 2013), p.199.

¹⁰Ibid., p. 89.

2. Content Words

Content words are words that have meaning. They can be compared to grammatical words. The kind of content words such as:

a) Noun

A word (or group of words) that is the name of a person, a place, a thing or activity or a quality or idea: nouns can be used as the subject or object of a verb. Example: town hall, even, book, school, market, pen, ruler, table, chair, window, etc.

b) Verb

A word (group of words) which is used in describing an action, experience or state. Example: write, eat, read, speak, buy, go, sleep, sing, see, drink, etc.

c) Adjective

A word that gives more information about a noun or pronoun. Example: kind, better, best, beautiful, handsome, smart, stupid, diligent, cruel, naughty, fussy, etc.

d) Adverb

A word (or group of words) that describe or adds to the meaning of a verb, adjective, another adverb or a whole sentence. Example: carefully, quickly, at home, in half of hour, etc.¹¹

¹¹Jeremy Harmer, *op.cit.*, p.36.

3. Definition of Vocabulary Mastery

Vocabulary is used by students to communicate each other. Students cannot communicate effectively without sufficient vocabulary. It is important in study language to mastering vocabulary first. Vocabulary plays important role because it appears in every language skills.

According to Merriam Webster's state that mastery is a very high level of skill or knowledge.¹² Meanwhile mastery is complete control or knowledge.¹³ Therefore, Della Thompson states that mastery defined as comprehensive knowledge or skill.¹⁴

From the definition above, the researcher conclude that mastery is skill or knowledge to understanding of subject.

Mastering vocabulary is an important factor to learn English language. The master of number vocabulary is a basic requirement of English language acquisition. Student can not listen, speak, read, and write well if they do not understanding vocabulary well. They cannot do anything with four skills if they don't know vocabulary and single word well.

Vocabulary mastery is important for students. Mastering English vocabulary in learning language is basic. It means that,

¹²Merriam Webster, *Merriam Webster's Elementary Dictionary*, (United States of America: library of congress Cataloging in Publication Data,2009),p. 418.

¹³Alan Evison, *Oxford Learner's Pocket Dictionary*, (Newyork: Oxford University Press, 1980),p.230.

¹⁴Della Thompson, *The Oxford Dictionary Of Current English*, (United States: Oxford Univresity Press, 1992),p.546.

without mastering vocabulary, students will get some difficulties in teaching and learning English. From the definition above the researcher conclude that, vocabulary mastery is skill or competence that individual known to receive of words in language learning so that make student easier to mastering four skill in English.

4. The Important of Vocabulary Mastery

According to Scott Thornbury states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.¹⁵ It means that, vocabulary is important skill to communicate with each other in certain language. In using the language, students who rich in vocabulary will be successful both in expression skill such speaking, writing, also receptive skill listening and reading, but those who are poor in vocabulary will get trouble in those skills.

As English teacher, to increasing student's English vocabulary mastery is not easy. Teacher needs some various method or technique to teach vocabulary for students in the classroom because teacher has important role as facilitator in teaching and learning process in the classroom. The technique that is used by teacher is given big influence for students. If the method is interest students to learn vocabulary so that students can increase vocabulary well, but if the method is not interest students to learning vocabulary so that they will lack of vocabulary. The technique that is used by teacher in the teaching

¹⁵Scott Thornbury, *How to Teach Vocabulary*, (England: Pearson Education Limited, 2002), p.13

learning process given positive or negative impacts for students directly.

Finally, it is clear that vocabulary is the most important factors in teaching and learning in the classroom of English as a foreign language even in all language, without ignoring other language components. So, teacher are expected to have the excellent way to make the student interested in learning English vocabulary so that the object teaching and learning objectives can be carried out successfully.

5. The Problem of Mastering Vocabulary

According to Scoot Thornbury, there are some factors that makewords are difficult to learn, such as: pronunciation, spelling, length, and complexity, grammar, meaning, range, connotation, and idiomaticity. Other factors make some words more difficult than others such as:

- a. Pronunciation
Research shows that words are difficult to pronounce are more difficult to learn.
- b. Spelling
Sound, spelling mismatches are likely to be cause of errors, either of pronunciation or of spelling, and can contribute to a word's difficulty.
- c. Length and Complexity
Long words seem to be no more difficult to learn than short ones.
- d. Grammar
Also problematic in the grammar associated with the word, especially if this differs from that of its language equivalence.
- e. Meaning
When two words overlap in meaning, learners are likely to confuse them.
- f. Range, connotation and idiomaticity
Words that can be used in a wide range of context with generally will perceived as easier than their synonym with narrower range.

Uncertainty as to the connotations of same words may cause problems too. Thus propaganda has negative connotations in English it is their idiomaticity.¹⁶

Based on the problems of mastering vocabulary above the researcher identified some problem such as, meaning, pronunciation and spelling.

B. The Concepts of Riddle Game.

1. The Definition of Game

According to Khan (1991) in Kasihani said that, "games are the conducted activities according to certain rules"¹⁷.

According to Jill Hadfield states that, game is an activity with rules, a goal element of fun.¹⁸

Based on the statement above, the researchers conclude that game is fun activity with certain rule. So, it can be make students easier to receive material in teaching and learning process. By using game, the students do not feel that they learn something through that activity. The students became active learners through game. The main games should be develop with English skills. So, here are some words games to try such as:

a. Word clap

Students stand or sit in a circle and following the teacher's lead, maintain a four beat rhythm, clapping heir hand on their thighs three times.

b. Categories

Learners work in pairs or small groups. eg: fruit, transport, clothes, animal, sports.

c. Coffeepot

¹⁶Ibid., p.27-28.

¹⁷ Kasihani K.E Suyanto, *English For Young Learners*, (Jakarta:PT Bumi Akasara), p.117.

¹⁸Jill Hadfield, *Elementary Vocabulary Games*, (Longman: England, 1998).p.4.

This is guessing game, but in this time the students who is it has to guess a word by asking the rest of the class question.

d. Back to board

This is another guessing game, but this time the students who is it has to guess a word by asking the rest of the class question.

e. Pictionary

Based on the commercialized game of the same name, this involves students guessing words or phrases from drawing.

f. Word snap

Using word cards, e.g from the class word bag or word box students work in small group, with the aim of collecting as many words pairs as possible.

g. Word race

The class is divided into teams an each team is given a board marker pen (or piece of chalk). The board is divided into as many sections as there are terms.

h. Spelling race

The board is divided into two halves, and representative from each of two teams stands at the board with a board marker pen or chalk.¹⁹

2. Type of Game

a. There are other ways which game can be classified some of them following:

1) According students age, game are designed for children, teenagers, or adults.

2) According to students level there are game for elementary, intermediate, and advanced.

b. According to the place and space where game can be used there are classification, might be:

1) Outdoor game, which play outside classroom in the free space.

2) Indoor game, developed in the classroom by using the material.

¹⁹Scott Thornbury, *How to..*, p.102-104

- c. According to number of group can be down such as, individually, by team or groups, by pair, and by whole class.
- d. According to skill wanted to practice, there are:
 - 1) Listening game which aim the principally to practice of the listening skill.
 - 2) Speaking game which are oral communication in the principle of the task.
 - 3) Reading games is reading comprehension is the purpose of the task.
 - 4) Writing games, which aim the principles to practice of the writing skill.
- e. According to skill wanted to practice, there are:
 - 1) Vocabulary games that are the one which learners attention is focus mainly on lexicon.
 - 2) Pronunciation games which mean the way the word spell.
 - 3) Grammar games provide of the experience of the use particular pattern of syntax in communication.
- f. Another classification
 - 1) Game are played on the board called board games, they use generally make a picture, card or draws.
 - 2) Action games, which usually require the physical movement of the body in order to played.

g. There are also called filler game, which are divide into quizzes, crossword puzzle, and riddle. There are not mainly game, which there are activities, which can be turned into game by incorporating the competitive element them:

- 1) Quizzes are not as their name indicates, however can be quizzes as it was said before, one of the purpose of the game is for teacher to evaluate students knowledge.
- 2) Riddle, whose main goal to develop students' vocabulary and reading comprehension.
- 3) Crossword puzzle, which are mainly focus on vocabulary and spelling practice.²⁰

3. The Definition of riddle game

According toArcher Taylor states that riddle is a minor genre of an interrogative from that “compare an object to another entirely difficult object” and whose “essence consist in the surprise” created by the solution to the question begged by the comparison, often a comparison that exposes the arbitrariness of our taxonomies.²¹

Meanwhile, according to Isbell states that riddles are verbal play which involves puzzling about “what is like what”.²²

²⁰Mariezta Maribel Martinez Schez, *Journal Interactive Gamed in The Teaching of Learning Process of A foreign Language*,p.12.

²¹Timothy D. O'Brien, *Names, proverbs, Riddles, And Material text in Robert Frost*, (UnitedState of America : Palgrave Macmillan,2010), p.98.

²²Episiasi, *Journal The Use of Riddles Games to Teach Speaking to the Students*, (English Education Study Profram: Lubuklinggau,2007),p.29.

Furthermore , Ben Amos cited by Jan Kwapsizs states that riddle the riddle is one linguistics way of expressing ambiguity: “inherent in the riddle is deliberate ambiguity which is designed to reveal an conceal its subject at one and the same time”²³

Therefore, Riddle game is a puzzling question problem, or matter puzzling think or person.²⁴

Moreover, Karim and Hasbullah states that a word used in riddle will have a different meaning and in different context, so they can large their vocabulary. It means that riddle can be used to build students’ interest in learning English vocabulary and increase their vocabulary in learning English.²⁵

Based on the statements above, the researcher was concluded that riddle game is question or statement that contains a deliberately hidden meaning.

4. The Types Of Using Riddle Game

The researcher used an interested technique that is riddle game to increase student’s English vocabulary. The are some several types of using riddle games

- a. You will be presented with ten riddles. Each riddle consists of a question and an answer.

²³Jan Kwapsizs, David Petrsin and Mikolaj Syzmanski, *The muse at Play Riddles and Wordplay in Greek and latin Poetry*,(Germany: Library Of Congress, 2013), p.123.

²⁴Lukas Yudha Setyawan ad Ch. Evy Tri Widyahening, *Journal “ Improving Student’s Vocabulary Mastery Using Riddle game”*,(Boyolali: SMPN 5 Boyolali), p. 5.

²⁵Lailiyah Diana Widia Afrianti, *The Effect of Using Riddle on Vocabulary Achievement of The Eighth Grade at Mts Baitul Hikmah Tempurejo Jember in The Academc Years 2014/2015*,(Muhamadiyah University: Jember), p. 3.

Task: Match the questions with the answer.

- b. You will be given a riddle with three possible answers.

Task : choose the best the right answer. You may not always agree with the answers given in the key.

- c. You will be presented with a riddle and its answer. However, some words have been removed either from the riddle or from the answer. These words are contained in the box under the riddle.

Task : insert the words from the box into the correct spaces.²⁶

5. Procedure of Using Riddle Game in Teaching Vocabulary Mastery.

There are procedure to apply riddle game as technique such as:

- a. The researcher explain the rule of playing riddle game. The researcher gives some statements or sentences that are relevant to a word. This kind of riddles consists of sentence and its answers the students are asked to match the riddles in sentence with the answer every riddle has one answer.
- b. The researcher divided students into some group. Every group consist of 2-3 students.
- c. The researcher asks students to open dictionary. Some students sometimes find difficulties to create new words and they can open dictionary.
- d. The researcher gives limit times for students to make it.

²⁶AndrianWallwork, *Words Games, Riddle, Logic tests.*(Italy:Springer InternationalPublishing, 2018).p.VIII.

- e. The researcher monitor students activity and she will give argue and give suggestion if the students have difficulties.
- f. After students match the riddles. they submit the paper.
- g. Then teacher asks students directly about the question.
- h. If the students can answer the question correctly so that they can get score but if the students cann't answer the question correctly they can get punishment.

From this activity the teacher can get information from the students. The information intended can be critic or suggestion about riddles game. After implementing the riddles, the teacher knows that riddles is one of the ways for teaching vocabulary effectively, because the students get new words through relaxing activities and increasing their vocabulary.²⁷

C. Action Hypothesis

Based on the theoretical review above the researcher was formulated the hypothesis as follow “by playing riddle game can increase student’s English vocabulary mastery in the eighth grade of Junior high school 2 Batanghari”.

²⁷ Evita Yuliantina Yaspi, *Journal Building the Student’s Vocabulary Through Riddle*. (The faculty of the teacher Training and Education, Bung Hatta University),p.5.

CHAPTER III

RESEARCH METHODOLOGY

A. Variable and Definition Operasional Variable

1. Operasional Variable

a. Independent Variable (Riddle Game)

Independent variables are antecedent to dependent variables and are known or are hypothesized to influence the dependent variable, which is the outcome.²⁸ Independent variable in this research is riddle game as technique to help teacher in teaching process. Riddle game is question or statement that contains a deliberately hidden meaning.

b. Dependent Variable (English Vocabulary Mastery)

The dependent variable is the variable that is affected or that become result because of the independent variable.²⁹ English vocabulary mastery is dependent variable in this research. The students can increase their English vocabulary mastery during in teaching and learning process through riddle game.

B. Setting of the Study

The research was conducted at the Junior High School 2 Batanghari which located at Desa Sri Basuki 51, Kecamatan Batanghari, Kabupaten Lampung Timur.

²⁸Donald Ary, *Introduction to Research in Education*,(USA:Wadsworth,2010),p.37.

C. Subject of Study

The subject of this research is the students of the eight grade of the Junior High School 2 Batanghari. The data can be seen below:

Tabel 2
Data of the Subject of the Research

No	Class	Sex		Total
		Male	Female	
1	VIII. A	13	8	21 Students

Based on the table above, there were 13 male students and there were 8 female students at the eighth graders. The total of the subject were 21 students.

D. Object of Study

The object of the study is increasing student's English vocabulary mastery through riddle game at the eighth grade of junior high school 2 Batanghari. The classroom action research was conducted in class VIII.A which consists of 21 students. The researcher chose A class, because the students have the lowest English ability than other class, especially in vocabulary mastery.

E. Procedure of the Classroom Action Research

The researcher chose one of the types of the research is classroom action research. The implementation of classroom action research has the important strategies to improve quality of teaching and learning. According to Anne Burns state that classroom research is to intervene in deliberate way in the problematic situation in order to bring about change,

and even better, improvements in practice.³⁰ Meanwhile, Cresswell assumed that action research provides the opportunity for educators to reflect their own practice.³¹

In addition, according to Robert P. Pelton state that action research research, in the school setting, is a systematic approach to improve teaching practice.³² From definition above, it can be inferred that action research emphasizes improvement of process teaching and learning in the classroom.

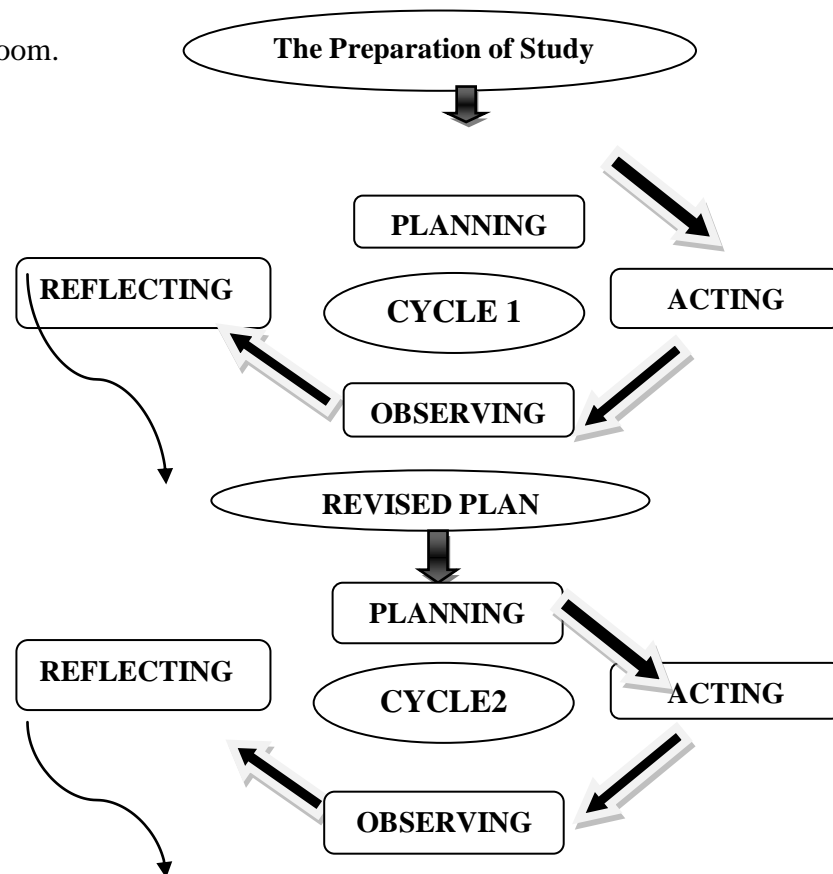


FIGURE 1. Kemmis and MacTaggart Model (Modified by researcher)

³⁰Anne Burns, *Doing Action research in English Language Teaching*, (New York: Routledge, 2010), p.2.

³¹John Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative research*, (Boston: Pearson Education, 2012), p.577.

³²Robert P Pelton, *Action Research for Teacher Candidates*, United States of America: Library of congress Cataloging in Publication Data, 2010), p.3.

There were two cycle in the figure. In the first figure describes the steps of the research that is preparation of study and followed by planning, acting, observing and reflecting that is implemented in each cycle. If the first cycle cannot be achieved, so it will be continued in the next cycle that has same phase with the first cycle.

The researcher used collaborative action research so that it needs to collaborator another participant which is English teacher to help the researcher in the research. There were some models in action classroom research, but the researcher used Kemmis and McTaggart (1988) as research design. Meanwhile, according to Kemmis and McTaggart as cited by Anne Burns state that action research occurs through a dynamic and complementary process which consists of four essential moments: planning, action, observation and reflection.³³

In this classroom action research was conducted in two cycle, they are following:

1. Cycle 1

In this cycle, the researcher was conducted four steps such as, planning, acting, observing, and reflecting. Here the explanation of them:

³³Anne Burns, *Collaborative Action Research for English language Teacher*, (Cambridge: Cambridge University Press, 1999), p.32.

a. Planning

Planning is the first steps in each activity. In this step the researcher identified the problem in teaching vocabulary. Besides that, planning is orientation to achieve criteria of success in passing grade, without planning the action cannot systematic and focus. In this step, the researcher can make in planning as follow:

- 1) The researcher prepare pre test consisting of 10 multiple choice and 10 fill match question and answer.
- 2) The researcher prepare lesson plan.
- 3) The researcher prepare learning source as English pocket book.
- 4) The researcher use riddle as techniqueto increase student's English vocabulary mastery.
- 5) The researcher give explanation about noun and adjective in order to understanding the meaning of the words.
- 6) The researcher prepare written test as post test consisting of 10 multiple choice and 10 match question and answer.

b. Acting

Acting is the second step in the classroom action research. It is the implementation of the planning. In this step the researcher will decide to take action as teacher who determined a technique in teaching and learning process in the classroom. The researcher acts as follow:

1. Pre Teaching Activities

- a) The teacher greets the students.
- b) The teacher and students prayed together.
- c) The teacher ask the student's condition.
- d) The teacher checks the student's attendance list.
- e) The teacher explains the purpose of study about learning vocabulary about noun and adjective.

2. While Teaching Process

- a) The teacher gave explanation about noun and adjective. It is classified into three such as place, person and thing.

- b) The teacher explains about the riddles to the students

Example :

Teacher says that riddle game is a statement or question that contains deliberately hidden meaning.

- c) The teacher explains the rules of the game to students in order to make them more understand.

Example :

Teacher ask students "do you know about the rule of the riddle game? Now, teacher will give you some statement and after that you can guess or catch my words I mean".

- d) The teacher checks whether student bring dictionary or not.

This game is available to acquire new words, so the students can use a dictionary.

- e) The teacher gave statements or question that are relevant to a word. The type of riddles consists of sentence and its answers. The students are asked to match the riddle in sentence with answers every riddle has one answer.
- f) The teacher divided students into some group.
- g) The teacher asked students to open dictionary. Sometime some students have difficulties to create new words and they can open their dictionary.
- h) The teacher asked students to match the riddles and the answer correctly in the paper.
- i) The teacher gave limit time for students to make it.
- j) The teacher monitors the students' activity and she give suggestion if the students get difficulties.
- k) After the students match the riddles, they submit the paper.
- l) The teacher asked to students directly about the question.
- m) If the students can answer the question correctly so that they can get score, but if students can not answer the question correctly so that they can get punishment.

3. Post Teaching

- a) The teacher gave conclusion of the material.
- b) The teacher gave homework for students.
- c) The teacher close the meeting.

c. Observing

Observing is the third step in classroom action research. The researcher was conducted observation after planning and acting. The researcher acts as follow:

1. The researcher was observed the process of teaching and learning.
2. The researcher was observed student's activity in the classroom.
3. The researcher was observed situation in the classroom by using observation form.

d. Reflecting

Reflecting is the last step in classroom action research. It conducted after planning, acting, and observing. In reflection the researcher was know the strength and weakness from action that researcher have done. This step will be done teaching learning process. The researcher acts as follow:

1. The researcher collect of data the result of observation form.
2. The researcher collect of data the result of the students' test.

If the student's English vocabulary was increase. The research will be stopped in cycle 1. Furthermore, if the student's English vocabulary was not increase, the cycle will be continuing to the next cycle.

2. Cycle 2

In this cycle, the researcher was conducted four steps such as, planning, acting, observing, and reflecting.

a. Planning

Planning is the first steps in each activity. In this step the researcher identified the problem in teaching vocabulary. Besides that, planning is orientation to achieve criteria of success in passing grade, without planning the action cannot systematic and focus. In this step, the researcher can make in planning as follow:

- 1) The researcher prepare pre test consisting of 10 multiple choice and 10 matching question and answer.
- 2) The researcher prepare lesson plan.
- 3) The researcher prepare learning source as English pocket book.
- 4) The researcher used riddle game as technique to increase student's english vocabulary mastery.
- 5) The researcher gave explanation about noun in order to understanding the meaning of the words.
- 6) The researcher prepare written test as post test consisting of 10 multiple choice and 10 match question and answer.

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Example :

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Example :

Teacher ask students "do you know about the rule of the riddle game? Now, teacher will give you some statement and after that you can guess or catch my words I mean".

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This game is available to acquire new words, so the students can use a dictionary.
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- h) The teacher gave limit time for students to make it.
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d. Reflecting

Reflecting is the last step in classroom action research. It conducted after planning, acting, and observing. In reflection the researcher was know the strength and weakness from action that researcher have done. This step will be done teaching learning process. The researcher acts as follow:

1. The researcher collect of data the result of observation form.
2. The researcher collect of data the result of the students' test.

The result in cycle 2 was increase. The reseach will be stopped in cycle 2.

F. Data Collection Technique

In this research, the reseacher used the data collection method to collect data as follow:

1. Test

The test was given to measure the students English vocabulary mastery. There two kinds of test was given to students. They are pre test and post test.

a) Pre test

The researcher was given pre test to students before the students get more explanation about riddle game to increase student's English vocabulary mastery. Pre test is the first activity before the researcher given treatment and post test. The purpose of pre test is to know how far students comprehend about English vocabulary. The result of students' in pre test will be reference for researcher conducted her research.

b) Post test

Post test give to the students after researcher conducted the treatment. It was to know the increasing of student's English vocabulary mastery through riddle game after they were given treatment. The researcher gave a post

test to the students to proper vocabulary mastery by using riddle game. It is to know the result of students' achievement.

2. Observation

Observation is particular events in a class (or category) and on the basis of the observed event, made inference about the whole class. The researcher observed three objects in the school. There are place, people, and activity. This research was conducted at Junior High School 2 Batanghari as the place of observation. Students in A class in Junior High School 2 Batanghari who consist 21 students in the eighth grade as the participant. The activity in this research is to know result of students' achievement that has been save in school documentation.

3. Field Note

Field note is method of data collection by making written records on whatever happens in the field. The field note were used to collect the data during in teaching and learning in every cycle which was not include in the observation sheet.

4. Documentation

Documentation is the mehod which is used to get information from the written source or document. The researcher was known information and data of school such as history of school, total students and teachers and condition of the school.

G. Research Instrument

An instrument is a tool used to collect data. It means that instrument is a tool that used by researcher to collect data completely and systematically.

The instrument are used to measure the students English vocabulary mastery was test. The researcher use some type pre-test and post-test instrument in the research. The pretest instrument as different with post-test instrument, but have the same difficulty level. The researcher used individual test. In this research, the researcher asks students to match question and answer.

H. Data Analysis Technique

Data analysis was conducted by taking the average score of the pre test and post test. It is to know comparison score between pre test and post test. So, to analyze the result of the research, the researcher will apply the formula as the follows:

1. Average score

$$M_x = \frac{\sum X}{n}$$

Note :

M_x = Average score

$\sum X$ = Total score of follow the test

n = Number of cases.³⁴

2. The percentage of the students who pass the minimum standard criteria

³⁴Donald Ary, *Introduction to Research in Education*,(USA:Wadsworth,2010),p.108.

The formulas are :

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

Note :

P = Class Percentage

F = Frequency

N =Number of students.³⁵

Furthermore, the researcher will compare between pre test and post test. Then, the result is matched by Minimum Standard Criteria at the school at least 71. If the from cycle 1, there are some students are not successful so the researcher will conducted cycle 2. The minimum cycle in classroom action research is two cycle. So, if in cycle two all of students are successful. It is not continue to other cycle.

I. Indicator of Success

The indicator of students successful in English vocabulary mastery of using riddle game can be seen in the criteria of students improvement in learning process as a result follows:.

1. Indicator of success research was if 80% of the students got score minimum above 71 from post test and 80% in the learning activities.

³⁵Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi, New Age International, 2006),p.278.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research

1. Description of Research Location

a. History of Junior High School 2 Batanghari

The history of the establishment of Junior High School 2 Batanghari. Junior High School 2 Batanghari was founded 1994. Junior High School 2 Batanghari located on Desa Sribasuki 51 Batanghari lamung Timur. The school has received students to learning place is still Elementary school 2 Batanghari, students start to study in the afternoon as much as 3 local class. There are 52 students Junior High school 2 Batanghari in the academic year 1994/1995. It is ironic because that school are limited facilities and limited space. In the second year, in the academic year the 1995/1996 Junior High School 2 Batanghari received new students. There are 105 students who were made into study groups.

Since Junior High School 2 Batanghari was established, Junior High School 2 Batanghari has been led by the following principles:

1. Drs. Hasan Basri (1994-1997)
2. Tulus Suharyono (1997-2002)
3. Basrodin (2002-2005)
4. Slamet Ruyadi (2005-2010)
5. Mursidi (2003-2018)
6. Lismardalena Andriyani (2018-now)

**b. Condition of the Teacher and Official at Junior High School 2
Batanghari**

Condition of the Teacher and Official at Junior High School 2 Batanghari, the numbers of teacher and official employers in Junior High School 2 Batanghari in the academic year of 2018/2019 are that can be identified as follows:

Table 3
**Condition of the Teacher and Official at Junior High School 2
Batanghari in the academic year of 2018/2019**

No	Name	Sex	Occupation
1	Lismardalena A,M.Pd.	Female	Principal
2	Busheri,S.Pd.	Male	Vice Principle
3	Rohmanu, S.Pd.	Male	Curriculum Affair
4	Radius Noorie,S.Pd.	Male	Counselor
5	PujionoSyafi'i,S.Pd.	Male	IPS teacher
6	Endang Trisilowati,S.Pd.	Female	IPS teacher
7	Solihin,S.Pd.	Male	IPA teacher
8	Bambang Purnomo	Male	Indonesian teacher
9	Drs Rudiyantoko	Male	IPA teacher
10	Drs Nurhayati	Female	PKN teacher
11	Drs Ida Royani	Female	IPS teacher
12	Hesti Tumirah,S.Pd	Female	English teacher
13	Septi Fanagia,S.Pd	Female	Indonesian teacher
14	Yulita,S.Pd.	Female	Indonesian teacher
15	R. Firman H, S.Pd	Male	Sports teacher
16	Suwarno, S.Pd	Male	English teacher
17	Basrodin, S.Pd	Male	Art teacher
18	Sumirah, S.Pd	Female	IPA teacher
19	Parwono	Male	Art teacher
20	Sudiyono, S.Ag M.PdI	Male	Religion teacher
21	Wilujeng, S.Pd	Female	Indonesian teacher
22	Drs Suharti	Female	Mathematics teacher
23	Aris Munandar, S.Pd	Male	English teacher

24	Riswani, S.Pd	Female	IPS teacher
25	Yoga Aditia, S.Pd	Male	Mathematics teacher
26	Mariyam, S.Ag	Female	Religion teacher
27	Arif Cahyono, S.Pd	Male	TIK teacher
28	Siti Wulandari	Male	Counselor teacher
29	Cindy Nurhayati, S.Pd	Male	Religion teacher
30	Siyo, S.Pd	Female	TIK teacher

c. Quantity Students of Junior High School 2 Batanghari

The quantities of students at Junior High School Batanghari that can be identified as follows:

Table 4
Students Quantity of Junior High School 2 Batanghari
In the Academic year 2018/2019

No.	Class	Sex		Total
		Male	Female	
1	Class VII (A-E)	73	59	132
2	Class VIII (A-F)	79	82	161
3	Class IX (A-E)	63	66	129
Total		215	207	422

d. Building of Junior High School 2 Batanghari

The condition of facilities in Junior High School 2 Batanghari in the academic year 2018/2019 that can be seen on the table below:

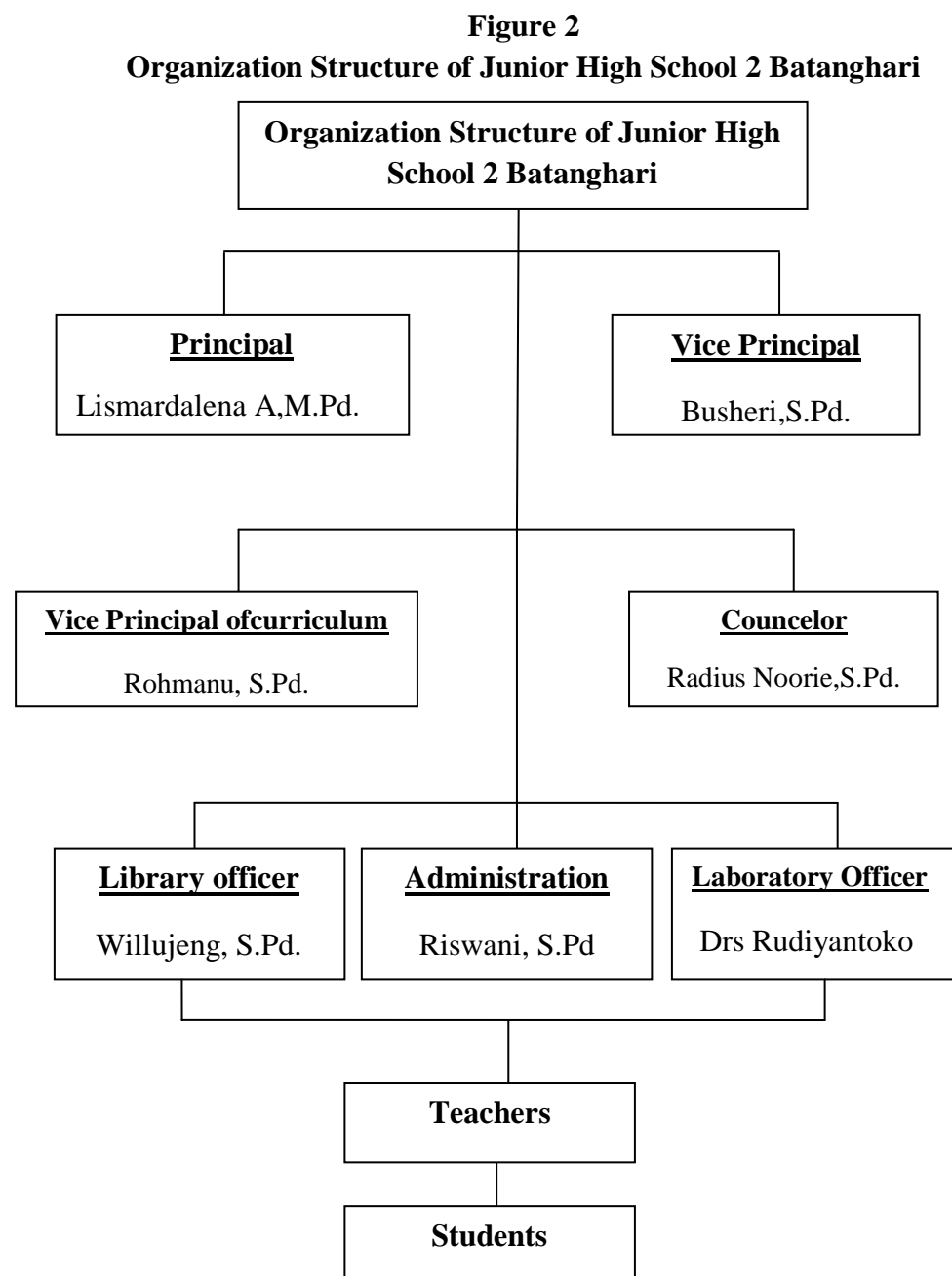
Table 5
Building of State Junior High School 2 Batanghari in the academic
year of 2018/2019 that can be seen on the table below:

No	Names of Building	Total
1	Headmaster Room	1
2	Teacher Room	2
3	Classroom	18
4	Administration Room	1
5	Students Council	2
6	Laboratory	1
7	Library	1
8	Mosque	1
9	Art room	1
10	Canteen	3

11	Kitchen	1
12	Toilet	6
13	Garage	3

e. Organization Structure of Junior High School 2 Batanghari

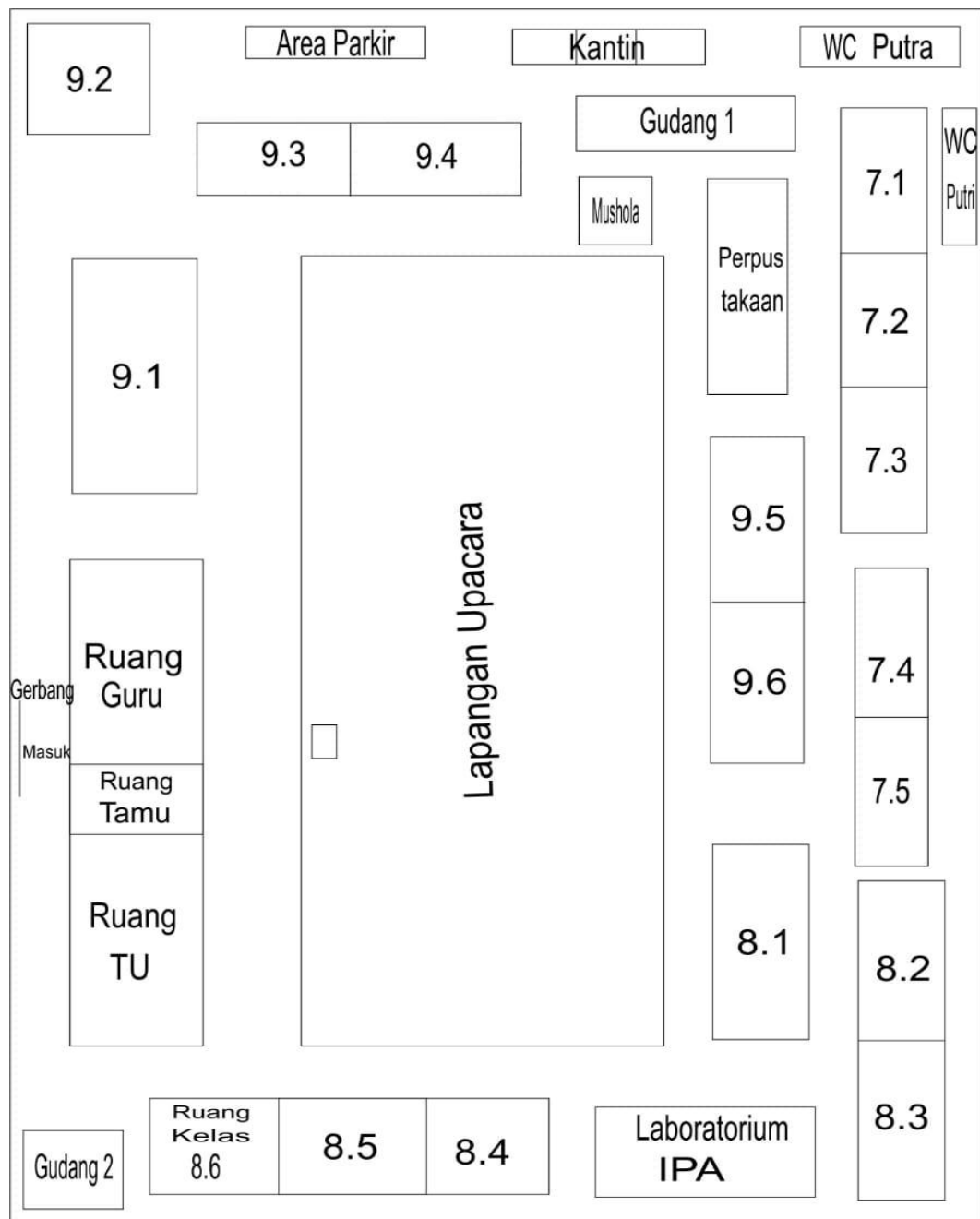
The organization structure of junior high school 2 Batanghari in the academic year 2018/2019 can be shown in the figure as follows:



f. Location Sketch of Junior High School 2 Batanghari

The Location Sketch of Junior High School 2 Batanghari in the academic year 2018/2019 that can be seen on the figure below:

Figure 3
Location Sketch of Junior High School 2 Batanghari in the academic year 2018/2019



2. The Description of Research Data

This research used classroom action research. The purpose of this research to increase student's English vocabulary mastery and their learning activities at Junior High School 2 Batanghari. There two cycle in this research. Every cycle consists of 3 meeting. Its mean that action in cycle one was conducted about 3 meeting, and action in cycle two was conducted also 3 meeting. In each meeting these cycle took 2x40 minutes.

There four steps in each cycle such as planning, action, observation, and reflection. Previously, the researcher done the pre test first. The first meeting began on Thursday, May 9th, 2019. The researcher was conducted pre test before giving treatment and its used to comparison score with post test.

The researcher came in the classroom. The resercher asked students to prayed together before continue the lesson after that the researcher greeted students. When the students were ready to have subject, the researcher introduce herself first and the resercher asked the students to introduce theirselves. Then, the researcher was conducted pretest. The researcher gave written test that consists of (10 multiple choice and 10 match its questions and its answer. It could be seen the result score of student's English vocabulary mastery pretest on the table below:

Table6
The Result Score of Student's English Vocabulary Mastery in Pre Test 1

No	Name	Score
1	AS	65
2	AAPW	65
3	AFM	75
4	AWA	60
5	AI	75
6	AF	55
7	BP	65
8	DA	65
9	DAN	75
10	EPC	50
11	FS	70
12	IF	45
13	JW	45
14	LF	40
15	NF	70
16	NTX	65
17	PAR	60
18	PES	75
19	RS	45
20	SK	75
21	RA	60
TOTAL		1300
AVERAGE		61,9
HIGHEST SCORE		75
LOWEST SCORE		40

Source: Table of Student's Score Pre test 1.May.9th 2019.

Table 7
The Students' Result in Pre Test 1

No	Grade	Categories	Frequency	Percentages
1	>71	Passed	5	23,8%
2	<71	Failed	16	76,2%
Total			21	100%

Based on the table, it could be inferred that there were 5 students (23,8%) who passed the pretest and 16 students (76,2%) who failed the

pretest. The highest score was 75 and the lowest score was 40. It means that the students did not fulfill the Minimum standard criteria of subject English at Junior High School 2 Batanghari and the student's English vocabulary mastery was low. Beside, the researcher got the average score 61,9 in the pre-test. So that, it was the reason the researcher used riddle game to increase student's English vocabulary mastery

a. Cycle 1

1) Planning

In the cycle 1 consist of planning, acting, observing, and reflecting. In this stage, the researcher planned to increase student's English vocabulary mastery. the researcher prepared several things that related to teaching and learning process at classroom such as English subject lesson plan, the material and observation sheet that contains about list of students name and their learning activities and the researcher gave pretest and posttest.

2) Acting

Table 8
The Schedule of Action in Cycle 1

Meetings	Day, Date	Time	Activities
1 nd	Monday, May 13 th 2019	08.20-09.40	Doing action using riddle game
2 nd	Wednesday, May 15 th 2019	7.15-08.35	Giving posttest

The second meeting was done on Monday, May 13th 2019. Based on the result pretest score, the researcher has identified and found the problems after taking student's pretest score. The second

meeting was treatment. The researcher as an English teacher in the classroom. The meeting was started by praying, greeting, checking student's attendance list and asking student's condition. The researcher explained about vocabulary (noun) that identified about person, place and thing.

Moreover, the researcher also explained about adjective. The researcher told students "today, we are going to learn about noun and adjective". The teacher asked students "do you know about noun and adjective" could you give an example about noun in the classroom. One of students answers the question. He said that an example of noun in the classroom such whiteboard, table, chair, cupboard and book. But, he didn't understand the meaning and classified of noun. Then, the researcher gave explanation about the meaning of noun. Noun divided into person, place and thing. The student's gave attention to the teacher explanation.

After that the researcher gave explanation about noun and adjective. The researcher asked students to make a group. Every group consists of 2-3 students. Then, the researcher gave riddle question and answer in the paper. The researcher asked students to match riddle question and answer. The students used dictionary in this game. After finish, the students submitted the paper. The researcher asked students directly about its question. The teacher asked "it has four legs, but its cann't walk. What is it? the student in the first group answer the

question “it is window”. The answer is wrong, so that group first group got punishment. They should memorize five noun in the school. Furthermore, the second group also answered the question “it is table” the researcher said that’s right so that they got 10 point.

The researcher asked students until the last question. After finished, the researcher asked students to close the game and book. The time was up the researcher asked students to learn about new vocabulary and the learning will be continue in the next meeting.

The third meeting was conducted on Wednesday, May 15th 2019. The researcher began the lesson by praying together, greeting students, checking student’s attendance list and asked student’s condition. The researcher reviewed the explanation the material vocabulary about noun and adjective. Then, the researcher gave time 30 minutes to students to finish their test. In this section, the researcher got the result of student’s post test cycle 1. The result can be seen on the table below:

Table 9
The Result Score of Student’s English Vocabulary Mastery in Post Test 1

No	Name	Score
1	AS	75
2	AAPW	70
3	AFM	75
4	AWA	65
5	AI	80
6	AF	70
7	BP	80
8	DA	70
9	DAN	75

10	EPC	80
11	FS	75
12	IF	70
13	JW	60
14	LF	75
15	NF	70
16	NTX	70
17	PAR	65
18	PES	85
19	RS	70
20	SK	80
21	RA	65
TOTAL		1525
AVERAGE		72,6
HIGHEST SCORE		85
LOWEST SCORE		60

Source: the result of students vocabulary mastery post test 1 cycle 1 on Wednesday, May 15th 2019.

Table 10
The Student's Result in PostTest 1

No	Grade	Categories	Frequency	Percentages
1	>71	Passed	9	42,9%
2	<71	Failed	12	57,1 %
Total			21	100%

Based on the table, it could be inferred that there were 9 students (42,9%) who passed the posttest1 and 12 students (57,1%) who failed the posttest. The highest score was 85 and the lowest score was 60. The criterion of students who successful in mastering the material was students who got minimum standard criteria of subject English is 71. Learning process is said success, when 80% students got mark above 71. The fact showed that the result was unsuccessful.

3) Observing

The observation was done by researcher during teaching and learning process. The researcher observed the student's learning activities at classroom.

Table 11
Table of result student's activities cycle 1

No	Student's Activities	Frequency	Percentages
1	The students give attention to the teacher explanation	15	71,4 %
2	The student's vocabulary increase by using riddle game	13	61,9 %
3	The students don't find difficulties to create a new word by using riddle game	11	52,3%
4	The students are interest to use riddle game	14	66,7 %
Total Students		21	100 %

Source: the result of student's activities Cycle 1 on Monday, May 13th 2019.

Based on table student's activities, it could be concluded that there were 15 students (71,4 %) who give attention to the teacher explanation. 13 students (61,9 %) who vocabulary increase by using riddle game. 11 students (52,3 %) who don't find difficulties to create new words by riddle game and 14 (66,7 %) are interest to use riddle game.

4) Reflecting

The learning process by using riddle game in cycle 1 has finished. The total score of students English vocabulary mastery at pre test is 1300 and the average is 61,9 and posttest cycle 1 is 1525 and the

average score is 72,6. From the result cycle 1, it showed that there was increasing of the result pretest and posttest 1. The students were interested enough in learning process. But, the result was unsuccessful. the students who passed the minimum passing grade was 5 students in pre-test and 9 students in the post-test. Therefore, the research will be continue in cycle 2.

b. Cycle 2

1) Planning

Based on the result in cycle 1, the result showed failure. So, the reseacher try to evaluate and and arrange the planning for cycle 2. In this cycle, the researcher would give riddle game more fun. The researcher prepared lesson plan, material, observation sheet for students, and posttest2.

2) Acting

The first meeting in cycle 2 was conducted on Thursday, May 16th 2019. In cycle 2 was divided into three meetings which could be seen in the following table:

Table 12
The Schedule on Action in cycle 2

Meetings	Day, Date	Time	Activities
1 st	Thursday, May 16 th 2019	10.10-11.30	Doing action using riddle game
2 nd	Monday, May 20 th 2019	08.20-09.40	Doing action using riddle game
3 nd	Wednesday, May 22 th 2019	07.15-08.32	Giving post test 2

In the first meeting in cycle 2, the researcher began the lesson by praying, greeting students, checking attendance list and asking student's

condition. The researcher reviewed material in the last meeting cycle 1 about noun and adjective. After that, the researcher gave explanation about descriptive text. The researcher told the students about generic structure of descriptive. Then, the researcher gave an example about descriptive text. There for, the researcher gave an example noun and adjective in the descriptive text. The purpose of the study is the students can find vocabulary about noun and adjective in the descriptive text. So that, the students easier to understanding about noun and adjective in the text.

The second meeting in cycle 2 was conducted on Monday, May 20th 2019. The researcher began the lesson by praying, greeting students, checking attendance list and asking student's condition. The researcher reviewed material in the last meeting about noun and adjective in the descriptive text. After that, the researcher asked students to make a group. Every group consists of 2-3 students. The researcher gave riddle question and answer in the paper. The researcher asked students to match riddle question and answer. The students need to use dictionary because to make students easier match riddle question and answer. After finish, the students submitted the paper. Then, the researcher asked students directly based on the riddle question in the paper.

In the last meeting of cycle 2, the researcher prepared student's attendance list, and post test. There researcher gave written test for

students. There were 10 multiple choice and 10 match question and answer.

The third meeting was conducted on Wednesday, May 22th 2019. The researcher began the lesson by praying together, greeting students, checking student's attendance list and asked student's condition. Then, the researcher gave time 30 minutes to students to finish their test. In this section, the researcher got the result of student's posttest cycle 2. The result can be seen on the table below:

Table 13
The Result Score of Student's English Vocabulary Mastery in Post Test 2

No	Name	Score
1	AS	85
2	AAPW	75
3	AFM	80
4	AWA	75
5	AI	85
6	AF	85
7	BP	95
8	DA	75
9	DAN	80
10	EPC	85
11	FS	90
12	IF	75
13	JW	80
14	LF	90
15	NF	90
16	NTX	80
17	PAR	65
18	PES	95
19	RS	75
20	SK	85
21	RA	75
TOTAL		1720
AVERAGE		81,9
HIGHEST SCORE		95
LOWEST SCORE		65

Source: result of student's vocabulary post-test 2 on Wednesday, May 22th 2019.

Table 14
The Student's Result in PostTest 2

No	Grade	Categories	Frequency	Percentages
1	>71	Passed	20	95,2 %
2	<71	Failed	1	4,8 %
Total			21	100%

Based on the table, it could be inferred that there were 20 students (95,2 %) who passed the posttest 2 and 1 students (4,8%) who failed the posttest 2. The highest score was 95 and the lowest score was 65. The table above is the result student's in posttest 2. It can be seen that there was an improving from post test 1 and posttest 2. The average score in posttest 1 is 72,6 and the average score in posttest 2 is 81,9. It mean that there was improving average score 9,3 from posttest 1 and posttest 2.

3) Observing

The observation was done by researcher during teaching and learning process. The researcher observed the student's learning activities at classroom in cycle 2.

Table 15
Table of Result Student's Activities Cycle 2

No	Student's Activities	Frequency	Percentages
1	The students give attention to the teacher explanation	19	90,4 %
2	The student's vocabulary increase by using riddle game	18	85,7 %
3	The students don't find difficulties to create a new word by using riddle game	18	85,7%
4	The students are interest to use riddle game	17	81%
Total Students		21	100 %

Source: the result of student's activities Cycle 1 on Monday, May20th 2019.

Based on table student's activities, it could be concluded that there were 19 students (90,4%) who give attention to the teacher explanation. 18 students (85,7%) who vocabulary increase by using riddle game. 18 students (85,7%) who don't find difficulties to create new words by riddle game and 17 students (81%) are interest to use riddle game.

4) Reflecting

The result of cycle 2 is better than cycle 1. The condition of the class was getting better than before such as the students more active in the teaching and learning process, the students give attention to teacher explanation, the student's vocabulary increase by using riddle, the students don't find difficulties to create new word by riddle game, and students are interest to use riddle game.

Finally, the researcher concluded that the problem had been solved by riddle game. The researcher motivates students to bring dictionary, learn English vocabulary, and read English book.

B. Interpretation

1. Cycle 1

In this research, the researcher gave the students pre test individually for the purpose to know student's English vocabulary mastery before treatment. After did pre test, the researcher gave treatment to the students in cycle 1. The treatment was conducted by using riddle game to increase students English vocabulary mastery. After treatment, the

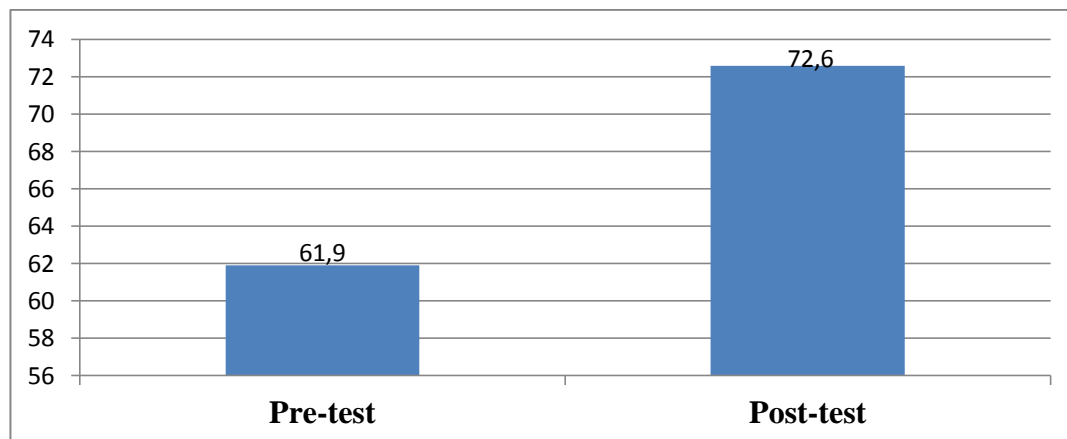
researcher was conducted post test in the next meeting. The result of pre test and post test in cycle 1 can be seen on the table below:

Table16
The Result Score of Studens' English Vocabulary Mastery Pre Test 1 and Post Test 1

NO	NAME	STUDENT'S RESULT		INCREASING	CATEGORY
		PRE TEST 1	POST TEST 1		
1	AS	65	75	10	INCREASE
2	AAPW	65	70	5	INCREASE
3	AFM	75	75	0	CONSTANT
4	AWA	60	65	5	INCREASE
5	AI	75	80	5	INCREASE
6	AF	55	70	15	INCREASE
7	BP	65	80	15	INCREASE
8	DA	65	70	5	INCREASE
9	DAN	75	75	0	CONSTANT
10	EPC	50	80	30	INCREASE
11	FS	70	75	5	INCREASE
12	IF	45	70	25	INCREASE
13	JW	45	60	15	INCREASE
14	LF	40	75	35	INCREASE
15	NF	70	70	0	CONSTANT
16	NTX	65	70	5	INCREASE
17	PAR	60	65	5	INCREASE
18	PES	75	85	10	INCREASE
19	RS	45	70	25	INCREASE
20	SK	75	80	5	INCREASE
21	RA	60	65	5	INCREASE
TOTAL		1300	1525		
AVERAGE		61,9	72,6		
HIGHEST SCORE		75	85		
LOWEST SCORE		40	60		

Source: the result students pre test 1 and post test 1

Chart 1
The Average of Student's Mark on Pre-Test and Post-Test Cycle 1



Source: the result students pre test 1 and post test 1

Based on the data above can be concluded that, in the pretest, there were only 5 students (23,8%) who passed the pretest and 16 students (76,2%) who failed in the pretest. Furthermore, in the pre test the lowest score was 40 and the highest score was 75. Then, in the pretest the average score was 61,9.

After giving treatment, the researcher was conducted post test in cycle 1. In the posttest, there were only 9 students (42,9%) who passed the posttest and 12 students (57,1%) who failed in the post test. Furthermore, in the post test the lowest score was 60 and the highest score was 85. Then, in the posttest the average score was 72,6.

From the result of student's score in pretest and posttest cycle 1. There was an increasing from student's result score. It could be seen from the average score in pre test 61,9 and post test1 72,6.

2. Cycle 2

After the researcher conducted cycle 1, the researcher continued the next cycle. In the next cycle, the researcher gave the treatment twice then posttest 2. The result of posttest 2, it can be conclude that there were 20 students (95,2%) who passed the post test 2 because they got score >71 . In the post test the lowest score was 65, the highest score was 95 and the average score was 81,9.

From the result of student's score post test 2 was increase. The average score in post test 1 and post test 2 were 72,6 and 81,9. In the pre test, post test 1, and post test 2, total students who get score >71 were 5 students, 9 students, and 20 students. The student's score in cycle 2 was improve. It could be stopped in cycle 2.

3. Students Score in Pre Test 1, Post Test 1 And Post Test 2.

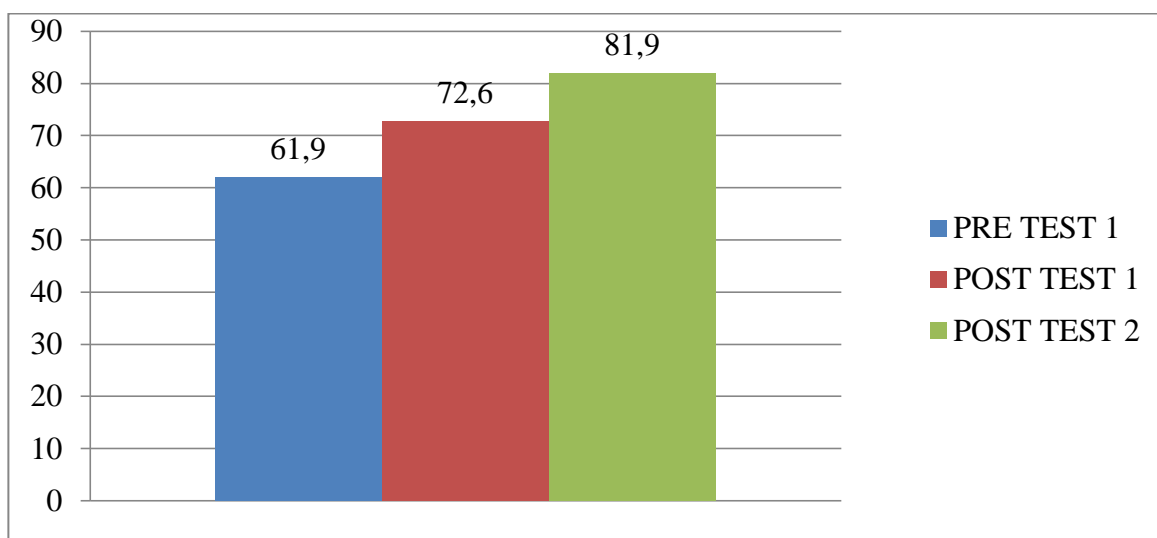
English learning process in cycle 1 was successful, but the student's average score was low. The following table of student's score in cycle 1 and cycle 2 can be seen below:

Table 17
The Result of Pre Test 1, Post Test 1, and Post Test 2.

NO	NAME	STUDENT'S RESULT			CATEGORY
		PRE TEST 1	POST TEST 1	POST TEST 2	
1	AS	65	75	85	INCREASE
2	AAPW	65	70	75	INCREASE
3	AFM	75	75	80	INCREASE
4	AWA	60	65	75	INCREASE
5	AI	75	80	85	INCREASE
6	AF	55	70	85	INCREASE
7	BP	65	80	95	INCREASE

8	DA	65	70	75	INCREASE
9	DAN	75	75	80	INCREASE
10	EPC	50	80	85	INCREASE
11	FS	70	75	90	INCREASE
12	IF	45	70	75	INCREASE
13	JW	45	60	80	INCREASE
14	LF	40	75	90	INCREASE
15	NF	70	70	90	INCREASE
16	NTX	65	70	80	INCREASE
17	PAR	60	65	65	INCREASE
18	PES	75	85	95	INCREASE
19	RS	45	70	75	INCREASE
20	SK	75	80	85	INCREASE
21	RA	60	65	75	INCREASE
TOTAL		1300	1525	1720	
AVARAGE		61,9	72,6	81,9	
HIGHEST SCORE		75	85	95	
LOWEST SCORE		40	60	65	

Chart 2
The Student's Result Pre test 1, Post test 1, and Post test 2



Source: the student's result of pre test 1, post test 1, and post test 2.

Based on the result pretest, posttest 1, and posttest 2. It was know that there was increasing student's English vocabulary mastery through riddle game. It could be seen from average score such as 61,9 in pre test, 72,6 in post-test 1, and 81,9 in post-test 2.

4. Student's Learning Activities Data

The student's learning activities data is gotten from whole student's learning activities on observation sheet.

The result of student's activities cycle 1 and cycle 2 can be seen on the table below.

Table 18
Table of result student's activities cycle 1

No	Student's Activities	Frequency	Percentages
1	The students give attention to the teacher explanation	15	71,4 %
2	The student's vocabulary increase by using riddle game	13	61,9 %
3	The students don't find difficulties to create a new word by using riddle game	11	52,3%
4	The students are interest to use riddle game	14	66,7 %
Total Students		21	100 %

Source: the result of student's activities Cycle 1 on Monday, May 13th 2019.

Based on table student's activities, it could be concluded that there were 15 students (71,4 %) who give attention to the teacher explanation. 13 students (61,9 %) who vocabulary increase by using riddle game. 11 students (52,3 %) who don't find difficulties to create new words by riddle game and 14 (66,7 %) are interest to use riddle game.

Table 19
Table of Result Student's Activities Cycle 2

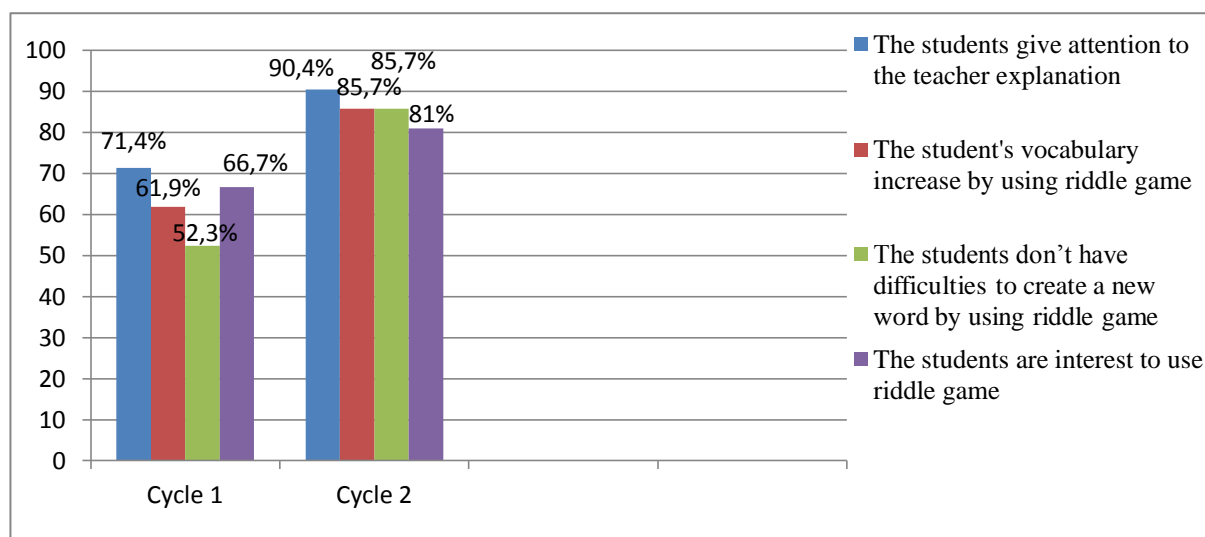
No	Student's Activities	Frequency	Percentages
1	The students give attention to the teacher explanation	19	90,4 %
2	The student's vocabulary increase by using riddle game	18	85,7 %
3	The students don't find difficulties to create a new word by using riddle game	18	85,7 %
4	The students are interest to use riddle game	17	81%
Total Students		21	100 %

Based on table student's activities, it could be concluded that there were 19 students (90,4 %) who give attention to the teacher explanation. 18 students (85,7%) who vocabulary increase by using riddle game. 18 students (85,7 %) who don't find difficulties to create new words by riddle game and 17 students (81%) are interest to use riddle game. The comparison of two activities could be seen below:

Table 20
The table student's activities at cycle 1 and cycle 2

No	Student's activities	Cycle 1		Cycle 2		Increasing
		F	Percentages	F	Percentages	
1	The students give attention to the teacher explanation	15	71,4 %	19	90,4 %	19 %
2	The student's vocabulary increase by using riddle game	13	61,9 %	18	85,7 %	23,8 %
3	The students dont find difficulties to create a new word by riddle game	11	52,3 %	18	85,7 %	33,4 %
4	The students are interest to use riddle game	14	66,7 %	17	81 %	14,3 %

Chart 3 Increasing Student's Activities cycle 1 and cycle 2



Based on the table and the chart above, the result of student's activities got improvement from cycle 1 up to cycle 2. The total of students in A class is 21. There were 15 students (71,4%) who give attention to the teacher explanation was increase up to 19 students (90,4%). The student's vocabulary increase by using riddle game from 13 students (61,9%) become 18 students (85,7%). The students dont find difficulties to create a new word by riddle game was increase from 11 students (52,3%) become 18 students (85,7%) and the students are interest to use riddle game was increase from 14 students (66,7%) become 17 students (81 %).

Based on the data above, it could be concluded that the students shown good increasing in learning activities when riddle game was applied in learning process from cycle 1 up to cycle 2.

C. Discussion

Junior High School 2 Batanghari at the eighth grade especially of students A class have problem to increase their vocabulary. The researcher used this technique to increase student's English vocabulary and their learning activities. There is a positive increasing about student's learning activities using riddle game. Therefore, riddle game is useful in the learning activities.

Based on the explanation cycle 1 and cycle 2, it could be inferred that the use of riddle game could increase students' English vocabulary mastery. There were progress average score from pre test 61,9 and post test1 72,6 and post test2 81,9. We could be seen that there were total students increasing on the average score and total students who passed the test from pre test, post test 1 and post test 2.

Furthermore, standard criteria of subject English is 71. In the post test1, there were 9 students or 42,9 % passed the test with the average score 72,6 and in the post test2, there were 20 students or 95,2 % passed the test with the average score 81,9. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle 2 because indicator of success if 80% students got score more than 71 was achieved.

The result of student's activities in cycle 1 and cycle 2 was increase. There were 15 students (71,4%) who give attention to the teacher explanation was increase up to 19 students (90,4%), the student's vocabulary increase by using riddle game from 13 students (61,9%) become 18 students (85,7%), the

students dont find difficulties to create a new word by riddle game was increase from 11 students (52,3%) become 18 students (85,7%), and the students are interest to use riddle game was increase from 14 students (66,7%) become 17 students (81%).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the researcher would like to conclude the point of the research such as there was increasing of students average score from pre test 61,9 to post test 1 72,6 became post test 2 81,9. The result of the post test in cycle 1 there were 9 students passed the test. Moreover, in cycle 2, there were 20 students who passed the test. The result of cycle 2 already reached the indicator of success that was 80% students fulfill the standard criteria with the score minimum was 71. Therefore, the research could be stopped in the cycle 2.

The result of student's activities in cycle 1 and cycle 2 was increase. Give attention to the teacher's explanation from 71,4% become 90,4%, the student's vocabulary increase by using riddle game from 61,9% become 85,7%, the students don't find difficulties to create a new word by riddle game was increase from 52,3% become 85,7%, and the students are interest to use riddle game was increase from 66,7% become 81%. Based on the explanation above, the researcher concluded there are increasing about student's learning activities. It means that by using riddle game in students' English vocabulary mastery, the students' activities have increased.

B. Suggestion

Based on the result of the research, the researcher gave some suggestion as follow:

1. For the students

It is suggested for students to be active in the learning process. Especially, in English vocabulary mastery.

2. For the teacher

It is suggested for the English teacher to use riddle game to increase student's English vocabulary mastery. Riddle game is effective to increase student's English vocabulary mastery in the teaching and learning process.

3. For the headmaster

It is suggested for headmaster to support the English learning process by preparing facilitation completely.

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APPENDICES

SILABUS PEMBELAJARAN

Satuan Pendidikan : SMP/MTs
Mata Pelajaran : Bahasa Inggris
Kelas : VIII (Delapan)

Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional		Pembelajaran KI 1 dan KI 2 dilakukan secara tidak langsung (terintegrasi) dalam pembelajaran KI 3 dan KI 4	Penilaian KI 1 dan KI 2 dilakukan melalui pengamatan, penilaian diri oleh peserta didik, penilaian teman sejawat, dan jurnal		

<p>onal yang diwujudkan dalam semangat belajar.</p> <p>1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksi</p>					
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<p>onal dengan guru dan teman.</p> <p>2.3.</p> <p>Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p>					
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<p>3.1</p> <p>Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakannya</p>	<p>Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda</p> <ul style="list-style-type: none"> • <i>Fungsi sosial</i> <p>Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik,</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. • Membaca dan mendengarkan 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial teks deskriptif tentang orang, binatang, benda, pendek dan sederhana 	<p>16 JP</p>	<ul style="list-style-type: none"> • Buku Teks wajib • Keteladanan ucapan dan tindakan guru men
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<p>menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>dsb.</p> <ul style="list-style-type: none"> • <i>Struktur text</i> (gagasan utama dan informasi rinci) 	<p>teks-teks tersebut untuk memahami isi pesannya.</p> <ul style="list-style-type: none"> • Dengan bimbingan guru, mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut. 	<p>ana.</p> <ul style="list-style-type: none"> • Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda dalam teks deskriptif. 	<p>gunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat</p>
<p>4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.</p>	<ul style="list-style-type: none"> a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. 	<p>Menanya</p> <p>Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p>	<ul style="list-style-type: none"> • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan 	<ul style="list-style-type: none"> • Contoh teks dari sumber otentik
<p>4.12 Menyusun teks deskriptif lisan dan tulis, pendek</p>	<p>Panjang teks:</p>	<p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Secara kolaboratif, mencari dan mengumpulkan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, 		<ul style="list-style-type: none"> • Sumber dari internet, seperti: <ul style="list-style-type: none"> - <u>w</u> <u>w</u>

<p>k dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>kurang lebih 6 (tiga) kalimat.</p> <ul style="list-style-type: none"> • <i>Unsur kebahasaan</i> (1) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (-s). (2) Kata ganti <i>it, they, she, we, dst.; our, my, your, their, dst.</i> (3) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan <i>quite, very</i>. 	<p>buku teks, dsb.</p> <ul style="list-style-type: none"> • Membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda. • Membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: <ul style="list-style-type: none"> - fungsi sosial setiap teks - nama orang, binatang, benda yang dideskripsikan - sifat orang, binatang, benda yang dideskripsikan - tindakan orang, binatang, benda yang dideskripsikan 	<p>tangan</p> <ul style="list-style-type: none"> • Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda, dalam teks deskriptif. <p>CARA PENILAIAN : SIKAP</p> <ul style="list-style-type: none"> • Observasi • Observasi terhadap ap 	<p>www.dailynGLISH.com - http://americanenglish.englishfile.com</p>
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	<p>(4) Frasa nominal seperti <i>dark brown, cute little cat, beautiful red flower</i></p> <p>(5) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: <i>be, have, go, play, get, take</i>, dll.</p> <p>(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam</p>	<ul style="list-style-type: none"> - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan • Secara kolaboratif meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks. <p>Menalar/Mengasosiasi</p> <ul style="list-style-type: none"> • Membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Memperoleh 	<p>kesungguhan, tanggung jawab, dan kerjasama siswa dalam proses pembelajaran di setiap tahapan.</p> <ul style="list-style-type: none"> • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. • Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana 	<p>n g l i s h .br it is hc o u nc il. or g/ e n/ ht tp s: // w w .w g o o gl e. co m /</p>
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	<p>frasa nominal</p> <p>(7) Ucapan, tekanan kata, intonasi</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan</p> <p><i>Topik</i></p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p>	<p>balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan.</p> <p>Mengomunikasikan</p> <ul style="list-style-type: none"> Membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb). Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, 	<p>berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif tentang orang, binatang, benda, termasuk kemudahan dan kesulitannya.</p> <p>PENGETAHUAN</p> <ul style="list-style-type: none"> Tes tertulis Membaca dan menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang deskripsi orang, binatang, benda. Portofolio Menilai pengguna 		
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		<p>serta tulisan yang jelas dan rapi.</p> <ul style="list-style-type: none"> • Membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>an fungsi sosial, unsur kebahasaan, dan struktur teks melalui karya-karya peserta didik dalam bentuk teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat.</p> <p>KETERAMPILAN.</p> <ul style="list-style-type: none"> • Unjuk kerja Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebut 		
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			<p>kan dan menanyakan deskripsi orang, binatang, benda</p> <ul style="list-style-type: none">• Portofolio <p>Penilaian melalui karya-karya peserta didik dalam bentuk teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat melalui tahap draf, telaah, perbaikan sampai menghasilkan karya terbaik sesuai dengan fungsi sosialnya.</p> <ul style="list-style-type: none">• Observasi		
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			<p>si:</p> <p>(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <p>Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas.</p>		
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 2 BATANGHARI
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII/2
Materi Pokok : Describing people, animal, and thing
Tahun Pelajaran : 2018/2019
Alokasi Waktu : 2 pertemuan (4 jam)

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

No	Kompetensi Dasar	Indikator
1	3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya .	3.1.1 Mengidentifikasi fungsi sosial teks deskriptif. 3.1.2 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif lisan dan tulis tentang orang. 3.1.3 Mengidentifikasi makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana 3.1.4 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif lisan dan tulis tentang binatang sesuai dengan konteks penggunaannya. 3.1.5 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif lisan dan tulis tentang benda sesuai dengan struktur

		konteks penggunaannya.
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C. Tujuan Pembelajaran

1. Pertemuan Pertama

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

- 3.11.1.1 Mengidentifikasi fungsi sosial teks deskriptif.
- 3.11.1.2 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif lisan dan tulis tentang orang.

2. Pertemuan Kedua

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

- 3.11.1.3 Mengidentifikasi makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana
- 3.11.1.4 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif lisan dan tulis tentang binatang sesuai dengan konteks penggunaannya.

D. Materi Pembelajaran

Teks deskriptif pendek dan sederhana tentang orang, binatang dan benda

1. Fungsi Sosial dari ungkapan:

Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik.

2. Struktur Teks (gagasan utama dan informasi rinci)

- a. menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.
- b. menyebutkan sifat orang, binatang, benda dan bagiannya.
- c. menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. Panjang teks kurang lebih 6 (tiga) kalimat

3. Unsur Kebahasaan dari ungkapan sapaan dan pamitan, yaitu:

- 1) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s)
- 2) Kata ganti *it, they, she, we*, dst.; *our, my, your, their*, dst.
- 3) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite, very, smart*.
- 4) Frasa nominal seperti *dark brown, cute little cat, beautiful red flower*

- 5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
 - 6) Ucapan, tekanan kata, intonasi, ejaan dan tanda baca.
4. Fokus nilai-nilai yang harus dimiliki peserta didik.
- 1) Jujur
 - 2) Kerjasama
 - 3) Tanggung jawab

E. Metode Pembelajaran

1. Metode : CTL
2. Teknik : Riddle game
2. Pendekatan scientific dan Pendekatan Komunikatif

F. Media, Alat, dan Sumber Pembelajaran

1. Media

Gambar orang, binatang, benda.

2. Alat/Bahan

Papan tulis dan spidol,

3. Sumber belajar

Kementerian Pendidikan dan Kebudayaan. 2014. Bahasa Inggris *When English Rings a Bell* SMP/MTs Kelas VIII.

G. Langkah-langkah Kegiatan Pembelajaran

1. Pertemuan Ke 1 (2x 40 menit)	Waktu
<p>A. Kegiatan Pendahuluan</p> <ol style="list-style-type: none"> 1) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik. 2) Guru memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. 3) Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya. 4) Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai. 5) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP. 	<p>10 menit</p>

<p>B. Kegiatan Inti</p> <p>1) Mengamati</p> <p>a) Peserta didik diberikan motivasi atau rangsangan untuk memusatkan perhatian pada topik.</p> <p>b) Peserta didik mengamati gambar.</p> <p>2) Menanya</p> <p>a) Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan isi, fungsi sosial, dan struktur teks, serta unsur kebahasaan dalam teks yang telah disaksikan.</p> <p>b) Dengan bimbingan guru merumuskan pertanyaan tentang kata sifat (physical appearance)</p> <p>c) Dengan bimbingan guru peserta didik merumuskan pertanyaan tentang bagaimana mendeskripsikan orang</p> <p>3) Mencoba/Mengumpulkan Data atau Informasi</p> <p>a) Membaca semua teks deskriptif tentang orang, binatang, dan benda lain. Secara lebih cermat dengan mengidentifikasi dan menyebutkan fungsisosial dari setiap teks, nama orang, binatang atau benda yang dideskripsikan, kosa kata dan tata bahasa, ucapan, tekanan, ejaan, dan tanda yang digunakan.</p> <p>4) Mengasosiasi/Menganalisis Data atau Informasi</p> <p>a) Memperoleh balikan dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan.</p> <p>5) Mengomunikasikan</p> <p>a) Guru membagi kelompok, setiap kelompok Dalam kelompok yang terdiri dari 4 peserta didik, dengan soal yang diperoleh dari guru peserta didik menjawab pertanyaan-pertanyaan.</p> <p>b) Guru menggunakan teknik riddle game dalam</p>	<p>60 menit</p>
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<p>penggambaran/ pendiskripsian kata benda sehingga dapat merangsang peserta didik untuk menjawab pertanyaan dengan menjodohkan pertanyaan dan jawaban yang benar.</p> <p>c). Setiap kelompok mempresentasikan jawaban terhadap pertanyaan-pertanyaan melalui wakil kelompok.</p> <p>d) Peserta didik menerima umpan balik dan/atau penguatan (isi, fungsi sosial, struktur, dan unsur kebahasaan teks) dari guru.</p> <p>C. Kegiatan Penutup</p> <ol style="list-style-type: none"> 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 menjelaskan rencana kegiatan pembelajaran yang akan datang. 	<p>10 menit</p>
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2. Pertemuan Kedua (2x40 menit)	Waktu
<p>A. Kegiatan Pendahuan</p> <ol style="list-style-type: none"> 1) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik. 2) Guru memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. 3) Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari. 4) Guru menyampaikan tentang tujuan pembelajaran atau 	<p>10 menit</p>

kompetensi dasar yang akan dicapai.

B. Kegiatan Inti

1) Mengamati

- a) Dengan bimbingan dan arahan guru, peserta didik dapat mengidentifikasi fungsi sosial struktur teks dan unsur kebahasaan dari setiap teks.

2) Menanya

- a) Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan isi, fungsi sosial, dan struktur teks, serta unsur kebahasaan dalam teks tersebut.

3) Mencoba/Mengumpulkan Data atau Informasi

- a) membaca teks deskriptif tentang orang, benda atau binatang secara lebih cermat dan mengidentifikasi dan menyebutkan sifat orang dan benda yang dideskripsikan.

4) Mengasosiasi/Menganalisis Data atau Informasi

- a) Memperoleh balikan dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan.

5) Mengomunikasikan

- a) Guru menjelaskan penggunaan riddle game dalam materi teks deskriptif
- b) Siswa mencari keyword dan kosa kata tentang benda, binatang dan tempat dari teks deskriptif.
- c) Guru membagi siswa menjadi kelompok, masing masing kelompok menacari kosa kata.
- d) Setelah menemukan beberapa kata siswa menyerakan satu persatu secara bergantian kepada lawan kelompok dan menebak kosa kata yang disembunyikan

C. Kegiatan Penutup

- 1) Guru dan peserta didik secara bersama-sama membuat

60 Menit

ringkasan bahan yang sudah dipelajari pada pertemuan ini.	10 Menit
2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.	
3) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.	

H. Penilaian

- a. Teknik Penilaian : Tes Tertulis
b. Bentuk Instrumen: Pilihan Ganda, dan Mengisi teks rumpang (fill in the blank).

No.	Indikator	Jumlah Butir Soal	Nomor Butir Soal
1	Disajikan soal pilihan ganda tentang kosa kata benda, tempat atau binatang.	10	I.1-10
2	Disajikan test menjodohkan kolom A (soal) dengan kolom B (jawaban). Sehingga peserta didik dapat memilih jawaban yang paling benar dan sesuai dengan soal	10	II.1-10
	JUMLAH	20	

Skor: $\frac{\text{Tugas 1} + \text{Tugas II}}{2} \times 100 =$

Batanghari, April 2019.

Guru Mata Pelajaran

Peneliti

SUWARNO,S.Pd.
NIP.197205271998021002

HETY ROHAETY
NPM.1501070176

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 2 BATANGHARI
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII/2
Materi Pokok : Describing people, animal, and thing
Tahun Pelajaran : 2018/2019
Alokasi Waktu : 2 pertemuan (4 jam)

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

No	Kompetensi Dasar	Indikator
1	4.12Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.12.1 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang orang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. 4.12.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang binatang dengan memperhatikan fungsi sosial, strukturteks, dan unsure kebahasaan, secara benar dan sesuai konteks. 4.12.3 Melengkapi teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang orang dengan memperhatikan fungsisosial, strukturteks, dan unsure kebahasaan, secara benar dan sesuai konteks.

		4.12.4 Melengkapi teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang binatang, dengan memperhatikan fungsisosial, strukturteks, dan unsur kebahasaan, secara benar dan sesuai konteks.
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C. Tujuan Pembelajaran

3. Pertemuan kelima

4.12.1 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang orang, dengan memperhatikan fungsisosial, strukturteks, dan unsure kebahasaan, secara benar dan sesuai konteks.

4.12.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang binatang dengan memperhatikan fungsi sosial, strukturteks, dan unsure kebahasaan, secara benar dan sesuai konteks.

4. Pertemuan Keenam

4.12.3 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang benda dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks.

4.12.4 Melengkapi teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang orang dengan memperhatikan fungsisosial, strukturteks, dan unsure kebahasaan, secara benar dan sesuai konteks.

D. Materi Pembelajaran

Teks deskriptif pendek dan sederhana tentang orang, binatang dan benda

1. Fungsi Sosial dari ungkapan:

Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik.

2. Struktur Teks (gagasan utama dan informasi rinci)

a. menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.

b. menyebutkan sifat orang, binatang, benda dan bagiannya.

c. menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. Panjang teks kurang lebih 6 (tiga) kalimat

3. Unsur Kebahasaan dari ungkapan sapaan dan pamitan, yaitu:

7) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (*-s*)

8) Kata ganti *it, they, she, we*, dst.; *our, my, your, their*, dst.

9) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite, very, smart*.

- 10) Frasa nominal seperti *dark brown, cute little cat, beautiful red flower*
 - 11) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
 - 12) Ucapan, tekanan kata, intonasi, ejaan dan tanda baca.
4. Fokus nilai-nilai yang harus dimiliki peserta didik.
- 1) Cinta Damai
 - 2) Kerjasama
 - 3) Tanggung jawab

E. Metode Pembelajaran

1. Metode : CTL
2. Teknik : Riddle game
3. Pendekatan scientific and Pendekatan Komunikatif

F. Media, Alat, dan Sumber Pembelajaran

4. Media

Gambar orang, binatang, benda.

5. Alat/Bahan

Papan tulis dan spidol,

6. Sumber belajar

Kementerian Pendidikan dan Kebudayaan. 2014. Bahasa Inggris *When English Rings a Bell* SMP/MTs Kelas VIII.

G. Langkah-langkah Kegiatan Pembelajaran

1. Pertemuan Ke 5 (2x 40 menit)	Waktu
A. Kegiatan Pendahuluan 1) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik. 3) Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya. 4) Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai. 5) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.	10 Menit
B. Kegiatan Inti 1) Mengamati a) Peserta didik diberikan motivasi atau rangsangan untuk memusatkan perhatian pada topik. b) Peserta didik menuliskan kata sifat yang telah dibaca dari	60 Menit

buku.

2) Menanya

- a) Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan isi, fungsi sosial, dan struktur teks, serta unsur kebahasaan dalam teks yang telah dipelajari.
- b) Dengan bimbingan guru merumuskan pertanyaan tentang kata sifat (physical appearance)
- c) Dengan bimbingan guru peserta didik merumuskan pertanyaan tentang bagaimana mendeskripsikan orang

3) Mencoba/Mengumpulkan Data atau Informasi

- a) Secara individu peserta didik menjawab pertanyaan tentang isi teks
- b) Secara individu peserta didik menjawab pertanyaan tentang fungsi sosial teks dari contoh teks yang ditayangkan (teks descriptive tentang orang)
- c) Secara individu peserta didik menjawab pertanyaan tentang struktur teks dari contoh teks yang ditayangkan (teks deskriptif tentang orang)
- d) Secara individu peserta didik mendeskripsikan salah satu dari teman sekelasnya masing-masing.

4) Mengasosiasi/Menganalisis Data atau Informasi

- a) Guru menggunakan teknik riddle game dalam materi ini. Guru menjelaskan aturan permainan teka teki ini.
- b) Dalam kelompok yang terdiri dari 4 peserta didik, dengan teks yang diperoleh dari guru peserta didik menjawab pertanyaan-pertanyaan dengan menjodohkan pertanyaan dengan jawaban yang benar.
- c) Dalam teks yang diberikan guru berisi teka teki yang menggambarkan kata benda, binatang. Peserta didik harus menggunakan kamus untuk menjodohkan pertanyaan itu.

5) Mengomunikasikan

- a) Setiap kelompok mempresentasikan jawaban terhadap pertanyaan-pertanyaan melalui wakil kelompok.
- b) Peserta didik menerima umpan balik dan/atau penguatan (isi, fungsi sosial, struktur, dan unsur kebahasaan teks) dari guru.

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 menjelaskan rencana kegiatan pembelajaran berikutnya.

10 Menit

1. Pertemuan Ke 1 (2x 40 menit)	Waktu
<p>A. Kegiatan Pendahuluan</p> <p>1) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.</p> <p>3) Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.</p> <p>4) Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.</p> <p>5) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.</p>	<p>10 Menit</p>
<p>B. Kegiatan Inti</p> <p>1) Mengamati</p> <p>a) Peserta didik diberikan motivasi atau rangsangan untuk memusatkan perhatian pada topik.</p> <p>b) Peserta didik menuliskan kata sifat yang telah dibaca dari buku.</p> <p>2) Menanya</p> <p>a) Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan isi, fungsi sosial, dan struktur teks, serta unsur kebahasaan dalam teks yang telah dipelajari.</p> <p>b) Dengan bimbingan guru merumuskan pertanyaan tentang kata sifat (physical appearance)</p> <p>c) Dengan bimbingan guru peserta didik merumuskan pertanyaan tentang bagaimana mendeskripsikan orang</p> <p>3) Mencoba/Mengumpulkan Data atau Informasi</p> <p>a) Secara individu peserta didik menjawab pertanyaan tentang isi teks</p> <p>b) Secara individu peserta didik menjawab pertanyaan tentang fungsi sosial teks dari contoh teks yang ditayangkan (teks descriptive tentang orang)</p> <p>c) Secara individu peserta didik menjawab pertanyaan tentang struktur teks dari contoh teks yang ditayangkan (teks deskriptif tentang orang)</p> <p>d) Secara individu peserta didik mendeskripsikan salah satu dari teman sekelasnya masing-masing.</p> <p>4) Mengasosiasi/Menganalisis Data atau Informasi</p> <p>a) Guru memberikan teks deskriptif tentang gambaran orang kepada peserta didik. Guru menggunakan teknik riddle game dalam materi ini. Guru menjelaskan aturan permainan teka teki ini.</p>	<p>60 Menit</p>

<p>b) Dalam kelompok yang terdiri dari 4 peserta didik, dengan teks yang diperoleh dari guru peserta didik diminta untuk mencari kosa kata tentang benda, kata sifat didalam teks deskriptif yang diberikan guru.</p> <p>c) Selanjutnya peserta didik secara bergantian menuliskan kosa kata yang didapat dipapan tulis.</p> <p>5) Mengomunikasikan</p> <p>a) Kelompok lain diminta untuk memilih salah satu kosa kata yang ada dipapan tulis dan mengurangi kata/ remove word tetapi masih memiliki makna, contohnya kata teacher : tea: teh.</p> <p>b) Peserta didik menerima umpan balik dan/atau penguatan (isi, fungsi sosial, struktur, dan unsur kebahasaan teks) dari guru.</p> <p>C. Penutup</p> <p>1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.</p> <p>2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.</p> <p>3) Guru menjelaskan rencana kegiatan pembelajaran berikutnya.</p>	<p>10 Menit</p>
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H. Penilaian

- a. Teknik Penilaian : Tes Tertulis
- b. Bentuk Instrumen : Pilihan Ganda, dan Melengkapi kata kata yang kurang dalam teks deskriptif (fill in the blank).

Kisi-kisi :

No.	Indikator	Jumlah Butir Soal	Nomor Butir Soal
1	Disajikan tes pilihan ganda terkait dengan kosa kata tentang orang, binatang atau benda	10	I.1-10
2	Disajikan test menjodohkan kolom A (soal) dengan kolom B (jawaban). Sehingga peserta didik dapat memilih jawaban yang paling benar dan sesuai dengan soal	10	II.1-10
	JUMLAH	20	

Skor: $\frac{\text{Tugas 1} + \text{Tugas II}}{2} \times 100 =$

Batanghari, April 2019.

Guru Mata Pelajaran

Peneliti

SUWARNO,S.Pd.
NIP.197205271998021002

HETY ROHAETY
NPM.1501070176

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 2 BATANGHARI
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII/2
Materi Pokok : Describing people, animal, and thing
Tahun Pelajaran : 2018/2019
Alokasi Waktu : 2 pertemuan (4 x 45 menit)

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

No	Kompetensi Dasar	Indikator
1	3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya .	3.1.1 Mengidentifikasi fungsi sosial teks deskriptif. 3.1.2 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif lisan dan tulis tentang orang. 3.1.3 Mengidentifikasi makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana 3.1.4 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif lisan dan tulis tentang binatang sesuai dengan konteks penggunaannya. 3.1.5 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif lisan dan tulis tentang benda sesuai dengan struktur konteks

		penggunaannya.
2	4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.	4.11.1 Melengkapi teks deskriptif tulis sangat pendek dan sederhana 4.11.2 Memahami makna kosa kata tentang benda (noun) dan kata sifat (adjective). 4.11.3 Mempelajari kosa kata baru tentang benda, dan kata sifat dalam descriptive text.
3	4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.12.1 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang orang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. 4.12.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang binatang dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks. 4.12.3 Melengkapi teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang orang dengan memperhatikan fungsisosial, strukturteks, dan unsure kebahasaan, secara benar dan sesuai konteks. 4.12.4 Melengkapi teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang binatang, dengan memperhatikan fungsisosial, strukturteks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Tujuan Pembelajaran

5. Pertemuan Ketiga

3.11.1.5 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif lisan dan tulis tentang benda sesuai dengan konteks penggunaannya.

4.11.1 Melengkapi teks deskriptif tulis sangat pendek dan sederhana

6. Pertemuan Ketempat

4.11.2 Memahami kosa kata baru tentang benda dan kata sifat

- 4.11.3 Mengetahui dan meningt kosa kata tentang benda, tempa, dan kata sifat.

D. Materi Pembelajaran

Teks deskriptif pendek dan sederhana tentang orang, binatang dan benda

1. Fungsi Sosial dari ungkapan:

Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik.

2. Struktur Teks (gagasan utama dan informasi rinci)

- a. menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.
- b. menyebutkan sifat orang, binatang, benda dan bagiannya.
- c. menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. Panjang teks kurang lebih 6 (tiga) kalimat

3. Unsur Kebahasaan dari ungkapan sapaan dan pamitan, yaitu:

- 13) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s)
 - 14) Kata ganti *it, they, she, we*, dst.; *our, my, your, their*, dst.
 - 15) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite, very, smart*.
 - 16) Frasa nominal seperti *dark brown, cute little cat, beautiful red flower*
 - 17) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
 - 18) Ucapan, tekanan kata, intonasi, ejaan dan tanda baca.
4. Fokus nilai nilai yang harus dimiliki peserta didik.

- 1) Percaya diri
- 2) Kerjasama
- 3) Tanggung jawab

E. Metode Pembelajaran

1. Metode : CTL
2. Teknik : Riddle game
2. Pendekatan scientific dan Pendekatan Komunikatif

F. Media, Alat, dan Sumber Pembelajaran

7. Media

Gambar orang, binatang, benda.

8. Alat/Bahan

Papan tulis dan spidol,

9. Sumber belajar

KementerianPendidikandanKebudayaan.2014. Bahasa Inggris *When English Rings a Bell* SMP/MTs Kelas VIII.

G. Langkah-langkah Kegiatan Pembelajaran

3. Pertemuan Ketiga (2x 40 menit)	Waktu
<p>A. Kegiatan Pendahuluan</p> <ol style="list-style-type: none">1) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.2) Guru memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.3) Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.4) Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.5) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.	10 Menit
<p>B. Kegiatan Inti</p> <ol style="list-style-type: none">1) Mengamati<ol style="list-style-type: none">a) Peserta didik diberikan motivasi atau rangsangan untuk memusatkan perhatian pada topik.b) Peserta didik menuliskan kata sifat yang telah dibaca dari buku pelajaran.2) Menanya<ol style="list-style-type: none">a) Dengan bimbingan guru peserta didik menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks.3) Mencoba/Mengumpulkan Data atau Informasi<ol style="list-style-type: none">a) Membaca rujukan teks dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari deskriptif teks tentang orang, binatang, dan benda.b) Membaca semua teks deskriptif tentang orang, binatang, dan benda lain. Secara lebih cermat dengan mengidentifikasi dan menyebutkan fungsi sosial dari setiap teks, nama orang, binatang atau benda yang dideskripsikan, kosa kata dan tata bahasa, ucapan, tekanan, ejaan, dan tanda yang digunakan.4) Mengasosiasi/Menganalisis Data atau Informasi<ol style="list-style-type: none">a) membandingkan fungsi sosial dan struktur teks tentang benda dan menuliskannya dalam bahasa Indonesia5) Mengomunikasikan<ol style="list-style-type: none">a) Secara individu peserta didik melengkapi teks deskriptif rumpang tentang binatangb) Secara individu peserta didik menjawab pertanyaan	60 Menit

<p>berdasarkan teks deskriptif Secara individu peserta didik mengungkapkan deskripsi tentang binatang dari gambar binatang yang di persiapan</p> <p>C. Penutup</p> <ol style="list-style-type: none"> 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 menjelaskan rencana kegiatan pembelajaran 	<p>10 Menit</p>
<p>3. Pertemuan Keempat (2x 40 menit)</p>	<p>Waktu</p>
<p>A. Kegiatan Pendahuan</p> <ol style="list-style-type: none"> 1) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik. 2) Guru memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. 3) Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya. 4) Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai. 5) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP. <p>B. Kegiatan Inti</p> <p>1) Mengamati</p> <ol style="list-style-type: none"> a) Peserta didik diberikan motivasi atau rangsangan untuk memusatkan perhatian pada topik. b) Peserta didik menuliskan kata sifat yang telah dibaca dari tayangan <p>2) Menanya</p> <ol style="list-style-type: none"> c) Dengan bimbingan guru peserta didik menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks. <p>3) Mencoba/Mengumpulkan Data atau Informasi</p> <ol style="list-style-type: none"> a) Membaca rujukan teks dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, sruktur teks, dan unsur kebahasaan dari deskriptif teks tentang orang, binatang, dan benda. d) Membaca semua teks deskriptif tentang orang, binatang, dan benda lain. Secara lebih cermat dengan mengidentifikasi dan menyebutkan fungsi sosial dar setiap teks, nama orang, binatang atau benda yang di 	<p>10 Menit</p> <p>60 Menit</p>

<p>deskripsikan, kosa kata dan tata bahasa, ucapan, tekanan, ejaan, dan tanda yang digunakan.</p> <p>4) Mengasosiasi/Menganalisis Data atau Informasi</p> <p>a) membandingkan fungsi sosial dan struktur teks tentang benda dan menuliskannya dalam bahasa Indonesia</p> <p>5) Mengomunikasikan</p> <p>a) Secara individu peserta didik melengkapi teks deskriptif rumpang tentang binatang</p> <p>b) Secara individu peserta didik menjawab pertanyaan berdasarkan teks deskriptif</p> <p>c) Secara individu peserta didik mengungkapkan deskripsi tentang binatang dari gambar binatang yang di persiapkan</p> <p>C. Penutup</p> <p>4) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.</p> <p>5) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.</p> <p>6) Guru menjelaskan rencana kegiatan pembelajaran berikutnya.</p>	10 Menit
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H. Penilaian

- a. Teknik Penilaian : Tes Tertulis
- b. Bentuk Instrumen : Pilihan Ganda, dan Menjodohkan.

Kisi-kisi :

No.	Indikator	Jumlah Butir Soal	Nomor Butir Soal
1	Disajikan tes pilihan ganda terkait dengan teks kosa kata tentang orang, binatang atau benda	10	I.1-10
2	Disajikan test menjodohkan kolom A (soal) dengan kolom B (jawaban). Sehingga peserta didik dapat memilih jawaban yang paling benar dan sesuai dengan soal	10	II.1-10
	JUMLAH	20	

Skor: $\frac{\text{Tugas 1} + \text{Tugas II}}{2} \times 100 =$

TEST ITEM OF PRE-TEST 1

Subject : English
Class : VIII
Time : 30 minutes

A. Choose either a,b,c, or d for the correct answer!

- Dian : How are you анги?
Анги : I am **sick** now
The synonym of the bold words is
a. Healthy c. illness
b. Happy d. Fine
- Everyone hope not to get **sadness**.
The antonym of the bold word is.....
a. Cheerful c. happiness
b. Sorrow d. sad
- This place are usually people go to refreshing on holiday to see the animal is.....
a. Zoo c. Mountain
b. Hospital d. office
- Theasks u to enter to the library, he asks to find math book.
a. Teacher c. librarian
b. Doctor d. nurse
- A mother of your father is.....
a. Grandfather c. granddaughter
b. Grandmother d. grandchild
- Aji : What do you go to market for?
Riska : I want to buy aof spinach?
a. Bunch c. Pack
b. Cup d. Piece
- If you get.....You should go to dentist
a. Flu c. Toothache
b. Headache d. Stomachache
- A group of people who live together is....
a. Partner c. neighbor
b. Family d. colony

9. There are.....month in 2 years.
- a. Twelve
 - b. Thirty six
 - c. twenty four
 - d. twenty
10. Sugar is sweet, butis sweeter than sugar.
- a. Pepper
 - b. Coffee
 - c. salt
 - d. Honey

B. match the question in column A and answer in column B

The riddle (coloumn A)	Column B
1. You can see me in water, but I never get wet, what am I?	a. an egg b. stairs
2. Sometimes I am Light, sometimes I am dark, most of people love me.	c. evalator d. mirror
3. What color you can eat?	e. plate
4. You can open it, but you can not close it.	f. chocolate d. orange
5. What dress does everyone have, but no one wears?	g. carrot h. chair
6. It has four legs, it can not walk.	i. table
7. I'm tall when I'm young and I'm short when I'm old.	j. candle k. letter E
8. What is the end of wordtable.	l. footstep
9. People buy me to eat but they never eat me. What am I?	m. reflection n. letter I.
10.The more you take, the more you leave behind, what are they?	o. an address.

KEY ANSWER (PRE TEST 1)

Part A

- 1.C
- 2.C
- 3.A
- 4.A
- 5.A
- 6.A
- 7.C
- 8.B
- 9.C
- 10.D

Part B

1. M. Reflection
2. F. Chocolate
3. D. Orange
4. A. An eggs
5. O. An address
6. i. Table
7. J. candle
8. k. Letter E
9. e. Plate
10. l. footstep

TEST ITEM OF POST-TEST 1

Class : VIII
Subject : English
Time : 30 minutes

C. Choose either a,b,c, or d for the correct answer!

11. People who teach you in the school is called...
 - a. Headmaster
 - b. Librarian
 - c. Teacher
 - d. Secretary
12. The mathematics was very **difficult**.
The antonym of the bold word is.....
 - a. Easy
 - b. Hard
 - c. Soft
 - d. Better
13. We always watch news on the.....
 - a. TV
 - b. Magazine
 - c. Newspaper
 - d. Book
14. You have two of these your body, each with have fingers.
 - a. Thumbs
 - b. Hand
 - c. Elbows
 - d. Eyes
15. Ali : look at the picture, that is **wonderful** picture.
What is the meaning of wonderful.
 - a. Luar biasa
 - b. Sangat bagus
 - c. Biasa saja
 - d. Bagus
16. I want to buy meatball. What is the meaning of meatball?
 - a. Nasi goreng
 - b. Mie goreng
 - c. Bakso
 - d. Soto
17. My father is reading news on.....now
 - a. Television
 - b. Newspaper
 - c. Radio
 - d. Telephone
18. Syahrini is an **amazing** artist.
What is the meaning of amazing?
 - a. Mengagumkan
 - b. Menarik
 - c. Bertalenta
 - d. Menyenangkan
19. Where do people go to send letter....
 - a. River
 - b. Beach
 - c. post office
 - d. Bank

20. Mother makes a cookies, she baked it in the....

- a. Mixer
- b. Oven
- c.
- c. Pan
- d. Freezer

D. match the question in column A and answer in column B

The riddle (coloumn A)	Column B
1. It has four legs, it can not walk.	a. an egg
2. I'm tall when I'm young and I'm short when I'm old.	b. stairs c. evalator
3. What is the end of word table.	d. mirror
4. People buy me to eat but they never eat me. What am I?	e. plate f. chocolate
5. The more you take, the more you leave behind, what are they?	d. orange g. carrot
6. You can see me in water, but I never get wet, what am I?	h. chair i. table
7. Sometimes I am Light, sometimes I am dark, most of people love me.	j. candle k. letter E
8. What color you can eat?	l. footstep
9. You can open it, but you can not close it.	m. reflection n. letter I.
10.What dress does everyone have, but no one wears?	o. an address.

KEY ANSWER (POST TEST 1)

Part A

1.C

2.A

3.A

4.B

5.B

6.B

7.C

8.A

9.C

10.D

Part B

11. I. Table

12. J. Candle

13. K. Letter E

14. E. Plate

15. L. Foot

16. M. Reflection

17. F. Chocolate

18. D. Orange

19. A . An Eggs

20. O. An Address

TEST ITEM OF POST-TEST 2

Class : VIII
Subject : English
Time : 30 minutes

E. Choose either a,b,c, or d for the correct answer!

21. Call the.....to help the patient to go to the hospital.
- c. Police office
 - d. Post office
 - e. Ambulance
 - f. clinic
22. My mother always remind me to brush my.....before sleep.
- c. Foot
 - d. Teeth
 - e. Shoes
 - f. Dress
23.is kind of indonesian food.
- c. Rendang
 - d. Pizza
 - e. Sushi
 - f. Kebab
24. I am sorry, all.....in this restaurant have been booked.
- c. Rooms
 - d. Chair
 - e. Table
 - f. Pool
25. Dian : How are you анги?
Анги : I am **happy** now
The synonym of the bold words is
- c. Fine
 - d. Happy
 - e. Cheerful
 - f. Glad
26. I am **strong** women.
The antonym of the bold word is.....
- c. weak
 - d. Sorrow

- e. Thin
 - f. Sad
27. This place are usually people go to refreshing on holiday to see the animal is.....
- c. Zoo
 - d. Hospital
 - e. Mountain
 - f. Office
28. Theasks u to enter to the library, he asks to find math book.
- c. Teacher
 - d. Doctor
 - e. Librarian
 - f. Nurse
29. A mother of your father is.....
- c. Grandfather
 - d. Grandmother
 - e. Granddaughter
 - f. Grandchildd
30. Riska : I want to buy afruits?
- c. Spinach
 - d. Carrot
 - e. Orange
 - f. Cucumber

Part B match the question in column A and answer in column B

The riddle (coloumn A)	Column B
10. It has four legs, it can not walk.	a. an egg
11. People buy me to eat but they never eat me. What am I?	b. stairs c. evalator
12. The more you take, the more you leave behind, what are they?	d. mirror e. plate
13. You can see me in water, but I never get wet, what am I?	f. chocolate d. orange

<p>14. I'm tall when I'm young and I'm short when I'm old.</p>	<p>g. carrot i. table</p>
<p>15. What is the end of wordtable.</p>	<p>j. candle</p>
<p>16. You can open it, but you can not close it.</p>	<p>k. letter E l. footstep</p>
<p>17. What dress does everyone have, but no one wears?</p>	<p>m. reflection n. letter I.</p>
<p>18. Sometimes I am Light, sometimes I am dark, most of people love me.</p>	<p>o. an address.</p>
<p>19. What color you can eat?</p>	

KEY ANSWER (POST TEST 2)

Part A

1.C

2.B

3.A

4.C

5.D

6.A

7.A

8.A

9.B

10.C

Part B

21. i. Table

22. E. Plate

23. L.footstep

24. M. Reflection

25. J. candle

26. N. Letter E

27. A. An eggs

28. O. An address

29. F. Chocolate

30. D. Orange

TABLE
OBSERVATON SHEET OF STUDENTS' ACTIVITIES

Date/ day : Monday, May 13th 2019. Meeting : The second meeting

Class : VIII.A Cycle : One (1)

No	Name	Activities			
		1	2	3	4
1	AS	√	√	-	√
2	AAPW	√	-	√	√
3	AFM	√	√	√	-
4	AWA	√	√	-	√
5	AI	√	√	√	-
6	AF	-	-	√	√
7	BP	√	√	√	-
8	DA	-	√	-	√
9	DAN	-	√	√	√
10	EPC	√	√	-	√
11	FS	√	-	√	√
12	IF	-	√	-	√
13	JM	√	-	-	√
14	LF	√	-	-	-
15	NF	√	√	-	√
16	NTX	√	-	√	√
17	PAR	-	√	√	-
18	PES	√	-	√	√
19	RS	-	-	-	√
20	SK	√	√	-	√
21	RA	√	√	√	-
Total		15	13	11	14
Percentages (%)		71,4%	61,9%	52,3%	66,%

NOTES:

Indicator of the teacher's activities that observed are:

1. The students give attention to the teacher's explanation.
2. The students' vocabulary increase by using riddle game.
3. The students don't find difficulties to create a new words by riddle game.
4. The students are interest to use riddle game

DIRECTION:

1. Give a tick (✓) for the active students
2. Give a tick (-) for unactive students

Batanghari, April 2019

Collaborator

Reseacher

SUWARNO,S.Pd.
NIP.197205271998021002

HETY ROHAETY
NPM.1501070176

TABLE
OBSERVATION SHEET OF STUDENTS' ACTIVITIES

Date/ day : Monday, May 20th 2019 Meeting : The second meeting

Class : VIII.A Cycle : two (2)

No	Name	Activities			
		1	2	3	4
1	AS	√	√	-	√
2	AAPW	√	√	√	√
3	AFM	√	√	√	√
4	AWA	√	√	√	√
5	AI	√	√	√	-
6	AF	√	-	√	√
7	BP	√	√	√	√
8	DA	-	√	√	-
9	DAN	√	√	√	√
10	EPC	√	√	-	√
11	FS	√	-	√	√
12	IF	√	√	√	√
13	JM	√	√	√	√
14	LF	√	√	√	√
15	NF	√	-	√	√
16	NTX	√	√	√	-
17	PAR	√	√	√	√
18	PES	√	√	√	√
19	RS	√	√	√	-
20	SK	√	√	-	√
21	RA	-	√	√	√
Total		19	18	18	17
Percentages (%)		90,4%	85,7%	85,7%	81%

NOTES:

Indicator of the teacher's activities that observed are:

5. The students give attention to the teacher's explanation.
6. The students' vocabulary increase by using riddle game.
7. The students don't find difficulties to create a new words by riddle game.
8. The students are interest to use riddle game

DIRECTION:

3. Give a tick (✓) for the active students
4. Give a tick (-) for unactive students

Batanghari, April 2019.

Collaborator

Reseacher

SUWARNO,S.Pd.
NIP.197205271998021002

HETY ROHAETY
NPM.1501070176

FIELD NOTE

Cycle 1	May, 9 th 2019 (Pre test 1)	When the teacher gave Pre test the students did not pay attention
	May, 13 th 2019	Some students gave nice attentio to the teacher explanation but other students stii confused
	May, 15 th 2019 (Post Test 1)	The students fell enjoy when they doing post test1
Cycle 2	May, 16 th 2019	Some student didn't follow the teacher's explanation. They fell didn't understand.
	May, 20 th 2019	They students fell enjoy to follow the teacher instruction and the rule to play riddle game.
	May, 22th 2019 (Post Test 2)	The students were happy to do post test 2because it was very easy after they got the treatment and they could learn mistake

Batanghari, April 2019.
The Collaborator

SUWARNO,S.Pd.
NIP.197205271998021002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-3287/In.28.1/J/TL.00/10/2018
Lampiran : -
Perihal : IZIN PRA-SURVEY

Kepada Yth.,
KEPALA SMP NEGERI 2 BATANGHARI
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : HETY ROHAETY
NPM : 1501070176
Semester : 7 (Tujuh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : INCREASING STUDENT'S ENGLISH VOCABULARY MASTERY THROUGH RIDDLE GAME AT THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL 2 BATANGHARI 2018/2019

untuk melakukan *pra-survey* di SMP NEGERI 2 BATANGHARI.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 23 Oktober 2018
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Sulhan Roza, M.Pd.
NIP. 19610306102008011014




PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH PERTAMA (SMP) NEGERI 2 BATANGHARI

Alamat : Desa Sribasuki 51 Kecamatan Batanghari Kabupaten Lampung Timur Kode Pos 34151
Email : mail1smpnejeri2batanghari@gmail.com

SURAT IZIN PRA SURVEY
Nomor : 070/172 /02/SMPN.2/2018

Yang bertanda tangan di bawah ini Kepala SMP Negeri 2 Batanghari Kabupaten Lampung Timur. Berdasarkan Surat Permohonan Penelitian dari Dekan Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Metro Nomor : B-3287/In.28.1/TL.00/10/2018 Tanggal 23 Oktober 2018, dengan ini memberikan izin kepada Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro.

Nama : HETY ROHAETY
N P M : 1501070176
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan IAIN Metro.

Untuk mengadakan Penelitian/Survey di SMP Negeri 2 Batanghari Lampung Timur dengan judul "INCREASING STUDENT'S ENGLISH VOCABULARY MASTERY THROUGH RIDDLE GAME AT THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL 2 BATANGHARI 2018/2019"

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Batanghari, 31 Oktober 2018
Kepala Sekolah,

MURSIDI, S.Pd
NIP. 19600715-198503 1 012



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.a

SURAT TUGAS

Nomor: B-1331/In.28/D.1/TL.01/05/2019

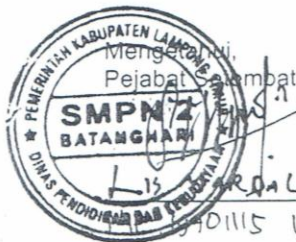
Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : HETY ROHAETY
NPM : 1501070176
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP NEGERI 2 BATANGHARI, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING STUDENT'S ENGLISH VOCABULARY MASTERY THROUGH RIDDLE GAME AT THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL 2 BATANGHARI 2018/2019".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 09 Mei 2019



Wakil Dekan I,
Isti Fatonah MA
19670531 199303 2 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-1332/In.28/D.1/TL.00/05/2019
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA SMP NEGERI 2
BATANGHARI
di-
Tempat

Assalamu'alaikum Wr. Wb.

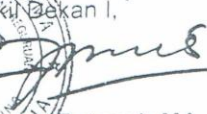
Sehubungan dengan Surat Tugas Nomor: B-1331/In.28/D.1/TL.01/05/2019, tanggal 09 Mei 2019 atas nama saudara:

Nama : HETY ROHAETY
NPM : 1501070176
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP NEGERI 2 BATANGHARI, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING STUDENT'S ENGLISH VOCABULARY MASTERY THROUGH RIDDLE GAME AT THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL 2 BATANGHARI 2018/2019".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 09 Mei 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
19670531 199303 2 003





**PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH PERTAMA (SMP) NEGERI 2 BATANGHARI**

Alamat : Desa Srihasuki 51 Kecamatan Batanghari Kabupaten Lampung Timur Kode Pos 34181

Email : mail1smpnegeri2batanghari@gmail.com

NPSN : 10805928

NSS : 201120402031

NIS : 200250

SURAT IZIN RESEARCH

Nomor : 070/079/02/SMPN.2/2019

Yang bertanda tangan di bawah ini Kepala SMP Negeri 2 Batanghari Kabupaten Lampung Timur. Berdasarkan Surat Permohonan Research/Survey dari Dekan Fakultas Tarbiyah Dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Metro Nomor : B-1332/tn.28/D.1/TL.00/05/2019 Tanggal 09 Mei 2019, dengan ini memberikan izin kepada Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro.

Nama : HETY ROHAETY
NPM : 1501070176
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

Untuk mengadakan Research/Survey di SMP Negeri 2 Batanghari Lampung Timur, dalam rangka menyelesaikan Tugas Akhir/Skripsi dengan judul: *"INCREASING STUDENT'S ENGLISH VOCABULARY MASTERY THROUGH RUDDLE GAME AT THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL 2 BATANGHARI 2018/2019"*

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



Batanghari, 18 Mei 2019

Kepala Sekolah,

LISWARTALENA ANDRIYANI, M.Pd

19701115 199501 2 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-424/In.28/S/OT.01/06/2019

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : HETY ROHAETY
NPM : 1501070176
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 1501070176.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 20 Juni 2019
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Hety Roharty

NPM : 1501070176

Fakultas : FTIK (Fakultas Tarbiyah dan Ilmu Keguruan)

Angkatan : 2015

Telah menyerahkan buku berjudul :

Metro, 28 Juni 2019 .

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Hety Roharty

NPM : 1501070176

Fakultas : FTIK (Fakultas Tarbiyah dan Ilmu Keguruan)

Angkatan : 2015

Telah menyerahkan buku berjudul :

Metro, 28 Juni 2019 .

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
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Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Hety Rohaety
NPM : 1501070176

Jurusan : TBI
Semester : VIII / 2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	28/05/2019	✓		1. Revise Abstrack 2. Revise Acknowledgement 3. Revise Table of Contents 4. Revise Chapter V - Conclusion - Suggestion	
2	Thursday 04/07/2019	✓		1. Revise abstrack - English - Indonesia	
3.	5/7/2019	✓		Ace to mungasah	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I,

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Hety Rohaety
NPM : 1501070176

Jurusan : TBI
Semester : VIII / 2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Thursday 20/06/2019		✓	Revisi Chapter w - v	
2	Thursday 04/07/2019		✓	Acc and continue to the first sponsor	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II,

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA

**INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metroainiv.ac.id, e-mail: iain@metroainiv.ac.id

PENUNJUKAN TIM UJIAN SKRIPSI

No: B-2230/In.28.1/J/PP.00.9/07/2019

Nama/NPM : HETY ROHAETY/1501070176
Jurusan : TBI
Tempat : Gedung Lab.Microteaching Lt. II
Judul Skripsi : INCREASING STUDENT'S ENGLISH VOCABULARY MASTERY THROUGH RIDDLE GAME AT THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL 2 BATANGHARI 2018/2019

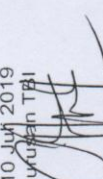
Hari / Tanggal	Waktu	Ketua/ Moderator	Penguji	Sekretaris	Petugas
Jum'at, 12 Juli 2019	13.30 - 15.30 WIB	Dr. Widhiya Ninsiana, M.Hum	1. Ahmad Subhan Roza, M.Pd 2. Syahretni Siregar, M.Hum	Leny Setiana, M.Pd	Eka Yuniasih, M.Pd

ALOKASI WAKTU		ASPEK YANG DIUJI/PENILAIAN	
Ketua	Maks. 30 Menit	Ketua	Penampilan, dan Pembelaan, Ketekunan Dalam Proses Bimbingan
Penguji 1	Maks. 50 Menit	Penguji 1	Metode, Relevansi & Penguasaan Materi, Penampilan Dalam Ujian dan Pembelaan
Penguji 2	Maks. 40 Menit	Penguji 2	Penguasaan Materi, Penampilan Dalam Ujian dan Pembelaan

Tembusan disampaikan Kepada Yth:

1. Kasubbag. Umum
2. Mahasiswa Ybs. (Papan Pengumuman)

Metro, 10 Juli 2019
Ketua Jurusan TBI


Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

DOCUMENTATION



The students doing pre-test, on May 9th 2019.



The students doing work in group by using riddle game, on May 13th 2019.



The teacher explain vocabulary about noun and adjective on, May 16th 2019



The students doing work in the group by using riddle game, on May 16th 2019



The students doing post –test 1



CURRICULUM VITAE



The name of writer is Hety Rohaety. She was born on June 14th 1997, Seputih Surabaya, Central Lampung. She is the first child from Mr Ismanto and Mrs Nining Suminingsih.

She was enrolled her study in Kindergarten at TK Aisyiah B.A Seputih Surabaya, on 2002-2004. Then, she continued her study at SDN 2 Gayabaru 2 on 2004-2009. After that, she continued her study at SMPN 2 Buminabung, on 2009-2012. Next, she continued her study at SMAN 1 Seputih Surabaya, Central Lampung, on 2012-2015. It was long journey to find out her dream. Finally, she was registered as S1 students English Education Department of State Institute for Islamic Studies of Metro, on 2015.