TEACHING AND LEARNING SPEAKING THROUGH RIDDLE GAME AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF SMP N 2 PALAS SOUTH LAMPUNG IN THE ACADEMIC YEAROF 2017/2018

A Thesis

Submitted as a Partial Fulfillment of
the Requirements for S1-Degree

By

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ABSTRACT

TEACHING AND LEARNING SPEAKING THROUGH RIDDLE GAME AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF SMPN 2 PALAS SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018

By

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Speaking is one of the important skills in teaching English. It is almost impossible to have true mastery of a language without real speaking. This research was about teaching and learning speaking through riddle game at the second semester of the eighth grade of SMPN 2 Palas South Lampung in the academic year2017/2018. The objectives of this research were to know the teaching learning process of using riddle game in teaching speaking, to know the teacher's problems in teaching process of using riddle game in teaching speaking and to know the students' problems in learning speaking of usingriddle game.

This research used qualitative research method. The writer used purposive sampling technique to determine the sample. The researcher chose class VIII C as sample which consisted of 33 students. In collecting the data, the researcher used three kinds of instruments, they were: observation, interview, and questionnaire. The researcher used three major phases of data analysis, they were: data reduction, data display and conclusion drawing or verification.

The researcher conducted in one meeting. After analyzing the data, there were three points of the results. The first, the process of teaching and learning speaking through riddle game at SMPN 2 Palas South Lampung has been conducted and was not running well, in which the teacher runned the steps based on Milan. The second, the teacher's problems in teaching speaking through riddle game were that the teacher had difficulties to calm and handle the students that seemed so noisy because the students focus on their activity like chatting. The third, the problems faced by the students in learning speaking through riddle game were that the students felt shy and afraid to speak, they felt unconfident to show their feeling; furthermore the students had difficulties to speak because the students had lack in speaking, felt shy, and afraid and the last the students needed too much practice speaking.

Keywords: **Riddle Game, Teaching, Learning, Speaking, Qualitative Descriptive Research Method.**

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I hereby state that this entitled: Teaching and Learning Speaking Through Riddle Game at the First Semester of the Eight Grade at SMP N 2 Palas South Lampung in the Academic Year of 2017/2018 is completely my own work. I am fully aware that I have quoted some statements, references, and ideas from various sources and those are properly acknowledged text.

Bandar Lampung, 27 July 2018

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DEDICATION

From deep of my heart, this thesis is dedicated to everyone who cares and loves me.

I would like to dedicate this thesis to:

1. Allah SWT who always loves and keeps me everywhere and every time.
2. My beloved Father and Mother, Mr. Isro' Abdi and Mrs. Kasiati, who always love me and keep praying for my life and success. Thanks for all the motivation and everything for me. I do love you forever.
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MOTTO

وَيُكَلِّمُ ٱلنَّاسَ فِى ٱلْمَهْدِ وَكَهْلًا وَمِنَ ٱلصَّٰلِحِينَ ﴿٤٦﴾

"He will speak to the people in the cradle and when they will grow old, they become righteous ".[1] (Ali Imran: 46)

[1] Abdullah Yusuf 'Ali, *The Holy Qur'an Arabic Text With English Translation*, New Johar Offset Printers, India, 2006, p. 57

CURRICULUM VITAE

The name of researcher is Lutfy Siska Sari. She is called Siska. She was born in Bumidaya, on June 27th, 1994. She is the first child of Mr. Isro' Abdi and Mrs. Kasiati. She has one beloved sister, her name is Zulfa Dila Afifa.

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During studying of UIN Raden Intan Lampung, the researcher followed some organizations, such as UKM BAHASA, ESA, and SBI.

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First of all, Praise to Allah the Almighty, the Most Merciful, the Most Beneficent for His blessing and mercy given to the researcher during her study and completing this thesis. Then, the best wishes and salutations be upon the great messenger prophet Muhammad peace be upon him.

This thesis entitled "Teaching and learning speaking through riddle game at second semester of the eighth grade of SMP N 2 Palas South Lampung in academic year of 2017/2018". It is presented to the English Education Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill students' partial fulfillment of the requirement to obtain S1- degree.

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Finally, none or nothing is perfect and neither is this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung, 27 July 2018

The researcher,

Lutfy siska sari
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is a tool of communication and language is the vehicle to make relationship among people. Without language, it is impossible for everyone to make interaction each other. According to Setiyadi, "language is a system for the expression of meaning".[1] Moreover, Siahaan said "language is a set rules, which is used as a tool of communication. It is used to communicate ideas, feelings, and negotiating with others".[2] It means that language is very important in human life, language cannot be separated from human because they use it as the way of their communication for express ideas, thought, opinions and feeling. People can fulfill their needs of life by communication with each other and people can transfer knowledge using language. We can not express our ideas or opinions if we do not know the language.

Allah SWT, in holy Qur'an said about good communication in surah An Nisa/4:63:

أُولَئِكَ الَّذِينَ يَعْلَمُ اللَّهُ مَا فِي قُلُوبِهِمْ فَأَعْرِضْ عَنْهُمْ وَعِظْهُمْ وَقُل لَّهُمْ فِي أَنفُسِهِمْ قَوْلاً بَلِيغًا (٦٣)

[1]Ag. Bambang Setiyadi,*Teaching English as a Foreign Language*, (Yogyakarta : Graha Ilmu,2006). p.10.

[2] Sanggam siahaan, *Issue In Linguistic*, (Yogyakarta: Graha Ilmu Press,2008), p.185.

"Those are the ones of whom Allah knows what is their hearts, so turn away from them but admonish them and speak to them a far-reaching word". (An Nisa/4:63)[3]

This verse told about how to warn a community with good communication. The verse can be interpreted as fluent and precising talking, clear interoperating, and able to inform the message well. Besides that, by domain it touched, it can be called as effective speaking.

English has many functions, one of them as stated by school based curriculum that English as a means of communication for the students to develop science, technology, culture and art, and the final objective of teaching and learning process is that the students are expected to master the four skills of language: listening, speaking, reading, and writing[4]. Teaching and learning will be succeed if it is supported by some factors such things as the method that is used in teaching English, completeness of teaching facilitation, interesting media, and condition of school environment. If we talk about language we have to ability the skill of languages itself, one of the skill is speaking.

Speaking is one of the central elements from the four basic skills in learning foreign language besides writing, reading, and listening. By speaking, people can

[3]*Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris*, (Depok: Al-Huda Kelompok Gema Insani) Al-Qolam: 1, p.1138.

[4]Helena I.R.Agustien,*Communication Strategies in Sustained Casual Conversations*, (Sydney: unpublished thesis for the degree of Doctor Philosophy in the School of English and Linguistics. Macquarie University, 1997)

interact with others in social interaction in order to get the information from this process.[5] Speaking is very important because it is one of the English skill that mostly becomes the main purpose why so many people get curious of learning English. It is no doubt to say that learning English in order to be able to communicate is simply not easy. The students can know how to express their ideas in their mind or how to deliver their ideas in English using spoken language. They are many activities that can be used to transfer materials well to the student in teaching speaking. One of the activities is called Riddle Game.

Riddle is included a part of vocabulary games, because Riddle has criteria of game, there is sense of excitement about words. The Riddle games need more ingenuity to solving the Riddle which in playing words formed. And then, Riddle can motivate someone become more interest to play. It has rule to play too. Therefore, Riddle is part of games. Brassell said, "A Riddle is a statement or question or phrase having a double or veiled meaning, put forth as a puzzle to be solved".[6] According to Hapsari, some advantages of riddle game are: Riddle game can increase the students' interest to learning speaking**,** The students' can increase their vocabulary using riddle game, etc.[7]

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[5]Jack C. Ricardsand Willy A. Renandya,*Methodology In Language Teaching*, (Cambridge : Cambridge University Press, 2002), p.201.

[6]Danny Brassell, Leena Furtado,*Enhancing English As A Second Language Students' Vocabulary.* (The Reading Matrix, 2008) Vol. 8, No. 1

[7] Minda Tika Hapsari,*UnpublishedThesis : The Application of Riddle Game in Teaching Speaking for the Eighth Grade Students of MTsN Kedunggalar Ngawi in the Schooling Year 2014/2015*, IKIP PGRI Madiun

Based on preliminary research done in SMP N 2 Palas, it was found that teaching and learning speaking through Riddle game is applied there. From the interview it was found that many students at eighth grade experienced had difficulty in speaking such as the students are lack of speaking practice.[8]

Speaking skill is taught to the students in order to be able to use English in the real communication. But based on the preliminary research that was conducted while doing interview the English teacher in SMP N 2 Palas South Lampung, who is she teaching there (Mrs. Nancy). She said that for many students speaking is also difficult to be mastered.

Based on the data above, the total number of students at the eighth grade of SMP Negeri 2 Palas South Lampung are 97 students and it is divided into 3 classes. The students' speaking score in SMP Negeri 2 Palas South Lampung is still low which only 46,00% or only 45 of 97 students. It can be seen that speaking score in SMP Negeri 2 Palas South Lampung (See Appendix 6). In this case, the researcher found the speaking ability of 52 or 54.00% students of eighth grade in SMP Negeri 2 Palas South Lampung is still low. Students get difficulties in speaking English words correctly. According to Brown, for speaking skill there are at least are five criteria to assess speaking skill, they are pronunciation, fluency, grammar, vocabulary and comprehension. He said that speaking score of students is poor if the students get 45-64 (See Appendix 7). Based on the criteria above the

[8] Nancy Foedztida Rasyid Siregar, M.Pd, Interview (On July 25, 2016 At 04.00 pm)

researcher concludes that only a few students can reach the excellent score and the most of them still low.

Based on the condition above, in this research the researcher focuses on Teaching Learning Speaking through Riddle Game in at the second semester of the eighth grade student of SMP N 2 Palas South Lampung. The researcher decided to choose the subject of SMP N 2 Palas South Lampung, because this school is completed with good facilities for supporting speaking skill. And the other reason the researcher does the research because can get the larger knowledge and experience about how to teach and learn speaking English through Riddle Game, especially to teach second semester of the eighth grade students of junior high school.

There are some previous research about Teaching speaking as follow firstly Purwita at the Pamalang with the title of the research was development of Audio-Lingual Teaching as an alternative method in teaching speaking an action research given to the first year students of SMP N 2 Pemalang in he academic year 2006/2007. The result of the researcher shows that the developed Using Audio-lingual teaching method to teach speaking to first year student of junior high

school was very good. It was supported by the higher scores gained by the students who have been taught using Audio-lingual teaching method.[9]

The Second is Iin discused about using board game towards students' speaking ability.[10] The research showed that difference between the avarge of student's score before they were using board game 64% difficult to speak English well and after they are using board game , there is improvement of students' speaking ability jus only 35% sudents difficult to speak English well it could be said that there is a significant influence of using board game towards students' speaking ability.

Third previous research that had been done by Liza discused about using relatively game towards students' speaking ability. The research showed that difference between the avarge of student's score before they were using relatively game (14,6%) And after they are using relatively game (68,4%). It was can be conclude that the relatively game is an effetive and effisien in teaching speaking.[11]

Based on discussion of previous study, it can be concluded that there is a significant different of this research for previous ones. The difference lies on topic

[9]Purwati, *Audio-Lingual Teaching as an alternative method in teaching speaking an action research given to the first year students of SMP N 2 Pemalang in he academic year 2006/2007*, (Pemalang: Pemalang Press, 2007), p. 71.

[10]Iin, *The influence of using board game towards students' speaking ability at the first semester of the seventh grade at SMPN 3 Terbanggi Besar Central Lampung in the academic year of 2013/2014*, (Lampung:Lampung Press, 2014), p. 7.

[11]Liza Fitria, *The influence of using Relatively Speaking Game Toward Students'* (Lampung:Lampung Press, 2014), p. 5.

and skill applied. This research only focus on teaching learning speaking by using Riddle Game at the second semester of the eighth grade student of SMP N 2 Palas South Lampung 2017/2018 whereas previous studies focus on developing and improving speaking ability. The researcher considers that Riddle Game is one of the most important things related to speaking English learning process. The researcher has choose the topic in this research because the researcher assumed that many students had problem in speaking English, especially the students in SMP N 2 Palas South Lampung.

Therefore the researcher was interested in conducting the research entitled "Teaching and Learning speaking through Riddle Game at the Second Semester of the Eight Grade of SMP N 2 Palas South Lampung in the Academic Year 2017/2018.

B. Identification of the Problem

Based on the background above, the researcher finds some problems as follows:

1. The students were lack of speaking practice.
2. The students were difficulties in speaking English words correctly.
3. The students were ashamed and afraid of making mistake in learning speaking.

C. Limitation of the Problem

The limitation of the problem is the process of teaching and learning speaking through Riddle game and the problem of teacher and students in teaching and learning speaking through Riddle game.

D. Formulation of the problem

Based on the limitation above, researcher formulated the problems as follows :

1. How is the process of teaching and learning speaking through Riddle game at second semester of the eighth grade of SMPN 2 Palas South Lampung in academic year of 2017/2018 ?
2. What are teacher's problem in the process of teaching speaking through Riddle game at second semester of the eighth grade of SMPN 2 Palas South Lampung in the academic year of 2017/2018 ?
3. What are students' problem in the process of learning speaking through Riddle game at second semester of the eighth grade of SMPN 2 Palas South Lampung in the academic year of 2017/2018 ?

E. Objective of the Research

Based on the formulation above, the objectives of research are :

1. To know and describe the process of teaching speaking by using Riddle game at second semester of the eighth grade of SMPN 2 Palas South Lampung in the academic year of 2017/2018.
2. To know and describe teacher's problem in the process of teaching speaking through Riddle game at second semester of the eighth grade of SMPN 2 Palas South Lampung in academic year of 2017/2018.
3. To know and describe students' problem in the process of learning speaking through Riddle game at second semester of the eighth grade of SMPN 2 Palas South Lampung in the academic year of 2017/2018.

F. Use of the Research

The uses of the research are as follows :

a. Theoritiecally

The result of this reseach were expected to be a source of information for further research in teaching and learning speaking especially by using riddle game.

b. Practically

1. For the teachers of SMP N 2 Palas South Lampung, it can be a source of information and knowledge about the kind of teaching methods

especially in teaching learning speaking and also it can be implemented by the teacher in teaching and learning English especially in speaking skill.

2. For the students, the finding of the research will motivate them to practice more than they did before and encourage them to learn speaking English.
3. For other researcher, The results of this study are expected to be one of resources to get the larger knowledge and experience about how to teach English using Riddle game, especially to teach the second semester student of junior high school.

G. Scope of the Research

1. Subject of the research

   The subject of this research were student and the English teacher at the SMP N 2 Palas South Lampung in the academic year of 2017/2018.

2. Object of the research

   Object of the research was the process of teaching and learning speaking using Riddle game and students' speaking mastery.

3. Place of the research

   Place of the research was conducted at SMP N 2 Palas South Lampung.

4. Time of the research

   The research was conducted at second semester in the academic year of 2017/2018.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Concept of Teaching Learning English as a Foreign Language

English as an International language that has large influence to human life. English has been acknowledged by most countries in the world as an International language. Consequently, English has to be used in International communication, for general as well as specific needs. Therefore people in countries where English used as a foreign language have to learn it. Geoffrey, et. al. States "English as a foreign language is taught in schools, often widely, but it does not play an essential role in national or social life.[1] It means that the student who learns English as a foreign language should have limited time to use their English in daily activity.

According to Setiyadi, English is really foreign language for language learner in Indonesia, because in Indonesia it is learned only at school and people do not speak the language in the society.[2] It is expected that the students should have the ability or knowledge of English which can be used for communication.

In Indonesia, English is taught as a foreign language. Therefore, English is not used for daily communication. In many sources, especially in internet source, explained that English as first foreign language initiative meant to promote the use of the

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[1] Geoffrey Broughton and friends, *Teaching English as a Foreign Language,* (New York: University of London Institute of Education, second edition, 2003), p. 6.

[2] Ag Bambang Setiyadi, *Teaching English as Foreign Language,* (Yogyakarta:Graha Ilmu, 2006), p. 22.

English language as first foreign language in all the countries around the world. It means that the English is a language which use by all of the word as the first foreign language to communicate.

Considering this fact, and remembering in the importance of English, teaching as a foreign language should be put as one of the first priority. This way will be introduced not only something new about the language to student but also about its culture. Then, to achieve the goal of English teaching needs skilful, creative and innovative teachers teaching media and another facility which can support achieving the goal. In addition, the teaching should be also interesting, appropriate for student. Teaching is a distinct skill. The teachers should be very energetic- who make the students feel excited about learning. So a teacher will inspire and keep the students motivation strong. Learning English using the Mastery can make the students learns much faster and will enjoy learning more.

Teacher need to consider how close they should be to the students they are working with. The most important part is that the teacher should be able to manage classroom effectively and handle any situations in the class.[3] First of all they are usually exposed to language which they are more or less understand even if they cannot produce the same language spontaneously themselves. Secondly, they are motivated to learn the language in order to be able to communicate. Finally, they have the opportunities to use the language they are learning, thus giving hem chance to flex their linguistics muscle-and check their own progress and abilities.

[3] Jeremy Harmer, *How to Teach English.* (Cambridge: Longman, 2007), p. 34.

One significant factor that influences most of the successes in teaching and learning are teachers. Teachers have to be able to guide the students into an understanding of the lesson. They have to find the way how to make the students enjoy the lesson. The students' willingness to study is fragile; they can lose their spirit and willingness to study easily if the teachers are dull or uninteresting.

> Harmer states in his book, one of main tasks for teacher is to provoke interest and involvement in the subject even when the students are not initially interested in it. It is by their choice of topic, activity and linguistics content that they may be able to turn a class around. It is by class attitude by their participation, they conscientiousness, their humor and their seriousness that they may influence he students. It is by their own behaviour and enthusiasm that they may inspire.[4]

It is clear that teachers also have great effects in the process of learning. The better the teacher teach the easier the students will understand. It is clear that the purpose of teaching learning English as foreign language is to make the students master the language. To make that happen, the students must actively involved in the teaching learning process and do a lot of practices. The teacher also should be managing the class in a good way. The teacher should be creative in teaching, so the students will not feel bored or lose eagerness to learn.

The objective in teaching learning English as a foreign language is to increase students' ability in four language skills, namely listening, speaking, reading, and writing. And the purpose of the foreign language to develop the students' skills by

[4] *Ibid*, p. 8.

understanding of listening, speaking, reading, and writing, while giving insight into the culture of which the language is part.

Brown states "Teaching is showing or helping someone to learn how to do something, providing with knowledge, and causing to know or understand".[5] It means that teaching is a process that should be done by teacher based on the experience, knowledge and material preparation the aim of teaching can be reached. By teaching English, students are expected to able to apply their English language for communication. Everyone has known that English is the international language which is used in the world society. Everyone communicates with other people by using it, so by this language they can develop their knowledge and they can follow the new information in the world. From this point of view, it is clear that how important of English is as a mean of communication.

B. Speaking

1. Concept of Speaking

Speaking is the important skill which is used in daily life communication to convey information, and its primary purpose is to establish and maintain social relations. In addition, Siahaan states that speaking is the spoken productive skill. It is the skill of speaker to communicate information to a listener or a group of listeners.[6] According to Brown, speaking skill is the ability to use the language in oral form to show what

[5] H. Douglas Brown, *Principle of Language Learning and Teaching,* (New York: Prentice Hall Regents, Third Edition, 1994), p.7.

[6] Sanggam Siahaan, *The English Paragraph, (*Yogyakarta : Graha Ilmu, 2008), p.2.

are in mind.[7] It can be interpreted that Speaking is a way to communicate with others, to share information, express idea, feeling, emotions to other person or give an explanation or to ask a question for someone.

In other words, it can be said that speaking is expressing ideas, opinions or feelings to another person in words or sounds of articulation in order to inform, to persuade, and to entertain.

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 some people may produce even more than that.[8] It means speaking is one effective way to interact and communicate among people in social life.

People usually speak languages they master in daily use. For example, Indonesian people when they speak with their family. When they know more then one language, they may use more languages in their conversation, for eample in the school and in the office. People use more han one language that occurs in situaion of social context, which is a situation where they learna second language in their community. Allah SWT in holy Qur'an said about speak in sura Ali Imran/3 :46;

وَيُكَلِّمُ النَّاسَ فِي الْمَهْدِ وَكَهْلًا وَمِنَ الصَّالِحِينَ (آل عمران:٤٦)

[7] Brown, *Op. Cit,* p.149.
[8] Scott Thornbury, *How to Teach Speaking*, (Kuala Lumpur : Longman, 2005), p.1-2.

"And he will speak to the people in the cradle and adulthood, and will e one of the rigteous."[9]

From the surah Ali Imran verse 46, it can be said where Allah wills to proeta person from accusation and he makes the mute tongue of baby speak. From the explanation about, it can be concluded that speaking is a productive skill used by someone in daily life to communication, an act of producing words, which is communicating the speech sound for expressing and conveying a messages or ideas to build communication to a listener or a group of listeners.

2. Elements of Speaking

The ability to speak fluently presupposes not only knowledge or language features, but also the ability to process information and language "on the spot". Harmer says, the ability to speak in English need the elements necessary for the spoken production as follows:

a) Language Features

1. Connected Speech: connected speech is effective speakers of English need to be able not only to produce the individual phonemes of speaking but also the use of fluent connected speech. In connected speech sound are modified, omitted, added or weakened.

[9] *Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris*, (Depok: Al-Huda Kelompok Gema Insani) Ali Imran/3: 46, p.97.

2. Expressive Device: Native speaker of English change the pitch and stress of particular part of utterance, vary volume and speed and show by other physical and non-verbal means how they are feeling (especially in face to face interaction).
3. Lexis and grammar: teacher should therefore supply a variety of phrase for different function such as agreeing to disagreeing, expressing surprise, shock or approval.
4. Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial for students.

b) Mental/ Social Processing.

1. Language processing: effective speaker need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also every convey the meanings that are intended, language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.
2. Interacting with other: effective speaking also involves a good deal of listening, and understanding of how the other participants are feeling, and knowledge of how linguistically to take turns of allow others to do so.

3. (on the spot) Information processing: quite apart from our response to others feelings, we also need to be able to process the information they tell us at the moment we get it.[10]

Based on the explanation above, it is necessary that the participant processes knowledge of language features, and the ability to process information and language on the spot. Language features involve four areas: connected speech, expressive devices, lexis and grammar, and negotiation language. Supposing the speaker processes these language features, processing skills, mental/social processing, will help him or her to achieve successful communication.

It can be said that speaking is a productive skill in which the speaker produces and uses the language by expressing a sequence of ideas and at the time she/he tries to get idea or the message across. In presenting something, students also need to pay attention about connected speech, lexis and grammar, confidence and so on, therefore what did the students present can be understood by the other students. In this case, there is a process of giving message and at the same time; there is a process of understanding the message of the first speaker.

[10]*Ibid,* pp. 269-271.

C. Teaching Speaking

1. Concept of Teaching

Teaching is the systematic activity which includes many components. Every component cannot be separated, but it has to be run together dependently and continually. For the reason, it is necessary for having a good management in teaching. Teaching is about the 'transmission' of knowledge from teacher to student.[11]It means that teaching is not only about sharing teacher's knowledge and material but also sharing about experience.

Then Brown states that teaching is guiding and facilitating learning, enabling learner to learn, setting the conditions for learning. Your understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach, method, and classroom technique.[12] It other words, Teaching is the way we guide our students, we give a facility and our way to make a good condition in learning process.

From the theories purposed by some experts above, it can be concluded that teaching is an activity that make our students have a new knowledge, experience and also make our students know about how to do something. In teaching, teacher has to guide their students, give a facility, and also make a good condition in learning process.

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[11] *Ibid*, p.56.
[12] Brown, *Op. Cit*, p.8.

2. Concept of Teaching Speaking

The teaching of speaking skill is also important due to the large number of students who want to study English in order to be able to use English for communicative purposes. In teaching speaking teacher must make the conditional class and know the concept of speaking, the element of the sound for instance phonemes. It is important for teachers to pronounce correctly since they should be good models for their students.

Thornbury suggests that the teaching of speaking depends on there being a classroom culture of speaking, and that classrooms need to become 'talking classrooms'.[13] In other words, students will be much more confident speakers and their speaking abilities will improve if this kind of speaking activations a regular feature of lessons.

Harmer states that there are three reasons for teaching speaking, they are as follows:

1. Speaking activities provide rehearsal opportunities-chances to practice real life speaking in the safety of the classroom.
2. Speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and students.
3. The more students have opportunities to activate the various elements of language.[14]

[13] Thornbury, *Op.Cit.* p.123
[14] Jeremy Harmer, *How to Teach English,(* London : Longman, 2007), p.123

Teaching speaking means teaching how to use language for communication, for transferring ideas, thought or even feelings to other people. The goal of teaching speaking skill is to communicate efficiently. Students should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to achieve the social and cultural rules that apply in each communication situation.

3. Teacher's Problems in Teaching Speaking

Speaking is one important skill in English as a foreign language. There are some problem in teaching speaking, according to Thornbury, there are some problems in learning speaking, they are knowledge factor is the learner does not yet know aspect of language the enables production. They are lack of knowledge of the language and lack of practice interactive speaking itself. And then skill factors is the learners has known about aspect of language, but because they are rarely practicing speaking English, thus their skills are sufficient to ensure fluency.[15] The completeness understanding of problem in teaching speaking should be known by the teacher. The factor is an institutional context that puts English as second or foreign language in Nation such as:

1. Incomplete English lab
2. Lack of hours learning English inside and outside the classroom

[15] Thornbury,*Op.Cit.* p.123

3. No partner to speak English outside school
4. Less interesting teaching method used.[16]

Another opinion, according to Jdaviswrites, it is the factors students activities in the classroom problem make the difficulties of teaching speaking as follows:

1. Students become overly dependent on teacher
2. Persistent use of first-language
3. Students is defiant, or distracting of others
4. Student "hijack lesson" the lesson doesn't go where you want it to.
5. Personalities between students clash
6. Students unclear what to do, or do the wrong thing
7. Students are bored inattentive or unmotivated
8. Strong students dominance
9. Students are unprepared
10. Tardiness.[17]

Based on the problem above, it suggest to the teacher to choose the suitable method. Problem in teaching speaking are complex. It is not only related with the students' factors but also about context outside. The points of those problems are related with condition of the students.

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[16] ISP. Nation, Journalism and Education. *Peoblem Of Teaching Speaking In English As Foreign Language (Efl).* http://gosrok .blogspot.com/2012/04/html (accessed on December 14,2016)

[17] Jdaviserites, teaching ESL:10 common problem in the classroom http://jdaviswrites.hubpages.com/hub/teaching-esl-10-common -classroom-problem-and-solutio.html (accesssed on December 8 2016)

It can be conclude that the teacher problems are incomplete English lab, less interesting teaching method used, students become overly dependent on teacher, persistent use of first-language, student "hijack lesson" the lesson doesn't go where you want it to.

D. Learning Speaking

1. Concept of Learning

Learning is the process or business conducted by someone to obtain knowledge or skills of which have been studied. Learning is a process of change from not knowing to knowing. According to Brown, learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction.[18] It is a relatively permanent change in a behavioural tendency and the result of reinforced practice. It means that learning is about getting knowledge from study, from experience, or instruction.

According to Lefancois, Learning can be defined as changes in behaviour. This change occurs as a consequence of experience in some specify situation. The change brought about by developing a new skill, understanding a scientific law, and attitude. The change is not merely incidental or natural in the way the human appearance change as people get older.[19] it can be said that learning will give many benefits that we can have, which give change something that is better than before such as to the students that make students improve their knowledge, skill, and also their attitude.

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[18] H. Douglas Brown, *The Principle of Language Learning and Teaching*, (San Francisco : Longman ,2007), p.7.

[19] Guy Lefancois, *Psychology for Teaching*, (California : Wadsworth publishing company, 1972), p.8.

According to the theories above, it can be concluded that learning is the process of the students' understanding and mastering the lesson that the teacher gives to them. In addition, learning can also give a change to the students such as developing a new skill, understanding a scientific law, and attitude.

2. Concept of Learning Speaking

Learning English Speaking must be focused on many aspects. There are a number of components of speaking concerned with grammar, vocabulary, pronunciation and fluency. The descriptions are as follows:

a. Pronunciation

Pronunciation is the way in which a language is spoken. In learning process teachers need to sure that their students can be understood when they speak. The student needs to be able to say what they want to say.

b. Grammar

Grammar is partly the study of what form or structures are possible in a language. Traditionally grammar has been concerned almost exclusively with analysis at the level of the sentences.

c. Vocabulary

Vocabulary is total number of word that makes up a language. Those words are used in speaking. Vocabulary means the appropriate diction which is used in

communication. Vocabulary refers to the selection of words that suitable with content.

d. Fluency

Fluency is the ability to process language easily and quality or condition of person to speak a language easily and well. Fluency is the smoothness of flow with which sounds, syllables, words and phrases are joined together when speaking. Brumfit in Nation sees fluency as the maximal effective operation of the language system so far acquired by the students. Besides that it refers to the one who express a language quickly and easily without any difficulty.[20]

It can be concluded that in learning speaking process instead of concerning to the components of speaking, and the student's motivation and interest are very needed to make process of their understanding is easily. The goal of someone to learns English because they can be able to use the foreign language with real people in communication.

3. Students' Problems in Learning Speaking

In order to know clearly about the problems in learning speaking that students' may have problems. They are included:

a. Inhibition. Unlike reading, writing and listening activities, speaking requires some degree of real time exposure to an audience learners are often inhibited about trying to say things in a foreign language in the classroom worried

[20]A. Don Welty and Doroty R. Welty, *The Teacher Aids in The Instruction Team*, (New York: Mc. Grew Hill, 1976), p.159.

about making mistakes, fearful or criticism or losing face, or simply shy of the attention that their speech attracts.

b. Nothing to say. Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say; they have no motive to express themselves beyond the guilty feeling that they should that they should be speaking.

c. Low or uneven participation. Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

d. Mother-tongue use. In classes where all, or a number of, the learners share the same mother tongue, they may tend to use; because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less' exposed if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes-particularly the less disciplined or motivated ones to keep to the target language. [21]

Based on the problems above, it can be concluded that students' problems in learning speaking above are very difficult to solve. Those reasons occurred because the learners are not native speaker or they are foreign learner, when they learn an English lesson the harder and ability to know have to rich. But this case have often occurs

[21] Penny Ur, *A Course In Language Teaching*, (New York; Cambridge University Press, 1991), p. 121

because the base of the learner is low, such as inhibition, low or uneven participation and mother tongue.

4. Concept of Game

Game gives fun element for students in teaching and learning process. In addition, Agoestyowaty says that using game in a learning environment will not only change the dynamic of the class, but it also rejuvenates student and helps the brain to learn more effectively.[22] It means that using game in learning process will make students learn more effectively.

Game in language learning will make students fun in learning process, Maley says, "Playing games is a vital and natural part of growing up and learning. Through games the children can have experiment, discover, and interact with their environment and games add variation to lesson and increase motivation by a providing plausible incentive to use the target language.[23] Its means that by playing games in learning process the students a fun filled and relaxing in class.

According to the theory above, it can be concluded that game is an activity with joy element that has aim and rules. Game can make students more comfortable and feel enjoyable in class because in a game there is fun element and make explore their brain to learn more affectively in learning process.

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[22]Redjeki Agoestyowati, *102 English Game (from A To Z)*, (Jakarta : Gramedia Pustaka Utama, 2007), p.xiii.

[23] Alan Maley, *Games for Children*, (Oxford : Oxford University Press, 1994), p.5.

1. 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.[24] It means that Riddle is a game that can be used to teach students in learning English. Collis states that "Riddle is a fun way to enjoy English and to learn it at the same time. Because of the quirky humour and illustrations, native speakers of English can also laugh at the Riddle, though many will already be familiar.[25]Riddle also fosters a sense of excitement about words and motivates students to be interested in playing while learning.

In addition, Mardan states that "A riddle is generally a question devised so as to require clever or 3 unexpected thinking for its answer.[26] Riddle game requires more ingenuity and critical thinking to solve it. According to Zipke riddle is a question that turns into a joke because Riddle have puzzling question and the answer is surprising and unpredictable.[27]

In addition, Nachtigal states Riddle are excellent ESL/EFL tools because they require students to practice a variety of language skills in order to find a solution. Riddle require higher level critical thinking skills, which are often underused in language

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

[25]Collis Harry, *101 American English Riddle (understanding language and culture through humor)*, (Chicago : NTC publishing Group, 1996), p.7.

[26]M. J. Mardan, 2009, *What Is a Riddle?English-Learners (Biggest Source for Nonnative English Learners)*, Available at www.English-Learners.com.

[27]M. Zipke, 2008, *Teaching Metalinguistic Awareness and Reading Comprehension with Riddle The Reading Teacher*, 62(2), doi: 10.1598/RT.62.2.4,p.131.

learning, especially in the early stages of language acquisition where a significant amount of time is devoted to memorization and repetition.[28]

From the explanation above it can be concluded that Riddle games is a question, a puzzle, a phrase or statement devised to get unexpected answer. Riddle game can help those who play to arouse their self confidence, more creatively and decrease the anxiety from acquiring the language. By using Riddle games the students will be able to learn the target language unconsciously and they learnt some new words without any stress on their feeling.

Example of the Riddle:

1) Which letters can be found in every day of the week? Answer: D, A, Y
2) What can you catch but not throw? Answer : A cold
3) What goes up and down stairs without moving? Answer : Carpet
4) What goes around the world and stays in a corner? Answer : A stamp
5) What kind of room has no windows or doors? Answer : A mushroom
6) You answer me, although I never ask you questions. What am I? Answer : A telephone
7) What has six legs and two heads? Answer: A horse and rider
8) Only two backbones and thousands of ribs, what is it? Answer: Railroad.[29]

[28] Sadie, Nachtigal. *How To Use Riddle to Teach English in the ESL Classroom,* (Malang : Universitas Negeri Malang, 2010), *TEFLIN Journal,* Volume 16, No. 2, August 2005.

[29] *Loc Cit.*pp.127-129

2. Procedure of Riddle Game

Many procedures to play riddle game, there are some procedure to play riddle game.

Procedure1:

a. Divide the class into two groups: The QUESTION group and the ANSWER group.

b. Give the questions to the first group and the answers to the other group.

c. Each student in the first group is supposed to read the question he has aloud and whoever has the answer in the other group reads the answer aloud.

d. If the question and the answer match, put the students in pairs. If they don't, continue till the right answer is found. Each student can read his part only twice. When all questions and answers are matched ask the pairs to read the riddle they have just for fun.[30]

Procedure 2 :

a. Tell your students that the riddle is about a person, place, animal, or thing.

b. Write the vocabulary that you believe they don't know on the board and go over the meanings within the context of how they're used in the riddle. Do not put words on the board that will give away the answer.

[30] *Loc Cit.* p.93.

c. After getting the vocabulary out of the way, do the dictation line-by-line. See Dictation Patterns for two possible patterns. At this time do not let anyone give the answer.

d. As the dictation progresses, keep reminding them not to give the answer, although you can let them say, "Teacher, I know."

e. When you reach the last line, dictate the first part of the line and then ask, "Who knows the answer?" if the students disagree with each other, discuss the answer. If no one knows, give the answer and consider having them do some follow-up research.[31]

3. Procedure of Teaching and Learning Speaking through Riddle Game

The Procedure of teaching and learning speaking through riddle game as follows:

A. Pre-activity

1. The teacher opens the lesson, starting it by greeting, saying the prayer, and checks the attendance list, and gives brainstorming to the students.
2. The teacher builds the background knowledge of the materials which is going to be learned.

B. Whilst-activity

After understanding the material, teachers applied learning speaking using riddle game, choose the topic, and explain about riddle game.

[31]J. Lewis, 2012, *Pro Lingua's Book / Dictation Riddle,* Available at: http:/www.prolinguasociates.com/Dictation_Riddles/index.html.

1. Divide the class into two groups: The QUESTION group and the ANSWER group.
2. Tell your students clue that the riddle is about a person, place, animal, or thing.
3. The teacher explains the words that the teacher believes the students don't know.
4. After getting the words out of the way, the teacher dictation line-by-line. And the students repeat the vocab that the teacher dictates.
5. The students repeat aloud the vocab of the teacher dictation.
6. Give the questions to the first group and the answers to the other group.
7. Each student in the first group is supposed to read the question he has aloud and whoever has the answer in the other group reads the answer aloud.

If the question and the answer match, put the students in pairs. If they don't, continue till the right answer is found. Each student can read his part only twice. When all questions and answers are matched ask the pairs to read the riddle they have just for fun.

C. Post-activity

1. The teacher asks them whether they have some difficulties to answer the questions.
2. Teacher gives feedback about students' mistakes.

3. The teacher ends the class.[32]

The researcher assumes all activities above can be used in teaching learning process in order to encourage the students to speak or improve their speaking skill.

C. Advantages of Riddle Game

According to Hapsari the advantages using Riddle game are:

a. Riddle game can increase students' interest to learning speaking**.**
b. The students are active in learning process.
c. The students pronounce some words well.
d. The students can increase their vocabulary using riddle game.[33]

D. Disadvantages of Riddle Game

According to Hapsari the disadvantages using Riddle game are:

a. Riddle game makes the class crowded
b. Riddle game has limited time.
c. Many words cannot mention in this riddle, it makes students difficult to retell the story.[34]

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[32] Andrew Wright, David Betteridge, and Michael Buckby, *Games for Language Learning*, (London : Cambridge University Press, New Edition,1983), p.21.

[33] Minda tika hapsari, *Unpublished Thesis : The Application of Riddle Game in Teaching Speaking for the Eighth Grade Students of MTsN Kedunggalar Ngawi in the Schooling Year 2014/2015*, IKIP PGRI Madiun

[34] *Ibid,*

CHAPTER IV

RESULT AND DISCUSSION

A. Data Analysis

There are three major data analysis: data reduction, data display, and conclusion drawing or verification.[1] The following paragraphs were the explanation about data, which was collected by the researcher.

1. Data reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction the mass of data has to be organized and meaningfully reduced or reconfigured.[2] In this case, the researchherselected the data derived from observation on teaching and learning process, interview to the teacher and questionnaire to the students.

a. Observation

The researcher employed an observation (see appendix 1). The observation conducted to know how is the process of teaching learning speaking through riddle game. The observation conducted in one meeting.In collecting the data, the

[1]Sugiyono, *Metode Penelitian Pendidikan pendekatan kualitatif, dan R&D* (Bandung: Cv Alfabeta, 2012), p. 337.

[2]Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (Thousand Oaks : Sage Publications, 1994), p.12.

researcher employed an observation, which became the main instrument. The observation was conducted to know how the process of teaching learning speaking through riddle game. The researcher observed the students, the teacher, the teaching learning process and the situation of classroom process. The data of observation has been identified as described in the following discussion.

The researcher conducted the research on April 3nd 2018 at 07.15 to 08.15 AM in the morning. Before teaching and learning was begun teacher had prepared the materials with the theme "Things Around Me".

a) Pre-activity (introduction)

The teacher started the class by greeting the students. Afterwards, the teacher checked the attendance list and built good relationship or made small talk with students before starting the lesson. She reviewed the last lesson and built students' knowledge about the lesson.

b) While-activity

After pre teaching, the teacher mentioned about riddle game, the rules, and gave some examples. The teacher also discussing materials related to things in the house. She asked the students about things in a house and in a room. After that, she asked the students to come in front of the class to write the things that might be available or being placed in a room. Some of the students looked shy and not confident to come in front of the class, but the teacher tried to guide the students to become braver. Then,

after having several words about things in the room in the peace of paper, the students were divided into several groups and asked one student of each group to come forward to be the artist. Then the teacher called two group come forward and asked them to play riddle game by using words that related to the things in the house. After they were done the teacher told them the scores and continued by others group to play it.

c) Post-activity

The teacher asks them whether they have some difficulties to answer the questions. The last, the teacher closed the lesson by greeting.

From the data of observation above, the researcher concluded that the process of teaching and learning were not running well. Because some students were busy with their own activity, some students made noisy and some students guess the word in bahasa.

b. Questionnaire

The researcher also employed questionnaire to support the data from observation and interview. The questionnaire consisted of ten questions (see appendix 6). The first question was to know the students' interest in learning english. The second until the six questions employed to know the students problems in learning speaking. The seventh until tenth question employed to know the students

problems in learning speaking through riddle game. The questionnaire was given to the whole students in Class C that consisted of 33 students.

From the result of questionnaire the researcher can conclude that the students' problem in learning speaking through riddle game was pronouncing and memorizing words.

c. Interview

To support the data of observation, the researcher had employed an interview to the teacher to investigate the problems faced by the teacher during teaching speaking. There were ten questions that the researcher asked to the teacher (see appendix 3).

The first point of interview was to know the teacher's problems during in teacing speaking that consist of three questions. The second point of interview was the students' speaking that consists of one question. The third point of interview was to know the students' participation during the process while learning in the class according to the teacher judgement. The fourd point of interview was to know the teacher opinion about riddle game. From the result of interview the researcher can conclude that the teacher had difficulty in handling the class because some of the students were busy with their own activity like chatting and it made the class noisy.

2. Data Display

Data display is second component or level in Miles and Huberman model of qualitative data analysis. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data. At the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data reduction.[3] In this case, the analysis done based on data collected by each instrument.

a. Observation

Based on the data showing in the data reduction, in this part the data are going to be identified and displayed from a meeting. The observation consits of three point.

The first point was while activity that consisted of nine points of observation that were investigated whether the application of the eleven steps applied by the teacher or not. After the reseracher observed the process of teaching and learning in the class, the researcher found out that the teacher applied all of the steps or procedures of riddle game. According to Wright *et.al*, there are twelve steps in teaching and learning speaking through riddle game. Based on the nine steps in teaching and learning speaking through riddle game the researcher noted the

[3]*Ibid,* p.10.

while activity, the explanation of the application of those sixteen steps, can be seen it the table below :

Table 6

Observation Sheet

Observation Report of Teaching and Learning

Speaking Process through Riddle Game

No	Component of Observation	Pointer of observation	Time Allocation	Checklist		Note
A	**Process, planning, doing, and evaluation :**			**Yes**	**No**	
1	**Pre activities :** The teacher opens the lesson, starting it by greeting, saying the prayer, and checks the attendance list, and gives brainstorming to the students.		15 Minutes	√		The teacher opened the lesson by greeting the students. Then, the teacher checked the attendance by calling one by one . after that, the teacher started the lesson and prepared the material, the teacher attracted the students' motivation by asking them some vocabularies that they know.
2	The teacher builds the background knowledge of the materials which is going to be learned			√		The teacher explained the material about the Material the theme is Asking and Giving Information (this is for the first cycle) then the teacher explained the rules of riddle game after the teacher explained the

					materials that they going to learn.
3	**While-activity :** Divide the class into two groups: The QUESTION group and the ANSWER group.	30 Minutes	√		The teacher divided the class into two groups: The QUESTION group and the ANSWER group.
4	Tell your students clue that the riddle is about a person, place, animal, or thing		√		The teacher told to the students clues that the riddle was about things around us.
5	The teacher explains the vocabulary that the teacher believes the students don't know.		√		The teacher gave a new vocabulary that appropriate with the material.
6	After getting the vocabulary out of the way, do the dictation line-by-line. And the students repeat the vocabulary that the teacher dictation.		√		The teacher then guided them to make repetition of the vocabulary by the language learner in chorus. After that, repetition the vocabulary then continued with group which is the question groups and the answer group
7	The students repeat aloud the		√		The students repeated aloud the vocablary.

	vocab of the teacher dictation.				
8	Give the questions to the first group and the answers to the other group.		√		The teacher gave the questions to the first group and the answers to the other group, that appropriate with the material, that wasabout things around us.
9	Each student in the first group is supposed to read the question he has aloud and whoever has the answer in the other group reads the answer aloud.		√		Then, each student in the question group supposed to read the question he had aloud and whoever had the answer in the other group reads the answer aloud.
10	**Post activities:** The teacher asks them whether they have some difficulties to answer the questions.		√		The teacher asked didnot whether they had some difficulties to answer the questions.
11	teacher gives feedback about students' mistake			√	Teacher gave explanation about students' mistake and fixed their pronounciation.
12	the teacher ends the class		√		The teacher ended the class with Hamdalah and Wassalam, but before that teacher gave the motivation for student to learn more.

B	**Teacher problems :**				
13	Incomplete English lab		√		There is no English lab in this school.
14	Less interesting teaching method used			√	The teacher used interesting and fun game.
	Students become overly dependent on teacher,		√		The students overly dependent on teacher. They always asked the teacher about new vocabulary without any effort.
	Persistent use of first-language		√		The teacher and the students mostly used bahasa to communicate.
	Student "hijack lesson" the lesson doesn't go where you want it to.		√		The students sometimes didn't want to do the teachers' instructions.
C	**Students' problems :**				
18	Are the students often inhibited about trying to say things in a foreign language in the classroom?		√		Some students felt often inhibited about trying to say something use a foreign language in the classroom because they felt difficult to pronoun the words correctly.
19	Do the students' have difficulties to express themselves beyond the guilty feeling that they should be speaking?		√		Some students had no motivation to express themselves beyond the guilty feeling that they would be spoken, so when they learnt speaking process they

					were just silent or passive.
20	Do the students have low or uneven participation in the classroom?		√		Some student were low participation.
21	Do the students use Mother-tongue in the classroom?		√		Some students use mother tongue in the classroom because it was easier, they felt unnatural to speak to another in a foreign language, and because they felt less exposed if they were speaking used their mother tongue.
22	Are there any other problems when the students learn speaking in the classroom?		√		Some students had difficulties in pronouncing the words, felt unconfident, passive in learning speaking process and lack of fluency.

b. Questionaire

The questionnaire was made to support the data from observation and the interview. Through this instrument, the students' problems also can be identified. The questionnaire was given and answered by the whole students of the class A. The numbersof the students are 33 students. The questionnaire was distributed to the students by taking ten minutes of the students' after the study time in the classroom. There was three points of questionaire:

The first point of questionaire was to know the students' frame about English consists of one question. Here are the students' answer :

Table 7
Result of Questionaire no. 1

No	Question	Respond	Total of the Students
1	What do you think about learning English?	Yes	15
		Just ordinary	7
		No	5

From the table above it showed that most of the students thought that English as difficult subject.

The second point of questionaire was to know the students' problem in learning speaking consists of four question. Here are the students' answer :

Table8
Result of Questionaire no. 2, 3, 4, 5

No	Question	Respond	Total of the Students
2	What is your problem in learning speaking?	Yes	12
		Just ordinary	8
		No	7
3	Do you feel difficult in pronounce English words?	Yes	19
		Just ordinary	3
		No	5
4	Do you memorize English words that have been learnt?	Yes	10
		Just ordinary	8
		No	9
5	Do you feel difficult in memorize English words?	Yes	18
		Just ordinary	5
		No	4

From the table above, it showed most of the students answered (yes) for all the question it means that the students had difficulties in learning speaking especially the students had difficulties in pronouncing and memorizing the meaning of the words.

The third point was to know the students' opinion about riddle game consists of five question. Here are the students' answer :

Table 9
Result of Questionaire no. 6, 7, 8, 9, 10

No	Question	Respond	Total of the Students
6	Do you enjoy learning english by using riddle game?	Yes	12
		Just ordinary	8
		No	7
7	It's easier to learn speaking using riddle game or not?	Yes	12
		Just ordinary	3
		No	12
8	It's easier to know the meaning of speaking using riddle game or not?	Yes	11
		Just ordinary	6
		No	10
9	Do you felt easier to learn speaking using riddle game or not?	Yes	18
		Just ordinary	5
		No	4
10	Do you felt easier to pronounce or spell the words in guest the answer of the question ?	Yes	11
		Just ordinary	7
		No	9

From the table above, it showed that most of the students was happy in teaching and learning speaking through riddle game because most of the students answered (yes) four number of the question. The last question ansewered (yes) by many of the students it means that the students had difficulties in guessing the words that drew by their teammate.

Through this instrument, it was shown that riddle game could be applied in order to help the students in mastering speaking. On the other hand, there were some problems faced by the students in learning speaking through riddle game at SMP N 2 Palas South Lampung. The problems were about pronouncing the wordsand memorizing the meaning of the words they had learned.

c. Interview

To support the data from observation and questionaire, the researcher also employed an interview. The interview was given to the teacher to knowher opinion about the process of teaching learning speaking through word maps and problems in teaching learning process. Thedata of interview has been identified as described in the following discussion.

1. The researcher: Can you control the class when teaching speaking?
   The teacher : Yes, but sometimes I got difficulty to make the students pay attentions because some students were busy with their activity like chatting with their friends and make the class became noisy.

2. The researcher: What is your aid in teaching speaking by Riddle game?
   The teacher : Hmm… I usually use media speaker (audio) to make the students interesting in teaching and learning process.

3. The researcher: Do you use standart textbook in teaching speaking?

   The teacher : No, I usually prepare the material by myself or from the internet.

4. The researcher: Do you think Riddle game appropriate in speaking class?

   The teacher : In my opinion, this method is suitable to use in speaking class.

5. The researcher: Do you follow all of the procedures when teaching speaking by using Riddle game?

   The teacher : Yes, I followed all the procedures of Riddle game, because this important I think.

6. The researcher: Are the students active in learning speaking by using Riddle game?

   The teacher : Most of the students were active in the process of teaching and learning speaking by using Riddle game.

7. The researcher: In your opinion, what are the difficulties when teaching speaking by using Riddle game?

   The teacher : I felt difficulties when teaching speaking by using Riddle game that to calm and handle the students' that seemed so crowded.

8. The researcher: In your opinion, what are the difficulties faced by students when learning speaking by using Riddle game?

   The teacher : In my opinion, the students had difficulities to repeat the word after the speakers.

By considering the data gained by interview, it is shown that riddle game is a good enough to be applied in teaching speaking for Elementary School. By implementing those nine steps precisely, the students were able to remember and to use the speaking during the classroom process. However, based on the interview, the problem occurred from the teacher point of view can be concluded as follow:

a) It was difficult to ask the students to come in front of the class.

b) It was difficult to help the students to remember the words that they forgot.

c) It was difficult for the teacher to handle the students activities, because some students were busy with their own activity like chatting and it made the class noisy.

3. Conclusion Drawing/Verification

The last step of analyzing the data is conclusion drawing/verification. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand. Verification is linked to conclusion drawing, entails revising the data as many times as necessary to cross-check or verifies these emergent conclusions. Verification refers to the process which is able to explain the answer of research questions and research objectives.[4] In this step, the researcher drew the conclusion and verify the answer of research question that was done in displaying the data by comparing the observation data, interview data, and questionnaire data.

In this part, the data explained in data display are going to be discussed deeply in order to make a finding of the research. In this part, the discussion and findings are divided into three parts:

[4] *Ibid,* p.11.

a. The Process of Teaching Learning Speaking through Riddle Game

The researcher employed an observation to know how the process of teaching learning speaking through riddle game. The observation conducted in one meeting. As the Millan statement there are nine steps in teaching speaking through riddle game, the researcher noted that the entire step was done by the teacher. But, the teaching learning process were not running well. Because, some students were busy with their own activity, some students made noisy and some students guess the word in bahasa.

b. The Teacher's Problems in Teaching Speaking through Riddle Game.

The teacher can run the entire step in teaching speaking, it means that the teacher is competence but she still had difficulties in teaching speaking through riddle game. Besides, the problems of teaching speaking are:

1. Incomplete English lab
2. Less interesting teaching method used
3. Students become overly dependent on teacher
4. Persistent use of first-language
5. Student "hijack lesson" the lesson doesn't go where you want it to.

Having conducted the research, the researcher found more problems during the applying of riddle game in teaching speaking at SMP N 2 Palas South Lampung. They are as follows:

1. Teacher had difficulties in teaching if the students make a noisy in the class.
2. Teacher had problem to give a meaningful feedback or reflection for the students in the process of teaching speaking through riddle game.
3. Teacher had problem to manage the time in the teaching and learning process.

c. Students' Problems in Learning Speaking through Riddle Game.

The researcher employed observation and questionnaire to know the students' problem in learning speaking through riddle game. The problems of learning speaking through riddle game are:

1. Inhibition
2. Nothing to say
3. Low or uneven participation
4. Mother-tongue use.

Having conducted the research, the researcher found more problems during the applying of riddle game in learning speaking at SMP N 2 Palas South Lampung. They are as follows:

1. The students have no good vocabulary mastery.
2. The students had difficulties in understanding the meaning of words and pronouncing the words.
3. The students also looked shy to come in front of the class to be the artist that guess the word
4. Students had problems with finding motivation and interest in learning speaking. Then they were being passive during learning process and they did not confidence, they felt afraid to make a mistake in learning speaking.

B. Disscusion of Finding

In this part, the researcher would like to discuss about the finding of the process of teaching and learning speaking through riddle game, the teacher' problem in teaching speaking through riddle game and the students' problem in learning speaking through riddle game produced by the participants of eight grade students of SMP N 2 Palas South Lampung in the second semester academic year 2017/2018 that had been observed.

1. The Process of Teaching Learning Speaking through Riddle Game

The researcher employed an observation to know how the process of teaching learning speaking through riddle game. The observation conducted in one meeting. As the Millan statement there are nine steps in teaching speaking through riddle game, the researcher noted that the entire step was done by the

teacher. But, the teaching learning process were not running well. Because, some students were busy with their own activity, some students made noisy and some students guess the word in bahasa.

2. The Teacher's Problems in Teaching Speaking through Riddle Game

The teacher can run the entire step in teaching speaking, it means that the teacher is competence but she still had difficulties in teaching speaking through riddle game. Besides, the problems of teaching speaking are:

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3. Students become overly dependent on teacher
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Having conducted the research, the researcher found more problems during the applying of riddle game in teaching speaking at SMP N 2 Palas South Lampung. They are as follows:

1. Teacher had difficulties in teaching if the students make a noisy in the class.
2. Teacher had problem to give a meaningful feedback or reflection for the students in the process of teaching speaking through riddle game.
3. Teacher had problem to manage the time in the teaching and learning process.

3. Students' Problems in Learning Speaking through Riddle Game

The researcher employed observation and questionnaire to know the students' problem in learning speaking through riddle game. The problems of learning speaking through riddle game are:

1. Inhibition
2. Nothing to say
3. Low or uneven participation
4. Mother-tongue use.

Having conducted the research, the researcher found more problems during the applying of riddle game in learning speaking at SMP N 2 Palas South Lampung. They are as follows:

1. The students have no good vocabulary mastery.
2. The students had difficulties in understanding the meaning of words and pronouncing the words.
3. The students also looked shy to come in front of the class to be the artist that guess the word
4. Students had problems with finding motivation and interest in learning speaking. Then they were being passive during learning process and they did not confidence, they felt afraid to make a mistake in learning speaking.

Based on the result of problems above, it can be inferred that the problems explained in the theory were happened to the students, even there were more problem that happen in learning speaking through riddle game. The researcher concluded that the English teacher could do the steps of riddle game in teaching and learning speaking well, although there were some weakness in several sides and there were many obstacles faced by the teacher and the students.

As Allah said on surah Ali Imran/3 : 46

وَيُكَلِّمُ النَّاسَ فِي الْمَهْدِ وَكَهْلًا وَمِنَ الصَّالِحِينَ (آل عمران:٤٦)

"And he will speak to the people in the cradle and adulthood, and will e one of the rigteous."[5] It can be said where Allah wills to proeta person from accusation and he makes the mute tongue of baby speak.

After the researcher analyzed and found out the finding of the research, hopefully the researcher gave contribution of the research to better way. Learning speaking should be supported by an interesting lecture style by teacher, so the students were interested to speaking practice. Besides, someone should have good motivation. Moreover, Riddle Game that has been applied by the teacher is one of the ways that can be used in learning speaking because using riddle can help the students for improving their speaking ability.

[5] *Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris*, (Depok: Al-Huda Kelompok Gema Insani) Ali Imran/3: 46, p.97.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis, it could be concluded that:

1. Teaching learning processes in the class were not running well. It could be seen by the teacher did not complete the riddle steps based on Milan procedure of teaching and learning through riddle game. There were some weaknesses in several sides and there were some problems faced by teacher and students. In other hand, the classroom atmosphere in teaching and learning speaking through riddle game are the students looked active in learning speaking through riddle game, but some of them looked less responsive in learning speaking through riddle game and did not have motivation.

2. The teacher's problems in learning speaking through riddle game are :
    1. Incomplete English lab
    2. Less interesting teaching method used
    3. Students become overly dependent on teacher
    4. Persistent use of first-language
    5. Student "hijack lesson" the lesson doesn't go where you want it to.

6. Teacher had difficulties in teaching if the students make a noisy in the class.
7. Teacher had problem to give a meaningful feedback or reflection for the students in the process of teaching speaking through riddle game.
8. Teacher had problem to manage the time in the teaching and learning process.

3. The students' problems in learning speaking through riddle game are:
    1. Inhibition
    2. Nothing to say
    3. Low or uneven participation
    4. Mother-tongue use.
    5. The students have no good vocabulary mastery.
    6. The students had difficulties in understanding the meaning of words and pronouncing the words.
    7. The students also looked shy to come in front of the class to be the artist that guess the word
    8. Students had problems with finding motivation and interest in learning speaking. Then they were being passive during learning process and they did not confidence, they felt afraid to make a mistake in learning speaking.

B. Suggestion

Considering the result of the research, the researcher would like to give some suggestions:

1. Suggestion for the Teacher

a. The teacher should provide a variety of technique, especially in teaching speaking in order to make teaching learning process more interesting and to attract the students in learning English.

b. The teacher should monitor the students activity well to decrease the crowded classroom.

2. Suggestion for the Students

a. The students should be more active and have motivation to learn and practice their English at school or out of school to improve their speaking.

b. In learning speaking, students should practice the speaking they have learned in everyday life.

3. Suggestion for the other Researchers

The next researcher can conduct a study about teaching speaking with other strategies that make students enjoy and effective in learning speaking to increase their speaking ability.

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Appendix 1.A Interview Guideline For The Teacher in the Preliminary Research

INTERVIEW GUIDELINE

FOR THE TEACHER

Interviewer : Lutfy Siska Sari
Interviewee : Nancy Foedztida Rasyid Siregar, M.Pd
Day/date : Monday/July, 25th2016
Time : 04.00 p.m
Place : SMP N Palas South Lampung

1. How long you teach English in this school ?
2. Can you tell me about your experience in teaching English ?
3. What is you method usually uses to teach *Speaking* ?
4. What is the problem when you teach *Speaking* ?
5. How students' ability in *Speaking* ?
6. What is the students' problem in learning *Speaking* ?

Appendix 1.B Teacher's Interview Transcript in the Preliminary Research

Transcript of Interview with English Teacher at SMP N 2 Palas South Lampung

Researcher : How long you teach English in this school?

Teacher : I begin teaching English in this school about 3 years ago.

Researcher : what class you usually teach in this school?

Teacher : I usually teach 7 grade and 8 grade.

Researcher : Can you tell me about your experience in teaching English especially English?

Teacher : My experience is very happy I can help the students to understand about English.

Researcher : Do you have method in teaching *Speaking* can you mention it?

Teacher : Yes, I do. The method I uses in teaching is *Riddle Game*.

Researcher : Do you have problems in teaching *Speaking*?

Teacher : So far the problem are students are passive in speak English, because they less vocabulary that make they afraid to speak using English and less confident.

Researcher : How the students' ability in *Speaking*?

Teacher : Still low, students are still difficult for expressing idea, they less about vocabulary, they are still difficult to use their pronounce correctly, then the students can't arrange the words correctly when do conversation. Then they sometimes afraid make mistakes when they want to speak.

Researcher : What is the students' problem in learning *Speaking?*

Teacher : The students less confidents and they are shy when they want to speak English, they less interested in *Speaking* subject and less vocabulary that make they afraid to speak English and and they are still difficult to use their pronounce correctly.

Researcher : Could you give me your data speaking in this semester?

Teacher : Yes, of course.

Researcher : I think my interview is done. Thank you so much for your time.

Teacher : you are welcome.

Appendix 1.C The Result of Teacher's Interview in the Preliminary Research

THE RESULT OF INTERVIEW

Interviewer : Lutfi Siska Sari
Interviewee : Nancy Foedztida Rasyid Siregar, M.Pd
Day/date : Monday/July, 25th2016
Time : 04.00 p.m
Place : SMP N Palas South Lampung

No.	Question	Answer	Conclusion
1	How long you teach English in this school ?	I begin teaching English in this school about 3 years ago.	Based on interview with English teacher, the teacher have taught English 3 years.
2	Can you tell me about your experience in teaching English ?	My experience is very happy I can help the students to understand about English.	The students must be given more motivation to develop their Speaking ability.
3	What is you method usually uses to teach Speaking ?	When teach Speaking I usually uses *Riddle Game*.	Can be concluded based on interview that the teacher using GI method for teaching English.
4	What is the problem when you teach Speaking ?	So far the problem are students are passive in speak English, because they less vocabulary that make they afraid to speak using English and less confident.	Based on interview, teacher finds problem when teaching Speaking, such as the students are passive in speak English, because they less vocabulary that make they afraid to speak using English and less confident.
5	How students' ability in Speaking ?	Still low, students are still difficult for expresing idea, they less about vocabulary, they are still difficult to use their pronounce correctly, then the students cann't arrange the words correctly when do conversation. Then they sometimes afraid make mistakes when they want to speak.	Can be concluded that effect factor students' still low in Speaking, it causes because the students feel shy, less confident for express their idea in English, they are still difficult to use their pronounce correctly,Then they sometimes afraid make mistakes when they want to speak.

6	What is the students' problem in learning Speaking ?	The students less confidents and they are shy when they want to speak English, they less interested in Speaking subject, less vocabulary that make they afraid to speak English and they are still difficult to use their pronounce correctly.	Based on interview with English teacher, some problem that faced by students in learning Speaking. Such as less interested in learn Speaking, they still feel shy and afraid to speak English, they are difficult for using pronounce correctly.

Appendix 1.D Questionnaire of the Students in the Preliminary Research

ANGKET (KUESIONER)

Penjelasan:

Kuesioner ini dibuat untuk mengetahui pendapat anda tentang pelajaran bahasa Inggris dan keterlibatan kalian selama mengikuti pelajaran tersebut. Kuesioner ini tidak berpengaruh sama sekali terhadap nilai. Oleh karena itu jangan ragu untuk menjawab setiap pertanyaan. Jawablah pertanyaan dibawah ini sejujur-jujurnyadan sejelas-jelasnya sesuai dengan kondisi yang kalian alami.

Petunjuk Pengisian:

Sebelum mengisi kuesioner ini, Anda dimohon untuk memperhatikan hal-hal sebagai berikut:
1. Berilah tanda ceklist (√) pada salah satu kolom pilihan jawaban yang tersedia

1. SS : Sangat setuju 3. BS : Biasa saja 5.STS :Sangat tidak setuju
2. S : Setuju 4. TS : Tidak setuju

NO	PERNYATAAN	KETERANGAN				
		SS	S	BS	TS	STS
1	Belajar Speaking di dalam kelas sangat menyenangkan	✓				

Responden :

Kelas :

Tempat :

NO	PERNYATAAN	Jawaban				
		SS	S	BS	TS	STS
1.	Saya menyukai pelajaran Bahasa Inggris					
2.	Saya merasa ada manfaat nya jika belajar bahasa Inggris					
3.	Pelajaran speaking sangat penting					
4.	Saya menyukai cara mengajar guru bahasa Inggris khusus nya *speaking* dengan menggunakan metode Group Investigation					
5.	Saya sering menghadapi kesulitan dalam belajar bahasa Inggris					
6.	Saya sering merasa malu dan kurang percaya diri ketika belajar bahasa Inggris terutama pelajaran *speaking*					
7.	Saya sering merasa kesulitan ketika berbicara bahasa Inggris dengan pengucapan yang benar (pronunciation)					

Appendix 1.E The Result of Students' Questionnaire in the Preliminary Research

The Result of Questionnaire in the Preliminary Research

No	PERNYATAAN	KETERANGAN					Total	Kesimpulan
		SS	S	BS	TS	STS		
1	Saya menyukai pelajaran Bahasa Inggris	16%	20%	**60%**	52%	44%	100%	Most of students do not like English.
2	Saya merasa ada manfaat nya jika belajar bahasa Inggris	24%	32%	**68%**	48%	40%	100%	Based on the percentage, some students think that there are advantage if we learn English, but most of students do not think so.
3	Pelajaran speaking sangat penting	36%	28%	**72%**	56%	44%	100%	Most of students are not feel interest with speaking subject
4	Saya menyukai cara mengajar guru bahasa Inggris khusus nya *speaking* dengan menggunakan *riddle game*	32%	44%	**60%**	40%	28%	100%	Based on the percentage, some students agree if the teacher use nice method, but most of students are not feel interest with the teacher's *riddle game*.
5	Saya sering menghadapi kesulitan dalam belajar bahasa Inggris	**80%**	72%	28%	20%	16%	100%	Most of students are feel difficult in learning English.
6	Saya sering merasa malu dan kurang percaya diri ketika belajar bahasa Inggris terutama pelajaran *speaking*	**88%**	76%	48%	24%	20%	100%	Most of students feel shyness and self-confidence when learning English.
7	Saya sering merasa kesulitan ketika berbicara bahasa Inggris dengan pengucapan yang benar (pronunciation)	**80%**	52%	28%	16%	32%	100%	Most of students are difficult to speaking with pronunciation correctly.

Keterangan:
SS : SangatSetuju
TS : TidakSetuju
BS : BiasaSaja
STS : SangatTidakSetuju
S : Setuju

Appendix 2

SILABUS

Sekolah : SMP
Kelas : VIII (Delapan)
Mata Pelajaran : Bahasa Inggris
Semester : 2 (dua)

Standar Kompetensi : Mendengarkan

7. Memahami makna dalam percakapan transaksional dan interpersonal pendek sederhana untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar	Karakter
				Teknik	Bentuk Instrumen	Contoh Instrumen			
7.1 Merespon makna yang terdapat dalam percakapan transaksional (*to getthings done*) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, dan meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima /	Percakapan yang memuat ungkapanungkapan berikut: *A: Do you mind lending me some money?* *B: No Problem / I want to, but ...* *A: Can I have a bit* *B: Sure, here you are* *A:Here's some money for you* *B: I can't take this, sorry* *A: Do you like it?* *B: Yes I do* *A: Have you done it?* *B: Sorry, I haven't* *A: Do you think it's good?* *B: I think so / Sorry, I can't say anything* *A: Would you like some...* *B: Yes, please / No, thanks* Percakapan yang memuat ungkapan ungkapan berikut: *A: What if it I do it again.* *B: Fine, with me.* *A: I have to go now.* *B: Do you have to?* *A: .....* *B: Right / I see / Hm...m.* *Hello, excuse me .....* *Did you? / Were you?* *Thanks/ Bye.../ See you.* *Could I speak to ....please?* *Well, I'm calling to....*	1. *Eliciting* kosakata terkait topik yangakan dibahas (noun, verb, adjective, adverb) 2. Menentukan makna kata dan menggunakannya dalam kalimat 3. Mendengarkan guru dan menirukan ungkapan-ungkapan terkait materi dengan cermat 4. Mendengarkan percakapan tentang materi terkait 5. Menjawab berbagai informasi yang terdapat dalam percakapan 6. Merespon ungkapan-ungkapan yang terkait materi dengan bersahabat dan komunikatif	Merespon ungkapan meminta,memberi, menolak jasa Merespon ungkapan meminta,memberi, menolak barang Merespon ungkapan meminta, memberi, mengingkari informasi Merespon ungkapan meminta,memberi, menolak pendapat Merespon ungkapan meminta, menerima, menolak tawaran Merespon ungkapan meminta,memberi persetujuan Merespon ungkapan Pernyataan Merespon ungkapan memberi perhatian terhadap pembicara Mengawali, Memperpanjang dan menutup percakapan Merespon ungkapan mengawali, memperpanjang	Tes tertulis Tes lisan	Isian singkat Jawaban Singkat Merespon	*Listen to the expression and write your response to it. Listen to the expression and give your response to it.*	2 x 40 menit	1. Script percakapan uku teks 2. Rekaman percakapan 3. Tape recorder 4. CD 5. CD player 6. gambar 7. Benda sekitar 8. model benda	Bersahabat, komunikatif **Cermat.** **Percaya diri.** **Kreatif.** **Kerja sama.** **Ulet.** **Rasa ingin tahu.**

menolak sesuatu 7.2 Merespon makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, telepon		1. Tanya jawab berbagai hal terkait tema/topik yang akan dibahas 2. Mendaftar kosakata yang digunakan dalam percakapan 3. Menentukan makna kosakata dalam daftar 4. Menggunakan kosakata dalam kalimat 5. Tanya jawab menggunakan ungkapan – ungkapan terkait dengan santun 6. Menirukan ungkapan yang diucapkan guru dengan antusias 7. Mendengarkan percakapan 8. Menjawab pertanyaan tentang percakapan dengan bekerja sama	dan menutup percakapan telepon	Tes tulis Tes lisan	ungkapan Melengkapi percakapan	*Listen to the expressions and give your response to them. Listen to the dialogue and complete the text*	2 x 40 menit	1 Buku teks yang relevan 2 *Script* percakapan 3 Rekaman percakapan 4 Tape recorder 5 Gambar yang relevan	Percaya diri Antusias Kerja sama

Standar Kompetensi : Mendengarkan

8. Memahami makna dalam percakapan transaksional dan interpersonal pendek sederhana untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
8.1 Merespon makna yangterdapat dalam teks lisan fungsional pendek sederhana secara akurat,	• Teks fungsional pendek : - undangan, - pengumuman, - pesan singkat • Tujuan komunikatif teks	1. Tanya jawab tentang berbagai hal menggunakan kosakata dan ungkapan yang telah dipelajari 2. Review berbagai jenis teks	• Mengidentifikasi berbagai informasi dalam teks fungsional pendek undangan,pengum	Tes tulis	Melengkapi rumpang	*Listen to the dialogue and complete the following text.*	2x 40 menit	1 Buku teks yang relevan 2 *Script teks fungsional*

lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar 8.2 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *narrative* dan *recount*	fungsional pendek : - undangan, - pengumuman, - pesan singkat • Teks monolog berbentuk : - *narrative* - *recount* • Tujuan komunikatif teks berbentuk : - *narrative* - *recount*	fungsional pendek yang sering dijumpai 3. Mendengarkan teks fungsional pendek terkait tema/topik tertentu dengan cermat 4. Menjawab berbagai pertanyaan terkait informasi dalam taeks fungsional yang didengar 5. Menentukan tujuan komunikatif dari teks yang didengar 1. Tanya jawab berbagai hal ter kait tema/topik/jenis teks 2. *Eliciting* cerita yang dikenal siswa 3. Tanya jawab tentang salah satu cerita yang dikenal siswa - tokoh, tempat kejadian - problem, solusi, akhir cerita 4. Mendengarkan cerita terkait tema/topik dari guru/teman dengan rasa ingin tahu 5. Tanya jawab tentang informasi dalam cerita yang di dengar 6. Tanya jawab tentang tujuan komunikati dari teks yang di dengar	uman,pesan singkat • Mengidentifikasi tujuan komunikatif teks fungsional pendek • Mengidentifikasi berbagai informasi dalam teks monolog narative • Mengidentifikasi tujuan komunikatif teks naratif	Tes tulis	Pilihan ganda	*Listen to the t and choose th right answer*		3 Rekaman percakapan 4 Tape recorder 5 Gambar yang relevan

Standar Kompetensi : Berbicara

9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar	Karakter
				Teknik	Bentuk Instrumen	Contoh Instrumen			
9.1. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana dengan	Percakapan singkat memuat ungkapan – ungkapan : A: *Do you mind lending me some money?* *B: No, problems* *A: Can I have a bit?* *B: Sure, here you are.* *A: Here is some money fo you.* *B: Sorry, I can't take this.*	1. Mengembangkan kosakata terkait dengan jenis ungkapan dan tema/topik yang terkait 2. Tanya jawab tentang berbagai hal menggunakan ungkapan terkait	• Bertanya dan menjawab tentang meminta,memberi, menolak jasa • Bertanya dan menjawabtentang meminta,memberi, menolak barang • Bertanya dan	Tes lisan	Bermain peran	*Create a dialogue based on the role cards and perform it in front of the class*	2 x 40 menit	1. Buku teks yang relevan 2. Gambar yang relevan 3. Benda sekitar	Santun Cermat Percaya diri Semangat

menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu 9.2. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam akurat, lancar, dan berterima untuk berinteraksi denganlingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap	*A: Do you like it ?* *B: Yes, I do.* *A: Have you done it?* *B:No, I haven't.* *A: Do you think it's good?* *B: I think it is / Sorry I can't say any thing* *A: Would you like some .....?* *B: Yes, please / No, Thanks* Teks percakapan memuat ungkapan berikut: *A: what if I do it again?* *B: Fine with me.* *A: I Must go now* *B: Do you have to?* • *Right.* • *I see.* • *Hm...m yeah* • *Hello,excuse me* • *Did you? / Were you?* • *Thanks/ Bye / see you* • *Could I speak to ..?* • *Well,I'm calling to ...?* • *Nice talking to you.*	materi/topik.tema yang di pillih dengan santun 3. Menirukan ungkapanungkapan terkait materi yang diucapkan guru dengan cermat 4. Latihan bertanya dan menjawab menggunakan ungkapan yang telah dipelajari secara berpasangan 5. Bermain peran melakukan percakapan berdasarkan situasi yang diberikan 1. Tanya jawab menggunakan berbagai kosakata dan ungkapan yang telah dipelajari 2. Mendengarkan percakapan yang memuat ungkapanungkapan yang telah dipelajari 3. Menjawab pertanyaan tentang isi percakapan 4. Menjawab pertanyaan tentang makna dan fungsi ungkapan terkait 5. Menggunakan ungkapan – ungkapan terkait berdasarkan konteks dengan percaya diri 6. Bermain peran mengunakan ungkapan yang telah dipelajari dengan semangat	menjawab tentang meminta, memberi danmengingkari informasi • Bertanya dan menjawabtentang meminta,memberi danmenolak pendapat • Bertanya dan menjawab tentang menawarkan, menerima, menolak sesuatu • Bertanya dan menjawab tentang meminta, memberi persetujuan • Bertanya dan menjawab tentang merespon pernyataan • Bertanya dan menjawab tentang memberi perhatian terhadap lawan bicara • Mengawali, memperpanjang menutup percakapan • Mengawali, memperpanjang menutup percakapan telepon	Tes lisan	Bermain peran	*Create a dialogue based on the role cards and perform it in front of the class*.	2 x 40 menit	1. Buku teks yang relevan 2. Gambar yang relevan 3. Benda sekitar 4. Kartu peran	

pembicara, mengawali, memperpanjang, dan menutup percakapan, serta mengawali, memperpanjang, dan menutup percakapan telepon									

Standar Kompetensi : Berbicara

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *recount,* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar	Karakter
				Teknik	Bentuk Instrumen	Contoh Instrumen			
10.1 Mengungkapkan makna dalam teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	• Teks fungsional pendek : - Undangan - Pengumuman - Pesan singkat	1. Review kosakata dan ungkapan yang digunakan dalam teks fungsional pendek terkait materi 2. Membuat kalimat sederhana untuk: - mengundang-mengumumkan - memberi pesan 3. Membahas gambitgambit yang sering muncul dalam teks fungsional terkait 4. Mengungkapkan secara lisan: - undangan - pengumuman - pesan singkat dengan santun dan komunikatif	• Mengungkapkan secara lisan teks fungsional : - Pengumuman - Undangan - Pesan singkat • Bertanya dan menjawab secara lisan berbagai info dalam teks pengumuman, undangan, pesan singkat	Tes lisan	*Performance*	*1. Invite your friend orally to join a discussion on the danger of drugs.* *2. Give announcement orally about the plan of the trip to Borobudur Temple.* *3. Tell your friend to wait for you after school.*	2 x 40 menit	1. Buku teks yang relevan 2. Gambar terkait materi dan topik 3. Benda sekitar 4. Teks bentuk khusus: - undangan, pengumuman pesan singkat	Aantun Percaya diri Komunikatif Cermat Semangat
10.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa	• Teks monolog berbentuk *narrative*	1. Review kosakata dan tata bahasa terkait jenis teks narrative dan tema yang dipilih 2. Membuat kalimat sederhana secara lisan terkait ciri-ciri kebahasaan teks narrative - *simple past* - *past continuous* - *temporal conjunctions*	• Melakukan monolog pendek sederhana dalam bentuk *narrative* dan *recount*	Tes lisan	*Performance*	*1. Retell a stor that you know very well.* *2. Tell a story based on theseries of a pictures given.*	4 x 40 menit	1.Buku teks yang relevan 2.Gambar yang relevan 3.Benda sekitar	

lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*		- *connective words* - *adverbs* - *adjectives* 3. Menceritakan kembali cerita populer di kotanya menggunakan gambit-gambit yang sesuai. Contoh: *Really? That's terrible!, How then?, First,...., then....,finally... dengan percaya diri dan komunikatif* 4. Menceritakan kembali teks narative yang pernah didengar dengan semangat .						4. Buku cerita dalam bahasa Inggris	

Standar Kompetensi : Membaca

11. Memahami makna dalam esei pendek sederhana berbentuk *recount,* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar	Karakter
				Teknik	Bentuk Instrumen	Contoh Instrumen			
11.1 Membaca nyaring bermakna teks fungsional dan essai pendek sederhana berbentuk *recount* dan *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar 11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat,	• Teks Essai berbentuk *narrative / recount* • Ciri kebahasaan Teks Essai berbentuk *narrative / recount* • Tujuan komunikatif teks essai *narratif / recount* • Langkah retorika *narrative / recount* • Teks fungsional : - undangan - pengumuman - pesan	1. Tanya jawab mengembangkan kosakata berdasarkan gambar cerita popular 2. Tanya jawab menggali informasi dalam cerita berdasarkan gambar 3. Mendengarkan teks *narrative / recount* yang dibaca guru dengan rasa ingin tahu 4. Membaca nyaring teks *narrative / recount* dengan ucapan dan intonasi yang benar dengan percaya diri 5. Menjawab berbagai pertanyaan tentang informasi dalam teks yang di baca dengan teliti 1. Menentukan tujuan komunikatif teks *fungsional yang dibaca*	• Membaca nyaring danbermakna teks fungsional/ essai berbentuk *narrative / recount* • Mengidentifikasi berbagai makna teks *narrative / recount* .Mengidentifikasi rujukan kata dalam teks narrative/ recount yang dibaca • Mengidentifikasi berbagai informasi dalam teks fungsional yang dibaca	Tes lisan Tes tulisan	Membaca nyaring Pilihan ganda	*Read the story aloud.* *Choose the right answer based on the text.*	4 x 40 menit	1.Buku teksyang relevan 2. Buku cerita bahasa Inggris 3. Gambar - gambar terkait cerita 4. Rekaman cerita 5. Tape recorder 6. CD 7. VCD player	Rasa ingin tahu Percaya diri Teliti Cermat

lancar dan berterima yang berkaitan dengan lingkungan sekitar 11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secaraakurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *nararative*	• Tujuan komunikatif Teks narrative/ recount • Ciri kebahasaan teks narrative/ recount	2. Menentukan langkah retorika dari teks *fungsional yang dibaca* 3. Menentukan ciri kebahasaan teks *fungsional* yang di baca 4.. Membaca teks *fungsional undangan, pengumuman dan pesan dengan teliti* 1. Mencermati teks monolog terkait materi 2. Menyebutkan jenis teks monologl yang dicermati 3. Menjawab pertanyaan tentang informasi yang terdapat dalam teks monolog dengan cermat 4. Menyebutkan ciri-ciri teks fungsional yang dibaca	• Mengidentifikasi tujuan komunikatif teks fungsional • Mengindentifikasi ciri kebahasaan teks fungsional . Mengidentifikasi tujuan komunikatif teks *narrative / recount* • Mengidentifikasi langkah retorika dan ciri kebahasaan teks *narrative / recount*	Tes tulis	Pertanyaan tertulis	*Answer the following questions based on the text.*	2 x 40 menit	1. Buku teks yang relevan 2. Contoh teks fungsional 3. Gambar terkait materi dan topik 4. Benda sekitar	

Standar Kompetensi : Menulis

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar	Karakter
				Teknik	Bentuk Instrumen	Contoh Instrumen			
12.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	Teks fungsional : - undangan - pengumuman - pesan singkat	1. Review tujuan komunikatif dan ciriciri kebahasaan teks fungsional pendek terkait materi 2. Menulis kalimat sederhana untuk mengundang, mengumumkan, pesan singkat dengan sopan 3. Melengkapi taeks fungsional pendek 4. Menulis teks fungsional pendek dengan cerman dan teliti	Menulis teks fungsional pendek berbentuk : - Pengumuman - Undangan - pesan singkat	Tes tulis	*Essay*	*1. Write sentences based on the situation given.* *2. Complete the text using suitable word/words.* *3. Write a text of invitation on your farewell party.*	2 x 40 menit	1. Buku teks yang relevan 2. Contoh teks fungsional 3. Gambar terkait materi dan topik 4. Benda sekitar	Sopan Cermat Teliti Kerja sama Mandiri Percaya diri

12.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*	• Teks Essai *narrative / recount* • Ciri kebahasaan teks *narrative / recount* • Langkah retorika teks *narrative / recount*	1. Review ciri kebahasaan teks *narrative* 2. Membuat kalimat sederhana terkait teks *narrative* 3. Mengembangkan langkah retorika teks *recount* dan *narrative dengan kerja sama* 4. Membuat draft teks *recount* dan *narrative dengan mandiri* 5. Menulis teks *recount* dan *narrative* berdasarkan draft yang dibuat 6. Memajang hasil tulisan di dinding percaya diri	Menulis teks pendek dan sederhana dalam bentuk narrative dengan langkah retorika yang benar	Tes tertulis	Uraian	*Write a short narrative text based on:* *a. The story you have ever read.* *b. Series of pictures given.*	4 x 40 menit	1.Buku teks yang relevan 2. Buku cerita bahasa Inggris 3. Gambar - gambar terkait	

LEMBAR PENGESAHAN

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Appendix 3

RENCANA PELAKSANAAN PEMBELAJARAN

Nama sekolah : SMP N 2 Palas Lampung Selatan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan) / 2
Standar Kompetensi: 3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat
Kompetensi Dasar : 3.1 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima
Jenis teks : *transactional/interpersonal*
Tema : *place, animal, building* and *a thing.*
Aspek/Skill : Berbicara
Alokasi Waktu : 4 x 40 menit (2x pertemuan)

I. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:
Tanya jawab tentang nama orang, jalan, dan benda serta cara pengejaannya
Menceritakan kegiatan dalam gambar secara lisan
Menjawab pertanyaan sesuai keterangan yang tersedia
Menjawab pertanyaan yang sesuai dengan keterangan dalam gambar

❖ **Karakter siswa yang diharapkan :**

Dapat dipercaya (Trustworthines)
Rasa hormat dan perhatian (*respect*)
Tekun (*diligence*)
Tanggung jawab (*responsibility*)
Berani (*courage*)

II. Materi Pembelajaran :Animals

a. Grammar Practice

- Penjelasan, gambar dan latihan tentang artikel tak tentu (a, an)
- Penjelasan, gambar dan latihan tentang bentuk negatif be

- Penjelasan, gambar dan latihan tentang kata benda jamak dan preposisi in, on, under, there are, there is
- Penjelasan, gambar dan latihan tentang letak urutan kata benda-kata sifat

b. Communication Practice

- Penjelasan dan contoh tanya jawab menanyakan cita-cita
- Penjelasan dan gambar tentang sekitar kita yang bermanfaat

c. Developing Oral Skills

- Penjelasan instruksi latihan, gambar, dan latihan

d. Unit Self-test

- Record your voice: penyebutan macam-macam sekitar kita

III. Metode Pembelajaran :Riddle game

IV. Langkah-langkah Kegiatan

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Guru membuka kegiatan pembelajaran dengan salam dan berdoa bersama. • Guru memeriksa kehadiran siswa. • Guru member pertanyaan yang berhubungan dengan topic. • Siswa menjawab pertanyaan guru.	5 menit
Inti	***Observing*** • Guru memberitahu siswa mengenai materi pembelajaran (*animals*). • Siswa diminta menyebutkan kosa kata tentang*animals*. • Guru menuliskan macam-macam *animals*dan meminta siswa menuliskan ke dalam buku catatan. ***Communicating*** • Guru dan siswa membahas macam-macam*animals.* • Memberi kesempatan kepada siswa yang untuk menyebutkan macam-macam *animals.* • Menuliskan kosa kata baru/sulit. ***Experimenting: Riddle game*** • Bagi kelas menjadi 2 grup: grup bertanya dan grup menjawab. • Beritahu siswa anda petunjuk teka-teki tentang seseorang, tempat, hewan, atau benda.(sesuaikan	5 menit 5 menit 20 menit

	dengan tema) • Guru menjelaskan kosakata yang guru yakin siswa tidak tahu. • Setelah mendapatkan kosakata, lakukan pendiktian baris demi baris • Berikan pertanyaan ke grup pertamadan jawaban ke grup kedua • Setiap siswa digrup pertama harus membaca pertanyaan yang dia miliki dengan keras dan siapapun yang memiliki jawabannya digrup lain membaca jawaban dengan keras. • Jika pertanyaan dan jawaban serasi, letakkan siswa berpasangan. Jika tidak, lanjutkan sampai jawaban yang benar ditemukan. Setiap siswa bisa membaca bagiannya hanya dua kali. Ketika semua pertanyaan dan jawaban dicocokan, mintalah pasangan untuk membaca lagi teka-teki yang mereka miliki hanya untuk bersenang-senang.Supaya ada interaksi antar peserta didik dan atara siswa dengan guru.	
Penutup	• Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa ditanya bagaimana perasaannya. • Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik yang di pelajari • Guru menutup kegiatan belajar dengan salam dan doa penutup.	5 menit

V. Sumber Belajar:

1. Buku teks yang relevan: Kaset/CD .
2. Narasumber, Kaset/CD .
3. *Script* percakapan dan/atau rekaman percakapan
4. Gambar-gambar yang relevan

VI. Penilaian

Indikator PencapaianKompetensi	**Teknik Penilaian**	**Bentuk Instrumen**	**Instrumen/ Soal**
1.Memberi instruksi 2.Menyebut daftar	Tes lisan Unjuk	1. Sakan gambar	*1. Give an instruction based on the picture shown!*

sekitar kita 3.Mengucapkan selamat 4.Mengumumkan dengan singkat	kerja Unjuk kerja Unjuk kerja	*2.Uji Petik* *3.Uji Petik* *4. Uji Petik*	*2. Mention 5animals thats you know a. ants* *b. elephants* *3. What would you say to a friend :* *a. on his/her birthday* *b. in weekends* *c. if he/she has got the best in class* *4. inform your friend about the* *coming flag ceremony through an announcement*

a. Pedoman Penilaian

Jumlah skor maksimal keseluruhan 100

b. Rubrik Penilaian

Element	Score
Pronunciation	25
Delivery	25
Performance	25
Supporting aids	25

Standard of each element:

Excellent	21-25
Very good	16-20
Good	11-15
Average	6-10
Poor	≤5

Mengetahui;
Kepala Sekolah SMP N 2 Palas

Palas, September 2016
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Appendix 4

OBSERVATION SHEET

No	Component of Observation	Pointer of observation	Time Allocation	Checklist		Note
A	**Process, planning, doing, and evaluation :**			**Yes**	**No**	
1	**Pre activities :** The teacher opens the lesson, starting it by greeting, saying the prayer, and checks the attendance list, and gives brainstorming to the students.		15 Minutes	√		The teacher opened the lesson by greeting the students. Then, the teacher checked the attendance by calling one by one . after that, the teacher started the lesson and prepared the material, the teacher attracted the students' motivation by asking them some vocabularies that they know.
2	The teacher builds the background knowledge of the materials which is going to be learned			√		The teacher explained the material about the Material the theme is Asking and Giving Information (this is for the first cycle) then the teacher explained the rules of riddle game after the teacher explained the materials that they going to learn.
3	**While-activity :** Divide the class into two groups: The QUESTION group		30 Minutes	√		The teacher divided the class into two groups: The QUESTION group and the ANSWER group.

	and the ANSWER group.				
4	Tell your students clue that the riddle is about a person, place, animal, or thing		√		The teacher told to the students clues that the riddle was about things around us.
5	The teacher explains the vocabulary that the teacher believes the students don't know.		√		The teacher gave a new vocabulary that appropriate with the material.
6	After getting the vocabulary out of the way, do the dictation line-by-line. And the students repeat the vocabulary that the teacher dictation.		√		The teacher then guided them to make repetition of the vocabulary by the language learner in chorus. After that, repetition the vocabulary then continued with group which is the question groups and the answer group
7	The students repeat aloud the vocab of the teacher dictation.		√		The students repeated aloud the vocablary.
8	Give the questions to the first group and the answers to the other group.		√		the teacher gave the questions to the first group and the answers to the other group, that appropriate with the material, that wasabout things around us.
9	Each student in the first group is				Then, each student in

	supposed to read the question he has aloud and whoever has the answer in the other group reads the answer aloud.		√		the question group supposed to read the question he had aloud and whoever had the answer in the other group reads the answer aloud.
10	**Post activities** The teacher asks them whether they have some difficulties to answer the questions.		√		The teacher asked didnot whether they had some difficulties to answer the questions.
11	teacher gives feedback about students' mistake			√	teacher gave explanation about students' mistake and fixed their pronounciation.
12	the teacher ends the class		√		The teacher ended the class with Hamdalah and Wassalam, but before that teacher gave the motivation for student to learn more.
B	**Teacher problems :**				
13	Incomplete English lab		√		There is no English lab in this school.
14	Less interesting teaching method used			√	The teacher used interesting and fun game.
15	Students become overly dependent on teacher,		√		The students overly dependent on teacher. They always asked the teacher about new vocabulary without any effort.

16	Persistent use of first-language		√		The teacher and the students mostly used bahasa to communicate.
17	Student "hijack lesson" the lesson doesn't go where you want it to.		√		The students sometimes didn't want to do the teachers' instructions.
C	**Students' problems :**				
18	Are the students often inhibited about trying to say things in a foreign language in the classroom?		√		Some students felt often inhibited about trying to say something use a foreign language in the classroom because they felt difficult to pronoun the words correctly.
19	Do the students' have difficulties to express themselves beyond the guilty feeling that they should be speaking?		√		Some students had no motivation to express themselves beyond the guilty feeling that they would be spoken, so when they learnt speaking process they were just silent or passive.
20	Do the students have low or uneven participation in the classroom?		√		Some student were low participation.
21	Do the students use Mother-tongue in the classroom?		√		Some students use mother tongue in the classroom because it was easier, they felt unnatural to speak to another in a foreign language, and because they felt less exposed if they were speaking used their mother tongue.
22	Are there any other problems when				Some students had

	the students learn speaking in the classroom?		√		difficulties in pronouncing the words, felt unconfident, passive in learning speaking process and lack of fluency.

Appendix 5.

Interview Teacher

1. The researcher : Can you control the class when teaching speaking?
   The teacher : Yes, but sometimes I got difficulty to make the students pay attentions because some students were busy with their activity like chatting with their friends and make the class became noisy.

2. The researcher : What is your aid in teaching speaking by Riddle game?
   The teacher : Hmm… I usually use media speaker (audio) to make the students interesting in teaching and learning process.

3. The researcher : Do you use standart textbook in teaching speaking?
   The teacher : No, I usually prepare the material by myself or from the internet.

4. The researcher : Do you think Riddle game appropriate in speaking class?
   The teacher : In my opinion, this method is suitable to use in speaking class.

5. The researcher : Do you follow all of the procedures when teaching speaking by using Riddle game?

   The teacher : Yes, I followed all the procedures of Riddle game, because this important I think.
6. The researcher : Are the students active in learning speaking by using Riddle game?
   The teacher : Most of the students were active in the process of teaching and learning speaking by using Riddle game.

7. The researcher : In your opinion, what are the difficulties when teaching speaking by using Riddle game?
   The teacher : I felt difficulties when teaching speaking by using Riddle game that to calm and handle the students' that seemed so crowded.

8. The researcher : In your opinion, what are the difficulties faced by students when learning speaking by using Riddle game?
   The teacher : In my opinion, the students had difficulities to repeat the word after the speakers.

Appendix 6

QUESTIONNAIRE

Code :

I. **Penjelasan**
kuestioner ini disusun untuk mengetahui pendapat anda tentang pelajaran bahasa inggris khususnya materi tentang *description* dan keterlibatan kalian selama mengikuti pelajaran tersebut. Kuestioner ini tidak berpengaruh terhadap nilai bahasa inggris anda. Oleh karna itu jangan ragu untuk menjawab dan memberikan jawaban yang jujur dan jelas pada pertanyaan.

II. **Isian Kuestioner**
Saya mengharapkan anda dapat memberikan jawaban atas pertanyaan dibawah ini secara jujur dan benar dengan memberikan tanda silang pada salah satu pilihan huruf A,dan B.

1. Apakah menurut anda bahasa Inggris merupakan mata pelajaran yang sulit ?

   a. Ya b. Biasa Saja c. Tidak

2. Apakah anda mengalami kesulitan dalam belajar *Speaking* ?

   a. Ya b. Biasa Saja c. Tidak

3. Apakah anda kesulitan dalam mengucapkan sebuah kata bahasa Inggris yang anda pelajari dengan benar ?

   a. Ya b. Biasa Saja c. Tidak

4. Apakah anda kesulitan memahami makna dari sebuah kata bahasa Inggris yang anda pelajari ?

   a. Ya b. Biasa Saja c. Tidak

5. Apakah anda kesulitan dalam mengucapkan sebuah kata bahasa Inggris yang panjang dan rumit ?

   a. Ya b. Biasa Saja c. Tidak

6. Apakah anda kesulitan dalam mengeja sebuah kata yang di pelajari?

   a. Ya b. Biasa Saja c. Tidak

7. Apakah dengan menggunakan *riddle game* belajar *speaking* menjadi lebih mudah ?

   a. Ya b. Biasa Saja c. Tidak

8. Apakah anda senang menggunakan *riddlegame* dalam belajar *speaking*?

   a.Ya b. Biasa Saja c. Tidak

9. Apakah kesulitan anda terdapat di minimimnya kosakata yang anda miliki?

   a.Ya b. Biasa Saja c. Tidak

10. Kesulitan apa sajakah yang anda alami dalam kelas ketika pembelajaran *speaking* dengan menggunakan *riddlegame*?

.....

.....

.....

Appendix 7. A

SPEAKING SCORE

Class : VIII A
Date :

No	Name	Language Skill and Component					Score
		P	G	V	F	C	
1	Andikha Prihartono	10	15	15	10	10	60
2	Angga Dwi Saweri G	10	15	15	10	10	60
3	Annisa Paulia	15	15	15	10	15	70
4	Brilian Agung N	15	15	15	10	15	60
5	Chela Amadono	10	10	15	10	10	55
6	Chyntia Dwi Sartika	10	15	15	10	10	60
7	Citra Adha Ayu N	10	10	15	10	10	55
8	Elsaria Safira	10	10	15	10	10	55
9	Eva Prima Sari	10	10	15	10	15	60
10	Fanny Arista	10	10	15	10	15	55
11	Firia Devi Susanti	10	15	15	10	10	65
12	Gung Bagus Jefrika	15	15	15	15	15	75
13	Megawati Ridwan F	10	10	10	10	10	50
14	Meliani Putri	10	10	10	10	10	50
15	Muh.Fathi Rojai M	15	15	15	15	15	75
16	Nurul Ahya	10	15	15	10	15	65
17	Nurul Indah Septiana	10	15	15	10	15	65
18	Raden Roro Rastran	15	15	15	15	15	75
19	Resti Ayu Wandira	10	15	15	10	10	60
20	Reza Janati Utami	10	10	15	10	15	60
21	Rezlya Fitri Siregar	5	10	15	10	15	55
22	Stephani Balqis	5	15	15	5	`10	55
23	Tika Agustina	10	10	15	10	15	60
24	Ulivia Yulanda S	10	10	10	5	10	50
25	Widiyati Raharjo	5	15	10	5	10	45
26	Wiga Tiara Putri	5	10	10	5	10	40
27	Yayuk Erlina	5	15	15	5	10	50
28	Yoga Pratama	15	15	15	10	15	70
29	Yudha Adji Pratama	10	15	15	15	15	70
30	Zalffa Rizky Ananta	5	10	10	5	10	40
31	Agung Wicajksono	5	10	10	5	15	45
32							
33							

Ket :
P : Pronunciation G: Grammar V: Vocabulary F: Fluency C: Comprehension

Palas, September 2016
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Appendix 7. B

SPEAKING SCORE

Class : VIII B
Date :

No	Name	Language Skill and Component					Score
		P	G	V	F	C	
1	Albertus Destianta B	5	10	5	5	15	40
2	Astria Munitasari	5	15	15	5	10	50
3	Ayu Andriani	10	15	15	10	15	65
4	Ayu Astari	10	10	10	10	10	50
5	Elishabet Shelawa	5	10	5	5	15	40
6	Hana Hamida	5	10	10	5	10	45
7	I Gede Wira Charleski	10	20	15	10	10	70
8	Ichsan Dwi Guspria	15	15	15	15	15	75
9	Jeni Sagita Putri	15	10	10	5	15	45
10	Junita Lestari	5	10	15	5	10	50
11	M. Febri Saputra	5	10	10	5	15	40
12	Maldini Rafliansyah	5	10	10	5	10	45
13	Melinia	10	10	10	10	10	50
14	Mentari Oktora	10	15	15	5	5	50
15	Mita Ayu Lestari	5	10	10	5	10	40
16	Mona Silvia	5	10	15	5	10	45
17	Muh. Alfinar Ridho	5	10	10	5	10	40
18	Muh. Rifki Akbar	5	10	10	10	10	50
19	Muh. Yusuf	5	15	15	5	10	50
20	Nely Rahmawati	5	10	10	5	15	45
21	Nikmah Fauziah	10	15	15	10	15	65
22	Puput Nurhayati	5	15	15	15	10	50
23	Rahmat Amin S	5	10	15	5	10	45
24	Resa Deadara	5	5	10	5	10	40
25	Rezi Tio Andara Gint	5	10	10	5	15	45
26	Rizky Kinanti	10	10	15	10	10	50
27	Rosi Septiani	5	15	15	5	10	45
28	Siti Murdiana	5	10	15	5	15	50
29	Selvina Putri BP	5	15	10	5	10	45
30	Sesha Wulandari	5	15	15	5	10	50
31	Sri Astuti Fiteri H	10	10	15	10	15	60
32	Venny Lisya S	5	15	15	5	10	50
33	Wika Julia Marbun	10	10	15	5	20	60

Ket :
P : Pronunciation G: Grammar V: Vocabulary F: Fluency C: Comprehension

Palas, September 2016
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Appendix 7. C

SPEAKING SCORE

Class : VIII C
Date :

No	Name	Language Skill and Component					Score
		P	G	V	F	C	
1	Afreza Dwi Rahmawati	10	15	15	10	15	65
2	Albertus Rido Aryadi	15	15	15	10	15	70
3	Aril Afandi	5	10	15	10	10	50
4	Ahmad Dirgantara	10	15	15	10	10	60
5	Bagus Prasetyo	15	15	15	15	15	75
6	Bahtiar	10	10	10	10	10	50
7	Brilian	5	5	15	5	15	45
8	Bayu Anggara	5	15	15	5	10	50
9	Desi Fitriani	5	10	10	5	15	45
10	Dian Aulia	10	15	15	15	10	60
11	Dimas Aditia	5	10	10	10	15	45
12	Dina Nur Istikomah	10	15	10	10	15	55
13	Dwi Purwaningsih	10	10	10	10	10	50
14	Elsa Erlina	5	10	10	10	10	40
15	Erma Dwiyani	10	15	15	15	10	60
16	Fadillah Wahyuneza	5	10	10	10	10	40
17	Fajar Ramadhani	10	10	10	10	15	55
18	Femas Edho	5	10	10	5	10	40
19	Fera Apriliani	10	15	10	10	15	60
20	Helen Rahmawati	5	10	`10	5	10	40
21	Jannatun Nisa Arum	5	15	10	5	15	50
22	Muhammad Rega	5	10	15	5	15	50
23	Nabilla Dwi Azzahra	5	5	15	5	15	45
24	Nina Revita Sari	5	15	`15	10	10	55
25	Putri Yulianti	5	5	10	5	10	40
26	Rahma Putri Ika Maulia	10	15	10	10	10	50
27	Resi Dwi Nurfika	5	10	10	5	10	40
28	Restu Waluyo	5	10	15	5	10	50
29	Rita Wulan Dari	10	10	15	10	10	65
30	Septiana	5	10	10	5	10	40
31	Serli Desi Saputri	10	10	10	10	10	40
32	Syaifur Rizaldi	10	15	15	10	15	65
33	Windi Aulia	15	15	15	10	15	70

Ket :
P : Pronunciation G: Grammar V: Vocabulary F: Fluency C: Comprehension

Palas, September 2016
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Appendix 8

Rubric Assessment

Criteria	Rating Score	Remarks
Pronunciation	13-15	Has a few traces of foreign language
	10-12	Always intelligible, though one is conscious of a definite accent
	7-9	Pronunciation problem necessitates concentrated listening and occasionally lead to misunderstand
	4-6	Very hard to understand because of pronunciation problem, most frequently be asked to repeat
	1-3	Pronunciation problem to serve as to make speech virtually unintelligible.
Grammar	17-20	Make free, if any noticeable errors of grammar and order.
	13-16	Occasionally makes grammatical or word order errors that do not, however, obscure meaning.
	9-12	Make frequent errors of grammar and word orders, which occasionally obscure meaning.
	5-8	Grammar and word order errors make comprehension difficult, must often rephrase sentences.
	1-4	Errors in grammar and word order, so, severe as to make speech virtually unintelligible.
Vocabulary	13-15	Use of vocabulary and idioms is virtually that of native speaker.
	10-12	Sometimes uses inappropriate terms and must rephrase ideas because of lexical and equities
	7-9	Frequently uses the wrong words, conversation somewhat limited because of inadequate vocabulary.
	4-6	Misuse of words and very limited vocabulary makes comprehension quite difficult.

	1-3	Vocabulary limitation so extreme as to make conversation virtually impossible.
Fluency	21-25	Speech as fluent and efforts less as that of native speaker.
	16-20	Speed of speech seems to be slightly affected by language problem
	11-15	Speed and fluency are rather strongly affected by language problem
	6-10	Usually hesitant, often forced into silence by language limitation.
	1-5	Speech is so halting and fragmentary as to make conversation virtually impossible.
Comprehension	21-25	Appears to understand everything without difficulty
	16-20	Understand nearly everything at normal speed although occasionally repetition may be necessary
	11-15	Understand most of what is said at slower than normal speed without repetition
	6-10	Has a great difficulty following what is said can comprehend only "social conversation" spoken slowly and with frequent repetition
	1-5	Cannot be said to understand even simple conversation

APPENDIX 9.

PICTURE WHEN TEACHING AND LEARNING PROCESS:

PICTURE WHEN TEACHING AND LEARNING PROCESS:

PICTURE THE ENGLISH TEACHER

PICTURE THE SCHOOL SMP N 2 PALAS

PICTURE THE SCHOOL SMP N 2 PALAS

PICTURE THE SCHOOL SMP N 2 PALAS

PICTURE THE SCHOOL SMP N 2 PALAS

PICTURE THE SCHOOL SMP N 2 PALAS