AN UNDERGRADUATE THESIS

THE APPLICATION OF RIDDLE GAME IN INCREASING STUDENTS SPEAKING PERFORMANCE AT THE TENTH GRADE AT SMA N 1 SEKAMPUNG OF EAST LAMPUNG

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
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SPEAKING PERFORMANCE OF THE TENTH GRADE AT
SMA N 1 SEKAMPUNG OF EAST LAMPUNG

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THE APPLICATION OF RIDDLE GAME STRATEGY IN INCREASING STUDENTS SPEAKING PERFORMANCE OF THE TENTH GRADE AT SMA N 1 SEKAMPUNG OF EAST LAMPUNG

ABSTRACT

BY
MARINA TASYA

This research has aims to increase students speaking performance and their learning activities by applying Riddle Game at the tenth grade of SMA N 1 Sekampung of East Lampung. The type of this research is Classroom Action Research (CAR) which involved 30 students in class X IPA 2 and was conducted in two cycles. Cycle 1 consisted of two meetings and cycle 2 consisted of two meetings.

The data were taken from speaking performance test to figure out the students' speaking performance in descriptive text. Furthermore, the researcher used the observation technique to get the data about student's skill in speaking performance, students' activities and participation in the learning process. The researcher also used the documentation method to support and to obtain the information concerning on the learning English in general.

The results of the research showed that, from two cycles, the average scores of students speaking performance are (a) 49 in pre-test, and (b) 63 in post-test 1 as well as (c) 74 in post-test 2, It means there is increase. The students' activities remained the same way. The students' activities in cycle 1 can be reported that there were (a) 22 students pay attention of teacher explanation (73%), 10 students active to response the riddle (33%), 15 students describe the riddle orally (50%), 10 students retell the speaking topic orally (33%). Moreover, the students' activities in cycle 2 can be reported that there were (a) 27 students pay attention of teacher explanation (90%), 22 students active to response the riddle (73%), 19 students describe the riddle orally (63%), 19 students retell the speaking topic orally (63%).This result also concluded that *riddle game* was able to increase the students' speaking performance.

Keywords: *Speaking, Speaking Performance, and Riddle Game*.

PENGAPLIKASIAN STRATEGI RIDDLE GAME UNTUK MENINGKATKAN KEMAMPUAN BERBICARA SISWA DI KELAS SEPULUH SMA N 1 SEKAMPUNG LAMPUNG TIMUR

ABSTRAK

Oleh:

Marina Tasya

Penelitian ini bertujuan untuk meningkatkan keterampilan berbicara siswa dan kegiatan belajar siswadengan mengaplikasikan Riddle Game dikelas sepuluh SMA N 1 Sekampung Lampung Timur. Jenis penelitian ini adalah penelitian tindakan kelas (PTK) yang melibatkan 30 siswa kelas X IPA 2 dan dilakukan dalam dua siklus. Siklus 1 terdiri dari dua pertemuan dan siklus 2 terdiri dari dua pertemuan.

Data diambil dari tes berbicara untuk mengetahui kemampuan berbicara dalam mendeskripsikan teks. Selanjutnya, penulis juga menggunakan teknik observasi untuk mendapatkan data mengenai data keterampilan berbicara siswa, aktivitas serta partisipasi siswa dalam proses belajar. Peneliti juga menggunakan metode dokumentasi untuk mendukung dan memperoleh informasi terkait dengan pembelajaran bahasa Inggris pada umumnya.

Hasil dari penelitian menunjukkan bahwa dari dua siklus nilai rata-rata siswa dalam penampilan berbicara adalah (a) 49 di pre-tes, dan (b) 63 di post-tes 1, serta (c) 74 di post-tes 2. Hal yag sama terjadi pada aktivitas siswa. Aktifitas siswa di siklus 1 menjelaskan bahwa terdapat (a) 22 siswa memperhatikan penjelasan yang diberikan guru (73%), 10 siswa aktif merespon riddle (33%), 15 siswa mendeskripsikan riddle secara oral (50%), dan 10 siswa mampu menceritakan kembali topik berbicara secara lisan (33%). Selain itu, aktifitas siswa di siklus 2 menjelaskan bahwa (a) 27 siswa memperhatikan penjelasan yang diberikan guru (90%), 22 siswa aktif merespon riddle (73%), 19 siswa mendeskripsikan riddle secara oral (63%), dan 19 siswa mampu menceritakan kembali topik berbicara secara lisan (63%). Hasil ini menggambarkan bahwa riddle game dapat meningkatkan kemampuan berbicara siswa.

Kata kunci: *Berbicara, Performa Berbicara dan Permainan Teka-Teki.*

STATEMENT OF RESEARCH ORIGIONALITY

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States that thus undergraduate thesis is originally the result of the writer's research, unless the certain parts are the paraphrases which refer to the bibliography mentioned.

                                      Metro, April ,2020
                                      The Researcher

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, April 2020
Peneliti

Marina Tasya
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MOTTO

‟ فَاِنَّ مَعَ الْعُسْرِ ايُسْرَ. اِنَّ مَعَ الْعُسْرِ يُسْرًا،،

"So verily, with the hardship, there is relief. Verily, with the hardship, there is relief." (QS. Al Insyirah, 94 : 5 -6)

DEDICATION PAGE

This undergraduate thesis would highly be dedicated to:

1. My great parents (Mr. Hanafi and Ms. Setiana) for deeper prayer, the endless loving, great support and hope to finish this paper. My sister (Mila Syafa Gusrian) and my brother (Muhamad Alnofiansyah) who always give me the spirit to finish this paper

2. My best Friends: Tika Resti Fadila, Anis Karunia Hasanah, Dwiana, and Agustin Pramuni Retno Rahayu.

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In the name of Allah, the Most Gracious, the Most Merciful, who always teach human being what we did not know before and has given us mercies and blessing especially to the writer so that she able to accomplish this undergraduate thesis. Realizing this undergraduate thesis is about "The Application of Riddle Game in Increasing Students Speaking Performance of the Tenth Grade at SMA N 1 Sekampung of East Lampung" would not be accomplished without any helps and supports from many helpful individuals.

The writer cannot stand alone, there were any persons who contributed their meaningful hands in accomplishing an undergraduate thesis that the writer could not mention one by one. Big thanks to both of advisors, Dr. Widhiya Ninsiana, M.Hum and Andianto, M.Pd. may Allah SWT gives them better reward for their spending time to support and guide during and undergraduate thesis reading process. Her gratitude also goes to :

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Nobody is perfect but the writer do all the best to doing this undergraduate thesis. The writer do apologizes for all mistakes she has made in reading and presentation items. Hopefully, this undergraduate thesis can be a meaningful benefit for the writer especially and for campus and all readers.

Metro, April,2020
The Reseacher

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CHAPTER I

INTRODUCTION

A. Background of Study

Communication is the exchange of information, news, or messages carried out by two or more people with a specific purpose and message so that the purpose or message can be understood. The function of communication is to convey thoughts or feelings, to show existence or not to be isolated from society, to teach or tell something, to survive, cultivate relationships and to gain happiness. The importance of communication becomes the urgent need in community life, so that everyone always establishes good relations between fellow citizens. It is because through communication peolpe can recognize attitudes, traits, character and feelings between individuals and a community group.

In addition, communication is important in establishing the harmony and more importantly in avoiding conflicts that occur in social life. On the contrary, the bad communication causes human conflict in social life because of the occurrence of miss communication. This happens because they lack interaction that will cause a misunderstanding, so there is a bad relationship between the two parties. The benefits of communication in social life are great because with the communication human beings can give or receive information in form of new information even with human communication can create new things.

Furthermore, communication is usually done in two ways, written and oral cummunication. In everyday life, people need more time to communicate. The most dominating form of communication in social life is oral communication. Oral communication is communication that occurs directly and is not limited by distance, which means that this form of communication is carried out between the two parties face to face. Oral communication is usually by using speaking skill.

Moreover, speaking activities in learning activities are very important, especially in the process of communication between the teacher and students or students with other students. Thus, the ability to speak students is one of the activities of students in learning. English is a very important lesson in the current era of globalization. English is used as the language of instruction in global education that must be mastered by everyone so that they are not left behind and can participate in the development of the world. In addition, the influence of speaking in everyday life is very large as in the use of electronic media, in the world of business and tourism.

Furthermore, speaking performance is influenced by two namely, linguistic and non-linguistics aspects. Linguistic aspects include of pronunciation, intonation, vocabulary, rhythm, and the use of words and sentences. Meanwhile, non-linguistic aspects include of sound loudness, smoothness, speaking attitude, motion, expression, reasoning, and courteous speaking. From the linguistic and non-linguistic aspects mentioned above, the

teacher can make effective use and control errors that occur in students so that students in carrying out speaking actions can avoid mistakes that may occur.

In addition, riddle game is a teaching strategy often used with children attending nursery or elementary school.[1] The riddling of words in which people are deliberately misled is because the "right" answer is sometimes completely unexpected. Riddling notes, however, a general knowledge quiz. Seemingly fulfilling the criteria in the riddle question does not necessarily yield the answer to the correct answer. In the riddling game, with rules from random analogy, arriving at the right answer is most often arbitrary.[2]

Riddle game is helpful in teaching speaking skill because in this games there are puzzling statements in the form description designed to use ingenuity. The benefits of the riddle game strategy include the benefits of being able to be used to transfer materials well to the students in teaching speaking.

However, speaking is not an easy thing to master. There are various problems in the speaking process caused by various things that can be categorized into linguistic and non-linguistic aspects. The problem of speaking is due to limited linguistic abilities which include limited mastery of English vocabulary, low grammar mastery, inability to capture the language context needed. Insufficient pronunciation skills, inability to develop ideas, limited mastery of English vocabulary will make it difficult for the speaker to

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[1]Antonio Starti, *Organization and Aesthetics,* (New Delhi: SAGE Publication India, 1999), 9.

[2]Annikki Kaivola-Bregenhøj, "The Riddle: Form and Performance," Humanities 7, no.2 (2018): 1.

express the message to be delivered with the right word diction, low grammar ability will make the speakers difficult because of the inability to compile good sentences so that the listener understands what spoken.

Problems in speaking are also caused by non-linguistic aspects which include of inappropriate use of media, incompatibility or incompatibility of strategies used, lack of strong environmental influences, weak psychological aspects which include weak speaking motivation, lack of interest in speech, and self- low confidence. The use of media that is less attractive will cause students to be lazy in the process of speaking.

Moreover, the use of inappropriate strategies will cause the speaking learning process to be ineffective, less supportive environmental influences will cause lazy students to practice their speaking skills because there is no supportive opponent, weak aspects psychology which includes weak speaking motivation, lack of interest in speech, and low self-confidence which is usually caused by feelings of being ridiculed by peers or the environment, afraid to use the wrong vocabulary.

Regarding students speaking problems above, the researcher also found speaking problems got by the tenth grade students. Speaking problems are obtained from the results of the presurvey conducted by researcher on the 19th of August 2019 about students speaking performance at the tenth grade at SMA N 1 Sekampung.

The researcher results of the tenth grade students at SMA N 1 Sekampung are illustrated based on the standard score of English subject in this school is 72. Presurvey results are illustrated in the following table:

Table 1
The classification of Speaking Grade at SMA N 1 Sekampung

No.	Grade	Number	Percentage	Criteria
1.	$\geq$ 72	6 Students	20%	Complete
2.	<72	24 Students	80%	Incomplete
Total		30 Students	100%	

Based on the results of the pre-survey above, it can be seen that most of the tenth grade students in SMA N 1 Sekampung have weak speaking skills. This was indicated by the number of students who are unable to achieve Passing grade as many as 24 students (80%), while students who were able to reach Passing grade are 6 students (20%), which meant fewer students achieved Passing grade than the number of students who are unable to reach Passing grade. Therefore, it can be concluded that the speaking ability of tenth grade students in SMA N 1 is insufficient.

From the pre-survey results, it is also known that the speaking performance of the tenth grade at SMA N 1 Sekampung is due to the limited english vocabulary they had. In addition, they also have weak grammar mastery, difficulty in developing conversation ideas because they do not understand the context of the conversation, and the students have low self-

confidence because the feel unable to speak English properly. They have weak pronounciation and low speaking motivation.

Based on the whole description above, the researcher intends to conduct a classroom action research in an effort to increase the speaking ability of tenth grade in SMA N 1 Sekampung by applying the riddle game therefore the researcher constructs the title of this undergraduate thesis into "The Application of Riddle Game in Increasing Students Speaking Performance at the Tenth Grade of SMA N 1 Sekampung of East Lampung."

B. Problem Identification

Based on the background of study, the researcher identified several problems in learning English experienced by students of tenth class SMA N 1 Sekampung, among others:

1. Students have limited vocabulary mastery.
2. Students have insufficient grammar mastery.
3. Students have difficulties to develop speaking ideas.
4. Students have weak self-confidence in speaking.
5. Students have inadequate pronunciationmastery.
6. Students have a low motivation in speaking.
7. Students have the insufficient speaking performance.

C. Problem Limitation

Based on identification of problem, the researcher will limit the problem only to "The students have insufficient speaking performance". Therefore, the researcher uses a Riddle Game on speaking performance at tenth grade of SMA N 1 Sekampung of East Lampung.

D. Problem Formulation

Based on the problems that have been limited, researcher formulated the research problem as follows:

"Can riddle game increase students speaking performance and their learning activities at the tenth grade at SMA N 1 Sekampung of East Lampung?"

E. Objective and Benefits of the Study

1. Objective of the Study

   Based on the problem formulation, this study conducted to increase students speaking performance and their learning activities by applying Riddle Game at the tenth grade of SMA N 1 Sekampung of East Lampung.

2. Benefits of the Study

   This research is expected to contribute significantly by providing various benefits including the following:

a. For the Students

The application of Riddle Games in the form of classroom action research is expected to help students to improve their speaking skills. In addition, the application of the Riddle Game in this study can increase students' creativity in providing several alternative answers. In addition, students can increase critical in answering questions. Furthermore, Riddle Games can add vocabulary and hone students' grammar skills from questions given by researchers.

b. For the Teacher

This research is expected to be one of the references that inspires teachers to implement Riddle Games in teaching English especially in an effort to improve students' speaking abilities. This is because the application of Riddle Games will help teachers to create an atmosphere of learning English that is conducive, effective, interesting, and fun because of the application of Riddle. This game challenges students to think critically about the questions given by the teacher orally and answer them with the right verbal expressions.

c. For the Other Researchers

This research is expected to be one of the references for subsequent researchers who will improve students' speaking skills by using Riddle Games. Through this research, the other researcher can get complete information both theoretically and practical about the real

implementation of Riddle Games in an effort to improve students' speaking abilities.

F. Prior Research

This research will be conducted by considering some prior researches. The first prior research was done by Episiasi who did a research in the title "The Use of Riddles Game to Teach Speaking to the Students".[3] The sample of her research is XI Teknik Komputer dan Jaringan (TKJ) 2 of the eleventh as the sample with the total number of 29 students of SMK Negeri 3 Lubuklinggau in the academic year of 2015/2016. The research method applied was pre-experimental method with one group pre-test and post-test design. The aim of her research was to find out whether or not it was significantly effective to use Riddles Game to teach speaking at the eleventh grade students. The result of research was sigificantly effective to use Riddles Game to teach speaking.

In addition, the researcher considers the similarity and differences between this research and the first prior research. The similarities between this study and that resesarch are the language skill studied and the strategy or teaching technique used. The same English language skillstudied in both of the research is speaking. The same teaching game that is used in both of the researches is riddle game. The differences between the first prior research and this research are in the different sample, and the different research method.

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[3] Episiasi, "The Use of Riddle Game to Teach Speaking to the Students," SMART Journal, Vol. 3 No. 1, 2017.

The sampleof that research is XI Teknik Komputer dan Jaringan (TKJ) 2 with the total number of 29 students of SMK Negeri 3 Lubuklinggau while the sample of this study is the grade at SMA N 1 Sekampung with the total number of 30. The research method used in the first prior research is pre-experimental method while the method of this research is classroom action research.

In addition, the second prior research was done by Minda Tika Hapsari and Fitra Pinandita who did a research in the title "The Application of Riddle Game in Teaching Speaking for the Eighth Grade Students of Mtsn Kedunggalar Ngawi in the Schooling Year 2014/2015".[4] The sample of her research are the teacher and 8A grade students of MTsN Kedunggalar Ngawi in the schooling year 2014/2015. The research method applied was descriptive qualitative research. The aim of her research is to describe the application of riddle game in teaching speaking, identify the advantages, identify the disadvantages and identify the solution of disadvantages of riddle game. The result of research proves that riddle game is effective to apply in teaching speaking

The second prior research has similarities and differences with this study. The similarities between this research and that research is the language skill studied and the teaching techniques used. The English language skill studied in both of the researches is speaking. The teaching game used in both of the researches is riddle game. The difference between the second prior

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[4] Minda Tika Hapsari dan Fitra Pinandhita, "The Application of Riddle Game in Teaching Speaking for the Eighth Grade Students of Mtsn Kedunggalar Ngawi in the Schooling Year 2014/2015," English Teaching Journal, Vol.3 No.1, 2015.

resesarch and this research are in the differentsample, and the different research method. The samples of that research are the students of MTsN Kedunggalar Ngawi while the sample of this study is the grade at SMA N 1 Sekampung with the total number of 30. The research methods used in the first prior research are descriptive qualitative research while the method of this research is classroom action research.

Moreover, the third prior research was done by Ria Sabriana who did a research in the title "Improving Students' Vocabulary by Using Riddle Game".[5] The sample of her research was the seventh grade students of SMP Negeri 8 Pontianak in academic year 2014/2015. In this research, the subject is class VII E that consists of 30 students. The research method applied was classroom action research. The aim of her research is to improve students' vocabulary, especially in meaning and spelling of vocabularies. The research findings showed that the mean score of students' vocabulary test in the first cycle is 59.83 to 76.20 in the second cycle which means it successffully passed the Minimum Mastery Criteria (Passing Grade). It can be concluded that the students' vocabulary taught by using riddle game was improved.

The third prior research has similarities and differences with this study. The similarity between this study and that resesarch is the research methodology, the game and the total number of the students. The same research method used in both of the researches is classroom action research. The difference between the third prior resesarch and this research is in the

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[5] Ria Sabriana, "Improving Students' Vocabulary By Using Riddle Game", 2015.

different English language skills, because the English language skill studied

in the third prior research is vocabulary; while, the language skills studied in

this research is speaking.

A. Speaking Performance

1. The Concept of Speaking Performance

a. Definition of Speaking

Speaking is a process during which speakers rely on all the available information (background and linguistic) to create messages that will be understandable and meaningful to the intended audience. What is more, the processes involved in speech production in the native language are mostly subconscious.[6] It means that speaking is the process of conveying information to make the message in the information understandable and meaningful to the intended audience.

Bailey states that speaking is the productive oral skill. It consists of producing systematic verbal utterances to convey meaning.[7] It can be concluded that speaking is an oral skill to produce verbal and systematic speech, so that the delivery of meaning can be well received by the audience.

According to Thornbury, speaking is an act of producing words. Speaking is so much part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although

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[6] Miroslaw Pwlak, Ewa Waniek- Klimczak and Jan Majer, *Speaking and Instructed Foreign Language Acquisition* (Toronto: Multilingual Matters, 2011), 149.

[7] David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill, 2003), 48.

some people may produce even more than that.[8] It means, speaking is a part of everyday life, and speaking is an act of producing words. In speaking, each person on average produces tens of thousands of words per day.

Based on the theories above, the researcher interpreted that speaking is one of effective way to interact and communicate among people to share information, express idea, feelings, emotions, and express their mean to another person in words or sounds and the other people understood what they say.

b. Definition of Performance

Performance is a term used in a variety of disciplines that measures, such as technical difficulty, originality or a creativity criterion.[9] It means that performance is used to measure technical difficulties, originality, or creativity criteria. Moreover, it is also defined as the act or process of performing a task, an action, etc. while the verb perform means to work or function well or badly.[10] It means, performance is a process of doing a task, or an action that is functioning well or badly.

From the definition above, the researcher concludes that performance is the way to perform real action and it can be observed. for example, speaking, writing, reading, listening, walking, dancing, etc.

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[8]Scott Thornbury, *How to Teach Speaking*, (London : Longman, 2005), p.1-2.

[9] Kurt Verweire and Lutgart Van Den Berghe, *Integrated Perfermonace Management: A Guide to Strategy Implementation* (New Delhi: SAGE Publication, 2004), 5.

[10] Âta Ghalem et al. "Performance: A Concept to Define." DOI: 10.13140/RG.2.2.24800.28165/ Mei 2016, 3.

Based on the quotations above, it can be concluded that speaking performance is the process of producing sentences to say or express something and it can be shown through the real action.

2. The Component of Speaking Performance

According to Harris there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.[11]

a. Comprehension

For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.

b. Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton in David that students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriateness. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

c. Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicative effectively or express their ideas both oral and written form.

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[11] David P. Harris, *Testing English As A Second Language* (Panama: McGraww-Hill, 1969), 81-82.

d. Pronunciation

Pronunciation is the way for students" to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features.

e. Fluency

Fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context.

3. The Importance of Speaking Performance

There are the importance of speaking performance, as follows:[12]

a. Speaking is the most important skill because it is one of the abilities that is needed to perform a conversation. Learners should have enough English speaking ability in order to communicate easily and effectively with other people.

b. Speaking is the way of communicating ideas and messages orally. If the teacher wants to encourage students to communicate in English, he should use the language in real communication and ask them to do the same process.

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[12] Lai-Mei Leong and Seyedeh Masoumeh Ahmadi,"An Analysis of Factors Influencing Learner's English Speaking Skill," International Journal of Research in English Education(2017): 2.

c. The significance of speaking is indicated with the integration of the other language skills. Speaking helps learners develop their vocabulary and grammar skills and then better their writing skill. Students can express their emotions, ideas; say stories; request; talk, discuss, and show the various functions of language. Speaking is of vital importance outside the classroom. Therefore, language speakers have more opportunities to find jobs in different organizations and companies.

d. Speaking skill has been very important to the success of human beings. The significance of speaking skill is observed in the daily activities of persons. Speaking is an interactive activity and it occurs under the real time constraints. That is, persons can use words and phrases fluently without very much conscious thinking.

4. The Factors Affecting Speaking Performance

Students' speaking performance can be affected by the factors that come from performance conditions (time pressure, planning, standard of performance and amount of support), affective factors (such as motivation, confidence and anxiety), listening ability and feedback during speaking activities.

Students' speaking performance can be affected by the factors that come from:[13]

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[13] Nguyen Hoang Tuan and Tran Ngoc Mai,"Factors Affecting Stdents Speaking Performance At Le Tanh Hien High School," Asian Journal of Educational Resesarch 3, no.2 (2015): 2.

a. Performance conditions

Performance conditions can affect speaking performance as the time students perform a speaking task under a variety of conditions. the types of performance that can affect performance conditions are time pressure, planning, the standard of performance, and the amount of support.

b. Affective factors

One of the most important influences on language learning success or failure is probably the affective side of the learner, a variety of affective variables related to success in second language acquisition in research there are three categories: motivation, self-confidence and anxiety.

c. Listening ability

Speaking skills cannot be developed unless students develop listening skills. Students must understand what is said to them to have a successful conversation. when one person speaks, the other responds through attending by means of the listening process. In fact, every speaker plays the role of both a listener and a speaker. Therefore, one is certainly unable to respond if he/she can not understand what is said. It means speaking is closely related to listening.

d. Topical knowledge

Topical knowledge is defined as knowledge structures in long-term memory. The information that topical knowledge provides enables learners to use language with reference to the world in which they live. The test tasks may be easier for those who possess the relevant topical

knowledge and more difficult for those who do not. It is mean that topical knowledge has effects on speaking performance.

e. Feedback during speaking activities

Most students want and expect their teachers to give them feedback on their performance. However, all speaking production should not be dealt with in the same way. The decisions that the teachers make about how to react to students' performance will depend upon the stages of the lesson, the activities, the types of mistake made and the particular student who is making that mistake. If the teachers correct whenever there is a problem, the conversational flow as well as the purpose of the speaking activity will be destroyed. If the students are corrected all the time, they can find this very demotivating and become afraid to speak. The teachers should always correct the students' mistakes positively and with encouragement.

5. Teaching Speaking Performance

Nunan proposes at least four principles for teaching speaking to makes students interest to join speaking activities. Below are the descriptions:[14]

a. Giving students practice with both fluency and accuracy.

Accuracy is the ability to speak or write without making any grammatical, vocabulary, punctuations and other errors. Fluency is the smoothness of flow with which sounds, syllables, word, and phrases are joined to others when speaking.

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[14] David Nunan, *Practical English Language Teaching* (Newyork: McGraw-Hill, 2003), 55-56.

b. Providing opportunities for students to talk by using group work or pair work, and limiting teacher talk.

It is important for us as language teachers to be aware of how much the teacher are talking in class so do not take up all the time the students could be talking. Pair work and group work activities can be used to increase the time of students" speaking practice and to limit the teacher to talk.

c. Planning speaking tasks that involve negotiation for meaning.

Learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make the teacher understood. This process is called negotiating for meaning. It involves checking to see if you have understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning.

d. Designing classroom activities that involve guidance and practice in both transactional and interpersonal speaking.

When we talk with someone outside the classroom, we usually do so for interactional or transactional purposes. Interpersonal speech is communicating with someone for social purposes. Transactional speech involves communicating to get something done, including the exchange of goods or services.

6. Indicator of Speaking Performance

Douglas states that good speaking assesment covers the indicators of speaking that include of micro and macro skill. Based on micro and macro illustration speaking skills who became an indicator of speaking above, researchers will limit the micro or macro elements that will be used as an indicator in a matter of speaking later. There are micro and macroskill of speaking:[15] **Microskills:** 1) Produce English stress patterns, words in stressed and unstressed position, rhythmic structure, and intonation contours. 2) Produce reduced forms of words and phrases. 3) Produce fluent speech at different rates of delivery. 4) Use gramatical word classes (noun, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms. 5) Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentences constituents. 6) Express a particular meaning in different gramatical forms. **Macroskills:** 7) Appropriately accomplish communicative functions according to situations, participants, and goals. 8) Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification. 9) Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language. 10) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a contex for interpreting

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[15]H. Douglas Brown, *Language AssessmentPrinciples and Classroom Practice (San Francisco State University: Longman, 2004), 142-143.*

the meaning of words, appealing for help, and accurately assessing how well

your interlocutor is understanding you.

7. Speaking Performance Assesment

      Weir states that there are five component of scoring in speaking test.

There are five component of scoring in speaking test:[16]

Table 2.
Speaking Performance Assesment

Aspect	Category	Indicators
Fluency	4 (excellent)	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
	3 (good)	The students hesitates and repeat himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompt.
	2 (adequate)	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	1 (fair)	The student speaks so little that no 'fluent' speech can be said to occur.
Pronunciation	4 (excellent)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
	3 (good)	Rhythm, intonation and pronunciation require more careful listening; some errors pronunciation which may occasionally lead to incomprehension.
	2 (adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (fair)	Words are unintelligible.
	4 (excellent)	Effective use of vocabulary for the task with

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[16] Cyril J. Weir, *Language Testing and Validation: An Avidance-based Approach* (New York: Palgrave Macmillan, 2005), 195-196.

		few inappropriacies.
Vocabulary	3 (good)	For the most part, effective use of vocabulary for the task with some examples of Inappropriacy.
	2 (adequate)	Limited use of vocabulary with frequent inappropriacies.
	1 (fair)	Inappropriate and inadequate vocabulary.
Grammatical accuracy	4 (excellent)	Very few grammatical errors evident.
	3 (good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (adequate)	Speech is broken and distorted by frequent errors.
	1 (fair)	Unable to construct comprehensible sentences.
teractional strategies	4 (excellent)	Interacts effectively and readily participates and follows the discussion.
	3 (good)	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
	2 (adequate)	Interaction ineffective. Can seldom develop an interaction.
	1 (fair)	Understanding and interaction minimal.

B. Riddle Game

1. The Concept of Riddle Game

Bartl said that Riddle is a guessing game that can be used to encourage students concentration, patience and interests in learning English.[17] It means, according to Bartl by playing Riddle can train students' concentration and patience, and will cause student interest in learning. Collis states that "Riddle is a fun way to enjoy English and to learn it at the sametime. Because of the quirky humour and illustrations, native speakers

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[17] Allison Bartl, *101 quick-thinking games Riddle for children,* (Berlin: Hunter House Publishers, 2008), p.1.

of English can also laugh at the Riddle, though many will already be familiar.[18] According to Collis playing riddle is a fun way to learn English, because riddle is synonymous with humor and strange illustrations that make many people already familiar.

Moreover, Annikki states Riddling is an exchange of words in which people are deliberately misled because the "right" answer is sometimes completely unexpected.[19] It means that riddling is a game of exchanging words with correct answers sometimes completely unexpected, because the person who guesses is intentionally misled by the statements spoken by the questioner.

From the explanation of the riddle concept above, it can be conclude that riddle game is a verbal game with a question, a phrase or a statement divised to get un expected unswer. Riddle game help students to arouse students self-confidence, more creatively, and decrease the anxiety from acquiring the language. By applicating riddle game in teaching speaking, the students will be able to learn the target language unconsciously and learn some new word without any stress on their feeling.

2. The Benefits of Riddle Game

Riddle game provides some great benefits. Antonio states that the riddle games evokes sensations and memories of infancy, and enable students to learn how to activate their knowledge and apply it in a given

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[18] HarryCollis, *101 American English Riddle: Understanding Language and Culture Through Humor,* (Chicago : NTC publishing Group, 1996), p.7.
[19] Annikki Kaivola-Bregenhøj Annikki Kaivola-Bregenhøj, "The Riddle: Form and Performance," Humanities 7, no.2 (2018): 1

context.[20] Teaching the students by using riddle game allows students to know and to understand something that most other people do not. This game gives the students an opportunity to repeat the learning activity by themselves. When students learn riddles it's very different from most of what they learn. They can teach these riddles to their peers, parents, and teachers. This reinforces their understanding of the riddle and it also allows them to interact with people in a constructive social way.

Furthermore, Akíntúndé explains that riddle game has inherent messages to convey to participants about societal norms. Riddle game is useful in strengthening a child's reasoning and decision-making abilities. [21] Students who are difficult to memorize formulas or vocabulary can be tricked by gaming. Besides being able to increase the memory capacity of the brain, playing games can also help improve one's reasoning or memory. That is because when playing games, the brain pays attention to things more focused and detailed, without having to be burdened to remember. Players will remember everything important in the game without having to be told to remember.

[20]Antonio Starti, *Organization and Aesthetics,* (New Delhi: SAGE Publication India, 1999), 9-10.

[21] Akíntúndé Akínyemí, *Orature and Yorùbá Riddle* (New York: Palgrave Macmillan. 2015), 22.

3. The Implementation of Riddle Game in Teaching Speaking Performance

Below are the descriptions of the implementation of riddle game in teaching speaking performance:[22]

a. The teacher guides the students to make some small or large groups.

b. The teacher tells the students that the teacher has some riddles about speaking topic that will be guessed by the students.

c. The teacher indicates the riddle based on one of the speaking topic provided in the "mystery bag or box" that holds final proof of the answer to each riddle.

d. The teacher urges students to raise their hands silently if they think they know the answer so that others will have a chance to think of an answer to raise their hands.

e. The students that have raised their hand must guess the riddle orally by describing clearly what they think about the answer.

f. The teacher reads riddles a second time if necessary, acknowledges all answers, invites more than one student to tell their thoughts.

g. After every students who wishes to guess has had a turn, the teacher pulls the correct objects or pictures from the teacher's mistery bag so that all students can see.

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[22] Marjorie J. Kostelnik et al., Teaching Young Children Using Themes (Culver City: Good Year Books, 1991), 308.

C. Action Hyphotesis

Action hyphotesis of this research is outlined, as follow:

"By the use of riddle game can increase students' speaking performance and their learning activities at the tenth grade at SMA N 1 of East Lampung."

CHAPTER III

RESEARCH METHOD

A. Variable and Definition Operational Variable

1. Variables of Research

This research consists of two variables; there are independent and dependent variables. The independent variable in this research is *riddle game* that will be implemented to increase the students' speaking performance in interesting way. This strategy is useful to build up speaking perfromance and easy in develop english ideas, and make students active in the class. The dependent variable of this research is speaking as one of the four of language skills that has to be mastered by the students in order to be able to communicate the message effectively.

2. The Operational Definition of Variable

a. Dependent Variable

According to Hatch, Dependent Variable is the major variable that will be measure in the research. Dependent variable is a variable that can improve by an independent variable. The dependent variable of this research is the variable which is noticed and measured to know the effect of this variable by using independent variable. Speaking performance is dependent variable of this research.

To measure students speaking performance, the researcher will take by oral test. The students will be given the speaking test by asking them

to describe one of the topic of descriptive text. It is a simple test as a sample to know about the students' speaking performance. The indicators of a spoken test in this variable are:

1. The students' speaking fluency is generally natural delivery, only occasional halting when searching for appropriate words/expressions.

2. The students' pronunciation has occasional errors that shows a few incosistentcies of rhythm, intonation.

3. The vocabulary used in speaking is appropriate with the context of speaking.

4. The use of grammar in student's speaking is accurate.

b. The Independent Variable

According to Evelyn, Independent Variable is variable that the researcher suspects may relate to or improve the dependent variable. In a sense, the dependent variable "depends" on the independent variable.

The independent variable of this research is riddle game. This variable will be measured by observation. To observe this variable the researcher will use observation sheet. The indicators of this variable are:

1) The students are able to pay attention to the teacher explanation about the riddle.

2) The students are able to be active to response the riddle.

3) The students are able to answer and to describe the riddle orally and clearly.

4) The students are able to retell their thoughts about the speaking topic orally.

Moreover, based on the explanation above, in this research the researcher will use a riddle game strategy to observe students' speaking performance in the tenth grade of SMA N 1 Sekampung. In addition, the researcher will collect the data by using observation sheet. This test is also to know as far as posible in students' speaking performance by answer the riddle.

B. Research Location

The researcher will conduct the classroom action research at SMAN 1 Sekampung in academic year 2019/2020. The school location in Jl. Hargomulyo, Dusun IV, Desa Hargomulyo 66C, Kecamatan Sekampung, Kabupaten Lampung Timur. E-mail address of this school is smansa.sekampung@yahoo.com. SMA N 1 Sekampung have a website to give us information about this school, there is the website of SMA N 1 Sekampung http://sma1.sekampung.sch.id.

C. Subject and Object of Study

The subject of this research is the tenth grade of SMA N 1 Sekampung. The total of students are 30 students. While, the object of this research is students speaking performance of the tenth grade of SMA N 1 Sekampung.

D. The Concept of Classroom Action Research

Elliott states Action-research might be defined as 'the study of a social situation with a view to improving the quality of action within it'.[23] It means that we focus on the use of action research to improve the quality action in the class.

In addition, Anne Burns in her book states that action research is simply a form of self-reflective inquiry undertaken by participants in social situations, teachers in order to improve the rationality and justice of their own practices.[24] It means that action research is a reflection that used to review improving the rationality of the teachers.

Meanwhile, Patrick explanation above, action research is described as cyclic, with action and critical reflection taking place in turn.[25] It means that action research is reflection to used to review the previous action and plan the next one.

The researcher would like to divide the research in multiple cycles in the classroom action research. Classroom action research (CAR) has various models but in this research, the researcher describes the cycles through the scheme of action research design by Kurt Lewin, as follows:

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[23] John Elliott, *Action Research for Educational Change* (Philadelphia: Open University Press, 1992), 69.
[24] Anne Burns, *Collaborative Action Research for English Language Teacher*, (Cambridge; Cambridge University Press, 1999), p.30
[25] Patrick J. M. Costello, *Action Research* (New York: British Library Cataloguing-in-Publication Data, 2007), 5.
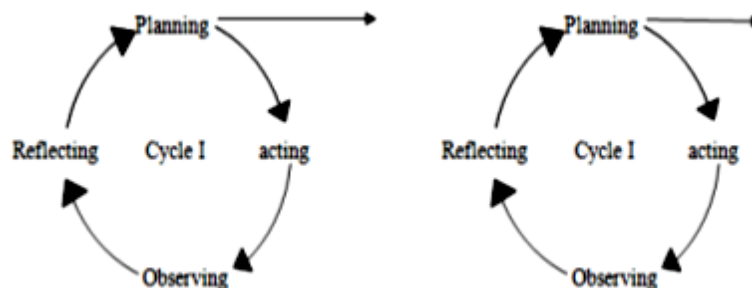
Figure 1
Kurt Lewin's Action Research Design
(Adapted from Jean McNiff, 2002)

From the illustrated of the cycle above, the explanations about four steps of action research are preceded by a preliminary study and followed by generally involve some variation on planning, acting, observation, and reflection. The steps in the classroom action research in the cycle are as follows:

1. Cycle 1

  a. Planning

      Planning is the first steps in each activity. In this research, the researcher conducts some planning as follow:

    1) The researcher prepares the lesson plan, procedure, media and material to be applied in the classroom.

    2) The researcher prepares the learning source for the student.

    3) The researcher establishes the strategy. The researcher will use Riddle Game Strategy to improve students' speaking performance.

    4) The researcher will collaborate with the students' to make the criteria success.

b. Acting

This step is the implementation of planning. This step must follow the steps that had been planned in the planning step. In this case the researcher follows the schedule of English language classes or in additional classes. The researcher put the plan into action through the following step:

1) Pre-teaching activity

   a) The researcher starts the lesson by greeting the students.

   b) The researcher and students pray together.

   c) The researcher checks student attendance.

   d) The researcher informs the students about the competence, the indicators, and objectives that should be achieved.

2) While teaching activity

   a) The researcher gather students into a small or large group.

   b) The teacher tell the students that the teacher has some riddles about speaking topic that will be guessed by the students.

   c) The teacher indicates the riddle based on one of the speaking topic provided in the "mystery bag or box" that holds final proof of the answer to each riddle.

   d) The teacher urges students to raise their hands silently if they think they know the answer so that others will have a chance to think of an answer to raise their hands.

e) The students that has raised their hand must guess the riddle orally by describing clearly what they think about the answer.

f) The teacher reads riddles a second time if necessary, acknowledge all answers, inviting more than one student to tell their thoughts.

g) After every students who wishes to guess has had a turn, pull the correct objects or pictures from the teacher's mistery bag so that all students can see.

3) Post Activity

a) The teacher asks the students to answer some question based on the material.

b) The teacher gives the conclusion of the material and gives the motivation to act in the class in students speaking performance.

c) The teacher gives homework to students.

c. Observing

Observation will be done to observe the learning activity, participation of students and situation in the class. By the process of observation, the researcher will know the action achieves the aim of the researcher goals. The researcher observes them in every activity and concludes the result.

d. Reflecting

By reflecting, the researcher can get information about the strength and the weakness of the action that the researcher has been done. The

researcher rethinks about action that has been done, if the researcher still finds a problem the researcher will do the next cycle.

2. **Cycle 2**

   a. Re-Planning

        When the researcher found the problem in the first cycle, the researcher will repair the problem in the next cycle. It will be explained as a following:

   1) The researcher will study the reflection result in cycle 1 to obtain the problem-solving.

   2) The researcher creates the material and revises the lesson plan including the media, and teaching procedure based on the problem that appears in cycle 1.

   3) The researcher rearranges the observation format and also reform the evaluation format to improve the planned indicators that have not been achieved yet in the previous cycle.

   b. Acting

        In this phase, the researcher applied the same step in the previous cycle with collaborating, but the researcher applied the revised plan such as lesson plan, material, and instrument for evaluation. The activities are:

   1) Pre-teaching activity

      a) The researcher starts the lesson by greeting the students.

      b) The researcher and students pray together.

      c) The researcher checks student attendance.

      d) The researcher informs the students about the competence, the indicators, and objectives that should be achieved.

2) While teaching activity

      a) The researcher gather students into a small or large group.

      b) The teacher tell the students that the teacher has some riddles about speaking topic that will be guessed by the students.

      c) The teacher indicates the riddle based on one of the speaking topic provided in the "mystery bag or box" that holds final proof of the answer to each riddle.

      d) The teacher urges students to raise their hands silently if they think they know the answer so that others will have a chance to think of an answer to raise their hands.

      e) The students that has raised their hand must guess the riddle orally by describing clearly what they think about the answer.

      f) The teacher read riddles a second time if necessary, acknowledge all answers, inviting more than one student to tell their thoughts.

      g) After every students who wishes to guess has had a turn, pull the correct objects or pictures from the teacher's mistery bag so that all students can see.

3) Post Activity

      a) The teacher asks the students to answer some question based on the material.

b) The teacher gives the conclusion of the material and gives the motivation to act in the class in students speaking performance.

c) The teacher gives homework to students.

c. Observing

In the third phase, the researcher observes students' activity, their participation, and makes the note about the learning process.

d. Reflecting

The researcher analyzed the data collected from all activities, then compared the scores of the pre-test and post-test.

E. Data Collecting Technique

In order for collecting the data, the researcher will use the following techniques:

1. Test

Brown maintains that a test, in plain words is a method of measuring a person's ability or knowledge in a given domain.[26] It is a set of techniques, procedures, and items that constitute an instrument of some sort that requires performance or activity on the part of the test taker. In this research, the test was divided into two parts : pre-test and post-test. First, pre-test is presented to the students before implementing riddle game strategy to evaluate their skill at first. Second, post-test is presented to the students after they are taught speaking performance by using riddle game strategy to find

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[26]H. Douglas Brown, Teaching *by Principles An Interactive Approach to Language Pedagogy,* Second Edition,(California: San Fransisco State University, 2001), 384.

out the improvement before and after giving treatment. The researcher make a comparison between both if the test, pre-test and post-test.

2. Observation

In this research, observation is used to know the student speaking performance in the learning process. Data collecting technique by using observation used if the research connected with human, work process, sign and if the respondents are not big enough.

3. Documentation

Documentation is collection of various documents relevant to the research question which can include students speaking record and profile, course overviews, lesson plans, classroom materials. In this research, the researcher uses documentation to get some information of SMA N 1 Sekampung.

4. Field Note

Field notes is a method of data collection by making written records on whatever happens in the field. Field notes refer to transcribed notes account derived from data collected during observation and interviews. The field notes were used to collect the data during the teaching and learning process in every cycle which was not included in the observation sheets. This study, the activity of taking notes was done by the collaborator teacher.

F. Data Collecting Instrument

1. Speaking Performance Test

   To identify the students speaking performance of the eight grade of SMA N 1 Sekampung, the researcher applied speaking test. The test measures the performance of the students about the topic. The test consists of pre-test and post-test.

2. Observation Sheet

   In order to observe the learning activity and each cycle, the researcher will useobservation sheet. It will be used to observe the following items:

   a) The students' attention on the teachers explanation.

   b) The students' activeness in asking and answering the question.

   c) The students' activeness in whole class activity.

   d) The students' abilityin doing the task from the teacher.

   e) The students activeness in the group activity.

3. Documentation Sheet

   The researcher will usethe documentation sheet to complete the research information about :

   a. The history of SMA N 1 Sekampung.

   b. The vision and mission of SMA N 1 Sekampung.

   c. The condition of teachers and officials employes in SMA N 1 Sekampung.

   d. The quality of the students of SMA N 1 Sekampung.

   e. The condition of building and the sketch of SMA N 1 Sekampung.

f. The organization structure of SMA N 1 Sekampung.

g. The course overviews and classroom materials of the students at SMA N 1 Sekampung.

4. Field Note Sheet

The field note supports the data from te research. It is aimed at recording the process of teaching amd learning. The field note consists of some notes on students' behavior during the teaching learning process and the weakness and obstacles founded in this research. Therefore, the rseracher will be able to see the students' progress on their speaking performance. Therefore, field note gives details on the teaching and learning process such as : classroom situation, classroom management, classroom interaction, classroom interaction between teacher and students, classroom interaction between students and students.

G. Data Analysis Technique

To find out how does riddle game strategy can improve their speaking performance, the researcher will administrate the pre-test before using the riddle game strategy and after using riddle game strategy. Then, the results are matched with the passing grade in the school.

To analyze the data, the researcher will compute data of the average rates of pre-test (X-pre) and post-test by using riddle game strategy formula as follows:

$$X = \frac{\Sigma X}{N}$$

X : Mean of average score

ΣX : Total score

N : Total Number Of Student[27]

The formula to figure out the percentage of the students who pass the passing grade in each cycle as follows:[28]

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

P = Class percentage

F = Frequency

N = Number of student

Moreover, to know the result the researcher will compare between pre-test and post-test. The result will be matched by the minimum standard in this school at least 72. If from cycle 1, there are some students not successful, so the researcher will conduct cycle II.

H. Indicator of success.

This research will be declared successful if the students who achieve passing grade (72) in their speaking performance is 70% and who active or participative in learning activity is 70%.

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[27]Donald Ary, *Introduction To Research Education,* (USA: Wadsworth), 110
[28] Neil A Weiss, Introductory Statistics (Boston : Addison-Wesley, 2012), 41

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research

1. Description of SMA N 1 Sekampung

Before presenting the result of this research, the researcher describes SMA N 1 Sekampung that consists of:

a. The History of SMA N 1 Sekampung

SMA N 1 Sekampung was established in 2004, which was approved by the Minister of National Education led by Mr. Bambang Sudibyo. SMA N 1 Sekampung is located at the Jl. Raya Sekampung, Desa Hargomulyo. This school has land area of 14.175 m^2 and building area of 1.779 m^2.

b. Vision and Mission of SMA N 1 Sekampung

1) Vision of the School

The vision of SMA N 1 Sekampung are :

"DISCIPLINE, PERFORMANCE, MANNERS AND TAQWA"

a) Discipline in the Teaching and Learning.

b) Achievers in Intra and Extracurricular.

c) Politeness in the Field Relationships.

d) Be God-Fearing In Religious Spiritual.

2) The Mission of the School

The mission of SMA N 1 Sekampung are stated as follows:

a) Implementing the learning process optimally.

b) Encouraging the professional abilities of Teachers, Employees, Administration, Laboratory Managers and Librarians.

c) Fostering self-awareness in students to know their duties and obligations.

d) Fostering the spirit of discipline in all school residents.

e) Helping students to recognize their potential so they can be polite to others. Implement participatory, transparent and accountable management.

f) Performing Extra-Curricular Activities optimally.

3) The Condition of Teacher and Official Employees at SMA N 1 Sekampung

Table 3
The Condition of Teacher and Official Employers
at SMA N 1 Sekampung

No	Name	Position
1	Drs. Mujiono, M.Pd	Principal
2	Drs. Margono	Curriculum Affair/ Chemistry Teacher
3	Sulaiman	Indonesian Teacher
4	Drs. Nyono	Islamic Education Teacher
5	Turgiarti, S.Pd	Sociology master
6	Kusminah, S.Pd	Indonesian Teacher
7	H. Suwitarjo	Islamic Education Teacher
8	M. Taufik Hidayat	Math Teacher

9	Suhardi, S.Pd	Physical Education, Health and Sport Teacher
10	Ikhwanudin	English Teacher
11	Eni Sukartini, S.Pd	Teacher
12	Purwanto, S. Pd.I	Islamic Education Teacher
13	Eni Sukartini, S.Pd	Teacher
14	Purwanto, S. Pd.I	Islamic Education Teacher
15	Eni Sukartini, S.Pd	Teacher
16	Purwanto, S. Pd.I	Islamic Education Teacher
17	Eni Sukartini, S.Pd	Teacher
18	Purwanto, S. Pd.I	Islamic Education Teacher
19	Nurlaili Hidayah, S.Pd	Biology Teacher
20	Drs. Sukri	Biology Teacher
21	Sukiyem, S.E	Economycs Teacher
22	Sukatmi, S. Pd	Physics Teacher
23	Rinawati, S.Pd	Math Teacher
24	Pudjiono Sukoco, S. Pd	PKN Teacher
25	Joko Sugiarto, S.Pd	Indonesian Teacher
26	Ratmini, S. Pd	English Teacher
27	Herawati, S.Pd	Vice Principal/ Economycs Teacher
28	Fitriani D, S. Pd	Physics Teacher
29	Mei Linawati, S.Pd	Physics Teacher
30	Linda Listiani, S. Pd	Economycs Teacher
31	Seger, S. Pd	PKN Teacher
32	Dewi Mustika, S. Pd	English Teacher
33	Desi Triwulandari, S. Pd	Counseling Guidance Teacher
34	Guretno, S. Pd	Economycs Teacher
35	Juwita Astuti S. Pd	Math Teacher
36	Hendri Winata, S. Pd	Officer / TIK Teacher
37	Dini Saraswati, S. Pd	Culture and Arts Teacher
38	Agres Duta Linor, S. Pd	Physical Education, Health and Sport Teacher
39	Misi Paripih, S. Pd	Geography Teacher
40	Noviana, S. Pd	Math Teacher
41	Ketut Martini, S. Pd	Teacher
42	Reno Sumardi	Prakarya Teacher

42	Adi Setiawan, S. Pd	Historycal Teacher
44	Tika Aprianti, S. Pd	Physical Education, Health and Sport Teacher
45	Aulia Rodiah, S. Pd	Lampung Language Teacher
46	Bagus Arianto, S. Pd	Counseling Guidence Teacher
47	Fajar Romadon, S. Pd	Counseling Guidence Teacher
48	Nova Rahayu, S. Pd	Counseling Guidence Teacher
49	Hadi Saputra, S. Pd	Physical Education, Health and Sport Teacher
50	Nina Irama, S. Pd	Indonesian Teacher
51	Novita Mujiati, S. Pd	History Teacher
52	Eka Septiana, S. Pd	Prakarya Teacher
53	Risa Safera, S. Pd	Math Teacher
54	Maulana Yusuf, S. Pd	English Teacher
55	Aris Wantoro, A.Md	Officer
56	Tri Pristia Ningsih S. Pd	Officer
57	Jati Dewanto, S. Pd	Officer
58	Sugianto S. E	Officer
59	Mulyanah S. Pd.I	Officer
60	Nungki Kusumadewi S. Pd	Officer
61	Irwan Budiana S. Pd.I	Officer
62	H. Tukiman H W	School Commite

Source: Documentation of SMA N 1 Sekampung

4) The Quantity Students of SMA N 1 Sekampung

The students' quantity at SMA N 1 Sekampung is identified, as follows:

Table 4
The Students' Quantity of SMA N 1 Sekampung in the
Academic Year of 2019/2020.

No	Class	Total
1	X	288
2	XI	284
3	XII	275
Total		**847**

Source: Documentation of Students' Quantity at SMA N 1 Sekampung in the academic year 2019/2020.

5) The Building of SMA N 1 Sekampung

The condition of facilities in SMA N 1 Sekampung in the academic year of 2019/2020 that is illustrated on the table below:

Table 5
The Building of SMA N 1 Sekampung

No	Building facility	Quantity
1	Classroom	26
2	Lirary Room	1
3	Administration Room	1
4	Principal's Office	1
5	Teacher Council Room	1
6	Computer Laboratory Room	1
7	Social Science Laboratory	1
8	Language Laboratory Room	1
9	Medicine Unit of School	1
10	OSIS Room	1
11	Mosque	1
12	Canteen	4
13	Principal's Toilet	1
14	Students Toilet	12
15	Werehouse	1
16	Werehouse	1
17	Teacher Toilet	2

Source: Documentation of SMA N 1 Sekampung.

6) The Organization Structure of SMA N 1 Sekampung

The Organization Structure of SMA N 1 Sekampung in the academic year of 2019/2020 is illustrated in the following figure:

```
┌──────────────────┐   ┌──────────────────┐   ┌──────────────────┐
│ School Commite   │───│ Principal        │───│ Vice of Principal│
│ H. Tukiman H W   │   │ Drs. Mujiono, M.Pd│  │ Herawati, S.Pd   │
└──────────────────┘   └──────────────────┘   └──────────────────┘
                              │
                    ┌──────────────────┐
                    │ Curriculum Affair│
                    │ Drs. Margono     │
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  ┌──────────────────┐              ┌──────────────────┐
  │ BK               │              │ Officer          │
  │ Desi Triwulandari,│             │ Hendri Winata, S.Pd│
  │ S.Pd             │              └──────────────────┘
  └──────────────────┘
                    ┌──────────────────┐
                    │ Teachers         │
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                    │ Students         │
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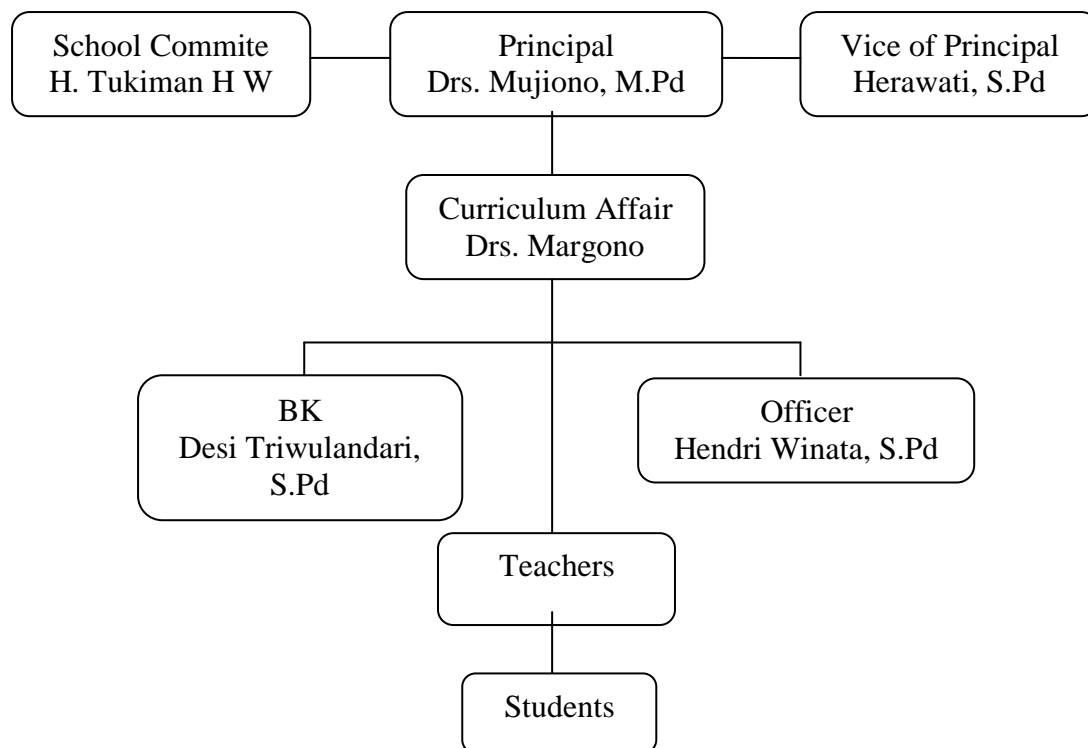
Figure 2
The Organization Structure of SMA N 1 Sekampung

7) Location Sketch of SMA N 1 Sekampung
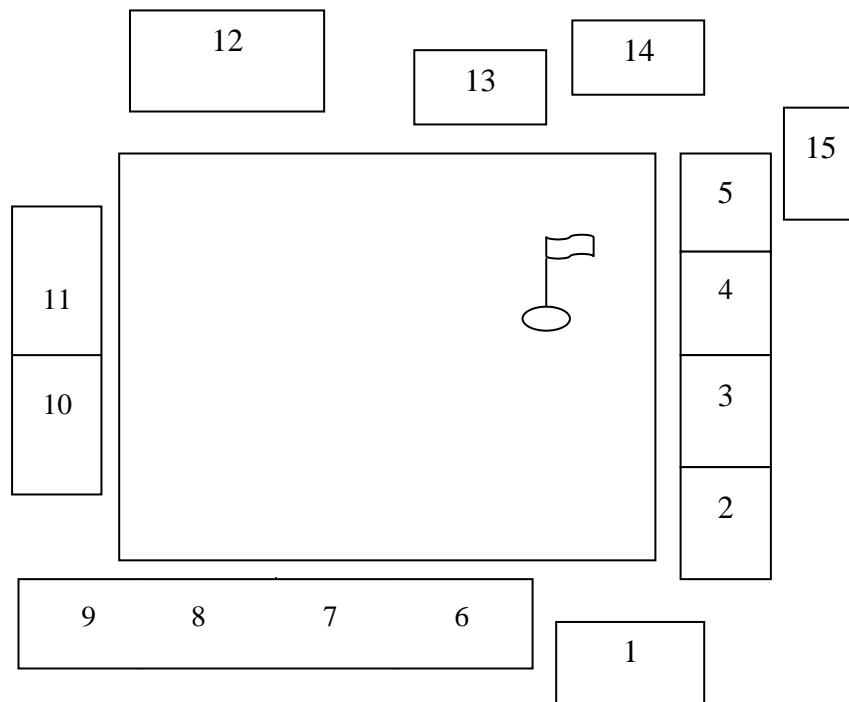
Figure 3
The Location Sketch of SMA N 1 Sekampung

Notes :

1. Teacher's parking area
2. Library
3. Headmaster office
4. Teacher's room
5. Warehouse
6. Computer laboratory room
7. Classroom of X class
8. Classroom of XI class
9. Classroom of XII class

10. Social science laboratory
11. Library
12. Mosque
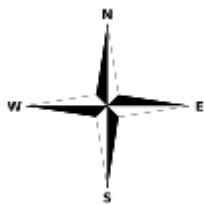13. Toilets
14. Student's parking area
15. Canteen

2. Description of the Research

In this chapter, the researcher would like to present the result of this research that explains the answer of problem formulation, as follows :

"Can the application of riddle game increase students speaking performance and their learning activities at the tenth grade of SMA N 1 Sekampung of East Lampung"

This research used classroom action research. It was conducted in two cycles: cycle I and cycle II. Each cycle consists of two meetings and each meeting takes 2x45 minutes. Each cycle includes of planning, action, observation and reflection. In this research, the researcher is as an English teacher and Mrs.Ratmini, S.Pd as the collaborator.

a. Pre-test activity

The researcher conducted the pre-test on Monday, December 16th 2019 at 10.30 until 12.00. All of the students has already been ready when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their speaking performance before doing the action of the classroom action research.

The pre-test was administrated to the students to be finished individually. The kind of test was speaking test that asked the students to describe one of the speaking topics about popular and historycal place "TMII" or "The *Lampung* Museum". Then, the students' pre-test result is illustrated on the table below:

Table 6.
Frequency of Students' Grade in Pre-Test

No	Grade	Frequencies	Percentage	Explanation
1	≥ 72	1	3%	Complete
2	< 72	29	97%	Incomplete
	Total	30	100%	

Source: The Grade Result of Speaking pre-test at X IPA 2 class of SMA N 1 Sekampung December, 16th 2019.
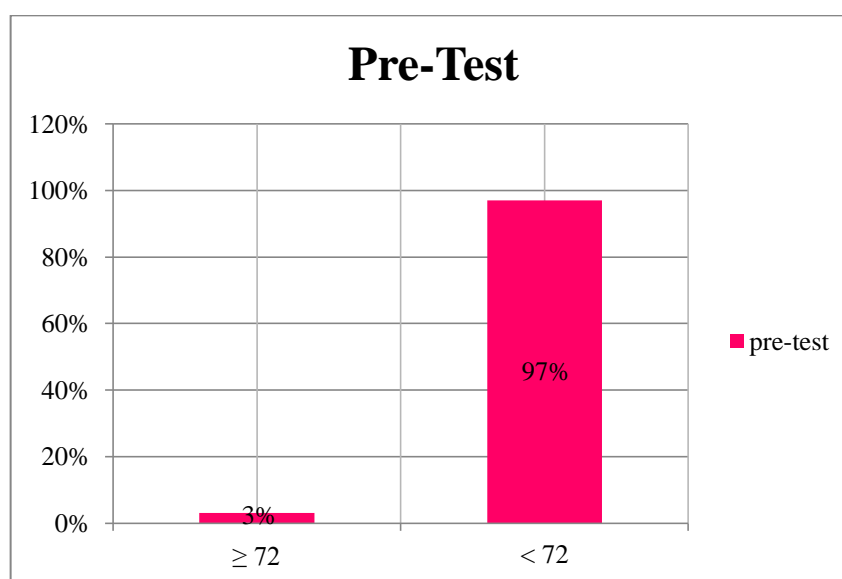
Figure 4
The Percentage of the Students' Grade in Pre-test

Based on the data above, it could be inferred that 29 students (97%) were not successful and 1 other students (3%) were successful. The successful students were fewer than the unsuccessful students. From the pre-test result, the researcher got the average of 49, so the result was unsatisfied. Therefore, the researcher applicated the riddle game as a teaching strategy to increase the students' speaking performance.

b. Cycle I

1) Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post test in the cycle I, prepared the material, made the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

2) Acting

a) The first meeting

The first meeting was conducted on Monday, December 16th 2019, 13.00 until 14.30 followed by 30 students. The meeting was started by praying, greeting and checking the attendance list.

In this stage, the condition of the class was effective because the collaborator handed the researcher to make sure the students' effectiveness before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher when the study time came.

In the beginning, the researcher introduced riddle game to the students. The students read the description text about "The National Monumen". The students imitate the teacher pronunciation. The students grouping the general function of descriptive text. The researcher gather students into a small or large group. The teacher indicates the riddle based on one of the speaking topic provided in the "mystery bag or box" that holds final proof of the answer to each riddle. The teacher urges students to raise their hands silently if they think they know the answer so that others will have a chance to think of an answer to raise their hands. The students that has raised their hand must guess the riddle orally by describing clearly what they think about the answer. After every students who wishes to guess has had a turn, pull the correct objects or pictures from the teacher's mistery bag so that all students can see.

b) The second meeting

The second meeting was conducted on Wednesday, December 18th 2019 at 10.40 until 12.00. for 2x45 minutes after the students has been given the action. The students read the description text about "The Pink Beach". The students imitate the teacher pronunciation. The students groupes the general function of descriptive text. The researcher gather students into a small or large group. The teacher indicates the riddle based on one of the speaking topic provided in the "mystery bag or box" that holds final proof of the answer to each riddle. The teacher urges students to raise their hands silently if they think they know the answer so that others will have a chance to think of an answer to raise their hands. The students that has raised their hand must guess the riddle orally by describing clearly what they think about the answer. After every students who wishes to guess has had a turn, pull the correct objects or pictures from the teacher's mistery bag so that all students can see.

c. Post-Test 1 Activity

On Wednesday, January 08th 2020, the researcher gave post-test 1 conducted in cycle I with similar task on pre-test before. The kind of the test was speaking test that asked the students to describe "Lawang

Sewu or Borobudur Tample". The result of the students' test in post test 1 was better than test in pre-test before.

Table 7
Frequency of students' grade in Post-test I

No	Grade	Frequency	Percentage	Explanation
1	≥ 72	10	33%	Complete
2	< 72	20	67%	Incomplete
Total		30	100%	

Source: The Grade Result of speaking Post-test I at X IPA 2 class of SMA N 1 Sekampung on January, 8th 2020.
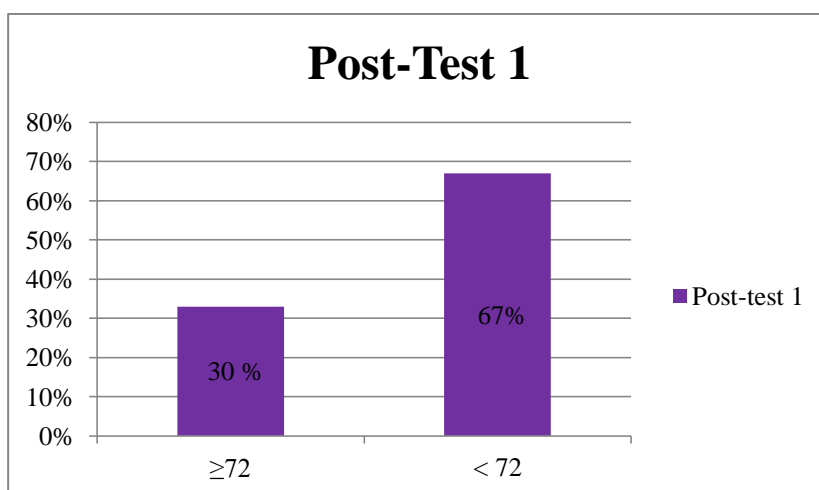
Figure 5

The Percentage of the Students' Grade on Post-test 1

Based on the result above, it could be seen that 20 students (67%) got grade up to the standard and 10 students (33%) got grade less than the standard. It was higher than the result of pre-test. Learning process was said successful when 70% students got grade ≥ 72. The fact showed that the result was unsatisfied.

3) Observing

In observation of researcher action, the collaborator observed the students' activities. The researcher as a teacher gave speaking topic about "The National Monument".

While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting 1 and meeting 2. The result of the students' learning activities could be seen as follow:

Table 8

The Frequency of Students' Learning Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	Paying attention on teacher's explanation	22	73%
2	Being active to response the riddle	10	33%
3	Describing the riddle orally	15	50%
4	Retelling the thought about the speaking topic orally	10	33%
Total Students		**30 Students**	
The Average Percentage		**47%**	

Source: The students' learning activity at the Tenth grade of SMA N 1 Sekampung January 16th 2020.
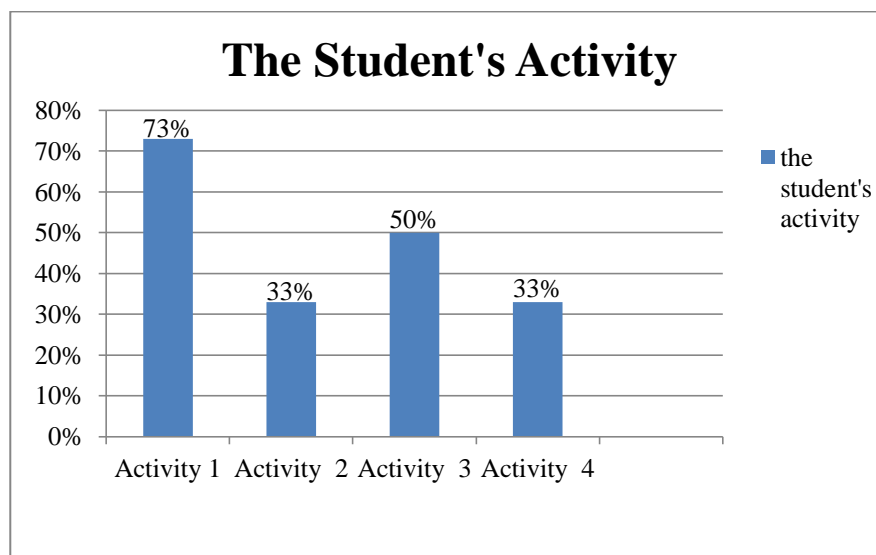
Figure 6
The Percentage of Students' Learning Activities in Cycle I

The table showed that not all the students' were active in learning process. There were 22 students (73 %) who gave attention to the teacher explanation. 10 students (33%) who asked answered question, 15 students who were active in the class (50%) 10 students (33 %) who are able to do the task.

4) **Reflecting**

From the result observation in learning process in cycle I, it is concluded that in the learning process has not achieved Minimum Mastery Criteria (MMC) that is 72 of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test grade and the result of students' post-test I grade. The comparison between post-test grade and post-test I grade was as follows:

Table 9
The Comparison of Students' Pre-Test and Post-Test I in
Cycle 1

Interval	Pre-Test		Post-Test I		Explanation
	F	**P**	**F**	**P**	
≥72	1	3%	10	33%	Complete
< 72	29	97%	20	67%	Incomplete
Total	**30**	**100%**	**30**	**100%**	

Then, the graph of comparison students speaking pre-test and

post-test I grade in cycle I could be seen as follow:
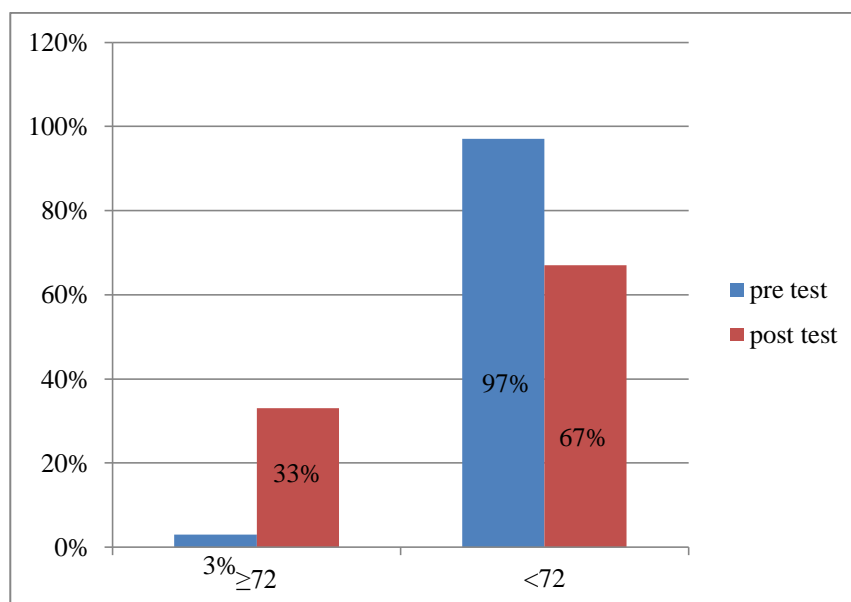
Figure 7
The Comparison of Percentage of the Students'
Completeness Grade on Pre-test and Post-test I

The table and the graphic above, from the pre-test result, the

researcher got the average of 49, so the result was unsatisfied.

Meanwhile, based on the graphic of pot-test 1, it could be seen that

10 students (33%) got grade up to the standard and 20 students (67%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 72. Learning process was said successful when 70% students got grade ≥ 72. The fact showed that the result was unsatisfied.

d. Cycle II

The action in the cycle I was not successful enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. The steps of the cycle II as follows:

1) Planning

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. Then, the researcher and collaborator planned to give the material for students in speaking ability by riddle game as strategy.

The researcher and collaborator prepared the lesson plan, observation sheet of the students' activities, identified the problem, and found the causes of problem at the first and the last of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

2) Acting

a) The first meeting

The first meeting was conducted on Monday, January 13th 2020 at 10.30 until 12.00 followed by 300 students. The researcher began the lesson greeting, praying, checking attendance list and asking the students' condition.

In the beginning, the researcher introduced riddle game to the students. The students read the description text about "Visiting Niagara Falls". The students imitate the teacher pronunciation. The students group the general function of descriptive text. The researcher gather students into a small or large group. The teacher indicates the riddle based on one of the speaking topic provided in the "mystery bag or box" that holds final proof of the answer to each riddle. The teacher urges students to raise their hands silently if they think they know the answer so that others will have a chance to think of an answer to raise their hands. The students that has raised their hand must guess the riddle orally by describing clearly what they think about the answer. After every students who wishes to guess has had a turn, pull the correct objects or pictures from the teacher's mistery bag so that all students can see.

b) The second meeting

The second meeting was conducted on Monday, January 13th 2020 at 10.40 until 12.00 for 2x45 minutes after the students have been given the action. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition.

In the beginning, the researcher introduced riddle game to the students. The students read the description text about "The Taj Mahal". The students imitate the teacher pronunciation. The students grouping the general function of descriptive text. The researcher gather students into a small or large group. The teacher indicates the riddle based on one of the speaking topic provided in the "mystery bag or box" that holds final proof of the answer to each riddle. The teacher urges students to raise their hands silently if they think they know the answer so that others will have a chance to think of an answer to raise their hands. The students that has raised their hand must guess the riddle orally by describing clearly what they think about the answer. After every students who wishes to guess has had a turn, pull the correct objects or pictures from the teacher's mistery bag so that all students can see.

e. **Post-Test 2**

On Tuesday, January 14[th] at 10.30 until 12.00 the researcher gave post test 2 conducted in cycle II with similar task on pre-test before. The kind of the test was speaking test that asked the students to describe "Way Kambas or Prambanan Tample". The result of the students' test in post test 2 was better than test in post-test 1 before.

Table 10
The Frequency of students' grade in Post-test II

No	Grade	Frequency	Percentage	Explanation
1	≥ 72	21	70%	Complete
2	< 72	9	30%	Incomplete
	Total	30	100%	

Source: The Grade Result of speaking post test II at tenth grade of SMA N 1 Sekampung on January, 14[th] 2020.
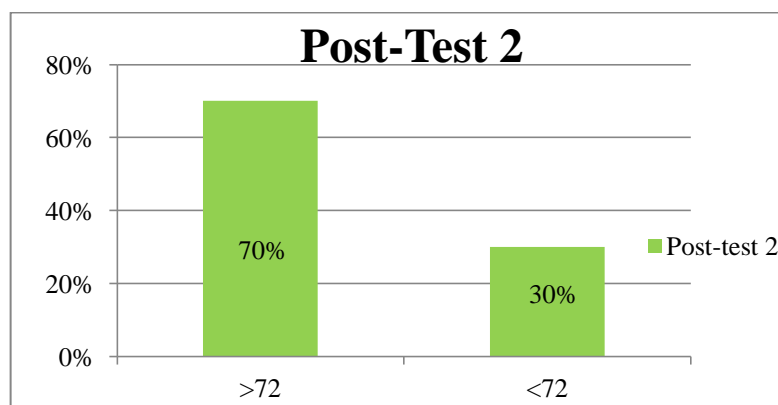
Figure 8
The Percentage of theStudents' Grade in Post-test II

Based on the result above, it could be inferred that 19 students (70%) were successful and 11 other students (30%) were not successful. From the post test 2 results, the researcher got the average of 74. It was higher than post test 1 in cycle I.

c) **Observing**

In this step, the researcher presented the material by riddle game as strategy. In learning process, there were also four indicators used to know the students' activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The Grade Result of students' learning activities observation, as follow:

Table 11
The Frequency Students Learning Activity in Cycle II

No	Students Activities	Frequency	Percentage
1	Paying attention on teacher's explanation	27	90%
2	Being active to response the riddle	22	73%
3	Describing the riddle orally	19	63%
4	Retelling the thought about the speaking topic orally	19	63%
Total Students		**30 Students**	
The Average Percentage		**72%**	

Source: The students' speaking ability at the tenth grade of SMA N 1 Sekampung on January, 14^{nd} 2020.

Then, the graph of percentage students speaking performance in cycle II, as follow:
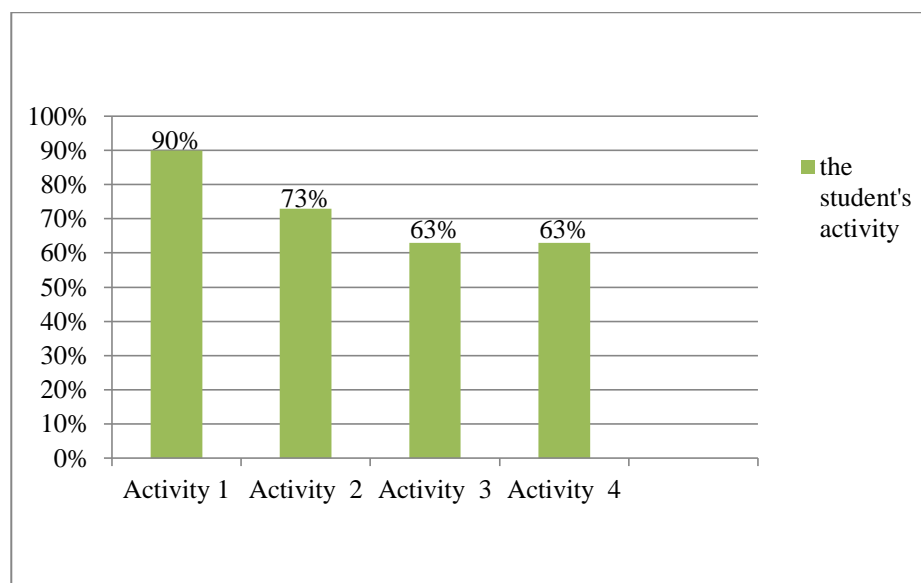
Figure 9
The Percentage of Students Speaking Performance
in Cycle II

The table above showed that the students' learning activity in cycle II was increase. The students' learning activity that had high percentage were the students' paying attention on teacher's explanation 90%, then, the students being active to response the riddle 73%, and able to describe the riddle orally and clearly 63% and the last student able to retelling the speaking topic orally 63%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' learning activity got percentage $\geq$ 72%.

d) Reflecting

From the result of learning process in cycle II the researcher analyzed that generally by applicating riddle game as strategy, the students speaking ability would increase.

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II grade and observation of student's learning activities. The comparison between students post test I grade and post-test II grade could be compared on the following table.

Table 12
The Comparison of Students' Grade in Post-Test I and Post-Test II

Interval	Post-Test I		Post-Test II		Criteria
	F	P	F	P	
≥72	10	33%	21	70%	Complete
< 72	20	67%	9	30%	Incomplete
Total	**30**	**100%**	**30**	**100%**	

Then, the graph of students speaking performance post-test I and post-test II grade in cycle II could be seen as follow:
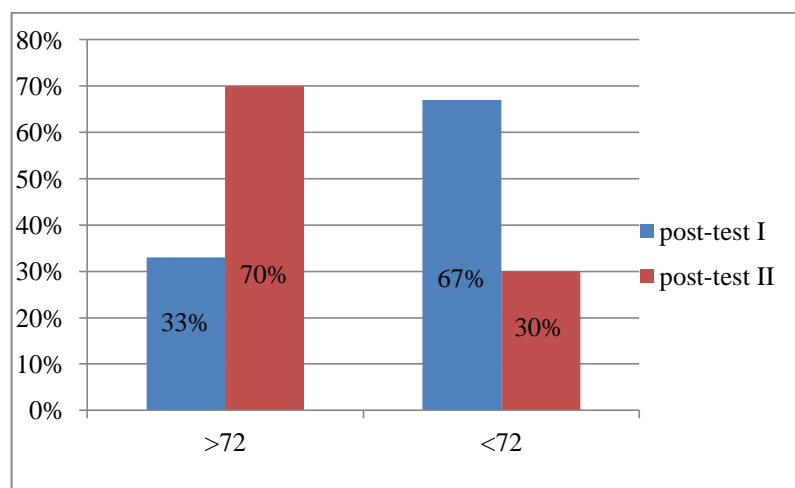
Figure 10
The Percentage of Comparison of Students Completeness Grade on Post-test I and Post-test II

From the table above, it can be seen that the grade of the students in post-test II is various. It can be inferred that 21 students (70%) are successful and 9 other students (30%) are not successful. From the post test 2 results, the researcher got the average of 74. It was higher than post test 1 in cycle I. It means that the indicator of success of this research have been achieve that is ≥ 70% students get grade 72. It indicated that the students speaking performance increase.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR). It was successful and it would not be continue in the next cycle because of the learning process and the product of learning entirely passed the indicators

of success. It means that riddle game as strategy increase the
students' speaking performance.

B. Interpretation

Speaking would be easier to understanding when it is supported by the
appropriate teaching strategy because the lesson will take more concrete for
students and the students have to complete understanding. During the
research, the researcher observed that the students were enthusiastic to
attention from teacher explanation in learning process.

The researcher assumes that teaching speaking performance by using
community circle strategy can improve students' speaking performance.
According to Annikki, riddling is an exchange of words in which people are
deliberately misled because the "right" answer is sometimes completely
unexpected.

Therefore, applicating games in education and teaching in the
classroom is very useful and useful to develop students' thoughts and
opinions and increase memory in the lesson so as to foster students' interest
and motivation in learning.

1. Result of Students Learning

a. Result of students Pre- Test Grade

In this phase, the researcher presented the pre- test to measure the
students ability before implementing the treatment. The researcher
obtained the data through test in the from of oral test which completed

for 3 minutes. It was done on December 16[th], 2019. From the result of
pre-test showed that most of the students got difficult for doing the test.
Based on pre-test result, it can be inferred that 29 students (97%) are
not successful and 1 other students (3%) were successful. The
successful students are those who get the minimum mastery criteria at
SMA N 1 Sekampung at least 72.

b. Result of Students Post- Test 1 Grade

     In this research, to know the students speaking ability after
implementing the treatment the researcher conducted the post- test I. It
was done on January, 08[th] 2020. based on the result of post-test 1, it can
be seen that 10 students (33%) get grade up to the standard and 20
students (67%) get grade less than the standard. It was higher than the
result of pre-test. The criterion of students who were successful in
mastering the material should get minimum mastery criteria, at least 72.
Learning process was said successful when 70% students got grade $\geq$
72. The fact showed that the result was unsatisfied.

c. Result of Students Post- Test II Grade

     In this phase, the researcher continued to cycle II because the
grade of post test I in cycle I did not fulfilled the MMC yet that was
only 67%. The researcher presented the post- test II to measure the
students performance after applicating the treatment. The researcher
obtained the data through test in the from of speaking test which
completed for 3 minutes. It could be seen that the grade of the students

in post-test II was various. It can be inferred that 21 students (70%) were successful and 9 other students (30%) are not successful. From the post test 2 results, the researcher got the average of 74. It was higher than post test 1 in cycle I. It means that the indicator of success of this research had been achieved that was $\geq 70\%$ students got grade 72. It indicated that the students' speaking performance was increased.

2. **Comparison of Grade in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle II.**

English learning process was successfully in cycle I. While, the precentage of the students grade in post-test I was higher than pre-test. Moreover, in cycle II, the precentage of students' grade was higher than cycle I.

Table 13
The Comparison of Students' Pre-Test, Post-Test I Grade in Cycle I and Post-Test II Grade in Cycle II

Interval	Pre-Test		Post-Test I		Post-Test II		Explanation
≥ 70	6	20%	15	50%	21	70%	Complete
< 70	24	80%	15	50%	9	30%	Incomplete
Total	**30**	**100%**	**30**	**100%**	**30**	**100%**	

The researcher show the graph of the result of pre-test, post-test I and post-test II, as follow:
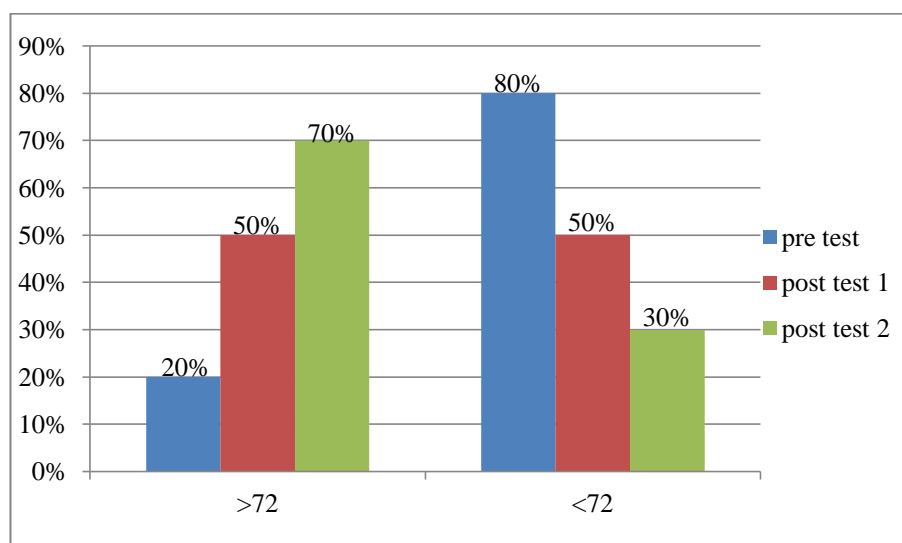
Figure 11
The Comparison Grade of Students Speaking Performance in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle II

Based on the graph above, it could be inferred that riddle game as a teaching strategy could increase the students'speaking performance. It is supported by increasing grade of the students from pre-test to post-test I and from post-test I to post-test II.

3. **The Result of Students' Learning Activities in Cycle I and Cycle II**
The students' learning activity data was gotten from the whole students' learning activities on observation sheet. The table of enhancement is as follows:

Table 14
The Presentage of Students Activities in Cycle I and Cycle II

NO	Students' Activities	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	
1	Paying attention on teacher's explanation	22	73%	27	90%	Increased
2	Being active to response the riddle	10	33%	22	73%	Increased
3	Describing the riddle orally	15	50%	19	63%	Increased
4	Retelling the thought about the speaking topic orally	10	33%	19	63%	Increased
The Average Percentage		**47%**		**72%**		
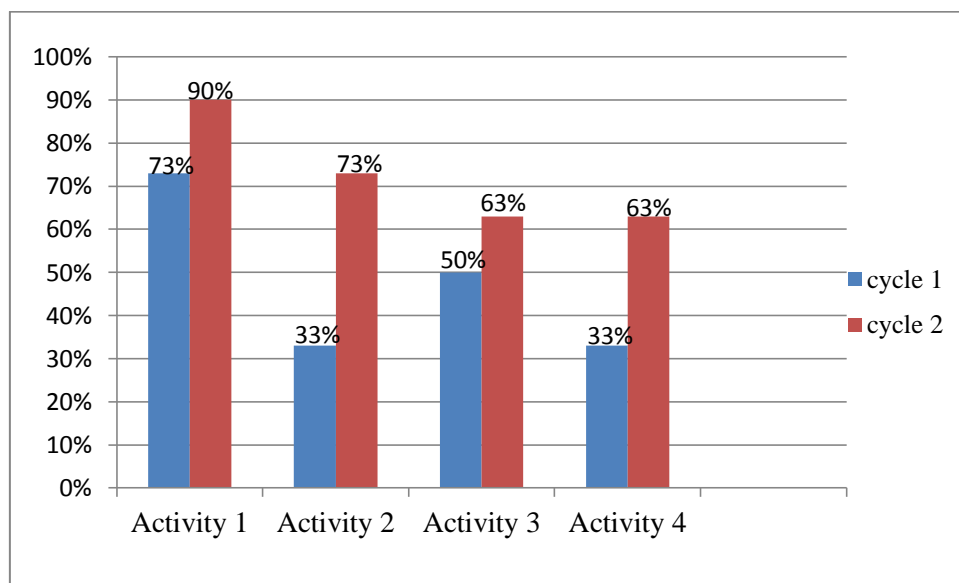
Figure 12
The Comparison of Learning Activity in Cycle I and Cycle II

Based on the data had gotten, it can be explained as follow:

a. Paying Attention to the Teacher's Explanation About the Riddle

The students' attention to the teacher explanation from the first meeting to the next meeting was increased. In cycle I, it was only 73% and in cycle II 90%, it is improved 17%.

b. Being Active to Response the Riddle

The students who being active to response the riddle was increased from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. For this activity was improved 40%, from cycle I 33% and cycle II 73%.

c. Describing the Riddle Orally and Clearly

Based on the data above, It could be seen on the cycle I 50% and cycle II also 63%, it improved 13%. It could be concluded that the students felt comfort and active with the learning process because most of the students shown good increasing in speaking perfromance when riddle game as strategy was applied in learning process from cycle I up to cycle II.

d. Retelling the Thought About the Speaking Topic Orally

The students who had retelling the topic were increased. It could be seen on the cycle I 33% and cycle II 63%, it increased 30%.

Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of riddle game as media increase the students' in

speaking performance. There was progress average grade from 49 to 63 and to 74.

Based on the result of pre-survey, it can be inferred that there was an increasing on the average grade and total of the students who passed the test from pre-test, post-test I to post-test II. The average grade in the pre-test was 24 students' did not achieve the criteria (100%).

Moreover, in the post-test I there was 10 students or (33%) passed the test the indicator students get grade ≥ 72 with average 63. Meanwhile, in the post-test II there was 21 students or (70%) passed the test the indicator students get grade ≥ 72 with average 74. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success 70% of students got grade 72 was achieved.

C. Discussion

The researcher used a riddle game to organize students' idea and to make the students more active in speaking performance in learning English. Therefore, it is proved that the application of riddle game as strategy increases the students' learning activities using riddle game. Therefore, riddle game hopefully is useful in the learning activities.

Based on the explanation of cycle I and cycle II, it can be shown that the use of riddle game as strategy could increase the students' in speaking performance. There is progress from the students gets grade ≥ 72 from pre-test

3% or 1 students, post-test I 33% or 105 students and post-test II become 70% or 21 students. It is inferred that there is enhancement on the students' complete grade and total of grade of the students who passed the least from pre-test, post-test I to post-test II. From the explanation, the researcher concludes that the research is successful and it can be stopped in cycle II because the indicator of success 70% of students got grade $\geq$72 are reached.

The result of the student's activities in cycle I and cycle II are increased. Pay' attention of the teacher' explanation about the riddle from 73% become 90%, being active to response the riddle from 33% become 73%, describing the riddle orally and clearly from 50% become 63%, retelling the speaking topic orally from 33% become 63%. The result of students' activities in cycle I and cycle II, there is enhancement in students' learning activity.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher describes the conclusion that Riddle Game increases the speaking performance at the tenth grade of SMA N 1 Sekampung of East Lampung. It can be seen on the progress from Pre-test to cycle I and cycle II. The precentage of students speaking performance that was got in Post-test II of cycle II is 70% it means that result of cycle II had already achieved the indicator of succes.

In addition, the application of Riddle Game can increase the students learning activity at the tenth grade of SMA N 1 Sekampung of East Lampung. It was investigated that the precentage of learning activity of cycle II is 72% it means that Riddle Game can increase the students learning activity.

B. Suggestion

Based on the conclusion above, there are some suggetions intended to the enhancement of teaching and learning process, as follows:

1. For English Teacher

   a. The teacher is suggested to prepare and select appropriate strategy and materials to produce the effective teaching learning process. Also, the teachers should determine the target of the teaching which must be

achieved. The teacher should be able to create the teaching learning enjoyable process, such as selecting text or new teaching media.

b. It is better for the teacher to use game in English learning especially in speaking because it can increase students' speaking performance.

c. The teacher is suggested motivation to the students in order to be active in learning process.

2. For the Students

It is suggested to the students to be more active in learning process in the class and improve their performance in speaking performance so they can be successful in English learning.

3. For Headmaster

To support the English teacher to use game in learning proccess, because riddle game is so helpfull.

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APPENDICES I

Appendix 1. Syllabus

KOMPETENSI DASAR, MATERI PEMBELAJARAN, DAN KEGIATAN
PEMBELAJARAN

4) Kelas X
   Alokasi waktu : 2 jam pelajaran/minggu

Kompetensi Sikap Spiritual dan Sikap Sosial dicapai melalui pembelajaran tidak
langsung (*indirect teaching*) pada pembelajaran Kompetensi Pengetahuan dan
Kompetensi Keterampilan melalui keteladanan, pembiasaan, dan budaya sekolah
dengan memperhatikan karaktersitik mata pelajaran serta kebutuhan dan kondisi
siswa.

Penumbuhan dan pengembangan Kompetensi Sikap dilakukan sepanjang proses
pembelajaran berlangsung dan dapat digunakan sebagai pertimbangan guru dalam
mengembangkan karakter siswa lebih lanjut.

Pembelajaran untuk Kompetensi Pengetahuan dan Kompetensi Keterampilan sebagai
berikut ini.

Kompetensi Dasar	Materi Pokok	Pembelajaran
Siswa mampu: 3.4 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya 4.4 Teks deskriptif 4.4.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan	• Fungsi Sosial Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb. • Struktur Teks Dapat mencakup Identifikasi (nama keseluruhan dan bagian) Sifat (ukuran, warna, jumlah, bentuk, dsb.) Fungsi, manfaat, tindakan, kebiasaan • Unsur kebahasaan Kosa kata dan istilah terkait dengan tempat wisata dan bangunan	- Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenaldengan intonasi, ucapan, dan tekanan kata yang benar. - Mencermati danbertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, *mind map*, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain - Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain - Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang

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Kompetensi Dasar	Materi Pokok	Pembelajaran
tulis, pendek dan sederhana terkait	bersejarah terkenal Adverbia terkait sifat	tempat wisata atau bangunan bersejarahsetempat.

tempat wisata dan bangunan bersejarah terkenal 4.4.2 menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	seperti *quite*, *very, extremely, dst.* Kalimat dekalraif dan interogatif dalam tense yang benar Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI	- Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.

Appendix 2. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Satuan Pendidikan	: SMA N 1 Sekampung
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: X/Genap
Materi Pokok	: Deskriptif lisan dan tulis sederhana tentang tempat wisata
Alokasi Waktu	: 4 x 45 menit

A. Kompetensi Inti (KI)

a. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

b. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi dasar dan indicator pencapaian kompetensi:
   Kompetensi Dasar (KD):

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta

informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya

4.4   Teks deskriptif

4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal

4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Tujuan pembelajaran :

1. Menunjukkan kesungguhan belajar bahasa inggris terkait teks descriptive sederhana tentang tempat wisata atau bangunan terkenal.
2. Menunjukkan perilaku peduli, percaya diri, dan tanggug jawab dalam melaksanakan komunikasi terkait teks descriptive tentang tempat wisata terkenal.
3. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada teks descriptive sederhana tentang tempat wisata atau bangunan terkenal
4. Merespon makna dalam teks descriptive, lisan dan tulis, sederhana, tentang orang
5. Menyusun teks descriptive lisan dan tulis sederhana tentang tempat wisata atau bangunan terkenal.

D. Materi pembelajaran:

Struktur Descriptive Text (*generic structure*) adalah :

3. Identification (identifikasi) adalah pendahuluan , berupa gambaran umum tentang suatu topik.
4. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

Ciri-ciri Descriptive Text :
1. Menggunakan simple present tense
2. Menggunakan attribute verb, seperti be (am, is, are)
3. Hanya fokus pada satu objek tersebut.

Unsur kebahasaan :
a) Kata benda yang terkait dengan orang/benda/tempat/binatang
b) Kata sifat yang terkait dengan sifat orang/binatang/benda
c) Kata kerja bentuk pertama (present tense)
d) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
e) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
f) Rujukan kata

Contoh teks descriptive pertemuan pertama:
VISITING NIAGARA FALLS

Niagara Falls is the collective name for three waterfalls that cross the international border between the Canadian province of Ontario and the USA's state of New York. They form the southern end of the Niagara Gorge. From largest to smallest, the three waterfalls are the Horseshoe Falls, the American Falls and the Bridal Veil Falls. The Horseshoe Falls lie on the Canadian side and the American Falls on the American side. They are separated by Goat Island. The smaller Bridal Veil Falls are also located on the American side, separated from the other waterfalls by Luna Island. There are various attractions that people can enjoy in Niagara Falls, six of them are described here.

The first to enjoy in Niagara Falls is *Cave of the Winds*. This attraction helps people get closer to the falls and go face-to-face with the pounding waters of the

Falls. People can get soaked on the Hurricane Deck where they are just feet from the thundering waters. Waterproof clothing and sandals are provided. A trip at night when the Falls are illuminated in a rainbow of color is really amazing.

The second charm is *Maid of the Mist Boat Tour*. It is aworld-famous scenic boat tour of the American and Canadian Falls for about a half-hour ride. People may access the tour via the Observation Tower elevator at Prospect Point in the state park. The boat operates mid-May until late October.

The next to visit in Niagara Falls is *Niagara Adventure Theater*. Here tourists may enjoy the most powerful and involving film experience that brings reality to life on a 45 foot screen. Audience members are given the priviledge to discover the thundering Falls from a completely new and exhilarating perspective, and plunge over them. The theater shows hourly and free multi-language headsets are made available.

Niagara Science Museum is another place to visit. It is a sanctuary for the preservation and appreciation of old science instruments and philosophical apparatus.

The fifth point of interest is *Niagara's Wax Museum of History*. Here, life-size wax figures portraying dramatic history of Niagara Falls are presented to guests. They can see Fort Niagara Scene, Indian Village, old store, blacksmith and barber shop scenes and how electricity is made. Wax figures of Julia Roberts, Princess Diana and many more are displayed here, too. Finally, people can also enjoy *Rainbow Air Helicopter Tours* above and around the American and Canadian Falls. The tours start from downtown, next to the entrance to the Rainbow Bridge, and open from 9am to dusk when weather permits. The tours operate every day from second weekend in May until October 31st.

The Niagara Falls are renowned both for their beauty and as a valuable source of hydroelectric power. Managing the balance between recreational, commercial, and industrial uses has been a challenge for the stewards of the falls since the 19th century.

Kata yang ditebak: cave, waterfalls, rainbow, boat, helicopter

Contoh teks descriptive pertemuan kedua:

TAJ MAHAL

Taj Mahal is one icon from India which is very famous for its beautiful architecture and history. It is spesifically located in Agra. This building was established during the reign of Mughal Emperor Shah Jahan. It took around 22 years to build Taj Mahal. It was dedicated as a mausoleum (grave) to his wife, the Empress Arjumand Banu Begum known as Mumtaz Mahal. Although the Emperor had two other wives, but the Empress Mumtaz Mahal was the one he loved very much. After the birth of their daughter, the Empress passed away. Then Mughal Emperor ordered his ministers to design the Taj Mahal as a symbol of his love to the Empress. The building looks so majestic with white marble from the front. Taj Mahal consists of the main gate, the garden, a mosque, a living room, and some white and beautiful buildings. Especially at sunrise and sunset, this building looks so wonderful.

Kata yang ditebak: sun, dome, marble

E. Metode Pembelajaran:

1. *TBL (Task Based Learning), Diskusi, Tanya-jawab, dan Presentasi*
2. TPR (*Total Physical Response*)

F. Media, Alat, dan Sumber Pembelajaran:

1. Media : Whiteboard, Marker
2. Alat : Mystery Bag
3. Sumber Belajar :

   a. Bahasa Inggris. 2017. Kementrian Pendidikan dan Kebudayaan

   b. Internet

G. Langkah-langkah pembelajaran:

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	1. Menyiapkan siswa untuk mengikuti proses pembelajaran; 2. Memotivasi siswa secara kontekstual sesuai manfaat dan aplikasi materi dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional, dan internasional; 3. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.	10 menit
	1. Observing (Mengamati) a. Siswa membaca beberapa deskripsi yang terdapat dalam buku teks tentang tempat wisata dunia dengan bimbingan guru. b. Siswa menirukan contoh pengucapan kata dan kalimat yang ada dalam teks descriptive tentang tempat wisata dengan bimbingan guru. c. Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang dibaca. d. Guru menceritakan satu tempat menarik yang baru dikunjungi. Ini menjadi contoh bagi siswa untuk melaksanakan aktivitas selanjutnya.	20 menit

	e.	Guru membagi siswa menjadi beberapa grup	
	f.	Guru mengatakan kepada siswa bahwa guru memiliki beberapa riddle terkait dengan topik berbicara yang akan ditebak oleh siswa.	
	g.	Guru mengindikasi riddle terkait dengan salah satu topik speaking yang disediakan didalam "mystery bag or box" yang memiliki bukti akhir jawaban dari setiap riddle.	
Inti	**2. Questioning (Menanya)**		
	a.	Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan	10 menit
	b.	Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif tentang tempat wisata.	
	3. Collecting Data (Mengeksplorasi)		
	a.	Siswa mengeksplor pengalamannya tentang berbagai tempat menarik.	15 menit
	b.	Siswa yang menceritakan pengalamannya dengan bagus dalam aktivitas berpasangan selanjutnya diminta untuk menceritakan pengalamannya di depan kelas.	
	c.	Siswa berpasangan menemukan informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dilihat.	

	4. Associating (Mengasosiasi)	
	a. Dalam kerja kelompok terbimbing siswa menganalisis gambar tempat wisata dengan fokus pada fungsi sosial, struktur teks, dan unsur kebahasaan.	10 Menit
	b. Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.	
	c. Guru mendorong siswa untuk mengangkat tangannya jika siswa mengetahui jawaban dari riddle tersebut, jadi siswa yang lain memiliki kesempatan untuk berfikir dan mengangkat tangannya.	
	5. Communicating (Mengkomunikasikan)	
	a. Guru meminta siswa untuk bercakap-cakap secara berpasangan tentang tempat-tempat menarik.	20 menit
	b. Pada saat siswa bercakap-cakap, guru berkeliling untuk memonitor aktivitas siswa. Jika ada siswa yang kesulitan, guru bisa membantu dengan bertanya atau memberikan contoh.	
	c. Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dunia dan termasuk menyebutkan dukungan dan kendala yang dialami (*learning journal*).	

	d. Siswa yang mengangkat tangannya harus menjawab riddle secara lisan dengan mendeskripsikan dengan jelas apa jawaban dari riddle tersebut.
Penutup	1. Guru mengulangi riddle, mengajak lebih dari satu siswa untuk memberitahu jawaban mereka. 2. Setelah seluruh siswa menjawab riddle yang diberikan, guru membuka mystery bag untuk memberitahu jawaban yang benar dan semua siswa melihat apa jawaban dari riddle tersebut. 3. Siswa menyimpulkan materi pembelajaran yang telah dipelajari. 4. Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi. 5. Siswa mengerjakan evaluasi. 6. Siswa saling memberikan umpan balik hasil evaluasi pembelajaran yang telah dicapai.

H. Penilaian

> Teknik   :

- Jenis teknik penilaian : Tes Lisan

> Instrument :

- Bentuk : Test Lisan
- Please forward in front of the class and tell your explanation of the material you get.

I. Rubrik Penilaian Speaking:

No	Aspek yang dinilai	Kriteria	Skor
		mpir sempurna	4
		la kesalahan tetapi tidak	3

1	Pengucapan *(Pronounciation)*	mengganggu makna	
		nyak kesalahan dan menganggu makna.	2
		rlalu banyak kesalahan dan mengganggu makna	1
2	Kosa kata (Vocabulary)	mpir sempurna	4
		la kesalahan tetapi tidak mengganggu makna	3
		nyak kesalahan dan menganggu makna.	2
		rlalu banyak kesalahan dan mengganggu makna	1
3	Kelancaran *(Fluency)*	ngat lancar	4
		ncar	3
		kup lancar	2
		rang lancar	1
4	Ketepatan makna *(Accurancy)*	ngat tepat	4
		pat	3
		kup tepat	2
		rang tepat	1

Sekampung, December 2019

Collaborator   The Researcher

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Satuan Pendidikan : SMA N 1 Sekampung

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : X/Genap

Materi Pokok : Deskriptif lisan dan tulis sederhana tentang tempat wisata

Alokasi Waktu : 4 x 45 menit

A. Kompetensi Inti (KI)

c. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

d. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

C. Kompetensi dasar dan indicator pencapaian kompetensi:
Kompetensi Dasar (KD):

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta

informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya

4.4   Teks deskriptif

4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal

4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Tujuan pembelajaran :

6. Menunjukkan kesungguhan belajar bahasa inggris terkait teks descriptive sederhana tentang tempat wisata atau bangunan terkenal.

7. Menunjukkan perilaku peduli, percaya diri, dan tanggug jawab dalam melaksanakan komunikasi terkait teks descriptive tentang tempat wisata terkenal.

8. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada teks descriptive sederhana tentang tempat wisata atau bangunan terkenal

9. Merespon makna dalam teks descriptive, lisan dan tulis, sederhana, tentang orang

10. Menyusun teks descriptive lisan dan tulis sederhana tentang tempat wisata atau bangunan terkenal.

D. Materi pembelajaran:

Descriptive Text is a text which says what a person or a thing is like. Its purpose to describe and reveal a particular person, place, or thing.

Struktur Descriptive Text (*generic structure*) adalah :

5. Identification (identifikasi) adalah pendahuluan , berupa gambaran umum tentang suatu topik.

6. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

Ciri-ciri Descriptive Text :

4. Menggunakan simple present tense

5. Menggunakan attribute verb, seperti be (am, is, are)

6. Hanya fokus pada satu objek tersebut.

Unsur kebahasaan :

g) Kata benda yang terkait dengan orang/benda/tempat/binatang

h) Kata sifat yang terkait dengan sifat orang/binatang/benda

i) Kata kerja bentuk pertama (present tense)

j) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi

k) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

l) Rujukan kata

Contoh teks descriptive pertemuan pertama:

The National Monument

The National Monument (or Monument Nasional) is a 132 meters tower in the center of Merdeka Square, Central Jakarta. It symbolizes the fight for Indonesia's independence. The monument consist of a 117,7 m obelisk on a 45 m square platform at a height of 17 m.

The towering monument symbolizes the philosophy of Lingga and Yoni. Lingga resembles, rice pestle (alu) and Yoni resembles a mortar rice (lesung), two important items in Indonesian agricultural tradition.

The construction began in 1961 under the direction of President Soekarno and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil. The monument and museum is opened daily from 08.00 – 15.00 every day throughout the week, except for the last Monday of the month the monument is closed.

Kata yang ditebak : History, Monument Nasional, Alu and Lesung, Time, Alu

Contoh teks descriptive pertemuan kedua:

Pink Beach

Pink Beach or Pantai Merah Muda is one of the beaches in Komodo island, East Nusa Tenggara. The beach is called Pink Beach because the sand beach is pink. The pink color of its beach is a mixture of white sand beach colors mixed with crushed coral, shells, calcium carbonate from marine invertebrates that are very small, and also Foraminifera, microscopic amoeba that has a red body shell.

At Pink Beach, there are so many marine organisms. No fewer than 1,000 species of fish, 260 species of coral, and 70 species of sponge can be found here. Having so much marine life, this place is a proper spot for snorkeling and diving for sea sports lovers.

Kata yang ditebak: sand, beach, waves, seashore, fish

E. Metode Pembelajaran:

1. *TBL (Task Based Learning), Diskusi, Tanya-jawab, dan Presentasi*

2. TPR (*Total Physical Response*)

F. Media, Alat, dan Sumber Pembelajaran:

1. Media   : Whiteboard, Marker
2. Alat   : Mystery Bag
3. Sumber Belajar   :

      c. Bahasa Inggris. 2017. Kementrian Pendidikan dan Kebudayaan

      d. Internet

G. Langkah-langkah pembelajaran:

Pertemuan 1

Kegiatan	Deskripsi	Alokasi Waktu
	1. Menyiapkan siswa untuk mengikuti proses pembelajaran; 2. Memotivasi siswa secara kontekstual sesuai manfaat dan aplikasi materi dalam kehidupan	

Pendahulua n	sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional, dan internasional; 3. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.	10 menit
	1. Observing (Mengamati) a. Siswa menirukan contoh pengucapan kata dan kalimat yang ada dalam teks descriptive tentang tempat wisata dengan bimbingan guru. b. Siswa membaca beberapa deskripsi yang terdapat dalam buku teks tentang tempat wisata dunia dengan bimbingan guru. c. Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang dibaca. d. Guru membagi siswa menjadi beberapa grup e. Guru mengatakan kepada siswa bahwa guru memiliki beberapa riddle terkait dengan topik berbicara yang akan ditebak oleh siswa. f. Guru mengindikasi riddle terkait dengan salah satu topik speaking yang disediakan didalam "mystery bag or box" yang memiliki bukti akhir jawaban dari setiap riddle. **2. Questioning (Menanya)** a. Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar	20 menit

Inti	berbagai teks deskripsi yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan b. Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif tentang tempat wisata.	10 menit

3. Collecting Data (Mengeksplorasi)

   a. Siswa mengeksplor gambar tentang berbagai tempat wisata.

   b. Siswa mendeskripsikan gambar tentang tempat wisata dunia.

   c. Siswa berpasangan menemukan informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dilihat.

15 menit

4. Associating (Mengasosiasi)

   a. Dalam kerja kelompok terbimbing siswa menganalisis gambar tempat wisata dengan fokus pada fungsi sosial, struktur teks, dan unsur kebahasaan.

   b. Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya.

   c. Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.

10 Menit

   d. Guru mendorong siswa untuk mengangkat

	tangannya jika siswa mengetahui jawaban dari riddle tersebut, jadi siswa yang lain memiliki kesempatan untuk berfikir dan mengangkat tangannya.
	
	5. Communicating (Mengkomunikasikan)
	
	  a. Menyampaikan hasil kerja kelompok tentang tempat wisata sesuai dengan panduan yang disiapkan guru.
	
	  b. Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dunia dan termasuk menyebutkan dukungan dan kendala yang dialami (*learning journal*).
	  c. Siswa yang mengangkat tangannya harus menjawab riddle secara lisan dengan mendeskripsikan dengan jelas apa jawaban dari riddle tersebut.
		20 menit

Penutup	1. Guru mengulangi riddle, mengajak lebih dari satu siswa untuk memberitahu jawaban mereka. 2. Setelah seluruh siswa menjawab riddle yang diberikan, guru membuka mystery bag untuk memberitahu jawaban yang benar dan semua siswa melihat apa jawaban dari riddle tersebut. 3. Siswa menyimpulkan materi pembelajaran yang telah dipelajari. 4. Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi.	

| | 5. Siswa mengerjakan evaluasi. |
| | 6. Siswa saling memberikan umpan balik hasil evaluasi pembelajaran yang telah dicapai. |

H. Penilaian

➢ Teknik   :

  - Jenis teknik penilaian : Tes Lisan

➢ Instrument :

  - Bentuk : Test Lisan
  - Please forward in front of the class and tell your explanation of the material you get.

I. Rubrik Penilaian Speaking:

No	Aspek yang dinilai	Kriteria	Skor
1	Pengucapan *(Pronounciation)*	Hampir sempurna	4
		Ada kesalahan tetapi tidak mengganggu makna	3
		Banyak kesalahan dan menganggu makna.	2
		Terlalu banyak kesalahan dan mengganggu makna	1
2	Kosa kata (Vocabulary)	Hampir sempurna	4
		Ada kesalahan tetapi tidak mengganggu makna	3
		Banyak kesalahan dan menganggu makna.	2
		Terlalu banyak kesalahan dan mengganggu makna	1
		Sangat lancar	4

3	Kelancaran *(Fluency)*	Lancar	3
		Cukup lancar	2
		Kurang lancar	1
4	Ketepatan makna *(Accurancy)*	Sangat tepat	4
		Tepat	3
		Cukup tepat	2
		Kurang tepat	1

Sekampung, December 2019

Collaborator   The Researcher

Ratmini, S.Pd   **Marina Tasya**

NIP. 19710413 200604 2 015   **NPM: 1501070274**

Appendix 3. Instrument

Name:

Pre-Test

Speaking Test

Describe orally one of the following topics during at least 3 minutes in front of the class!

    a. TMII
    b. The *Lampung* Museum

Name:

Post-Test 1
Speaking Test
Describe orally one of the following topics during at least 3 minutes in front of the class!

     a. Lawang Sewu
     b. Borobudur Tample

Name:

Post-Test 2

Speaking Test

Direction:

Describe orally one of the following topics during at least 3 minutes in front of the class!

      a. Way Kambas
      b. Prambanan Tample

TABLE OF TEST SPECIFICATION

PRE-TEST

Speaking Test

Basic Competence	Performance Goal	Oral Test Items of Speaking
4.4.2 Mendeskripsikan topik secara lisan dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar	Students are able to describe orally, simple and short, related tourist attraction and famous historical bulding, by observe the social function, text structure, and linguistic element, correctly and in context	Describe orally one of the following topics! a. TMII b. The *Lampung* Museum

Source: Sylabus of English Subject Provided in 2013 Curriculum Used by English teacher of the tenth grade at SMA N 1 Sekampung

TABLE OF TEST SPECIFICATION

POST-TEST 1

Speaking Test

Basic Competence	Performance Goal	Oral Test Items of Speaking
4.4.2 Mendeskripsikan topik secara lisan dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar	Students are able to describe orally, simple and short, related tourist attraction and famous historical bulding, by observe the social function, text structure, and linguistic element, correctly and in context	Describe orally one of the following topics! a. Lawang Sewu b. Borobudur Tample

Source: Sylabus of English Subject Provided in 2013 Curriculum Used by English teacher of the tenth grade at SMA N 1 Sekampung

TABLE OF TEST SPECIFICATION

POST TEST 2

Speaking Test

Basic Competence	Performance Goal	Oral Test Items of Speaking
4.4.2 Mendeskripsikan topik secara lisan dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar	Students are able to describe orally, simple and short, related tourist attraction and famous historical bulding, by observe the social function, text structure, and linguistic element, correctly and in context	Describe orally one of the following topics! a. Way Kambas b. Prambanan Tample

Source: Sylabus of English Subject Provided in 2013 Curriculum Used by
English teacher of the tenth grade at SMA N 1 Sekampung

The Data of Pre-Survey Result
Students Speaking Grade at SMA N 1 Sekampung

No.	Students Name	Grade	Criteria
1.	AR	75	Complete
2.	ANov	37	Incomplete
3.	AF	56	Incomplete
4.	ANic	50	Incomplete
5.	AVP	50	Incomplete
6.	CDS	56	Incomplete
7.	DLF	81	Complete
8.	EO	68	Incomplete
9.	FHZ	50	Incomplete
10.	FA	56	Incomplete
11.	GAS	75	Complete
12.	H	56	Incomplete
13.	IF	62	Incomplete
14.	LA	56	Incomplete
15.	MARNE	37	Incomplete
16.	MJP	62	Incomplete
17.	NA	50	Complete
18.	N RS	69	Incomplete
19.	NQ	62	Incomplete
20.	NR	81	Complete
21.	RKw	50	Incomplete
22.	RKd	50	Incomplete
23.	RE	50	Incomplete
24.	RM	69	Incomplete
25.	SR	50	Incomplete
26.	SOS	69	Incomplete
27.	SNA	75	Complete
28.	TA	87	Incomplete
29	WA	69	Incomplete
30	YW	69	Incomplete

The Data of Students' Speaking Pre-Test Grade

NO	NAME	RATER 1	RATER 2	RATER 3	AVERAGE	CRITERIA
1	AR	44	37	44	42	Incomplete
2	Anov	44	44	44	44	Incomplete
3	AF	75	56	87	73	Complete
4	Anic	37	37	37	37	Incomplete
5	AVP	37	44	37	39	Incomplete
6	CDS	62	50	56	56	Incomplete
7	DLF	69	50	37	52	Incomplete
8	EO	62	50	75	62	Incomplete
9	FHZ	31	25	25	27	Incomplete
10	FA	50	50	50	50	Incomplete
11	GAS	56	50	56	54	Incomplete
12	H	56	50	56	54	Incomplete
13	IF	25	25	25	25	Incomplete
14	LA	44	50	37	44	Incomplete
15	MARNE	37	37	37	37	Incomplete
16	MJP	50	50	31	44	Incomplete
17	NA	75	69	62	69	Incomplete
18	N RS	50	56	44	50	Incomplete
19	NQ	75	50	50	58	Incomplete
20	NR	75	50	44	56	Incomplete
21	RKw	69	44	37	50	Incomplete
22	RKd	50	37	37	41	Incomplete
23	RE	75	50	50	58	Incomplete
24	RM	50	44	31	42	Incomplete
25	SR	75	62	62	66	Incomplete
26	SOS	50	44	50	48	Incomplete
27	SNA	50	50	44	48	Incomplete
28	TA	37	50	31	39	Incomplete
29	WA	37	50	56	48	Incomplete
30	YW	50	44	44	46	Incomplete
Total of all students' grade			1459			
Total all of the students (n)			30			
The highest grade			73			
The lowest grade			25			
Average			49			

Source: The Grade Result of speaking pre-test at X IPA 2 class of SMA N 1 Sekampung on December, 16th 2019.

The Data of Students' Grade of Post-test 1

NO	NAME	RATER 1	RATER 2	RATER 3	AVERAGE	CRITERIA
1	AR	75	50	62	77	Complete
2	Anov	69	50	62	54	Incomplete
3	AF	81	75	75	50	Incomplete
4	Anic	50	69	43	73	Complete
5	AVP	50	50	50	73	Complete
6	CDS	75	75	69	69	Incomplete
7	DLF	75	75	69	48	Incomplete
8	EO	75	62	69	73	Complete
9	FHZ	50	50	43	67	Incomplete
10	FA	75	75	69	58	Incomplete
11	GAS	75	56	69	48	Incomplete
12	H	62	56	56	60	Incomplete
13	IF	50	44	50	54	Incomplete
14	LA	62	56	62	62	Incomplete
15	MARNE	50	62	50	72	Complete
16	MJP	75	50	62	58	Incomplete
17	NA	81	62	75	73	Complete
18	N RS	62	62	50	75	Complete
19	NQ	81	62	75	62	Incomplete
20	NR	81	69	75	54	Incomplete
21	RKw	69	56	62	73	Complete
22	RKd	50	50	62	60	Incomplete
23	RE	81	62	75	73	Complete
24	RM	62	50	69	48	Incomplete
25	SR	75	69	75	69	Incomplete
26	SOS	50	44	50	48	Incomplete
27	SNA	75	69	62	60	Incomplete
28	TA	50	50	43	58	Incomplete
29	WA	50	62	69	77	Complete
30	YW	56	56	62	54	Incomplete
Total of all students' grade				1880		
Total all of the students (n)				30		
The highest grade				77		
The lowest grade				48		
Average				63		

Source: The Grade Result of speaking post-test 1 at X IPA 2 class of SMA N 1 Sekampung on January, 8th 2020

The Comparison Between Pre-test and Post-test I Grade in Cycle I

NO	Name Initial	Pre Test	Post Test I	Deviation	Explanation
1.	AR	42	77	35	Increased
2.	ANov	44	54	10	Increased
3.	AF	73	50	23	Increased
4.	ANic	37	73	40	Increased
5.	AVP	39	73	34	Increased
6.	CDS	56	69	13	Increased
7.	DLF	52	48	4	Increased
8.	EO	62	73	11	Increased
9.	FHZ	27	67	40	Increased
10.	FA	50	58	8	Increased
11.	GAS	54	48	6	Increased
12.	H	54	60	6	Increased
13.	IF	25	54	29	Increased
14.	LA	44	62	18	Increased
15.	MARNE	37	72	35	Increased
16.	MJP	44	58	14	Increased
17.	NA	69	73	4	Increased
18.	N RS	50	75	15	Increased
19.	NQ	58	62	4	Increased
20.	NR	56	54	2	Increased
21.	RKw	50	73	23	Increased
22.	RKd	41	60	21	Increased
23.	RE	58	73	15	Increased
24.	RM	42	48	6	Increased
25.	SR	66	69	3	Increased
26.	SOS	48	48	0	Constant
27.	SNA	48	60	28	Increased
28.	TA	39	58	19	Increased
29.	WA	48	77	29	Increased
30.	YW	46	54	12	Increased
Total		1459	1880		
Average		49	63		
The Highest Grade		73	77	507	
The Lower Grade		25	48		

The Data of Students' Spaking Post Test II Grade

NO	NAME	RATER 1	RATER 2	RATER 3	AVERAGE	CRITERIA
1	AR	87	75	75	79	Complete
2	Anov	69	62	69	67	Incomplete
3	AF	100	87	94	94	Complete
4	Anic	75	69	75	73	Complete
5	AVP	75	75	69	73	Complete
6	CDS	94	81	75	83	Complete
7	DLF	87	75	75	79	Complete
8	EO	87	69	75	77	Complete
9	FHZ	56	62	50	56	Incomplete
10	FA	75	75	75	75	Complete
11	GAS	87	75	69	77	Complete
12	H	81	69	69	73	Complete
13	IF	75	62	62	66	Incomplete
14	LA	68	62	62	64	Incomplete
15	MARNE	75	56	69	66	Incomplete
16	MJP	75	69	75	73	Complete
17	NA	94	75	81	83	Complete
18	N RS	75	69	75	73	Complete
19	NQ	100	75	81	85	Complete
20	NR	94	75	75	81	Complete
21	RKw	75	62	69	69	Incomplete
22	RKd	69	62	62	64	Incomplete
23	RE	94	81	75	83	Complete
24	RM	69	75	75	73	Complete
25	SR	94	81	81	85	Complete
26	SOS	75	69	75	73	Complete
27	SNA	75	62	75	71	Incomplete
28	TA	75	75	75	75	Complete
29	WA	75	69	75	79	Complete
30	YW	87	69	69	67	Incomplete
Total of all students' grade				**2236**		
Total all of the students (n)				**30**		
The highest grade				**94**		
The lowest grade				**56**		
Average				**74**		

Source: The Grade Result of speaking post test II at X IPA 2 class of SMA N 1 Sekampung on January, 14[th] 2020.

The Comparison Between Post-Test I Grade and Post-Test II Grade

NO	Name Initial	Post-Test I Grade	Post-Test II Grade	Deviation	Explanation
1.	AR	77	79	2	Increased
2.	ANov	54	67	13	Increased
3.	AF	50	94	44	Increased
4.	ANic	73	73	0	Constant
5.	AVP	73	73	0	Constant
6.	CDS	69	83	14	Increased
7.	DLF	48	79	31	Increased
8.	EO	73	77	4	Increased
9.	FHZ	67	56	11	Increased
10.	FA	58	75	17	Increased
11.	GAS	48	77	29	Increased
12.	H	60	73	13	Increased
13.	IF	54	66	12	Increased
14.	LA	62	64	2	Increased
15.	MARNE	72	66	6	Increased
16.	MJP	58	73	15	Increased
17.	NA	73	83	10	Increased
18.	N RS	75	73	2	Increased
19.	NQ	62	85	23	Increased
20.	NR	54	81	27	Increased
21.	RKw	73	69	4	Increased
22.	RKd	60	64	4	Increased
23.	RE	73	83	12	Increased
24.	RM	48	73	25	Increased
25.	SR	69	85	16	Increased
26.	SOS	48	73	25	Increased
27.	SNA	60	71	11	Increased
28.	TA	58	75	17	Increased
29.	WA	77	79	2	Increased
30.	YW	54	67	13	Increased
Total		1880	2236		
Average		63	74		
The highest grade		77	94		
The lowest grade		48	56		

The Comparison of Speaking ability of
Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II

No	Grade		
	Pre-Test	**Post-Test I**	**Post-Test II**
1.	42	77	79
2.	44	54	67
3.	73	50	94
4.	37	73	73
5.	39	73	73
6.	56	69	83
7.	52	48	79
8.	62	73	77
9.	27	67	56
10.	50	58	75
11.	54	48	77
12.	54	60	73
13.	25	54	66
14.	44	62	64
15.	37	72	66
16.	44	58	73
17.	69	73	83
18.	50	75	73
19.	58	62	85
20.	56	54	81
21.	50	73	69
22.	41	60	64
23.	58	73	83
24.	42	48	73
25.	66	69	85
26.	48	48	73
27.	48	60	71
28.	39	58	75
29.	48	77	79
30.	46	54	67
Total	**1459**	**1880**	**2236**
Average	**49**	**63**	**74**
Complete	**1**	**10**	**21**

Appendix 4. Observation Sheet

OBSERVATION SHEET OF RESEARCHER ACTIVITIES
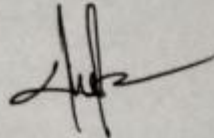
CYCLE 1

Researcher Activities	Good	Enough	Low
1. Pre-teaching			
a. Preparing the lesson	√		
b. Preparing the material	√		
c. Class opening ability	√		
2. While-teaching			
a. Informing the objective of learning	√		
b. Explaining the material used Riddle Game by practicing the following steps:			
1) The teacher guides the students to make some small or large groups.	√		
2) The teacher tells the students that the teacher has some riddles about speaking topic that will be guessed by the students.	√		
3) The teacher indicates the riddle based on one of the speaking topic provided in the "mystery bag or box" that holds final proof of the answer to each riddle.		√	
4) The teacher urges students to raise their hands silently if they think they know the answer so that others will have a chance to think of an answer to raise their hands.	√		
5) The students that have raised their hand must guess the riddle orally by describing clearly what they think about the answer.		√	
6) The teacher reads riddles a second time if necessary, acknowledges all answers, invites more than one student to tell their thoughts.		√	
7) After every students who wishes to guess has had a turn, the teacher pulls the correct objects or pictures from the teacher's mistery bag so that all students can see.		√	
c. Guiding the students to follow the lesson			

28	TA	√	√	√	-
29	WA	-	-	√	-
30	YW	√	-	√	-
→	**TOTAL**	**22**	**10**	**15**	**10**

Note: Tick (√) for each positive activity.

Collaborator

Ratmini, S.Pd
NIP. 19710413 200604 2 015

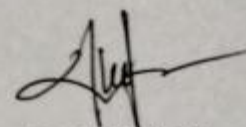Metro, December 2019
The Researcher

Marina Tasya
NPM: 1501070274

OBSERVATION SHEET OF RESEARCHER'S ACTIVITIES
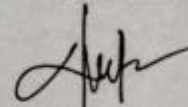
CYCLE 2

Researcher Activities	Good	Enough	Low
1. Pre-teaching			
a. Preparing the lesson	√		
b. Preparing the material	√		
c. Class opening ability	√		
2. While-teaching			
a. Informing the objective of learning	√		
b. Explaining the material used Riddle Game by practicing the following steps:			
1) The teacher guides the students to make some small or large groups.	√		
2) The teacher tells the students that the teacher has some riddles about speaking topic that will be guessed by the students.	√		
3) The teacher indicates the riddle based on one of the speaking topic provided in the "mystery bag or box" that holds final proof of the answer to each riddle.	√		
4) The teacher urges students to raise their hands silently if they think they know the answer so that others will have a chance to think of an answer to raise their hands.	√		
5) The students that have raised their hand must guess the riddle orally by describing clearly what they think about the answer.	√		
6) The teacher reads riddles a second time if necessary, acknowledges all answers, invites more than one student to tell their thoughts.	√		
7) After every students who wishes to guess has had a turn, the teacher pulls the correct objects or pictures from the teacher's mistery bag so that all students can see.	√		

3. Post-teaching
    a. Concluding the result of learning
    b. Class closing ability
	√	√	

Notes : Tick (√) for each positive effect

<div align="right">

Metro, December 2019
Collaborator

(signature)

Ratmini, S.Pd
NIP. 19710413 200604 2 015

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OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES

CYCLE 1

Subject   : English

Class/semester : X/Genap
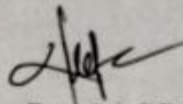
School   : SMA N 1 Sekampung

No	Name	The Indicators of Students' Learning Activity			
		Paying attention on teacher's explanation	Being active to response the riddle	Describing the riddle orally	Retelling the thought about the speaking topic orally
1	AR	√	-	√	-
2	ANov	√	-	-	-
3	AF	√	√	-	√
4	ANic	-	-	√	√
5	AVP	√	-	√	-
6	CDS	√	√	-	-
7	DLF	√	-	-	√
8	EO	√	√	√	-
9	FHZ	-	-	√	-
10	FA	√	-	√	-
11	GAS	√	√	√	-
12	H	-	-	-	√
13	IF	-	√	-	-
14	LA	√	-	-	-
15	MARNE	√	-	√	-
16	MJP	√	-	-	√
17	NA	√	√	-	-
18	N RS	√	-	√	√
19	NQ	-	√	-	√
20	NR	-	-	√	-
21	RKw	√	-	√	-
22	RKd	√	-	-	-
23	RE	√	√	-	√
24	RM	-	-	√	√
25	SR	√	-	√	-
26	SOS	√	√	-	-
27	SNA	√	-	-	√

28	TA	√	√	√	-
29	WA	√	-	√	√
30	YW	√	√	-	-
→	**TOTAL**	**27**	**22**	**19**	**19**

Note:

- Tick (√) for each positive activity

Collaborator

Metro, December 2019
The Researcher

Ratmini, S.Pd
NIP. 19710413 200604 2 015

Marina Tasya
NPM: 1501070274

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES

CYCLE 2

Subject   : English

Class/Semester : X/Genap

School   : SMA N 1 Sekampung

No	Name	The Indicators of Students' Learning Activity			
		Paying attention on teacher's explanation	Being active to response the riddle	Describing the riddle orally	Retelling the thought about the speaking topic orally
1	AR	√	-	√	√
2	ANov	√	√	-	-
3	AF	√	√	√	√
4	ANic	√	√	-	√
5	AVP	√	-	√	√
6	CDS	√	√	√	√
7	DLF	√	√	√	√
8	EO	√	√	√	√
9	FHZ	√	-	√	-
10	FA	√	√	√	-
11	GAS	√	√	√	√
12	H	√	√	-	√
13	IF	-	√	√	-
14	LA	√	√	-	√
15	MARNE	√	√	√	-
16	MJP	√	-	√	√
17	NA	√	√	-	√
18	N RS	√	-	√	√
19	NQ	√	√	-	√
20	NR	-	√	√	-
21	RKw	√	√	√	-
22	RKd	√	√	-	-
23	RE	√	√	-	√
24	RM	-	-	√	√
25	SR	√	-	√	√
26	SOS	√	√	-	-
27	SNA	√	√	-	√

c. Guiding the students to follow the lesson	√		
3. Post-teaching a. Concluding the result of learning b. Class closing ability	√ √		

Notes : Tick (√) for each positive effect

Metro, December 2019
Collaborator

Ratmini, S.Pd
NIP. 19710413 200604 2 015

Appendix 5. Field Note

Field Note Table

No.	Date	Field Note Result
1.	Monday, December 16th, 2019	**Pre-Test** - Followed by 30 students - Students do the test one by one describing one of the topics orally and the researcher gives 3 minutes to descrie in front of the class
2.	Monday, December 16th, 2019	**Cycle 1** : Meeting 1 - The researcher give the explanation of descriptive text - After give the explanation, the researcher give the text "The National Monument" - The researcher and the students read together the text - The students repeat the researcher sound to make sure the students pronunciation - Before closing the meeting, the researcher give some riddle to the students related to the speaking topic - The situation is quite conducive and the students enjoy the learning process
3.	Wednesday, December 18th, 2019	**Cycle 1 :** Meeting 2 - The researcher give the text "Pink Beach" - The researcher and the students read together the text - The students repeat the researcher sound to make sure the students pronunciation - Before closing the meeting, the researcher give some riddle to the students related to the speaking topic - The situation is quite conducive and the students enjoy the learning process
4.	Wednesday, January 8th, 2020	**Post-Test 1** - Followed by 30 students - Students do the test one by one describing one of the topics orally and the researcher gives 3 minutes to descrie in front of the class
5.	Monday, Januari 13th, 2020	**Cycle 2** : Meeting 1 - The researcher give the explanation of descriptive text - After give the explanation, the researcher

		give the text "Visiting Niagara Falls" - The researcher and the students read together the text - The students repeat the researcher sound to make sure the students pronunciation - Before closing the meeting, the researcher give some riddle to the students related to the speaking topic - The situation is quite conducive and the students enjoy the learning process
6.	Monday, January 13th, 2020	**Cycle 2** : Meeting 2 - The researcher give the explanation of descriptive text - After give the explanation, the researcher give the text "The Taj Mahal" - The researcher and the students read together the text - The students repeat the researcher sound to make sure the students pronunciation - Before closing the meeting, the researcher give some riddle to the students related to the speaking topic - The situation is quite conducive and the students enjoy the learning process
7.	Tuesday, January 14th, 2020	**Post-Test 2** - Followed by 30 students - Students do the test one by one describing one of the topics orally and the researcher gives 3 minutes to descrie in front of the class

Appendix 6. Documentation Picture

Pre-test

Cycle 1

Post-test 1

Cycle 2

Post-test 2

APPENDICES II

Appendix 1. Surat Izin Prasurvey

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-0628/In.28.1/J/TL.00/03/2019
Lampiran : -
Perihal   : **IZIN** *PRA-SURVEY*

Kepada Yth.,
KEPALA SMAN 1 SEKAMPUNG
di-
      Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:
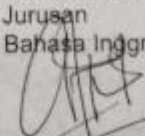
Nama	:	**MARINA TASYA**
NPM	:	1501070274
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	THE APPLICATION OF RIDDLE GAME STRATEGY IN INCREASING STUDENTS SPEAKING PERFOMANCE OF THE TENTH GRADE AT SMAN 1 SEKAMPUNG IN THE ACADEMIC YEAR 2018/2019

untuk melakukan *pra-survey* di SMAN 1 SEKAMPUNG.

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, 19 Maret 2019
Ketua Jurusan
Tadris Bahasa Inggris

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

Appendix 2. Surat Balasan Prasurvey

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 SEKAMPUNG
(AKREDITASI A)

NPSN : 10806079   NSS : 301120403011   NIS : 300110

Alamat : Jl. Raya Sekampung, Desa Hargomulyo Kec. Sekampung Kab. Lampung Timur Kode Pos 34182 Website: sman1sekampung.sch.id

Nomor   : 420/787/11/SMANI/2019
Lampiran   : -
Hal   : Izin Pra-Survey
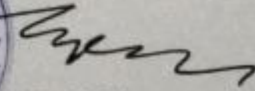
Kepada Yth,
Ketua Jurusan Tadris Bahasa Inggris
Institut Agama Islam Negeri Metro
Di tempat

Dengan hormat,
Berdasarkan Surat Permohonan Izin Pra-Survey dari Institut Agama Islam Negeri Metro dengan nomor : B-0628/In.28.1/J/TL.00/03/2019 tertanggal 19 Maret 2019 tentang Izin Pra-Survey Mahasiswa:

Nama	:	**Marina Tasya**
NPM	:	1501070274
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	THE APPLICATION OF RIDDLE GAME STRATEGY IN INCREASING STUDENTS SPEAKING PERFORMANCE OF THE TENTH GRADE AT SMAN 1 SEKAMPUNG IN THE ACADEMIC YEAR 2018/2019.

Pada dasarnya kami Kepala Sekolah SMA Negeri 1 Sekampung tidak berkeberatan dan memberikan izin Pra-Survey kepada mahasiswa tersebut diatas.
Demikian surat izin ini dibuat, untuk dipergunakan dengan penuh rasa tanggung jawab.

Sekampung, 05 Agustus 2019
Kepala Sekolah

Drs. MUJIONO, M.Pd
NIP. 19661020 199203 1 004

Appendix 3. SK Bimbingan Skripsi

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id. e-mail: iain@metrouniv.ac.id

Nomor : B-3935 /In.28.1/J/PP.00.9/11/2019   21 November 2019
Lamp : -
Hal   : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Dr. Widhiya Ninsiana, M.Hum (Pembimbing I)
2. Andianto, M.Pd (Pembimbing II)
Dosen Pembimbing Skripsi
Di –
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama   : Marina Tasya
NPM   : 1501070274
Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan   : Tadris Bahasa Inggris
Judul   : The Application Of Riddle Game Strategy In Increasing Students
              Speaking Performance Of The Tenth Grade Of SMA N 1 Sekampung In
              The Academic Year 2019/2020

Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
   a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
   a. Pendahuluan $\pm$ 1/6 bagian
   b. Isi $\pm$ 2/3 bagian
   c. Penutup $\pm$ 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP. 19750610 2008011049

Appendix 4. Surat Tugas

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

S U R A T   T U G A S
Nomor: B-4359/In.28/D.1/TL.01/12/2019

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

Nama	:	**MARINA TASYA**
NPM	:	1501070274
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMA N 1 SEKAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE APPLICATION OF RIDDLE GAME STRATEGY IN INCREASING STUDENTS SPEAKING PERFORMANCE OF THE TENTH GRADE AT SMA N 1 SEKAMPUNG IN THE ACADEMIC YEAR 2019/2020".

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 : 12 Desember 2019

Mengetahui,
Pejabat Setempat

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Appendix 5. Surat Izin Research

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-4360/In.28/D.1/TL.00/12/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA N 1 SEKAMPUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4359/In.28/D.1/TL.01/12/2019, tanggal 12 Desember 2019 atas nama saudara:

Nama : **MARINA TASYA**
NPM : 1501070274
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA N 1 SEKAMPUNG, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE APPLICATION OF RIDDLE GAME STRATEGY IN INCREASING STUDENTS SPEAKING PERFORMANCE OF THE TENTH GRADE AT SMA N 1 SEKAMPUNG IN THE ACADEMIC YEAR 2019/2020".

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

Wassalamu'alaikum Wr. Wb.

Metro, 12 Desember 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Appendix 6. Surat Balasan Research

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 SEKAMPUNG
STATUS : TERAKREDITASI A

| NSS : 301120403011 | NIS : 300110 | NPSN: 10806079 |

Alamat : Hargomulyo Kec. Sekampung Kab. Lampung Timur Kode Pos 34182 website: sman1sekampung.sch.id

Nomor   : 421.3/420/006/V.01/SMA.1/2020
Lampiran   : -
Hal   : Izin Observasi

Kepada Yth,
Wakil Dekan I
Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri Metro
Di tempat
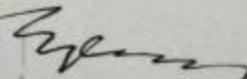
Dengan hormat,
Berdasarkan Surat Tugas Observasi dari Fakultas Tarbiyah dan Ilmu Keguruan dengan nomor : B-4359/In.28/D.1/TL.01/12/2019 tertanggal 12 Desember 2019 atas nama :

Nama   : MARINA TASYA
NPM   : 1501070274
Semester   : 9 (Sembilan)
Jurusan   : Pendidikan Bahasa Inggris

Pada dasarnya kami Kepala Sekolah SMA Negeri 1 Sekampung tidak berkeberatan dan memberikan izin Observasi kepada nama tersebut diatas.

Demikian surat izin Observasi ini dibuat, untuk dipergunakan dengan penuh rasa tanggung jawab.

Sekampung, 07 Januari 2020
Kepala Sekolah

Drs. MUHONO, M.Pd
NIP. 19661020 199203 1 004

Appendix 7. Surat Keterangan Telah Melakukan Research

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 SEKAMPUNG
STATUS : TERAKREDITASI A

NSS   : 301120403011   NIS   : 300110   NPSN: 10806079
Alamat : Hargomulyo Kec. Sekampung Kab. Lampung Timur Kode Pos 34182 website: sman1sekampung.sch.id

SURAT KETERANGAN
No : 420/009/V.01/SMA.1/2020

Yang bertanda tangan dibawah ini Kepala Sekolah SMA Negeri 1 Sekampung dengan ini menerangkan bahwa :

Nama	: MARINA TASYA
NPM	: 1501070274
Semester	: 9 (Sembilan)
Jurusan	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan
Nama Universitas	: Institut Agama Islam Negeri Metro

Telah melakukan Observasi untuk melengkapi syarat Skripsi Dengan judul "The Aplication of Riddle Games Strategy In Increasing Students Speaking Performance at The Tenth Grade of SMAN 1 Sekampung In The Academic Year 2019/2020".

Demikian surat izin Observasi ini dibuat, untuk dipergunakan dengan penuh rasa tanggung jawab.

Sekampung, 13 Januari 2020
Kepala Sekolah

Drs. MUJIONO, M.Pd
NIP. 19661020 199203 1 004

Appendix 8. Surat Keterangan Bebas Prodi

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama   : Marina Tasya
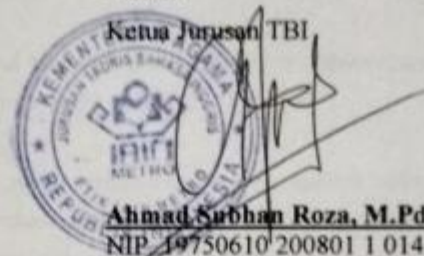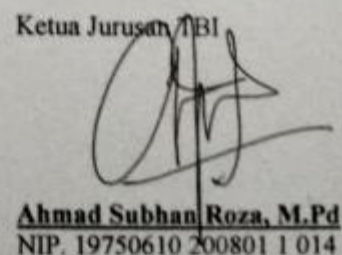
NPM   : 1501670279

Fakultas   : Tarbiyah

Angkatan   : 2015

Telah menyerahkan buku berjudul : Effective Speaking (Communicating in Speech) by Christopher Turt.

Metro,

Ketua Jurusan TBI

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

Appendix 9. Surat Keterangan Bebas Pustaka

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1077/In.28/S/U.1/OT.01/12/2019

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

Nama	: MARINA TASYA
NPM	: 1501070274
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1501070274.

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, 12 Desember 2019
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001 7
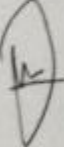
Appendix 10. Kartu Konsultasi Bimbingan Skripsi

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
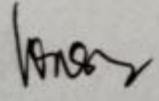**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
IAIN METRO

Nama : MARINA TASYA
NPM : 1501070274

Fakultas/Jurusan : TBI
Semester/TA : 9 / 2019

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	11/09 '19	✓		-Revise Cover - Revise Acknowledgment - Revise Table of Contents - Revise Chapter I	
2.	18/09 '19	✓		-Revise chapter I - Revise Bibliography - Revise Space in Acknowledge.	
3.	23/09 '19	✓		- Revise Table of Contents - Revise Chapter III -Revise Variable -Research location (Year). -Subject & object of study.	

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

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

Nama : MARINA TASYA   Fakultas/Jurusan : TBI

NPM : 1501070274   Semester/TA : 9 / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
4.	11 – Oktober-2019	✓		- Revise : - Space in Acknowledgement - Dependent variable -alat ukur - cara ukur - Indicator	
5	18/10/19	✓		Acc to semma	

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

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

Nama : MARINA TASYA

NPM : 1501070274

Fakultas/Jurusan : TBI

Semester/TA : 9 / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	9/8		✓	Revise Chapter I	
	26/8		✓	Revise chapter I & II	
	3/9		✓	Revise Chapter III	
				Ready to semmar.	

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing II

Andianto, M.Pd
NIP. 19871102 201503 1 004

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama   : Marina Tasya   Fakultas/Jurusan : FTIK / TBI
NPM   : 1501070274   Semester/TA   : IX / 2019

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
1.	Senin / 09-12-2019		- Revise Table of Test Specification - Revise Observation sheet	
2	Rabu / 11-12-2019		APP Acc	

Diketahui :
Kepala 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

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Marina Tasya   Fakultas/Jurusan : FTIK / TBI
NPM : 1501070274   Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
	27/11		Revise instrumen Mila list of score.	
	2/12 /6		Meeting Ask sugestion to Adviser I. Related The instrumen.	
	12/15 /6		ACC Reseach.	

Diketahui :
Kepala Jurusan TBI

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

Dosen Pembimbing II

Andianto, M.Pd
NIP. 19871102 201503 1 004

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Marina Tasya   Fakultas/Jurusan : FTIK / TBI
NPM : 1501070274   Semester/TA   : X / 2020

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
1.	18/3/20	✓	- Revisi Abstrak - Lampiran di lengkapi dengan materi + landhitya - Penggunaan kata et al di lengkapi dengan macam referensinya	
2.	26/3/20	✓	Acc to munaqosah	

Diketahui :
Kepala Jurusan TBI

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FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Marina Tasya   Fakultas/Jurusan : FTIK / TBI
NPM : 1501070274   Semester/TA : X / 2019

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
	22/1/2020	✓	Revise Chapter IV	
	29/1/2020	✓	Revise Chapter of Structur of the topic and sub topic.	
	10/2/2020		Revise Mistake/error	
	12/3/20		final check Revise & Meet the firm advisor!	

Diketahui :
Kepala Jurusan TBI

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Dosen Pembimbing II

Andianto, M.Pd
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Appendix 11. Curriculum Vitae

CURRICULUM VITAE

Marina Tasya was born in Sekampung on March 16th, 1997, and spent her childhood in Sumbergede, Sekampung – Lampung Timur. She is the first child of Mr. Hanafi and Mrs. Setiana.

She took her Elementary School at SDN 1 Giriklopomulyo and then she took her Junior High School at SMPN 1 Sekampung. Having graduate from Junior High School, she continued her study on Senior High School at SMAN 1 Sekampung and finished in 2015. After graduating from Senior High School, she decided to have lecture in Engligh Education Department at IAIN Metro.