

**THE EFFECTIVENESS OF USING RIDDLE GAME  
ON VOCABULARY MASTERY OF THE NINTH GRADERS  
AT MTS MA'ARIF NU 1 AJIBARANG BANYUMAS**



**AN UNDERGRADUATE THESIS**

**Submitted to the Faculty of Tarbiya and Teacher Training of  
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto  
as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd.) Degree**

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2024**

# STATEMENT OF ORIGINALITY

## STATEMENT OF ORIGINALITY

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If later on my statement is not true, then I am willing to accept the applicable academic sanctions (revocation of graduation predicate and bachelor degree).

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To,  
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In Purwokerto

*Assalamu'alaikum Wr. Wb.*

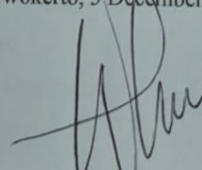
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*Wassalamu'alaikum Wr. Wb.*

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## APPROVAL SHEET

### APPROVAL SHEET

This thesis, entitled

#### **THE EFFECTIVENESS OF USING RIDDLE GAME ON VOCABULARY MASTERY OF THE NINTH GRADERS AT MTs MA'ARIF NU 1 AJIBARANG BANYUMAS**

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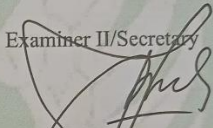
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## MOTTO

“Success is when desire meets effort.”

- Imam Syafi'i



## **DEDICATION**

*Dedicated to the Almighty, who enlightened my path with countless blessings.  
My beloved parents, Mr. Sudarto Raharjo and Almh. Sukini, who consistently support  
and love me.*

*My beloved sister, Devi, and my brother, Refa.*

*All my dear family.*



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I would like to express my sincere gratitude to the esteemed people whose unwavering encouragement and guidance have been crucial in helping me along my academic journey. Therefore, I intend to express gratitude and appreciation to:

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4. Prof. Dr. H. Subur, M.Ag., as the 3rd Vice Dean of the Faculty of Tarbiya and Teacher Training of UIN Prof. K.H. Saifuddin Zuhri Purwokerto.
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6. Abdal Chaqil Harimi, M.Pd.I., as the Secretary of Tadris Department in the Faculty of Tarbiya and Teacher Training of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto.
7. Desi Wijayanti Ma'rufah, M.Pd., as the Coordinator of English Education Program of the Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto.
8. Windharyati Dyah Kusumawanti, M.A., M.Pd., as my undergraduate thesis supervisor, for her dedication, insightful feedback, and priceless advice that greatly aided for my thesis.

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17. To all my friends in TBI A class of 2020, it is an honour to know each of you. I admire you all and am grateful for the valuable experiences we have shared. May each of us continue on our own path to success.

Purwokerto, 10<sup>th</sup> November 2024



**Deni Iftikhar Ibnu Eldar**

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## ABSTRACT

### THE EFFECTIVENESS OF USING RIDDLE GAME ON VOCABULARY MASTERY OF THE NINTH GRADERS AT MTS MA'ARIF NU 1 AJIBARANG BANYUMAS

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**Abstract:** Vocabulary Mastery is a crucial aspect for enhancing skills in listening, speaking, reading, and writing. This study examines the effectiveness of using riddle game on vocabulary mastery among Grade IX students at MTs Ma'arif NU 1 Ajibarang. The total population was 68 students from three classes, then selected through simple random sampling so that there were 25 students from class IX-A, and 24 students from class IX-B. A quantitative approach was applied, with data collected through pre-tests and post-tests in multiple-choice format. A t-test was conducted to assess potential differences in average scores between the experimental and control groups. Initially, both groups had low pre-test scores, with mean scores of 69.9 and 63.4 for the experimental and control groups, respectively. However, after the intervention, the experimental group achieved a higher post-test mean score of 83.4, compared to 71.1 in the control group. Based on the results, the riddle game technique had an effect on students' vocabulary mastery at MTs Ma'arif NU 1 Ajibarang Banyumas.

**Keywords:** *Teaching Technique; Vocabulary Mastery; Riddle Game*

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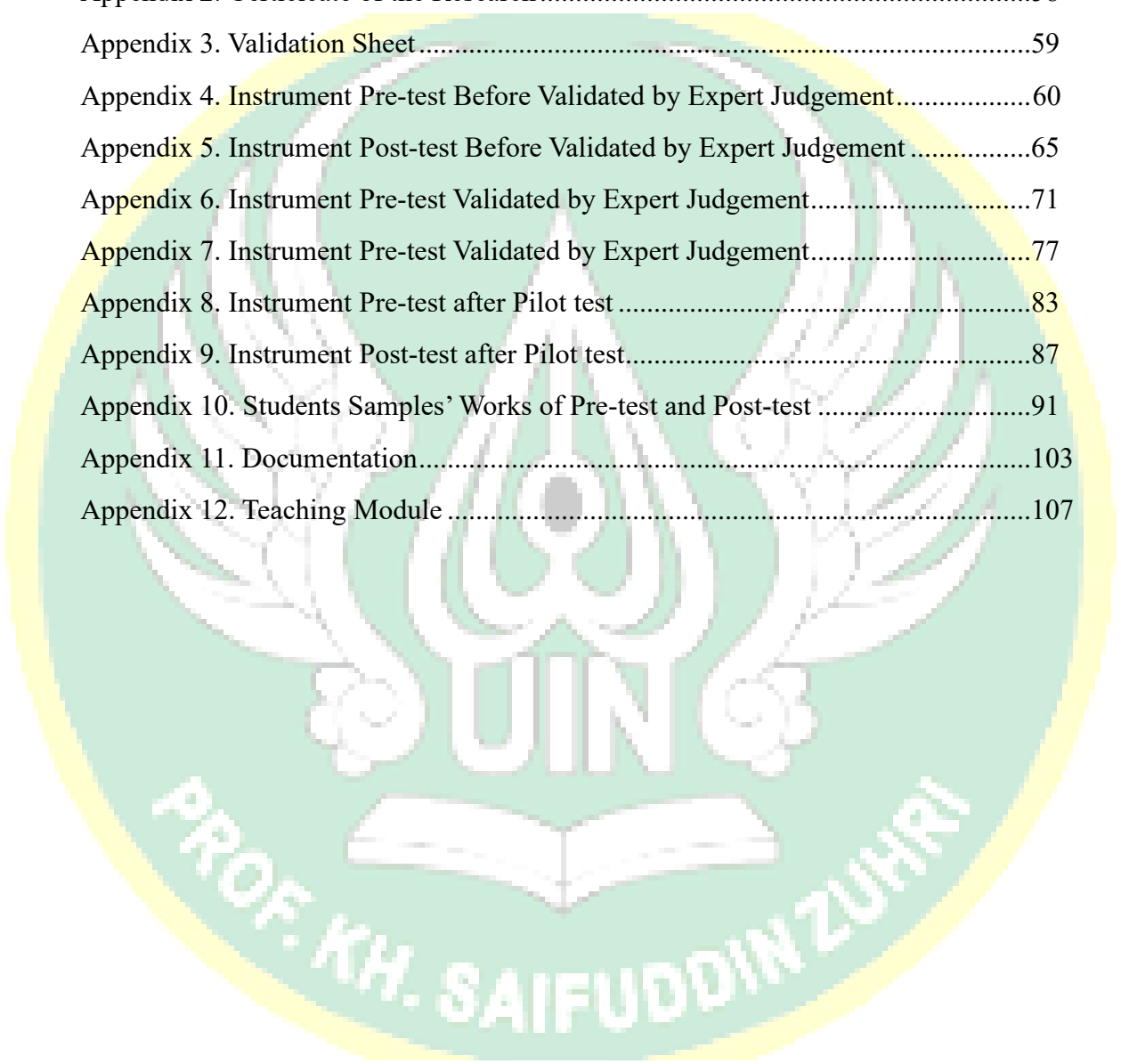
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## **CHAPTER I**

### **INTRODUCTION**

The concepts that form the basis for the value of this study are examined and expanded upon in this chapter. This chapter includes the background of study, clarification of key terms, research question, aims and significances of the research, and organization of the paper.

#### **A. Background of the Research**

English Language Teaching (ELT) is essential in preparing students with the communication skills necessary to succeed in a globalized world, where English functions as a primary medium for international communication and knowledge sharing. It can be examined from many schools in Indonesia, from kindergarten to university level are trying to teach students English (Jayanti & Norahmi, 2015). This is in a line with what is explained by Foo and Richards (2004) that in some countries, English is taught in schools as a second language to prepare students to communicate with the internal community and in academic world. In learning English, there are four skills, such as listening, speaking, reading and writing. Additionally, language components such as vocabulary mastery also becomes the main goal in learning a language, because in order to develop students' English competence, teachers must concentrate on assisting students in increasing their vocabulary knowledge (Sudarman et al., 2022). Vocabulary is a crucial aspect of English language, because with optimal vocabulary, other language skills can be acquired (Pahamzah, 2022).

Vocabulary plays an important role in language. Vocabulary is a crucial part of language that maintain all of the knowledge/information about the meanings and usage of words (Octaviarnis, 2020). Thus, before students understand a language, they have to know vocabulary first. As a result, they will be able to listen, speak, read and write well. Understanding vocabulary involves knowing the construction of words (Megi, Syahrir, and Puspa, 2023). This concept explained that to use words in communication, it is essential to have a comprehension of their structure and meaning. In essence, not only in oral communication, but vocabulary also helps in written communication. Because it

plays a role in communicating a variety of feelings, opinions, thoughts, ideas both oral and written (Yuliarsih, 2022).

In Merdeka Curriculum, in phase D, students are required to demonstrate proficiency in using English for oral communication in various formal and informal context (Kemendikbud, 2023). Additionally, students should be able to express themselves in writing through basic and organized paragraphs. These aspects include the use and replacement of vocabulary, it emphasizes the importance of students having vocabulary mastery. Vocabulary mastery will enable them to accomplish requirements of the curriculum (Nurafni and Suriaman 2020). Learning vocabulary has been implemented in Indonesian schools. They are taught to students in a way that is integrated (Cahyono et al., 2024). The strategies used by some teachers in Indonesia to teach students are still traditional strategy. Even so, there are also teachers who are already aware of strategies that can be used in teaching vocabulary, namely using translation, dictionary, using stories, and games (Gultom et al., 2022). However, in the school, students still have difficulties in learning vocabulary, moreover to master it. Some of the problems faced by students are difficulties in memorizing vocabulary, applying the use of words related to grammar, how to pronounce words, and their low motivation (Purnomo et al., 2013).

As in the case of preliminary research conducted at MTs Ma'arif NU 1 Ajibarang, there were several difficulties experienced by students when learning English in class. One of them was students' lack of vocabulary. Their limited vocabulary made them hard to understand, write, or engage in direct conversation. This was based on the teacher in this school who explained that this was a problem during the learning process. Students sometimes had difficulty writing a word, not knowing the meaning of a word, and participating in conversation. Then, they tended to get bored and lazy in learning English. This was evident during class observation, students in the class were not very active in participating in answering questions and the teacher only explained the material based on textbook. On the basis that vocabulary is a very important goal, a technique can be developed to make it easier for students to learn vocabulary.



A learning technique can help students achieve their learning goals. For example, the technique of using game models has advantages for students. As a result, most students enjoy playing games, they do not feel bored. Games provide a familiar mode of communication among players and it can motivate them to study foreign languages (Yuliana, 2011). In learning, motivation is important for students. Motivation is one of the factors that influence students to master English (Dwinalida and Setiaji, 2022). One of the games that motivate students and can be implemented for vocabulary mastery purposes is a riddle game. Riddle is a question that aims to test a person's ingenuity in finding the answer or meaning, presenting a puzzling fact, thing, or person. This game can be applied in vocabulary learning. With the puzzle/riddle form, students can imagine and think of words based on the questions. It is according to Sari L (2020) riddles involve cognitive skills such as analyzing words, this certainly contributes to introducing new vocabulary.

According to Trinawati et al. (2023) using riddle as a teaching technique can enhance students' vocabulary mastery. The students' ability to master vocabulary improved when taught using the riddles technique. This technique made vocabulary learning in the class more enjoyable for students than conventional teaching. It can be concluded that the riddle game technique can help students to master vocabulary. Imroatin (2020) also explains that the riddle game effects students in mastering vocabulary. The use of this game could help them to memorize the vocabulary. In addition, Parapat (2022) states that there was influence on students' vocabulary mastery. Previous studies related to riddle games for vocabulary mastery were only limited to introducing noun vocabulary, while this research is specific to vocabulary to help them with writing skills, such as verbs and adjectives. This technique helped them to understand and remember some vocabularies that teacher taught.

Based on explanation above, the studies showed that applying riddle game as a learning technique for students' vocabulary mastery have good impacts. A reason to reinforce why conducting this research is because the teacher at this school never applied the riddle game technique in learning English. Therefore, it

is important to the researcher conduct a research with the title "*The Effectiveness of Using Riddle Game on Vocabulary Mastery of the Ninth Graders at MTs Ma'arif NU 1 Ajibarang Banyumas*".

## **B. Clarification of Key Terms**

The purpose of these terms are to offer direction for this research. The clarification of key terms are:

### 1. Vocabulary Mastery

Learning vocabulary is important in the process of acquiring a foreign language, whether it is the primary or secondary language. Vocabulary refers to the understanding of words and their meanings (Kamil and Heibert, 2005). When someone learns vocabulary, it can make him/her easier to express ideas and concepts effectively. For students, vocabulary mastery will greatly help them in learning English. They will be able to better master the English skills. According to Merriam Webster, mastery is defined as the attainment of a very high level of skill or knowledge. The overall definition of vocabulary mastery for students according to Staehr (2008) is the capacity to read, write, speak, and listen to something containing vocabulary. Vocabulary mastery also refers to the effective and appropriate use of words.

Mastery of vocabulary is highly necessary for someone to understand and use the collection of words they possess to express thoughts and emotions in various contexts of life such as in using language activities. Vocabulary is the wealth of words possessed by a speaker, writer, or language. Vocabulary is also a language component that contains all information about the meaning and usage of words in a language (Sutarini et al., 2021). There are many vocabularies in English, for example what students learn in school are adjectives and verbs. According to Harmer (2007) writing grammatically correct sentences requires considerable attention to the choice and placement of adjectives and verbs. Adjectives and verbs are the basic elements in the formation of meaningful and coherent sentences. In line with Nation's (2001) opinion that having a vocabulary of verbs and adjectives also greatly helps students in expressing one's thoughts and feelings more accurately and vividly. Verbs give the action or state, while

adjectives give detail and nuance to the description. The various explanations about vocabulary point out that vocabulary is very important to learn for the communication aspect. This is in line with McCarthy's (1990) opinion, effective communication in a second language is impossible without a diverse vocabulary, regardless of how proficient students are in grammar or pronunciation.

## 2. Riddle Game

Riddle game is one of language game that can be implemented into learning process. Riddles is an effective technique as it requires students to use a range of language skills in order to think a solution (Nachtigal, 2005). Mardan (2009) said that the riddle game offers a fun activity for students to recognize vocabulary words by using the word's definition to create the riddle. This game also helps students develop their thought, since the riddle aims for guessing and answering. The riddle has the form a statement, question, or phrase with a hidden or veiled meaning, presented as a challenge to be solved (Brassel, 2008). Engaging students in riddle game not only makes learning more enjoyable but also fosters their active participation in the learning process (Afrianti, 2014). According to Rahmawati et al. (2022) utilizing riddles as a tool can facilitate vocabulary acquisition as students clarify the meaning through interactive gameplay.

Riddle game also helps to challenge and enhance creativity, offering a pleasurable and engaging way for students to interact with language. By encouraging students to participate in solving riddles, these activities not only spark interest in words but also cultivate a sense of enjoyment and satisfaction within the classroom setting. According to Ikhsanudin et al. (2019), riddles help enhance student engagement during lessons. Aligned with a study, students could learn more excellently with better classroom involvement.

### C. Research Question

Based on the background of study, the researcher designed the research question “Is there any effect of using Riddle Game on vocabulary mastery of the ninth graders at MTs Ma’arif NU 1 Ajibarang Banyumas?”

#### **D. Aim and Significance of the Study**

This research has aim and significance as it is explained in this section.

##### **1. Aim of the Research**

The aim of the research is to find out whether or not there is an effect of riddle game as a learning technique on student's vocabulary mastery at ninth grade of MTs Ma'arif NU 1 Ajibarang Banyumas.

##### **2. Significance of the Research**

###### **a. Theoretical Significance**

The findings from the study can be helpful in providing information about applying riddle game as a technique to help students mastering vocabulary.

###### **b. Practical Significance**

###### **1) To Teacher**

The results of this study can be reference for teachers to choose riddle game technique, particularly when teaching vocabulary. It is also expected that this technique will encourage students in addition to help them become more proficient in vocabulary. Furthermore, by adding excitement to learning activities, this technique can facilitate learning for both teachers and students.

###### **2) To Other Researchers**

The outcomes of this study are anticipated to enhance researchers' expertise and understanding of vocabulary teaching. Furthermore, this study can assist future researchers conducting related research, making it a useful resource for vocabulary acquisition using riddle game technique.

#### **E. Organization of the Paper**

To understand all the contents of this research, the researcher provides classification of each sub-chapters as follow:

This research begins by the cover, a page of thesis title, a statement of originality, an official note of supervisor, motto, dedication,

acknowledgments, abstract and keywords, table of content, list of tables, list of an appendix of the research.

The main parts of this research consist of: The initial chapter explains an introduction.

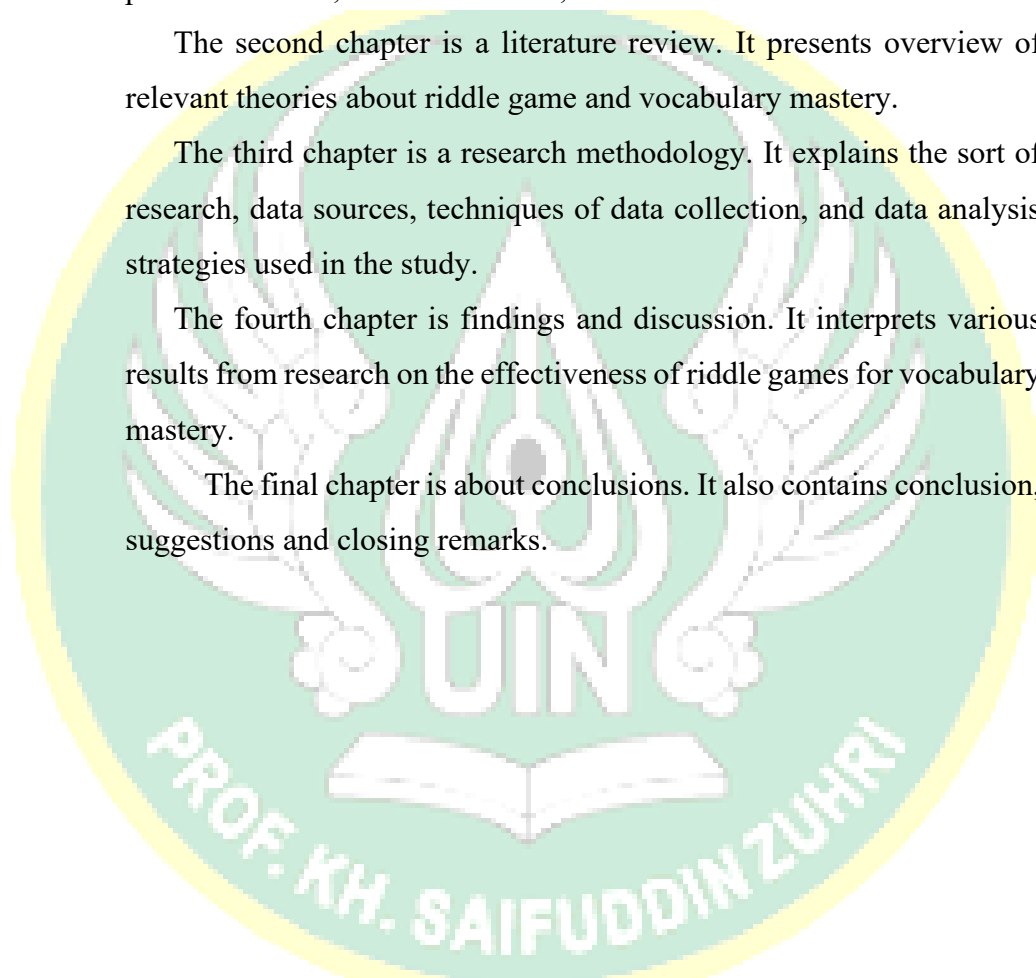
This first chapter explains the background of study, research questions, objectives and significances, clarification of key terms, previous studies, research method, and structure of the research.

The second chapter is a literature review. It presents overview of relevant theories about riddle game and vocabulary mastery.

The third chapter is a research methodology. It explains the sort of research, data sources, techniques of data collection, and data analysis strategies used in the study.

The fourth chapter is findings and discussion. It interprets various results from research on the effectiveness of riddle games for vocabulary mastery.

The final chapter is about conclusions. It also contains conclusion, suggestions and closing remarks.



## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter consists of a literature review regarding about vocabulary, types of vocabulary, importance of vocabulary, vocabulary mastery, and the aspects of vocabulary mastery. It also contains riddle game, types of riddle game, procedure of riddle game, the advantages and disadvantages of riddle game.

#### **A. Theoretical Framework**

##### **1. Vocabulary**

Vocabulary is an essential need in studying foreign language. According to Takac (2008), vocabulary can be described as a collection of words or terms. Vocabulary refers to the understanding of words and their meanings (Kamil and Heibert, 2005). Vocabulary includes words used to communicate, both spoken and written, and serves a crucial role in language comprehension and expression. So that, it allows people to understand texts and conversations better. By having an extensive vocabulary, people can more easily understand written texts and spoken conversations in the language.

Vocabulary encompasses the comprehension of words and their meanings, playing a pivotal role in communication and expression (Sinaga, Napitupulu, and Hutabarat, 2022). Vocabulary not only facilitates effective communication but also enhances someone's ability to express ideas and concepts with precision and clarity. The acquisition of vocabulary is a continuous process that involves exposure to new words, their meanings, and usage in various contexts. Consequently, the mastering of vocabulary is crucial component in language learning to foster linguistic competence and proficiency.

a. The Types of Vocabulary

Based on Webb (2012), there are two kinds of vocabulary as follows:

1) Receptive Vocabulary

Words that students are unable to produce but can know and understand when they are used in context are known as receptive vocabulary. Listeners and readers utilize these terms to comprehend the messages that are conveyed to them (Dakhi and Fitria, 2019). These vocabularies have a close relationship with the ability to receive language. It is vocabulary that learners recognize when they see or meet in reading text but do not utilize it in speaking and writing. An example of this is if the mother tells the baby, "It's time to eat!". The baby will understand that it is his dinner time before he can write or say that he wants to eat dinner.

2) Productive Vocabulary

Productive vocabulary is the list of words that students can accurately pronounce, comprehend, and use to their advantage in both writing and speaking. It comprises speaking and writing fluency at the right times, as well as the requirements for receptive vocabulary. Therefore, since students are able to communicate their ideas and thoughts to others, productive vocabulary can be looked of as an active process (Sinaga, Napitupulu, and Hutabarat, 2022). An example is the vocabulary found in expressions in daily activities, and apply it in daily life.

In order to have an overview of the 2 types of vocabulary, the below section is the chart:

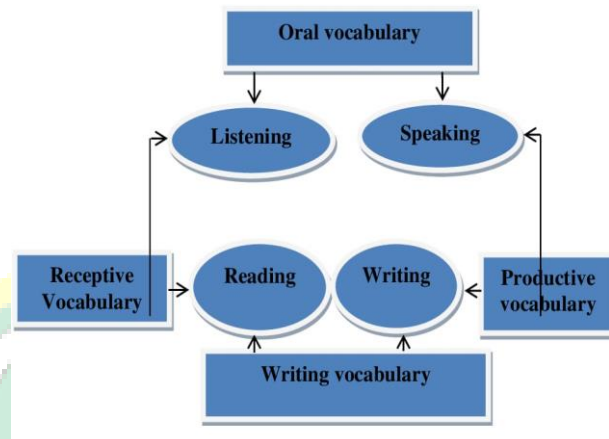


Figure 2.1 Types of vocabulary (Semantic scholar)

The figure illustrates that both types of vocabulary are related to skills. Receptive vocabulary is commonly recognized when listening and reading. Whereas productive vocabulary leads to usage, both orally and in writing. However, these types of vocabulary are broadly important and continuous because oral vocabulary can also be encountered when communicating. When people are a recipient of information in a communication activity, people will understand the vocabulary. Even for writing vocabulary, people will find vocabulary on a reading text.

Here are some examples of receptive and productive vocabulary:

a) Receptive vocabulary:

- Benevolent (this is interpreted as an adjective of kindness, but it is rarely used in everyday life).
- Astronomical (an understandable word about astronomy, but it is rarely used in everyday life).

b) Productive vocabulary:

- Kind (it is a kind of adjective that often used to describe good trait or behavior).



- Happy (it is an adjective-type vocabulary that describes feeling of happiness).

#### b. The Aspect of Vocabulary

Three aspects that should be considered by students in learning vocabulary. As stated by Nation (2001), there are:

##### 1) Form

Spoken, written, and word parts are the three components that make up this element. The spoken word defines how a word sounds and should be pronounced. The written portion explains the word forms and writing style. The word parts are taken into consideration by the word aspects. Understanding the forms of vocabulary in a particular language helps students to use words correctly in the sentences students make. It also helps students to understand the proper sentence structure and grammar in the language.

##### 2) Meaning

This component is divided into three parts: association, concept and references, and shape and meaning. Form and meaning refer to the meaning derived from the words' signal form. The idea and references of the words are covered by the concept and reference aspect. The final component is the association aspect, which asks students to consider other terms they might be able to use in place of this one.

##### 3) Use

There are three components to this aspect: the role of grammar, collocation, and use constraints. The purpose of grammatical analysis is to examine word patterns. The proper word combination is the focus of the collocation feature. The location, time, and frequency of word use are the main points of interest. It also can clarify the message based on the context.

### c. The Importance of Vocabulary

Vocabulary is a vital component in learning a language. Word-by-word recognition will help someone to acquire language. In general, vocabulary is more significant than grammar. Students that are proficient in vocabulary will be able to interpret what others means. Additionally, expanding their language will boost their social confidence and level of competence (As Sabiq and Sukirno, 2020). Zimmerman, referenced in Coady and Huckin (1998), asserts that vocabulary is essential to language acquisition and plays a fundamental role in ordinary language learning. It appears that teaching vocabulary is a crucial component of teaching English. Given it is paramount significance in verbal communication, it is expected to be an incredibly effective tool for communication.

For teachers, the value of vocabulary learning presents additional difficulties. They are interested in learning how educational initiatives could support the development of a large vocabulary. It is also possible to argue that proficiency in the English language is based on one's familiarity with it is vocabulary, which is shared by native speakers as well as learners of second and foreign languages. While expanding one's vocabulary is a dynamic process, there are various (Elmahdi and Hezam, 2020).

### d. Vocabulary Mastery

Vocabulary mastery is crucial for learning English as a foreign language, particularly for beginners. Learning vocabulary is an essential part of learning the language. It is one of the elements that upholds the language's abilities. Without a sufficient and appropriate vocabulary, it will be challenging to communicate our ideas to others and comprehend what they are talking.

Khufaishi (1994) claims that vocabulary is one of the problems that students studying English as a foreign language (EFL) encounter. They cannot understand radio or television newscasts, nor can they read columns from newspapers or popular publications. Their restricted vocabulary makes it difficult for them to write, understand, and comprehend what they hear. In

relation to this situation, mastering vocabulary is very important (Safira and Helmanda, 2022)

Vocabulary mastery is helpful for students. Students perform better in language the more vocabulary they are able to learn. Students who have a small vocabulary will struggle to become proficient in English. They can hold their English and consider English as one of their topics in school by being proficient in vocabulary (Syarifudin, Marbun, and Novita , 2014).

The goal of vocabulary mastering is to improve students' language ability in all linguistic domains. Depending on both the quality and quantity of vocabulary they have mastered. The more the vocabulary that students are able to acquire, the more proficient they will be in using language (Ghonivita, Pahamzah, and Wijayanti, 2021).

## **2. Riddle Game**

One type of language game that can be used in the learning process is the riddle game. According to Mardan (2009), by creating the riddle using the explanation of the term, children can learn vocabulary in an enjoyable way. As stated by Zipke (2008), a riddle is a question that is designed to be humorous and entertaining. In other words it can be defined as a question with a punny answer.

Riddle is excellent technique because it requires students to exercise variety of language skills in order to find a solution (Nachtigal, 2005). Additionally, it requires higher degree of critical thinking which frequently needed in learning a language. One interesting aspect of riddle is that they appeal to all age groups, from knowledgeable and experienced to the young. According to Wright (1984), creating riddles using definitions of vocabulary terms is an enjoyable technique for students to identify words. For instance, a riddle with the word "umbrella" could be, *"When the drops begin to fall, you protect me, so I will not wet."* Vocabulary riddle might be as an oral activity or as a written assignment in the form of a worksheet in the class. Therefore, students can complete the riddle as a written assignment or as an oral activity (Rahman, Hasan, and Huzairin 2013).

a. The Types of Using Riddle Game

Riddle game can be applied integrated with writing or speaking skills. However, the researcher explains the types of riddles based on Wallwork (2018) that are commonly applied:

1) Riddle contains questions and answers.

This type of riddle requires students to think and match the right answer. In its format, this type generally takes the form of columns that present riddles and answers. There are two columns that usually contain ten riddles and ten answers. The students have to draw a line from each riddle to connect with the answer provided in the next column. The analysis of these riddles requires reasoning to find the answers.

Example :

1. I am tall when I am young, but I am short when I am old. Who am I?	• Sponge
2. What is full of holes but it holds water?	• Cooking
3. Create something, and you can eat it. What am I doing?	• Candle

2) Riddle with three possible answers.

This type of riddle is a puzzle that provides several answer options in each number. Students are required to choose the most appropriate answer from the multiple choices given. The variety of answers, students can test their knowledge related to the vocabulary and improve their ability to analyze the answers to the riddle.

Example:

- |   |
|---|
| 1. I am tall when I am young, but I am short when I am old.<br>Who am i?<br>a. Candle    b. Marker    c. Fork |
| 2. What is full of holes but it holds water?<br>a. Soap    b. Sponge    c. Dipper                             |
| 3. Create something, and you can eat it. What am I doing?<br>a. Cooking    b. Eating    c. Drawing            |

3) Riddle contains word box.

In this type, students are presented with a list of words in a box and must carefully select and place the correct word into the empty space within the riddle. This activity challenges students to engage in deeper analysis to fill the missing words that best fit the context of the riddle.

Example :

Choose one word to complete the riddle sentence below!

Words	Cover
Cow	Color
Blue	Table

1. Book has... but never speaks.
2. Orange is a type of...but surprisingly you can eat it.
3. This is a ... It has four legs, but it could not walk.

b. The Procedure of Riddle Game

Although the riddle game is interesting and enjoyable, teachers need to choose the right ones to use in teaching. Teaching is the act of conveying information about a subject to students (Danang et al. 2024). When teaching vocabulary, it is appropriate for the teachers to choose the riddle that will introduce new vocabulary. The application of the procedure riddle game can be adjusted or varied. According to Lewis (2012), the procedure of riddle game can be implemented with the following steps:

1) Informing the students the subject of the riddle.

In this step, the teacher has previously prepared a subject with a theme for the riddle to be given to the students. This is important to create a cohesive and immersive experience for student. This theme must be familiar and related to students. This subject riddle can be in the form of things, places and animals. Sitepu and Lusiana (2018) provide additional examples of themes that can be given are occupations, pets, or any associated topics. This subject will be recognized by students if the teacher thinks about it appropriately and they are more likely to become involved in the game.

2) Writing unfamiliar words and discussing the meaning.

The teacher writes unfamiliar words on the board and the students discussing the meaning in relation to the riddle's context. The unfamiliar word represents a riddle, but the answer is still unknown to the student. The teacher does not write anything that can reveal the answer. Students should think critically when they read the unfamiliar words on the board. Sitepu and Lusiana (2018) also explained that this step can be done by students from representatives of each group to write riddles on the board.

3) Completing dictation line by line.

Once the student has read the unfamiliar words on the board, they proceed with the dictation process line by line. The pattern guide corresponds to the riddle ambiguously. The dictation riddle's need to balance the difficulty of the puzzle with the availability of a guide to keep students engaged without feeling overwhelmed. During the dictation process, students must be focused and are not allowed to ask for help or answers from others.

4) Reminding students not to give answers.

During the dictation goes on, the teacher reminds the students repeatedly to keep the answer of the riddle, although the teacher may allow them to remark "Teacher, I know". No one is allowed to give

answers or clues without the teacher's permission. Yuliantina et al. (2014) added that in this step students can keep the answer by writing on the paper, ensuring that they can retain their thoughts and solutions without the risk of forgetting them. The answer of the riddle will be presented at a time determined by the teacher, which is after the reading aloud and discussion session.

#### 5) Reading aloud and answering the riddle.

In final line, the teacher reads aloud the first few words of the riddle and then asks “Who knows the answer?” to the students. Students can give answers to each other in writing or orally. Next, the teacher provides a discussion session regarding the solution if students cannot agree with each other. If there is no student can answer the riddle, the teacher provides information and suggests that they find out more. In addition, Yuliantina et al. (2014) explained that students can be allowed by the teacher to open the dictionary. Usually, students find difficulties with some new words. Even so, the teacher still provides the guidance to the students.

#### c. The Advantages of Applying Riddle Game

Riddle game is a technique that can engage students in language learning. With this game technique, it can introduce some new words. Riddle game can provide advantages for students if applied, including students are more interested in learning the material, because the way this material is delivered is different. This game technique can also provide challenges for students because riddle game require critical thinking to solve a riddle (Ningrum, Riyanti, and Regina, 2019).

Riddle game can create enjoyable classroom atmosphere. Because, based on Sitepu and Lusiana (2018) the riddle game also introduces students to questions similar to humor. In addition, it can expand their vocabulary, when everyone encounters words they do not understand, they will know it through context. They can learn and comprehend things through riddle that the majority of people do not

know. That the majority of other people are unaware of, enabling them to repeat and teach it to others.

d. The Disadvantages of Applying Riddle Game

Although this technique is interesting to apply in learning, but some disadvantages are also likely to occur. Some disadvantages of applying the riddle game technique are that the class becomes quite noisy, there are some students who are still confused by the riddle questions, because the emphasis of focused thinking must be done to answer the riddle (Ningrum, Riyanti, and Regina, 2019). Sometimes, students who do not fully understand it, will have difficulty finding an answer. To overcome these problems, teacher must organize students in the class well. Instruct the students to be discipline in joining the learning process in the classroom. Then, in the problem of their lack understanding related to riddles, the teacher can anticipate by providing a dictionary. It is also necessary to adjust the appropriate context or level in the application of the riddle game, in order to make it easier for students to participate in answering the riddle.

**B. Previous Studies**

Several studies have shown that the implementation of riddle games can significantly improve students' vocabulary. This is supported by the results of previous studies. There are some examples of studies as the basis for consideration in conducting a research.

The first study is from Imroatin (2020) entitled "Enhancing the Students Vocabulary Mastery by Using Riddles Game at SMP Ar-Rohmah Putri Dau". It showed that there was a significant effect of implementing the riddle game on student vocabulary mastery. Students' post test scores indicated better than the pre-test. The implementation of this game could boost students make it easier to remember and memorize the vocabulary taught. The students were also motivated and enjoy during learning. This was evident from their active participation in class. The riddle technique made the classroom atmosphere enjoyable. The



similarity of these two studies is about the purpose of observing the effectiveness of riddle games on student vocabulary mastery. There is difference that the previous study was Classroom Action Research (CAR) and implemented in two cycles, while this study used experimental research.

The second previous study is by Evita et al. (2022). This study is entitled "The Effect of Riddle Game on Students' Vocabulary Mastery at Grade Ten of SMK Swasta HKBP Pematangsiantar". By the process of research and data analysis, it was found that, there was a significant effect of riddle game on students' vocabulary mastery at grade ten of SMK Swasta HKBP Pematangsiantar. They got vocabulary development, precisely the material of synonyms and antonyms. It can be concluded, that the riddle game technique has an effect, and can be implemented for vocabulary development. There is similarity in this study, because this study focuses on seeing how the effect of the riddle game for students' vocabulary mastery. A different approach compared to previous studies by applying riddles integrated in vocabulary materials, especially adjectives and verbs in the context of Present Continuous Tense. In contrast, previous research by Evita et al. (2022) focused more on the mastery of general and familiar vocabulary in descriptive texts.

The next study is by Tarima Parapat et al. (2022) entitled "Improving English Vocabulary Mastery through Riddles Game to the Fifth Students of SD Xaverius 9 Palembang". This was an experimental research. The fifth-grade students at SD Xaverius 9 Palembang showed a considerable improvement in their vocabulary mastery when they used the riddle game. Following the administration of the post-test, it was evident from the students' command of language. Second, there was a notable distinction between the students who learned through the Riddles game and the ones who did not. There is similiarity in this study, namely to see how influential the riddle game is to be used in English language learning, mainly for vocabulary mastery. There is also difference where Parapat's

(2022) research with the riddle technique was actively implemented through speaking, while this research is done in writing because it is connected to grammar material in the form of present continuous tense.

The next research is from Hety Rohaety (2019) with the title "Increasing Students' English Vocabulary Mastery Through Riddle Game at the Eighth Grade of Junior High School 2". From the results of the study, there was an increase in student vocabulary mastery due to the use of this riddle game technique. The results can be seen from the pre-test and post test scores. their activity in participating in learning also increased. As for the similarity of this study, namely this study focuses on vocabulary mastery and the object of the class studied is also the same, namely ninth grade. However, the difference is the problem formulation that emphasizes increasing vocabulary through this technique, while the author leads to the effectiveness of this technique.

### **C. Hypothesis**

A hypothesis is a formal statement that outlines the anticipated connection between an independent variable (John, 1994). Therefore, the effectiveness of using riddle game on vocabulary mastery of the ninth-grade at MTs Ma'arif NU 1 Ajibarang is the research's hypothesis.

The formula of the research hypothesis is as follows:

- 1) The Null Hypothesis ( $H_0$ ): there is no effect of using riddle game on vocabulary mastery of the ninth grade in MTs Ma'arif NU 1 Ajibarang Banyumas.
- 2) The Alternative Hypothesis ( $H_1$ ): there is effect of using riddle game vocabulary mastery of the ninth grade in MTs Ma'arif NU 1 Ajibarang Banyumas.

## **CHAPTER III**

### **METHODOLOGY**

This chapter outlines the research methodology employed in this study, such as types of the research, location and time of the research, population and sample of the research, technique of collecting data, and technique of data analysis.

#### **A. Type of the Research**

This research conducted using a quasi experimental approach. It used mathematical, computational, and statistical techniques to demonstrate a cause-and-effect link between two variables (Ahmad et al., 2019). The specifics of this study, to find how effective riddle games are on students vocabulary mastery, quantitative research is also the way of data collection. By adjusting for every possible variables that could affect an outcome, an experimental design is used to examine the effect of a treatment on that outcome. The researcher can determine whether the treatment is the only factor effecting the result when one group receives a treatment and the other does not (Creswell, 2018).

Experimental is a systematic, planned and clearly structured type of research from the beginning to the end of the research process. It requires collecting and processing data numerically and interpreting the results of that data processing (Shadish et al., 2002). Additionally, research will perform better when paired with displays like images, tables, graphs, or other sorts of displays.

There were two groups in experimental research, namely the control group and the treatment group. Both were given a pre-test at the beginning, and a post test at the end. Both have differences, in terms of the control group that was not given the implementation of riddle games, and the experimental group that was carried out with riddle game. The teacher only presented the material, and students paid attention to understand the material presented by the teacher.

Students focused on the teacher's explanation and reading the material in the textbook. They were not active in activities related to the material being taught, such as games or the use of media.

## **B. Location and Time of The Research**

This section outlines the process of the research to discover to the research topic that is posed in the first section. It contains the informations about location and time of the research as follows:

### **1) Location**

This research conducted in MTs Maarif NU 1 Ajibarang which located at Jalan Ajibarang, Kecamatan Ajibarang, Kabupaten Banyumas. The location was chosen for this study because preliminary research indicated that the students had a limited vocabulary, making it challenging for them to comprehend English. This was known from the students' scores during the test, some of which still did not reach the criteria explained by the teacher through interviews. They also tended to be bored and unmotivated to learn English. Furthermore, the school was also chosen because the teacher expressed willingness to give the researcher time and space to try out innovative teaching techniques, making it an ideal place to explore teaching students' vocabulary mastery and student engagement.

## 2) Time

This study was conducted in the first semester for grade IX students at MTs Ma'arif NU 1 Ajibarang, Banyumas, in the 2024/2025 academic year. This experiment was conducted for four meetings, from September to October 2024, with adjustments to the applicable lesson schedule at the school. The implementation of this research was designed in such a way as to fit the conditions and academic needs, so that it is hoped that the results can make a positive contribution to the development of the learning process in this school.

### C. Population and Sample of the Research

This research involved a sample of the population as described in the following section.

#### 1) Population

According to Sugiyono (2005), a population is a group of objects or individuals with specific attributes and traits chosen by researchers for analysis and subsequent conclusion-drawing. In this study, the research's population involved 68 ninth grade students, and it was divided into 3 class, IX A to IX C, at MTs Ma'arif NU 1 Ajibarang during the academic year 2024/2025.

**Table 3.1 The Number of Students**

<b>Class</b>	<b>Number of students</b>
IX A	25
IX B	24
IX C	19
<b>Total students</b>	<b>68</b>

Based on the table above, the total population is 68 from 3 classes, including classes A, B, C. This study decided on 2 classes as samples to be used as experimental class and control class.

## 2) Sampling

Samples for this research were derived from two classes: the experimental group was class A, consisting of 25 students, and the control group was class B, consisting of 24 students. Random sampling was the sample that was being used. This was taken into consideration after the researcher conducted class observation and teacher's suggestions according to the ninth-grade students' average score. This random sampling was done through lottery determination. The draw was from 3 classes, then the experiment class was chosen, namely class A. By random sampling, it provides opportunity to students from the population and allows researcher to reduce bias and enhance the probability that the sample accurately represents the characteristics of the broader population. The riddle game technique applied to the experimental class.

### **D. Variables of the Research**

A research variable refers to a specific quality, characteristic, or value associated with a person, object, or activity that the researcher selects for investigation and analysis, leading to derived conclusions (Sugiyono, 2015). The independent and dependent variables were the two variables that were investigated in this study. There are two types of variables based on the relationship between them, which are as follows:

- 1) Independent variable is a factor that influences, contributes to, or leads to the development of the dependent variable (Sugiyono, 2015). In this study, the independent variable was the use of the Riddle game.
- 2) Dependent variable refers to the factor that is influenced by or serves as the result of the independent variable (Sugiyono, 2015). In this study, the dependent variable was the students'

mastery of vocabulary.

### E. Technique of Collecting Data

The procedures are categorized into three stages: pre-test, treatment, and post-test. The explanation was described as follows:

#### 1) Pre-test

The pre-test is a type of test given at the beginning. A pre-test is one that is handed out before to the start of the learning process (Syah, 2006). It aims to find out the early ability of students before being given a treatment. This test was conducted on both classes, control class and experimental class. The experimental class pre-test was conducted on Monday, September 16, 2024. As for the control class on Saturday, September 14, 2024. The test questions were developed based on the theory of Nation (2001) which stated that there are 3 aspects of vocabulary, namely form, meaning, and use. Then this also took reference from John Read's book "Assessing Vocabulary". This test went through a pilot test first in class IX C as a small trial. After the pilot test, the test results were analyzed for validity and reliability to be used as post test questions.

A more detailed explanation of the question indicators was presented in the table below:

**Table 3.2 The Question Indicators**

Material	Question Indicator	Question Number
We are Doing Activities (Present Continuous Tense)	1. Students are able to use adjective in a sentence correctly.	1, 2, 3, 4, 5, 6
	2. Students are able to complete the adjective in the short dialogue	7, 8, 9, 10, 11, 12

	correctly.	
3.	Students are able to use verb in a present continuous tense correctly.	13, 14, 15, 16, 17, 18
4.	Students are able to apply auxiliary verb in a present continuous tense correctly.	19, 20, 21, 22, 23, 24
5.	Students are able to apply the determiners correctly.	25, 26, 27, 28, 29, 30
6.	Students are able to apply the pronoun correctly.	31, 32, 33, 34, 35, 36
7.	Students are able to apply the conjunction correctly.	37, 38, 39, 40, 41, 42
8.	Students are able to understand the meaning of the word correctly.	43, 44, 45, 46, 47, 48
9.	Students are able to use synonyms correctly.	49, 50, 51, 52, 53, 54
10.	Students are able to use antonyms correctly.	55, 56, 57, 58, 59, 60

The table above showed that the test amounted to 60 questions, which made verbs, adjectives, synonyms and antonyms as indicators of questions. Furthermore, the indicators were also based on SIMAK textbook which emphasized students' understanding in applying text structure and language elements according to familiar activities and it focused on present continuous tense.

## 2) Treatment

After the pre-test process, students were given a treatment. This treatment was carried out in the experimental class, with the implementation of the riddle game technique. While the control class was not given the treatment of riddle game technique, while the control class



was not given the treatment of riddle game technique. This treatment held in 4 meetings.

The treatment was given to the experimental class with the following steps:

- a) The first meeting was on Wednesday, September 11, 2024. In the first meeting, students were introduced to what the riddle game was. Then students were given examples of riddles along with the answers. At this meeting the teacher gave 10 vocabularies related to verbs. The riddle game began with the formation of groups, then the teacher dictated the sequence of riddles that students had to answer. Students answered on the paper. If students had difficulty, in this first meeting students could ask the teacher for a clue with a one-time opportunity.
- b) On the second meeting which was held on Monday, September 16, 2024. At this meeting, students with their groups were given 10 more verbs vocabularies. They would also play riddles again related to those vocabularies. This meeting there was no opportunity to ask for clues. They answered after the teacher dictated the riddle on paper. As an additional activity, they also made 1 present continuous sentence with the vocabularies that have been given.
- c) The third meeting was held on Wednesday, September 18, 2024. The activities were the same as the previous ones. That was playing a riddle game dictated by the teacher, but with vocabulary related to adjectives. There were 10 vocabulary

words that students would learn on that day. Students answered in the paper in groups. After that, it was discussed together with the teacher.

- d) The last meeting took place on Wednesday, September 18, 2024. Students played the riddle game again and got 10 new vocabularies related to adjectives that were different from the previous meeting. They were given riddles through dictation by the teacher and had to be answered after discussion with the group. At that meeting, students were also asked to make present continuous sentence using adjectives vocabulary.

There was also distribution of materials for each meeting in this study. It consisted of 4 meetings and the following explanation is below:

**Table 3.3 Material Distribution for Treatment**

<b>Meeting</b>	<b>Material</b>
1	Verb (Theme: school activities)
2	Verb (Theme: home and outside activities)
3	Adjective (Theme: descriptive adjective)
4	Adjective (Theme: descriptive adjective)

### 3) Post-test

The type of the post-test question was the same as the pre-test, which was a multiple choice test conducted after the treatment process. This was held on Monday, October 7, 2024. This test used the same indicators to measure vocabulary mastery from 3 aspects, namely form, meaning, and use. This is through the pilot test stage as well, with a total of 60 questions. This post-test aimed to see the results of students after they were treated using the riddle game technique.

## F. Analysis of Research Instrument

In this section, the researcher explained the results of the research instrument analysis based on this study. Here are more detailed explanations.

### 1) Validity test

Based on Arikunto, validity is a metric that assesses an instrument's levels of validity. Validity may accurately assess a students' skill. Consequently, the degree to which a concept is accurately quantified in a quantitative research is another definition of validity (Heale & Twicross, 2015). The content validity test was employed in this research. The right instrument test should be chosen if the researcher want to evaluate students' vocabulary. The results of the validity test conducted using the Pearson Product-Moment formula in IBM SPSS 25 are displayed in the table below:

*Table 3.6 The Validity of Pre-test*

Question	Pearson Cor.	Sig. Value	Conclusion
Number 1	0,523	0,021	Valid
Number 2	0,561	0,555	Valid
Number 3	0,555	0,014	Valid
Number 4	0,112	0,647	Invalid
Number 5	0,250	0,302	Invalid
Number 6	-0,082	0,738	Invalid
Number 7	0,523	0,021	Valid
Number 8	0,538	0,018	Valid
Number 9	0,078	0,752	Invalid

Number 10	0,099	0,687	Invalid
Number 11	0,265	0,273	Invalid
Number 12	0,620	0,005	Valid
Number 13	0,549	0,015	Valid
Number 14	0,538	0,017	Valid
Number 15	-0,177	0,469	Invalid
Number 16	0,102	0,678	Invalid
Number 17	0,537	0,018	Valid
Number 18	0,605	0,006	Valid
Number 19	0,553	0,014	Valid
Number 20	0,546	0,016	Valid
Number 21	0,587	0,008	Valid
Number 22	0,524	0,021	Valid
Number 23	0,587	0,008	Valid
Number 24	0,501	0,029	Valid
Number 25	0,527	0,020	Valid
Number 26	0,583	0,009	Valid
Number 27	0,156	0,523	Invalid
Number 28	0,316	0,187	Invalid
Number 29	0,587	0,008	Valid
Number 30	0,583	0,009	Valid
Number 31	0,567	0,011	Valid
Number 32	0,501	0,029	Valid
Number 33	0,492	0,032	Valid
Number 34	0,316	0,187	Invalid
Number 35	0,471	0,042	Valid
Number 36	0,597	0,007	Valid
Number 37	0,597	0,007	Valid
Number 38	0,344	0,149	Invalid
Number 39	0,521	0,022	Valid
Number 40	0,561	0,013	Valid
Number 41	0,579	0,009	Valid
Number 42	0,167	0,496	Invalid
Number 43	0,504	0,028	Valid
Number 44	0,025	0,919	Invalid
Number 45	0,487	0,035	Valid
Number 46	-0,163	0,505	Invalid
Number 47	0,626	0,004	Valid
Number 48	-0,148	0,546	Invalid
Number 49	0,292	0,225	Invalid
Number 50	0,504	0,028	Valid
Number 51	0,102	0,677	Invalid
Number 52	0,135	0,582	Invalid
Number 53	0,670	0,002	Valid

Number 54	0,504	0,028	Valid
Number 55	0,135	0,582	Invalid
Number 56	0,515	0,024	Valid
Number 57	0,569	0,011	Valid
Number 58	0,602	0,006	Valid
Number 59	0,626	0,004	Valid
Number 60	0,630	0,004	Valid

Based on the table, 40 of the 60 questions tested were found to be valid. These 40 questions were numbers 1, 2, 3, 7, 8, 12, 13, 14, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36, 37, 39, 40, 41, 43, 45, 47, 50, 53, 54, 56, 57, 58, 59, 60. As a result, the researcher used the 40 valid questions to create the pre-test for the experimental and control classes.

**Table 3.6 The Validity of Post-test**

Question	Pearson Cor.	Sig. Value	Conclusion
Number 1	0,485	0,035	Valid
Number 2	0,629	0,004	Valid
Number 3	0,578	0,009	Valid
Number 4	0,274	0,257	Invalid
Number 5	0,534	0,019	Valid
Number 6	0,389	0,100	Invalid
Number 7	0,071	0,773	Invalid
Number 8	0,575	0,010	Valid
Number 9	0,102	0,679	Invalid
Number 10	0,140	0,568	Invalid
Number 11	0,548	0,015	Valid
Number 12	0,286	0,235	Invalid
Number 13	0,500	0,029	Valid
Number 14	0,629	0,004	Valid
Number 15	0,537	0,018	Valid
Number 16	0,128	0,602	Invalid
Number 17	0,536	0,018	Valid
Number 18	0,536	0,018	Valid
Number 19	0,567	0,011	Valid
Number 20	0,067	0,785	Invalid
Number 21	0,536	0,018	Valid
Number 22	0,288	0,232	Invalid
Number 23	0,536	0,018	Valid
Number 24	0,009	0,969	Invalid
Number 25	0,599	0,007	Valid

Number 26	0,474	0,040	Valid
Number 27	0,539	0,017	Valid
Number 28	0,470	0,042	Valid
Number 29	0,470	0,042	Valid
Number 30	-0,103	0,675	Invalid
Number 31	0,137	0,576	Invalid
Number 32	-0,202	0,407	Invalid
Number 33	0,474	0,040	Valid
Number 34	0,472	0,041	Valid
Number 35	0,490	0,033	Valid
Number 36	0,172	0,482	Invalid
Number 37	0,544	0,016	Valid
Number 38	0,470	0,042	Valid
Number 39	0,507	0,027	Valid
Number 40	0,651	0,003	Valid
Number 41	0,125	0,611	Invalid
Number 42	0,591	0,008	Valid
Number 43	0,125	0,611	Invalid
Number 44	0,080	0,745	Invalid
Number 45	0,033	0,895	Invalid
Number 46	0,270	0,264	Invalid
Number 47	0,532	0,019	Valid
Number 48	0,484	0,036	Valid
Number 49	0,552	0,014	Valid
Number 50	0,505	0,027	Valid
Number 51	0,227	0,350	Invalid
Number 52	0,480	0,037	Valid
Number 53	0,495	0,031	Valid
Number 54	0,593	0,008	Valid
Number 55	0,612	0,005	Valid
Number 56	0,519	0,023	Valid
Number 57	0,531	0,019	Valid
Number 58	0,519	0,023	Valid
Number 59	0,519	0,023	Valid
Number 60	0,548	0,015	Valid

According to the table, 40 out of 60 questions tested were considered valid. The questions include numbers 1, 2, 3, 8, 11, 13, 15, 17, 19, 21, 23, 25, 26, 27, 28, 29, 33, 34, 35, 37, 38, 39, 40, 42, 47, 50, 52, 53, 54, 55, 56, 57, 58, 59, and 60. Therefore, the researcher used these 40 valid questions to develop the post-test for the experimental class and the control class.

## 2) Reliability Test

Reliability testing assesses the extent to which an instrument or test consistently produces dependable results. Reliability is a key aspect evaluated during the validation process, as it ensures that the test or instrument stable and trustworthy outcomes in research. According to Sugiyono (2013), one of the prerequisites for validating an instrument is its reliability. Thus, even if an instrument is valid, its reliability should still be verified. The 25 IBM SPSS was used to calculate the reliability test results. According to V. Wiratna Sujarweni (2014), the Cronbach's alpha value can be understood in the following ways:

**Table 3.8 Interpretation of Cronbach Alpha**

Cronbach's Alpha	Interpretation
>0,60	Reliable
<0,60	Not reliable

If Cronbach Alpha is above 0.60, it is considered reliable. Conversely, if the Cronbach Alpha value obtained is less than 0.60, it is considered unreliable. The calculation of the reliability test in the test uses the IBM Statistics 25. The results of the reliability test for the pre-test questions are as follows:

**Table 3.9 Reliability Pre-test**

Reliability Statistics	
Cronbach's Alpha	N of Items
.788	57

Based on the reliability test results for the pre-test, the alpha value was 0,788 indicating that the pre-test instrument was reliable. Consequently, the questions can be used as research instruments.

**Table 3.9 Reliability Post-test**

Reliability Statistics	
Cronbach's Alpha	N of Items
.662	59

According to Table 3.9, the reliability test results for the post-test showed an alpha value of 0.622, indicating that the post-test instrument was reliable. Given this reliability, the researcher used these instruments to assess the students' vocabulary mastery.

## **G. Technique of Data Analysis**

After the data was collected, the next step was data analysis. Data analysis is the process of organizing, categorizing data, looking for patterns or themes, with the intention of knowing its meaning (Sutriani and Octaviani, 2019). To process the data from this study, after conducting 2 tests, namely the pre-test (before the riddle game treatment), post-test (after the riddle game treatment), the researcher applied statistical calculation. Two classes, the experimental class and the control class had their test results compared. The formula utilized to analyze the data and determine the degree impact of the riddle game technique is, was the t test formula. As a result, measurements of homogeneity and normality must come first.

### **1) Normality test**

According to Sugiono (2017), the normality test is one of the important statistical tests carried out in quantitative research. Normality tests are tried to test whether the data being tested has a normal distribution or not. Sugiono explains that normality tests can be done with various methods, such as Kolmogorov-Smirnov, Shapiro-Wilk, or Anderson-Darling. In quantitative research, normality tests can help researchers to ensure that the data used meets normal distribution assumptions so that the results of statistical analysis can be trusted. This research used SPSS (Statistical Package for Social Science) for normality.

The criteria to identify normality test as follows:

- a. If significance value is  $< 0.05$ , therefore  $H_0$  is rejected.  
It means the data are not normally distributed.



b. If significance value is  $> 0.05$ , therefore  $H_0$  is accepted. It means the data are normally distributed.

## 2) Homogeneity Test

Homogeneity test is a statistical test conducted to check whether the variances of two or more data groups are the same or homogeneous. Homogeneity test is usually done before performing statistical analysis. In line with Arikunto (1992), this test is to ascertain the similarity of the population. The Levene test is one method that is frequently used to check homogeneity. The homogeneity test in this study was carried out at a significance level of  $\alpha = 0.05$ . When the significance value is more than 0.05, it can be said that the data are homogenous.

## 3) Test of Hypothesis

Hypothesis test is one of the important data analysis techniques in quantitative research to test the validity of assumptions or theories proposed based on the empirical data obtained. In this case, the t-test formula was used. The experiment class was X variable and the control class was Y variable. In order to find out the average of the pre-test score, then all students' pre test scores were summed up, then divided by the number of students. The same procedure was also used to determine the average post-test score.

Once the average values of the pre-test and post-test are determined, calculate the difference between the pre-test scores of variables x and y. This involves taking the average score of variable x's pre-test and subtracting it from the average score of variable y's pre-test. The same steps were applied to the post-test.

The formula of t-test is as follow:

$$t_o = \frac{M_x - M_y}{SE_{M_x - M_y}}$$

$M_x$  : Mean of the Difference of Experiment Class

$M_y$  : Mean of the Difference of Control Class

$SE M_x$  : Standard Error of Experiment Class

$SE M_y$  : Standard Error of Control Class



## CHAPTER IV

### FINDINGS AND DISCUSSION

In order to address research issues discovered by testing, the researcher presents findings and discussion in this chapter. This chapter's main topics include examining the effectiveness of the using riddle game on vocabulary mastery of the ninth grade at MTs Ma'arif NU 1 Ajibarang Banyumas.

#### A. Findings

The researcher gathered and examined data from the experimental and control groups both prior to and following the use of riddle game for teaching vocabulary. The results of this analysis, along with tables and detailed explanations, are presented. The data in this chapter was calculated by the researcher using SPSS. Not only by processed, but it was checked by person who is proficient in data processing with SPSS, namely Kholidatun Fikria. Additionally, the final processed data is intended to highlight any differences between the control and experimental groups.

The research conducted at MTs Ma'arif NU 1 Ajibarang, specifically in grade 9, was agreed upon by the English teacher at the school. 4 specific meetings were held as an experiment in the application of the riddle game. This research was conducted taking sampling 2 namely class XI A and XI B. Further data or explanations are described as follows.

##### 1. Description of Data

The pre-test and post-test results of each group's students are used in the data collection process. The experimental and control groups' data are presented in separate tables with explanations that make the data clear. More explanations are presented below:

##### a. Data of Experimental Class

In this study, XI-A class was used as the treatment class. 25 students participated in learning with the riddle game technique.

The following are the pre-test and post-test scores from experimental class:

**Table 4.1 Scores of Pre-test and Post-test of the Experimental Class**

<b>Students' Code</b>	<b>Pre-test</b>	<b>Post-test</b>	<b>Gain</b>
1 <sup>st</sup> Student	68	75	7
2 <sup>nd</sup> Student	68	85	17
3 <sup>rd</sup> Student	48	75	27
4 <sup>th</sup> Student	78	85	7
5 <sup>th</sup> Student	73	88	15
6 <sup>th</sup> Student	58	75	17
7 <sup>th</sup> Student	73	80	7
8 <sup>th</sup> Student	78	85	7
9 <sup>th</sup> Student	80	88	8
10 <sup>th</sup> Student	80	93	13
11 <sup>th</sup> Student	80	95	15
12 <sup>th</sup> Student	68	83	15
13 <sup>th</sup> Student	83	88	5
14 <sup>th</sup> Student	78	90	12
15 <sup>th</sup> Student	55	80	25
16 <sup>th</sup> Student	60	73	13
17 <sup>th</sup> Student	73	80	7
18 <sup>th</sup> Student	70	85	15
19 <sup>th</sup> Student	68	83	15
20 <sup>th</sup> Student	68	85	17
21 <sup>st</sup> Student	75	85	7
22 <sup>nd</sup> Student	80	93	13
23 <sup>rd</sup> Student	58	80	22
24 <sup>th</sup> Student	70	78	8
25 <sup>th</sup> Student	58	80	22
<b>Total</b>	1748	2087	
<b>Average</b>	69.9	83.4	
<b>Maximum Score</b>	80	95	
<b>Minimum Score</b>	48	73	

The data from the experimental class table showed that the average score of the pre-test for the twenty-five students was 69.92, while the post-test average was 83.48. In the pre-test, the scores ranged from a high of 80 to a low of 48, whereas in the post-test, scores ranged from a maximum of 95 to a minimum of 73. Following the introduction of the riddle game to improve vocabulary learning, students' scores rose notably. These results demonstrated a significant improvement in student performance from before to after the test.

b. Data of Control Class

In this research IX-B was the control class with 24 students. This class had no riddle game implemented, it was only using textbooks and teacher-centered. The following are the pre-test and post-test scores from experimental class:

*Table 4.2 Scores of Pre-test and Post-test of the Control Class*

Students' Code	Pre-test	Post-test	Gain
1 <sup>st</sup> Student	63	75	12
2 <sup>nd</sup> Student	65	75	10
3 <sup>rd</sup> Student	63	73	10
4 <sup>th</sup> Student	55	68	13
5 <sup>th</sup> Student	72	80	8
6 <sup>th</sup> Student	63	70	7
7 <sup>th</sup> Student	65	75	10
8 <sup>th</sup> Student	63	65	2
9 <sup>th</sup> Student	60	78	18
10 <sup>th</sup> Student	58	60	2
11 <sup>th</sup> Student	58	68	10
12 <sup>th</sup> Student	70	78	8
13 <sup>th</sup> Student	60	63	3
14 <sup>th</sup> Student	73	78	5
15 <sup>th</sup> Student	63	68	5
16 <sup>th</sup> Student	68	70	2
17 <sup>th</sup> Student	60	70	10
18 <sup>th</sup> Student	53	70	17
19 <sup>th</sup> Student	65	70	5

20 <sup>th</sup> Student	60	51	-9
21 <sup>st</sup> Student	50	70	20
22 <sup>nd</sup> Student	60	68	8
23 <sup>rd</sup> Student	65	70	5
24 <sup>th</sup> Student	80	85	5
<b>Total</b>	1522	1708	
<b>Average</b>	63.4	71.1	
<b>Maximum score</b>	80	85	
<b>Minimum score</b>	50	60	

The table above proved the differences in results. In the control class, the average pre-test score was 63.4, ranging from a minimum of 50 to a maximum of 80. After testing the post-test average score increased to 71.1, with a range of scores from 60 to 85.

## 2. Data Analysis

### a. Normality test

The normality test assesses whether the data follows a normal distribution. Data is considered normally distributed if the significance value exceeds 0.05. The results of the normality test are shown below:

**Table 4.3 Test of Normality**

class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
the result pre-test experiment class	.159	25	.101	.943	25	.178
pre-test control class	.172	24	.065	.961	24	.466

a. Lilliefors Significance Correction

The normality test was conducted using IBM SPSS version 25, with results shown in the Kolmogorov-Smirnov significance column. The experimental class had a significance value of  $0.101 > 0.05$ , and the control class had a significance value of  $0.065 > 0.05$ . These values indicate that both datasets are normally distributed, as each significance value exceeds 0.05.

b. Homogeneity test

A homogeneity test assesses whether data is homogeneous or heterogeneous. The Levene test was used to evaluate homogeneity. The SPSS homogeneity test results are shown below:

*Table 4.4 Test of Homogeneity Variance*

		Levene Statistic	df1	df2	Sig.
Students' results on pre-test	Based on Mean	2.169	1	37	.149
	Based on Median	2.098	1	37	.156
	Based on Median and with adjusted df	2.098	1	36.344	.156
	Based on trimmed mean	2.115	1	37	.154
Students' results on post-test	Based on Mean	.041	1	47	.841
	Based on Median	.008	1	47	.930
	Based on Median and with adjusted df	.008	1	43.606	.930
	Based on trimmed mean	.067	1	47	.797

In the table above, the significance value between the experimental and control groups for the pretest is 0.149, which was more than 0.05, indicating homogeneity of the pretest data. For the posttest, the significance value was 0.841 > 0.05, confirming that the posttest scores of both the experimental and control groups were also homogeneous.

c. Hypothesis test

Once the data was confirmed to be normal and homogeneous, a t-test was conducted to identify if there was a significant difference between the experimental class, which used the riddle game, and the control class. This hypothesis test, performed in SPSS 25, is presented as follows:

1) Paired sample T-test

The paired sample t-test is a statistical method used to compare the means of two sets of data within a single sample group. This test was applied to assess whether there was a significant difference between the experimental class, which used the riddle game, and the control class.

The table of paired sample T-test are shown below:

**Table 4.5 Results of Paired Sample T-test Experiment Class**

		Paired Samples Test							
				Paired Differences					
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	PRE-TEST - POST-TEST	-13.56000	6.00750	1.20150	-16.03977	-11.08023	-11.286	24	<.001

Referring to the table above, the significance value is 0.01, which is less than 0.05. This indicates a difference in the average scores between the pre-test and post-test in the experimental class.

**Table 4.6 Result of Paired Sample T-test Control Class**

		Paired Samples Test							
				Paired Differences					
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	PRE-TEST - POST-TEST	-7.75000	6.08812	1.24273	-10.32079	-5.17921	-6.236	23	<.001

According to the table above, the significance value is 0.01, which is below 0.05. This indicates a difference in the average scores between the pre-test and post-test in the control class.

2) Independent sample T-test

An independent sample t-test is conducted to determine if there is a statistically significant difference in the mean values between two separate groups. This test is applied when the two groups are unrelated or independent of each other.



The table of Independent sample T-test, both pre-test and post-test are shown below:

**Table 4.7 Independent Sample T-test of Pre-test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
learning_results	Equal variances assumed	4.681	.036	1.912	47	.062	4.615	2.414	-242	9.472
	Equal variances not assumed			1.927	42.164	.061	4.615	2.395	-.218	9.448

Referring to the table above, the significance value (2-tailed) of 0.062 is greater than 0.05, indicating no difference in the average values of the two groups. This suggests that both groups are at a similar level of ability.

**Table 4.8 Independent Sample T-test of Post-test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
learning_results	Equal variances assumed	3.559	.065	3.000	47	.004	6.920	2.307	2.280	11.560
	Equal variances not assumed			3.021	43.203	.004	6.920	2.290	2.301	11.539

Based on the table, the results of the independent sample t-test using SPSS version 25, under the assumption of equal variances, show a significance (2-tailed) value of 0.004, which is less than 0.05. This indicates that H0 should be rejected when the sig (2-tailed) value (p) is less than 0.05, as seen in the table. Therefore, H0 is rejected, and H1 is accepted, leading to the conclusion that H1 demonstrates the effectiveness of the riddle game on students' vocabulary mastery.

## B. Treatment

The treatment was conducted after the pre-test and before the post-test. The researcher organized four meetings during this treatment session. The experimental class was conducted in XI-A, using a technique in the form of a

riddle game. The riddle game involved guessing answers based on a theme or topics related to the learning material. The material focused on various vocabulary verbs and adjectives related to the present continuous tense, allowing students to practice writing simple present continuous tense sentences. A more detailed explanation of this treatment is as follows:

- 1) The initial session occurred on Wednesday, September 11, 2024. During this meeting, students were introduced to the concept of a riddle game and were provided with examples of riddles and their answers. The teacher also introduced 10 new verb-related vocabulary words. The riddle game began with students being divided into groups. The teacher then dictated a series of riddles for students to solve on paper. If students faced challenges, they were allowed to ask the teacher for a single hint during this session.
- 2) The second session took place on Monday, September 16, 2024. In this meeting, students, working in their groups, learned 10 additional verbs. They played another round of the riddle game using the newly introduced vocabulary. However, unlike the first meeting, no hints were provided during this session. After completing the riddles, students were tasked with creating one present continuous sentence using the given vocabulary as a additional activity.
- 3) The third session was held on Wednesday, September 18, 2024. The activities same as the previous meetings, focusing on a riddle game with a new set of 10 adjectives as the vocabulary for the day. Students worked in groups to solve the riddles on paper. Following this, the answers were reviewed and discussed together with the teacher.
- 4) The final session also occurred on Wednesday, September 18, 2024. In this session, students engaged in another round of the riddle game, learning 10 additional adjectives distinct from those introduced earlier. After discussing the riddles in groups, they finalized their answers. To conclude, students were required to construct a present continuous sentence incorporating the new adjectives.

That was the series of treatments that had been carried out in the form of

applying the riddle game as a teaching strategy in Class XI-A. The implementation was conducted by the researcher with planning and attention to detail to ensure that the activity effectively engaged the students and supported their learning process throughout the study.

### **C. Discussion**

Vocabulary mastery is essential for learning any foreign language. Vocabulary encompasses the knowledge of words and their meanings (Kamil and Heibert, 2005). Mastering vocabulary is highly beneficial for students' English language learning, as it provides a strong foundation for their overall communication skills. By expanding their vocabulary, students can more easily understand a variety of texts, express their thoughts and ideas with greater clarity, and engage in more complex conversations. This enhanced vocabulary allows them to comprehend spoken and written English more effectively, which in turn boosts their confidence and helps them become more proficient in the language. According to Merriam Webster, mastery is defined as the attainment of a very high level of skill or knowledge. According to Staehr (2008), the ability to read, write, speak, and listen to something that contains vocabulary is the general definition of vocabulary mastery for students. The appropriate and efficient use of words is another aspect of vocabulary mastery.

One of the problems that students encounter when learning English, as observed prior to the study was their unfamiliarity with a range of essential vocabulary. This limited vocabulary not only hinders their comprehension of spoken and written material but also created a barrier that made it challenging for them to actively engage in classroom discussions or participate in learning activities. Consequently, they often struggle to express their ideas, respond to questions, or contribute to group conversations. Moreover, the results of the initial test showed that neither the experimental group nor the control group achieved high scores. Specifically, the experimental group had an average score of 69.9, while the control group had an average of 63.41. This result indicated that they were still limited in their vocabulary mastery.

Learning techniques, such as group discussions, simulations, and games,

students can more easily understand the material because the learning process feels more lively and fun. For example, the technique of using game models has advantages for students. As a result, most students enjoy playing games with teacher guidance and receive knowledge well. It becomes more interesting and can motivate students. Games provide a familiar mode of communication among players and it can motivate them to study foreign languages (Yuliana, 2011). Games for example, not only provide entertainment, but also encourage students to think creatively, work together, and solve problems. In relation to this, the researcher used riddle game in learning English, especially on vocabulary.

According to Zipke (2008), a riddle is a type of question designed to be amusing and entertaining. Essentially, it can be described as a question with a playful or pun-filled answer. Riddles challenge students to actively search for solutions or find the correct answers, sparking curiosity and engaging their problem-solving skills. This type of game also plays a crucial role in enhancing students' thinking abilities, as riddles prompt them to make thoughtful guesses, analyze possible answers. A riddle is typically a statement, question, or phrase with a hidden or implied meaning, presented as a challenge to solve (Brassel, 2008). Involving students in riddle games not only enhances the enjoyment of learning but also promotes active participation in the educational process (Afrianti, 2014).

In this research, there were 2 classes to be used as experimental and control classes. The experimental class was class XI A. In this class, there was treatment in the form of riddle game in 4 meetings. The learning in this treatment class with riddle game was in the form of understanding vocabulary about adjectives and verbs. This vocabulary was based on the material book, namely SIMAK textbook. These vocabularies were related to daily activities both at school and outside activities that are familiar to students. For adjectives vocabulary was related to describing something or someone. This material was relevant to students. In addition, there were additional materials such as conjunctions, determiners, synonyms and antonyms and others.

Students in this class were introduced to how the riddle was implemented.

The rules of the game were explained so that students could follow the game properly. First, students were given an example of a riddle and its answer, after which the game began. They received 10 riddles in 1 day that contained the answers to the vocabulary they learned that day. On the first and second day, these riddles were related to verbs, then on the third and fourth day, the riddles were related to adjectives. Students guessed each riddle after dictation and discussed each number for 3 minutes. Students who had difficulty guessing the riddle had the opportunity to take a clue card as their helper up to 5 times. This discussion was guided by the researcher to ensure it ran well. Students were also reminded not to give answers to other groups. In accordance with Yuliantina et al. (2014) added that in this step students can save answers by writing them on paper, ensuring that they can maintain their thoughts and solutions without the risk of forgetting. The last session of this game is a discussion of answers as well as corrections to determine the points of each group. Previously, their pre-test average score was 69.9. Then, after they received the riddle game treatment, their average score increased to 83.4 as evidenced through the post-test. Furthermore, their previous maximum score of 80 increased to 95. Their previous minimum score of 48 increased to 48.

The other class was the control class. The control class was a class without any treatment of riddle game, or in this research is class XI-B. Students only learnt through text-book, or center on the teacher. The teacher provided vocabulary through the textbook that the students read. The vocabulary taught was the same as in the experimental class, in the form of adjectives and verbs. The students read the vocabulary guided by the teacher and wrote it down. After that, the material was discussed. Their average score on the pre-test was 63.4 while their post-test was 71.1. In terms of test, the data showed that students had a minimum score of 50 on the pre-test, which then improved to a minimum score of 60 in the post-test. Furthermore, the maximum score observed in the pre-test was 80, which increased to 85 in the post-test. This progression indicated that there was a notable difference in outcomes between the treatment and control groups, suggesting that the intervention had a positive impact on students'

vocabulary mastery.

It was not only seen from the pre-test and post-test results, but there was an independent test of the two as findings. Based on this research findings, students' vocabulary mastery increased more when they learned through riddles than the class without treatment of the riddle. H1 was accepted and H0 was rejected, according to the independent sample t-test result, which was supported by the post-test results with a sig value level (2-tailed) of  $0.004 < 0.05$ , which asserted that students' vocabulary mastery was effected by riddle game. In other words, it has a positive impact on students' vocabulary skills, enriching their understanding through a more interactive and fun game.

The research's findings on the vocabulary mastery of XI grade students at MTs Maarif NU 1 Ajibarang showed that a riddle game increased their vocabulary mastery. As supporting evidence that has been done in other studies, it is Imroatin's (2020) study, titled "Enhancing Students' Vocabulary Mastery by Using Riddle Games at SMP Ar-Rohmah Putri Dau," demonstrated a significant positive impact of using riddle games on students' vocabulary mastery. Post-test scores showed improvement compared to pre-test scores, indicating that this game helped students remember and memorize vocabulary more easily. Additionally, students were motivated and engaged throughout the learning process, as shown by their active participation in class. The riddle technique created an enjoyable classroom atmosphere. This study shares a common purpose with the current research: evaluating the effectiveness of riddle games in enhancing students' vocabulary mastery.

Research by Afrianti (2014) also showed that riddle games can make the learning atmosphere more fun and interactive. Students not only learn new vocabulary, but are also more motivated to be actively involved due to the fun classroom atmosphere and the challenge of the game. This was in line with Rahmawati et al. (2022), who observed that the use of riddle game as a learning tool allows students to clarify the meaning of words interactively, thus improving their vocabulary comprehension. As students worked on the challenges provided by the riddles, they were encouraged to think critically and creatively, which

significantly improves their vocabulary mastery. This interactive process not only helped them internalize new words, but also enabling deeper understanding and language retention, as they actively participate in discussion and collaboration with the group.

Another research it is based on Ningrum et al, (2019) there was positive impacts from riddle game. Students were able to collaborate well with their classmates in group work. Students were happy and courageous to study language when the teaching and learning process employed the riddle game technique. Due to the students' comprehension of language, including word meanings, how to use words. It is also in a line with the findings from Johnson (2022), who argued based on research that riddles help students in improving their vocabulary, especially in understanding the meaning and spelling of words.

Thus, based on the findings from this study, as well as support from previous academic research, it is clear that riddle games are an effective technique for improving students' English vocabulary. The game introduces students to material-specific new vocabulary through a simple process of guessing and engaging in critical group discussions, guided by the teacher. Riddle game is also interactive when implemented in the classroom, as they allow for dynamic interaction between students and teachers. This interactive process involves guessing each other, asking questions about relevant clues, and correcting answers together. The teacher plays an important role in facilitating and keeping the discussion lively, while students are given the opportunity to actively participate, express ideas, and enrich their understanding of the new vocabulary. In this way, students not only gain new knowledge, but also experience a fun and meaningful learning experience, which has the potential to increase their motivation in understanding the subject matter.

The independent sample t-test results showed that the alternative hypothesis (H1) was accepted, while the null hypothesis (H0) was rejected. This finding was reinforced by post-test results, which revealed a level (2-tailed) of 0.004, falling well below the 0.05. This statistical outcome indicated that the use of riddle games had a meaningful impact on students' vocabulary mastery. In essence, the

riddle game contributed positively to students' vocabulary skills, fostering an interactive and enjoyable learning environment. Through this approach, students were not only exposed to new vocabulary but also engaged in a stimulating activity that encouraged active participation and improved retention of new words. This result highlights the value of incorporating creative and playful elements into vocabulary learning, as it supports students in acquiring language skills in a way that is both effective and enjoyable. The positive impact of the riddle game suggests that such technique can enhance students' vocabulary knowledge by making learning more appealing and accessible.





## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter is organized into three components, namely conclusion, limitation of the study, and suggestion. At the beginning, this chapter outlines the findings of the researcher derived from the data obtained. Furthermore, it discusses the limitation. Lastly, it ends with the researcher's recommendation.

#### **A. Conclusion**

Being a commonly used international language, English is a vital tool for communication on a global scale. It facilitates interactions and connections around the world. This has become a matter of considerable concern such as in the social, political and even educational fields. This research involves learning in schools. Considering the issue of the need for engaging English learning techniques in schools. Learning technique can help students in learning to achieve goals. English learning which includes several skills certainly needs to learn vocabulary. Therefore, a technique called riddle game is applied to engage students' vocabulary mastery.

Based on the research results the findings indicated that Sig. 2-tailed ( $p$ ) was 0.004, while alpha ( $\alpha$ ) was 0.05, where  $0.004 < 0.05$ . Consequently,  $H_0$  was rejected, and  $H_1$  was accepted. This demonstrated that there was a difference in vocabulary mastery between the experimental and control classes, with the experimental class showing higher vocabulary mastery than the control class. However, the result of the paired T-test there is no difference. From this result, it can be concluded that riddle game had an effect on students' vocabulary mastery at MTs Maarif NU 1 Ajibarang Banyumas.

#### **B. Limitation of the Study**

Based on the research that was conducted, it became evident that there was limitation encountered, this was the most being related to time management. This limitation can be considered in this study for more opportunities for students to discuss in learning process.

### C. Suggestion

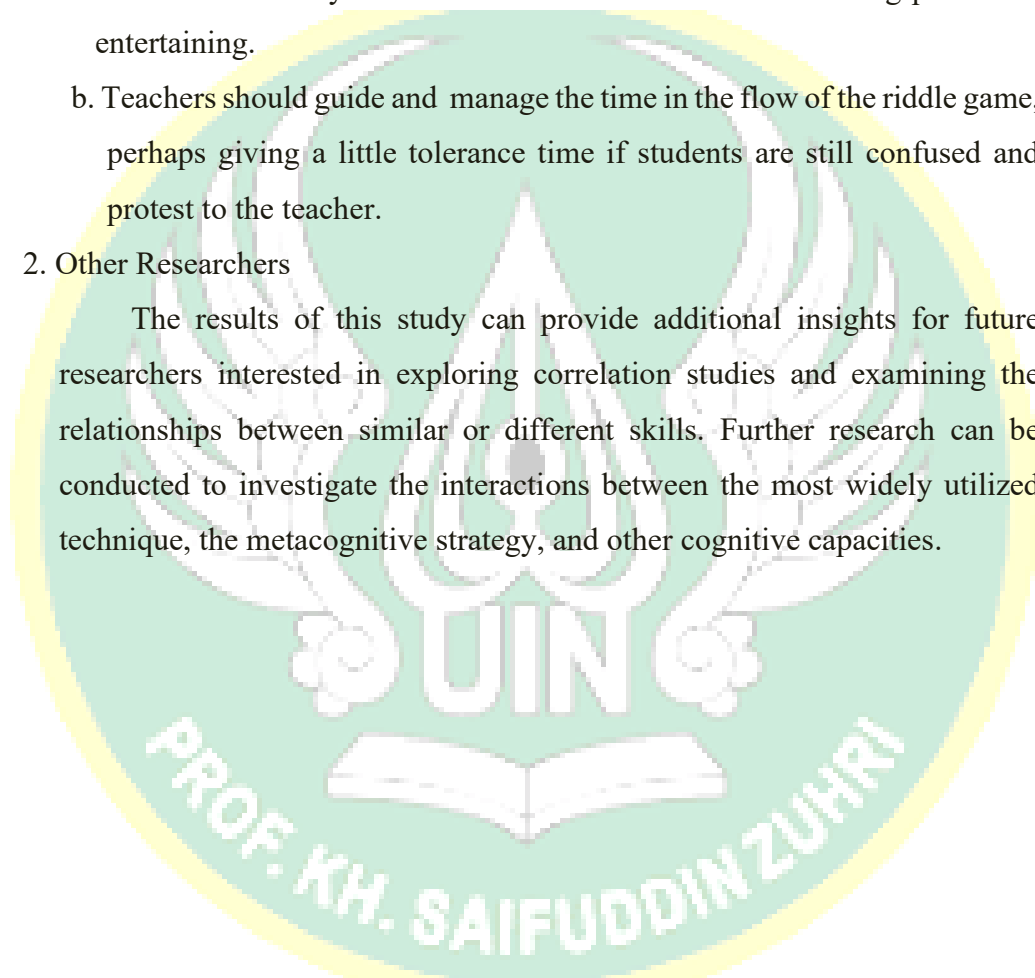
Based on the research findings, here are some recommendations that may be useful. The following are those suggestions:

#### 1. Teachers

- a. To avoid boredom, teachers ought to present a range of engaging learning resources to help students learn vocabulary. They should also make sure that the vocabulary is related to a theme and that the learning process is entertaining.
- b. Teachers should guide and manage the time in the flow of the riddle game, perhaps giving a little tolerance time if students are still confused and protest to the teacher.

#### 2. Other Researchers

The results of this study can provide additional insights for future researchers interested in exploring correlation studies and examining the relationships between similar or different skills. Further research can be conducted to investigate the interactions between the most widely utilized technique, the metacognitive strategy, and other cognitive capacities.



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# APPENDICES



Appendix 1. Official Letter of Preliminary Observation.

**LEMBAGA PENDIDIKAN MA'ARIF NU PCNU KAB. BANYUMAS**  
**MTs MA'ARIF NU 1 AJIBARANG**  
**TERAKREDITASI "A"**  
Alamat: Jl. Pandansari Ajibarang Wetan, Ajibarang, Banyumas 53163 ☎ (0281) 571882  
Email: [mtsmaarifnusatuajibarang@gmail.com](mailto:mtsmaarifnusatuajibarang@gmail.com) website: [www.mtsmaarifnu1ajibarang.mysch.id](http://www.mtsmaarifnu1ajibarang.mysch.id)

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**SURAT KETERANGAN**  
Nomor: 405.a/LPM/33.09/MTs-11/G/XI/2023

Yang bertandatangan dibawah ini Kepala MTs Ma'arif NU 1 Ajibarang, menerangkan dengan sesungguhnya bahwa:

Nama : **DENI IFTIKHAL IBNU ELDAR**  
NIM : 2017404012  
Program Studi : Tadris Bahasa Inggris  
Semester : 8 (delapan)  
Universitas : UIN Prof. K.H. Saifudin Zuhri Purwokerto

Mahasiswa tersebut diatas benar-benar telah melakukan penelitian skripsi di MTs Ma'arif NU 1 Ajibarang dengan menggunakan "**Metode Observasi**" kepada anak kelas VIII dari tanggal 9 Desember 2023 .

Demikian surat keterangan ini dibuat untuk menjadi periksa dan digunakan sebagaimana mestinya.

Ajibarang, 9 Desember 2023  
Kepala,  
  
  
**AMINUDIN AZIZ, S.Pd.I.**

## Appendix 2. Certificate of the Research

 LEMBAGA PENDIDIKAN MA'ARIF NU PCNU KAB. BANYUMAS  
MTs MA'ARIF NU 1 AJIBARANG  
TERAKREDITASI "A"  
Alamat: Jl. Pandansari Ajibarang Wetan, Ajibarang, Banyumas ☎ 53163 ☎ (0281) 571882  
Email: [mtsmaarifnusatuajibarang@gmail.com](mailto:mtsmaarifnusatuajibarang@gmail.com) website: [www.mtsmaarifnu1ajibarang.mysch.id](http://www.mtsmaarifnu1ajibarang.mysch.id)

**SURAT KETERANGAN**  
Nomor : 350/LPM/33.09/MTs-11/G/XI/2024

Yang bertanda tangan di bawah ini Kepala MTs Ma'arif NU 1 Ajibarang, menerangkan dengan sesungguhnya bahwa :

Nama : **Aminudin Aziz, S.Pd.I.**  
Jabatan : Kepala Madrasah  
Tempat Tugas : MTs Ma'arif NU 1 Ajibarang

Memberikan izin kepada :

N a m a : **Deni Iftikhar Ibnu Eldar**  
NIM : 2017404012  
Alamat : Pancasan RT 06 RW 03 Kec. Ajibarang  
Jurusan/Prodi : Tadris Bahasa Inggris  
Judul Skripsi : The Effectiveness of using Riddle Game on Vocabulary Mastery of the Ninth Grade at MTs Ma'arif NU 1 Ajibarang Banyumas  
Perguruan Tinggi : UIN K.H. Saifuddin Zuhri Purwokerto

Telah melaksanakan penelitian di MTs Ma'arif NU 1 Ajibarang dalam rangka penyusunan skripsi pada tanggal 14 September sampai dengan 12 Oktober 2024, guna menyusun Tugas Akhir/Skripsi dengan judul "The Effectiveness of using Riddle Game on Vocabulary Mastery of the Ninth Grade at MTs Ma'arif NU 1 Ajibarang Banyumas."

Demikian surat ini dibuat untuk digunakan seperlunya.

Ajibarang, 8 November 2024  
Kepala Madrasah,  
  
**AMINUDIN AZIZ, S.Pd.I.**

Tembusan :  
1. Arsip



### Appendix 3. Validation Sheet

**SURAT KETERANGAN VALIDASI INSTRUMENT**

Yang bertanda tangan di bawah ini:

Nama : Irra Wahidiyati, M. Pd.  
Instansi : Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto.  
Jabatan : Dosen

Setelah membaca, menelaah dan mencermati instrument berupa pre-test dan post-test yang akan digunakan untuk penelitian dengan judul "The Effectiveness of Using Riddle Game on Vocabulary Mastery on the Ninth Grade at MTs Ma'Arif NU 1 Ajibarang Banyumas" yang dibuat oleh:

Nama : Deni Iftikhar Ibnu Eldar  
NIM : 2017404012  
Jurusan : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

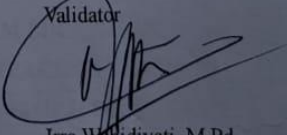
Dengan ini menyatakan instrument tersebut,

Layak digunakan  
 Layak digunakan dengan revisi  
 Tidak layak digunakan

Setelah memperhatikan instrument yang telah dibuat, maka masukan untuk instrument tersebut adalah:

*Correct the instruction and the technical problems.*

Demikian keterangan ini dibuat agar digunakan dalam pengumpulan data.

Purwokerto, 10 September 2024  
Validator  
  
Irra Wahidiyati, M.Pd.  
NIP. 19881130 20198 2 001

## INSTRUMENT PRE-TEST

### PETUNJUK KHUSUS

1. Berdoalah sebelum mengerjakan soal.
2. Tulislah terlebih dahulu identitas Anda pada lembar jawab yang tersedia.
3. Bacalah setiap nomor dengan teliti sebelum mengerjakan soal.
4. Kerjakanlah semua nomor dengan teliti pada lembar jawab yang ada sesuai dengan petunjuk.
5. Periksalah pekerjaan Anda sebelum diserahkan kepada pengawas.

**Please read each question carefully and choose the correct answer by marking a cross (X) on the letter a, b, c, or d!**

1. The classroom is ... so it is comfortable for learning.  
A. dirty                      C. narrow  
B. clean                      D. beautiful
2. Borobudur is a ... temple, as it covers an area of 2,500 m<sup>2</sup>.  
A. high                      C. small  
B. dirty                      D. large
3. Drugs are very ... for people.  
A. dangerous              C. useful  
B. good                      D. safe
4. At the party Giselle was wearing a ... dress, she got compliments from her friends.  
A. ugly                      C. beautiful  
B. big                      D. neat
5. Our school is ... for winning many competitions.  
A. expensive              C. fresh  
B. amazing                D. famous
6. Adib is ... in memorizing the Qur'an, because he wants to participate in the Hafiz Indonesia competition.  
A. diligent                C. lazy  
B. famous                 D. neat
7. Aryo : Do you have any vacation plans?  
Gleen : No, I don't. Because I'm ... to go out  
A. excited                 C. sad  
B. happy                  D. lazy
8. Kenzi : What are you doing, Rian?  
Rian : I'm drawing anime. It's ... ! because I'm watching each episode.  
A. fun                      C. boring  
B. great                    D. happy
9. Karina : You're running ... Aren't you tired?  
Jeno : No, I'm not. I used to run with my brother around the sports stadium.  
A. fast                      C. strong

B. slow                      D. Sneaky

10. Tiara : There is a food bazaar in town tomorrow, do you want to go?  
Lulu : No, I will not. I'm being ... these days because I want to save up for a novel.  
A. wasteful                      C. frugal  
B. silent                      D. rich
11. Dahlan : Your body is very ..., do you exercise every day?  
Judith : Of course, I do it everyday.  
A. healthy                      C. sick  
B. fat                      D. Clean
12. Armand : How does your village view?  
Anton : My village is very ... because the people there care about the environment.  
A. wide                      C. peaceful  
B. neat                      D. clean
13. Liam is ... the assignment in the classroom now.  
A. touching                      C. giving  
B. watching                      D. writing
14. The students are ... for art subject.  
A. running                      C. clapping  
B. sleeping                      D. painting
15. The ninth grade students are ... the latest news.  
A. discussing                      C. playing  
B. looking                      D. calling
16. The teacher is ... the material to the students right now.  
A. writing                      C. explaining  
B. speaking                      D. reading
17. They are ... Louis Tomlinson's song together.  
A. spelling                      C. calling  
B. playing                      D. singing
18. Mrs. Fadhila is ... the floor.  
A. helping                      C. baking  
B. sweeping                      D. doing
19. My mother ... buying some vegetables.  
A. am                      C. were  
B. is                      D. are
20. The teachers ... attending a meeting in the office right now.  
A. is                      C. was  
B. are                      D. am
21. I ... presenting the material in front of my friends.  
A. are                      C. am  
B. is                      D. were
22. Fardhan ... waiting the buss at the buss stop.  
A. is                      C. are  
B. am                      D. were



- A. they                      C. he  
B. their                      D. Our

36. The correct pronoun for the number 36 in the text above is....  
A. his                      C. they  
B. her                      D. she
37. My mother is cooking fried tofu ... tempe.  
A. for                      C. and  
B. or                      D. than
38. I'm studying right now, ... I can go to bed early.  
A. so                      C. when  
B. but                      D. and
39. She is feeling tired ... she didn't get enough rest last night.  
A. but                      C. because  
B. and                      D. although
40. I'm studying in my room, ... my sister is sleeping.  
A. for                      C. so  
B. while                      D. or
41. David is calling his friend, ... his friend doesn't hear him.  
A. but                      C. for  
B. so                      D. and
42. People are shopping at Indah Mall, ... there are discounts.  
A. and                      C. for  
B. but                      D. because
43. "Your house is luxurious". What does "luxurious" mean?  
A. It refers to something that extremely elegant and amazing.  
B. It means very cheap.  
C. Something that is very big.  
D. It refers to something that is rare.
44. "This school is very well-known". What does "well-known" mean?  
A. It means something that is most interesting.  
B. It refers to something that very popular.  
C. It refers to something that is less noticed by people.  
D. It means something that is very big.
45. "I am buying some foods in the canteen, because I'm starving now after having math lesson". What does "starving" mean?  
A. Food craving.  
B. Very thirsty.  
C. Getting sick.  
D. Very hungry.
46. "The cake is delicious." What does "delicious" mean?  
A. It refers to the description of a good taste.  
B. It means the food is tasteless.  
C. It means the food that is fresh.  
D. It refers to the description of a good smell.





9. Jullie : Now, there is a music festival. Will you come there with me?  
Natty : No, I will not. I'm ... to go out today.  
A. happier                      C. bad  
B. rude                          D. Lazy
10. Fara : This film is so ....  
Mila : I agree with you. Let's do other activity.  
A. fun                              C. boring  
B. angry                          D. Long
11. Dion : What are you doing, Aji?  
Aji : I'm seeing that cat. The cat is so ....  
A. cute                              C. rude  
B. angry                          D. good
12. Jeff : You're running so ... Aren't you tired?  
Mark : No, I'm not. I almost everyday run in this stadium.  
A. good                              c. fast  
B. angry                          d. slow
13. My father is ... my brother to fix his motorcycle.  
A. cooking                          C. dancing  
B. helping                          D. greeting
14. The eighth grade students are ... the latest news.  
A. walking                          C. singing  
B. going                              D. discussing
15. My sister is ... on the stage well.  
A. taking                              C. dancing  
B. cooking                          D. seeing
16. Liam and Deni are ... in a clean pool.  
A. swimming                          C. dancing  
B. traveling                          D. singing
17. My teacher is ... the material to the students patiently.  
A. cooking                          C. greeting  
B. helping                          D. teaching
18. I'm ... a poem based on my feeling.  
A. singing                              C. writing  
B. dancing                          D. discussing
19. My sister ... cutting the paper for the craft.  
A. am                                  C. is  
B. were                                  D. are
20. I ... writing the material on the withboard.  
A, were                                  C. have  
B. am                                      D. is
21. The teachers ... meeting in the office.  
A. are                                      C. is  
B. was                                      D. am
22. Iqbal ... speaking to Afkar in front of the class now.  
A. were                                  C. is  
B. had                                      D. are



23. Bimo and Jihan ... joining the basketball club.  
 A. are C. has  
 B. is D. Am
24. Kevin ... listening to Wendy's song, his favorite singer  
 A. are C. have  
 B. is D. am
25. ... house is being renovated.  
 A. I am C. We  
 B. My D. Me
26. I'm saving ... money.  
 A. An C. much  
 B. many D. Any
27. I'm seeing ... eagle at the Gembira Loka zoo.  
 A. an C. is  
 B. a D. Any
28. At the Jakarta Feast ... mother are participating food creation competition.  
 A. a C. an  
 B. us D. every
29. There are ... ants on the wall.  
 A. a C. each  
 B. few D. an
30. Danang is feeling sad, because ... phone is broken.  
 A. her C. his  
 B. he D. us
31. Alya is sleepy, so that ... is sleeping in her bedroom.  
 A. we C. she  
 B. he D. us
32. Afri is buying snack in the canteen, because ... is feeling hungry now.  
 A. he C. you  
 B. we D. I
33. Lend me ... pen, please!  
 A. your C. you  
 B. he D. I

**Read the text below, then fill in the blanks with the correct pronouns!**

Right now, I am studying English in (34) ... room. My sister is playing the piano in (35) ... room, and my mother is cooking dinner in the kitchen. (36) ... are all getting ready for the evening. I am planning to watch a movie after I finish my homework, but first, I am focusing on my studies.

34. The correct pronoun for the number 34 in the text above is....  
 A. we C. me  
 B. his D, my
35. The correct pronoun for the number 35 in the text above is....  
 A. her C. she  
 B. his D. I
36. The correct pronoun for the number 36 in the text above is....

- A. my                                  C. she  
 B. our                                  D. We
37. My brother is resting, ... he is tired after participating scout activities.  
 A. but                                  C. because  
 B. for                                  D. when
38. I'm practicing dance for festival performance, ... I need to be serious.  
 A. but                                  C. yet  
 B. so                                  D. when
39. I'm taking a picture at the Sonobudoyo Museum, ... my brother is just sitting on the chair.  
 A. so                                  C. then  
 B. for                                  D. while
40. Clara is calling her mother, ... her mother doesn't hear her.  
 A. but                                  C. so that  
 B. for                                  D. or
41. They are playing football ... they are enjoying their time.  
 A. for                                  C. but  
 B. and                                  D. Or
42. I'm praying I can get a good score, ... I have studied last night.  
 A. because                              C. but  
 B. for                                  D. and
43. "The parking area is wide". What does "wide" mean?  
 A. It means to describe the large.  
 B. It means to tell the high.  
 C. It refers to something that unbelievable.  
 D. It describes a big stuff.
44. "I'm crying with blissful today". What does "blissful" in that sentence mean?  
 A. Glommy                              C. Angry  
 B. Happy                              D. Satisfy
45. "I'm praying my mother will have speedy recovery". What does "speedy recovery" in that sentence mean?  
 A. It means that the recovery process after sick is fast.  
 B. It means the recovery process is slow.  
 C. It means that the mother will go to hospital.  
 D. It means the mother will consume medicine.
46. Rina : your rabbit is so adorable, Amira.  
 Amira : thank you.  
 What does "adorable" mean in the dialogue above?  
 A. The rabbit is active.  
 B. The rabbit is not cute.  
 C. Amira's rabbit is very cute.  
 D. Amira's rabbit is beautiful.

47. "The food is tasteless". The word "tasteless" describes that the food is....  
A. delicious                      C. bitter  
B. sour                              D. no flavor/taste
48. "I'm watching this unpredictable news on the TV". What does "unpredictable" imply?  
A. The news is shocking.  
B. The news is hoax.  
C. The news is good to know.  
D. The news is amazing.
49. What is the synonym of "smart"?  
A. Good                              C. Clever  
B. Diligent                          D. Stupid
50. What is the synonym of "fat"?  
A. Thin                                C. Big  
B. Bulky                              D. Muscular
51. Reporter: The houses here are submerged in water. The weather here is also cloudy.  
The word "cloudy" synonym with....  
A. overcast                          C. sunny  
B. rainy                                D. sunrise
52. "This motorcycle is ancient". The synonym of "ancient" is....  
A. old                                  C. new  
B. cheap                               D. luxurious
53. "He is lazy person". The synonym of "lazy" is....  
A. diligent                            C. unenergetic  
B. smart                                D. active
54. "The students in the class are being silent". The synonym of "silent" is....  
A. quiet                                C. little  
B. active                                D. noisy
55. "Dafa is a kind boy". What is the antonym of "kind"?  
A. Smart                                C. Angry  
B. Cheerful                            D. Naughty
56. "My mother's cooking is always delicious". What is the antonym of the word "delicious"?  
A. Spicy                                C. Bad  
B. Salty                                 D. Tasteless
57. What is antonym of "sad"?  
A. Gloomy                              C. Happy  
B. Surprising                          D. Lovely
58. "My father is buying a huge house". The word "huge" can be replaced with...  
A. small                                C. big  
B. fat                                    D. expensive

59. Anindia : Can you describe me about Maudy?  
Erika : I think Maudy is calm person.  
What is the antonym of the word “calm”?
- A. Active                      C. Gloomy  
B. Happy                      D. Angry
60. This room looks so messy, so that I’m tidying up it now.” The antonym of “messy” is....
- A. huge                      C. simple  
B. neat                      D. spotless



## INSTRUMENT PRE-TEST

### PETUNJUK KHUSUS

1. Berdoalah sebelum mengerjakan soal.
2. Tulislah terlebih dahulu identitas Anda pada lembar jawab yang tersedia.
3. Bacalah setiap nomor dengan teliti sebelum mengerjakan soal.
4. Kerjakanlah semua nomor dengan teliti pada lembar jawab yang ada sesuai dengan petunjuk.
5. Periksalah pekerjaan Anda sebelum diserahkan kepada pengawas.

**Please read each question carefully and choose the correct answer by marking a cross (X) on the letter a, b, c, or d!**

1. The classroom is ... so it is comfortable for learning.  
A. dirty                      C. narrow  
B. clean                      D. beautiful
2. Borobudur is a ... temple, as it covers an area of 2,500 m<sup>2</sup>.  
A. high                      C. small  
B. dirty                      D. large
3. Drugs are very ... for people.  
A. dangerous              C. useful  
B. good                      D. safe
4. At the party Giselle was wearing a ... dress, she got compliments from her friends.  
A. ugly                      C. beautiful  
B. big                      D. neat
5. Our school is ... for winning many competitions.  
A. expensive              C. fresh  
B. amazing                D. famous
6. Adib is ... in memorizing the Qur'an, because he wants to participate in the Hafiz Indonesia competition.  
A. diligent                C. lazy  
B. famous                  D. neat
7. Aryo : Do you have any vacation plans?  
Gleen : No, I don't. Because I'm ... to go out.  
A. excited                  C. sad  
B. happy                    D. lazy
8. Kenzi : What are you doing, Rian?  
Rian : I'm drawing anime. It's ... ! because I'm watching each episode.  
A. fun                      C. boring  
B. great                    D. Happy
9. Karina : You're running ... Aren't you tired?  
Jeno : No, I'm not. I used to run with my brother around the sports stadium.  
A. fast                      C. strong  
B. slow                      D. Sneaky

10. Tiara : There is a food bazaar in town tomorrow, do you want to go?  
Lulu : No, I will not. I'm being ... these days because I want to save up for a novel.
- A. wasteful                      C. frugal  
B. silent                          D. rich
11. Dahlan : Your body is very ..., do you exercise every day?  
Judit : Of course, I do it everyday.
- A. healthy                        C. sick  
B. fat                                D. Clean
12. Armand : How does your village view?  
Anton : My village is very ... because the people there care about the environment.
- A. wide                              C. peaceful  
B. neat                              D. clean
13. Liam is ... the assignment in the classroom now.
- A. touching                      C. giving  
B. watching                      D. writing
14. The students are ... for art subject.
- A. running                        C. clapping  
B. sleeping                        D. painting
15. The ninth grade students are ... the latest news.
- A. discussing                      C. playing  
B. looking                         D. calling
16. The teacher is ... the material to the students right now.
- A. writing                          C. explaining  
B. speaking                        D. reading
17. They are ... Louis Tomlinson's song together.
- A. spelling                         C. calling  
B. playing                         D. singing
18. Mrs. Fadhila is ... the floor.
- A. helping                         C. baking  
B. sweeping                        D. doing
19. My mother ... buying some vegetables.
- A. am                                C. were  
B. is                                 D. are
20. The teachers ... attending a meeting in the office right now.
- A. is                                 C. was  
B. are                                D. am
21. I ... presenting the material in front of my friends.
- A. are                                C. am  
B. is                                 D. were
22. Fardhan ... waiting the buss at the buss stop.
- A. is                                 C. are  
B. am                                D. were







45. "I am buying some foods in the canteen, because I'm starving now after having math lesson". What does "starving" mean?
- A. Food craving.
  - B. Very thirsty.
  - C. Getting sick.
  - D. Very hungry.
46. "The cake is delicious." What does "delicious" mean?
- A. It refers to the description of a good taste.
  - B. It means the food is tasteless.
  - C. It means the food that is fresh.
  - D. It refers to the description of a good smell.
47. Renan is bringing a 450-pages novel. It is quite....
- A. thin
  - B. thick
  - C. big
  - D. small
48. John is a ... boy, because he joins the PASKIBRA organization.
- A. short
  - B. tall
  - C. fat
  - D. thin
49. What is the synonym of "big"?
- A. Small
  - B. High
  - C. Huge
  - D. Thin
50. The synonym off "neat" is....
- A. well-organized
  - B. good
  - C. messy
  - D. empty
51. "I'm being sad now". The synonym of "sad" is....
- A. sick
  - B. unhappy
  - C. angry
  - D. bored
52. "My sister is a talkative person". The synonym of "talkative" is ....
- A. lonely
  - B. calm
  - C. cheerfull
  - D. communicative
53. "Ridho is doing homework that he finds difficult". The synonym of "difficult" is....
- A. hard
  - B. easy
  - C. lack
  - D. simple
54. The synonym of "cute" is....
- A. tiny
  - B. big
  - C. simple
  - D. adorable
55. What is the antonym of "thick"?
- A. Small
  - B. Short
  - C. Thin
  - D. Heavy
56. "Ilyas is a naughty boy". The antonym of "naughty" is....
- A. handsome
  - B. kind
  - C. bad
  - D. cool
57. "I'm sleeping in the clean bed room". The antonym of "clean" is....
- A. neat
  - B. dirty
  - C. hot
  - D. big

58. What is the antonym of “delicious”?
- A. Nice                      C. Tasteless  
B. Spicy                     D. Cheap
59. What is the antonym of “happy”?
- A. Fun                        C. Crazy  
B. Sad                        D. Angry
60. “I’m walking around this big mall that full of expensive stuffs”. What is the antonym of “expensive”?
- A. Cheap                     C. Simple  
B. Luxurious                D. Amazing



## INSTRUMENT POST-TEST

### PETUNJUK KHUSUS

1. Berdoalah sebelum mengerjakan soal.
2. Tulislah terlebih dahulu identitas Anda pada lembar jawab yang tersedia.
3. Bacalah setiap nomor dengan teliti sebelum mengerjakan soal.
4. Kerjakanlah semua nomor dengan teliti pada lembar jawab yang ada sesuai dengan petunjuk.
5. Periksa pekerjaan Anda sebelum diserahkan kepada pengawas.

**Please read each question carefully and choose the correct answer by marking a cross (X) on the letter a, b, c, or d!**

1. Prambanan is a ... temple located in Sleman district, Yogyakarta.  
C. small                      C. high  
D. new                         D. long
2. The library in my school is very ..., so that the students are comfortable reading book there.  
C. near                         C. far  
D. messy                      D. neat
3. My mother is collecting ... books from grandmother.  
C. clean                        C. small  
D. ancient                     D. useless
4. Studying diligently helps students to get a ... score.  
C. bad                         C. small  
D. beautiful                  D. good
5. The flower garden in my city is very ... because many people go there.  
C. beautiful                  C. long  
D. dirty                        D. expensive
6. The "Level Up" is an ... TV show, many people recommend it.  
C. boring                      C. useless  
D. interesting                D. beautiful
7. Ago : Why are you crying?  
Dafa : I'm ... because I'm losing my money after back from canteen.  
C. happy                      C. sad  
D. good                        D. grateful
8. Axel : What are you feeling now, Sabrina?  
Sabrina : I'm little bit ... because the sky is overcast today.  
C. scared                     C. happy  
D. healthy                    D. Bad
9. Jullie : Now, there is a music festival. Will you come there with me?  
Natty : No, I will not. I'm ... to go out today.  
C. happier                    C. bad  
D. rude                        D. Lazy



24. Kevin ... listening to Wendy's song, his favorite singer.  
 C. are                      C. have  
 D. is                         D. am
25. ... house is being renovated.  
 C. I am                      C. We  
 D. My                        D. Me
26. I'm saving ... money.  
 C. an                         C. much  
 D. many                     D. Any
27. I'm seeing ... eagle at the Gembira Loka zoo.  
 C. an                         C. is  
 D. a                          D. Any
28. At the Jakarta Feast ... mother are participating food creation competition.  
 C. a                          C. an  
 D. us                         D. every
29. There are ... ants on the wall.  
 C. a                          C. each  
 D. few                        D. an
30. Danang is feeling sad, because ... phone is broken.  
 C. her                        C. his  
 D. he                         D. us
31. Alya is sleepy, so that ... is sleeping in her bedroom.  
 C. we                        C. she  
 D. he                         D. us
32. Afri is buying snack in the canteen, because ... is feeling hungry now.  
 C. he                         C. you  
 D. we                        D. I
33. Lend me ... pen, please!  
 C. your                      C. you  
 D. he                         D. I

**Read the text below, then fill in the blanks with the correct pronouns!**

Right now, I am studying English in (34) ... room. My sister is playing the piano in (35) ... room, and my mother is cooking dinner in the kitchen. (36) ... are all getting ready for the evening. I am planning to watch a movie after I finish my homework, but first, I am focusing on my studies.

34. The correct pronoun for the number 34 in the text above is....  
 C. we                         C. me  
 D. his                         D, my
35. The correct pronoun for the number 35 in the text above is....  
 C. her                         C. she  
 D. his                         D. I
36. The correct pronoun for the number 36 in the text above is....  
 C. my                         C. she  
 D. our                        D. We



48. "I'm watching this unpredictable news on the TV". What does "unpredictable" imply?
- E. The news is shocking.  
 F. The news is hoax.  
 G. The news is good to know.  
 H. The news is amazing.
49. What is the synonym of "smart"?
- C. Good                      C. Clever  
 D. Diligent                  D. Stupid
50. What is the synonym of "fat"?
- C. Thin                        C. Big  
 D. Bulky                      D. Muscular
51. Reporter: The houses here are submerged in water. The weather here is also cloudy.  
 The word "cloudy" synonym with....
- C. overcast                  C. sunny  
 D. rainy                        D. sunrise
52. "This motorcycle is ancient". The synonym of "ancient" is....
- C. old                          C. new  
 D. cheap                      D. luxurious
53. "He is lazy person". The synonym of "lazy" is....
- C. diligent                  C. unenergetic  
 D. smart                      D. active
54. "The students in the class are being silent". The synonym of "silent" is....
- C. quiet                        C. little  
 D. active                      D. noisy
55. "Dafa is a kind boy". What is the antonym of "kind"?
- C. Smart                      C. Angry  
 D. Cheerful                  D. Naughty
56. "My mother's cooking is always delicious". What is the antonym of the word "delicious"?
- C. Spicy                        C. Bad  
 D. Salty                        D. Tasteless
57. What is antonym of "sad"?
- C. Gloomy                    C. Happy  
 D. Surprising                D. Lovely
58. "My father is buying a huge house". The word "huge" can be replaced with....
- C. small                        C. big  
 D. fat                            D. expensive
59. Anindia : Can you describe me about Maudy?  
 Erika : I think Maudy is calm person.  
 What is the antonym of the word "calm"?
- C. Active                      C. Gloomy  
 D. Happy                      D. Angry

60. This room looks so messy, so that I'm tidying up it now." The antonym of "messy" is....
- |         |             |
|---------|-------------|
| C. huge | C. simple   |
| D. neat | D. spotless |





## INSTRUMENT PRE-TEST

### PETUNJUK KHUSUS

1. Berdoalah sebelum mengerjakan soal.
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**Please read each question carefully and choose the correct answer by marking a cross (X) on the letter a, b, c, or d!**

1. The classroom is ... so it is comfortable for learning.  
A. dirty                      C. narrow  
B. clean                      D. beautiful
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B. dirty                      D. Large
3. Drugs are very ... for people.  
A. dangerous              C. useful  
B. good                      D. safe
4. Aryo : Do you have any vacation plans?  
Gleen : No, I don't. Because I'm ... to go out.  
A. excited                  C. sad  
B. happy                    D. lazy
5. Kenzi : What are you doing, Rian?  
Rian : I'm drawing anime. It's ... ! because I'm watching each episode.  
A. fun                      C. Boring  
B. great                    D. happy
6. Armand : How does your village view?  
Anton : My village is very ... because the people there care about the environment.  
A. wide                      C. peaceful  
B. neat                      D. clean
7. Liam is ... the assignment in the classroom now.  
A. touching                C. giving  
B. watching                D. WritinG
8. The students are ... for art subject.  
A. running                 C. clapping  
B. sleeping                 D. Painting

9. They are ... Louis Tomlinson's song together.  
 A. spelling                      C. calling  
 B. playing                        D. singing
10. Mrs. Fadhila is ... the floor.  
 A. helping                        C. baking  
 B. sweeping                      D. doing
11. My mother ... buying some vegetables.  
 A. am                                C. were  
 B. is                                 D. are
12. The teachers ... attending a meeting in the office right now.  
 A. is                                 C. was  
 B. are                                D. am
13. I ... presenting the material in front of my friends.  
 A. are                                C. am  
 B. is                                 D. were
14. Fardhan ... waiting the buss at the buss stop.  
 A. is                                 C. are  
 B. am                                D. were
15. Mr. Kino and Mr. Anwar ... listening to the radio at this moment.  
 A. am                                C. are  
 B. have                              D. is
16. Hafshah ... watching the television in the family room.  
 A. is                                 C. were  
 B. not                                D. are
17. ... girls are preparing for the upcoming quiz.  
 A. it                                 C. these  
 B. this                                D. that
18. Miss Nisa is eating ... apple.  
 A. are                                C. an  
 B. a                                  D. some
19. Firdaus is feeling ... better today.  
 A. some                              C. much  
 B. any                                D. many
20. ... student is participating independence ceremony at this time.  
 A. Every                            C. Many  
 B. Some                              D. Much
21. Yerianna is snacking in the canteen, because ... is feeling hungry.  
 A. they                                C. she  
 B. he                                 D. Her
22. Andy is feeling bored, so ... scrolls tiktok.  
 A. he                                 C. she  
 B. him                                D. They

**Read the text below, then fill in the blanks with the correct pronouns!**

Anna is sitting in (33) ... room and reading a new book. Her brother is playing video games in the living room. Meanwhile, their parents are cooking dinner in the kitchen. Outside, it is raining, so (34) ... are all staying inside the house. Anna is really enjoying her book, while her brother is trying to win (35) ... game.

23. The correct pronoun for the number 33 in the text above is....  
A. him                      C. she  
B. her                        d. his
24. The correct pronoun for the number 34 in the text above is....  
A. they                      C. he  
B. their                      D. our
25. The correct pronoun for the number 35 in the text above is....  
A. his                        C. they  
B. her                        D. she
26. My mother is cooking fried tofu ... tempe.  
A. for                        C. and  
B. or                         D. than
27. She is feeling tired ... she didn't get enough rest last night.  
A. but                        C. because  
B. and                        D. although
28. I'm studying in my room, ... my sister is sleeping.  
A. for                        C. So  
B. while                      D. or
29. David is calling his friend, ... his friend doesn't hear him.  
A. but                        C. for  
B. so                         D. and
30. "Your house is luxurious". What does "luxurious" mean?  
A. It refers to something that extremely elegant and amazing.  
B. It means very cheap.  
C. Something that is very big.  
D. It refers to something that is rare.
31. "I am buying some foods in the canteen, because I'm starving now after having math lesson". What does "starving" mean?  
A. Food craving.  
B. Very thirsty.  
C. Getting sick.  
D. Very hungry.
32. Renan is bringing a 450-pages novel. It is quite....  
A. thin                        C. big  
B. thick                      D. Small
33. The synonym off "neat" is....  
A. well-organized C. messy  
B. good                      D. Empty

34. "Ridho is doing homework that he finds difficult". The synonym of "difficult" is....  
A. hard                      C. lack  
B. easy                      D. simple
35. The synonym of "cute" is....  
A. tiny                      C. simple  
B. big                      D. adorable
36. "Ilyas is a naughty boy". The antonym of "naughty" is....  
A. handsome              C. bad  
B. kind                      D. cool
37. "I'm sleeping in the clean bed room". The antonym of "clean" is....  
A. neat                      C. hot  
B. dirty                      D. big
38. What is the antonym of "delicious"?  
A. Nice                      C. Tasteless  
B. Spicy                      D. Cheap
39. What is the antonym of "happy"?  
A. Fun                      C. Crazy  
B. Sad                      D. Angry
40. "I'm walking around this big mall that full of expensive stuffs". What is the antonym of "expensive"?  
A. Cheap                      C. Simple  
B. Luxurious              D. Amazing



## INSTRUMENT POST-TEST

### PETUNJUK KHUSUS

1. Berdoalah sebelum mengerjakan soal.
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1. Prambanan is a ... temple located in Sleman district, Yogyakarta.  
A. small                      C. high  
B. new                         D. long
2. The library in my school is very ..., so that the students are comfortable reading book there.  
A. near                        C. far  
B. messy                      D. neat
3. My mother is collecting ... books from grandmother.  
A. clean                       C. small  
B. ancient                     D. useless
4. The flower garden in my city is very ... because many people go there.  
A. beautiful C. long  
B. dirty                        D. expensive
5. Axel : What are you feeling now, Sabrina?  
Sabrina : I'm little bit ... because the sky is overcast today.  
A. scared                     C. happy  
B. healthy                     D. bad
6. Dion : What are you doing, Aji?  
Aji : I'm seeing that cat. The cat is so ....  
A. cute                         C. rude  
B. angry                        D. good
7. My father is ... my brother to fix his motorcycle.  
A. cooking                    C. dancing  
B. helping                     D. greeting
8. The eighth grade students are ... the latest news.  
A. walking                    C. singing  
B. going                        D. discussing
9. My sister is ... on the stage well.  
A. taking                      C. dancing  
B. cooking                     D. Seeing
10. My teacher is ... the material to the students patiently.

- A. cooking                      C. greeting  
 B. helping                        D. teaching
11. I'm ... a poem based on my feeling.  
 A. singing                        C. writing  
 B. dancing                        D. discussing
12. My sister ... cutting the paper for the craft.  
 A. am                                C. is  
 B. were                              D. are
13. The teachers ... meeting in the office.  
 A. are                                C. is  
 B. was                                D. am
14. Bimo and Jihan ... joining the basketball club.  
 A. are                                C. has  
 B. is                                    D. am
15. ... house is being renovated.  
 A. I am                                C. We  
 B. My                                 D. Me
16. I'm saving ... money.  
 A. an                                 C. much  
 B. many                                D. any
17. I'm seeing ... eagle at the Gembira Loka zoo.  
 A. an                                 C. is  
 B. a                                    D. any
18. At the Jakarta Feast ... mother are participating food creation competition.  
 A. a                                    C. an  
 B. us                                  D. every
19. There are ... ants on the wall.  
 A. a                                    C. each  
 B. few                                D. an
20. Lend me ... pen, please!  
 A. your                                C. you  
 B. he                                  D. I

**Read the text below, then fill in the blanks with the correct pronouns!**

Right now, I am studying English in (34) ... room. My sister is playing the piano in (35) ... room, and my mother is cooking dinner in the kitchen. We are all getting ready for the evening. I am planning to watch a movie after I finish my homework, but first, I am focusing on my studies.

21. The correct pronoun for the number 34 in the text above is....  
A. we                      C. me  
B. his                      D. my
22. The correct pronoun for the number 35 in the text above is....  
A. her                      C. she  
B. his                      D. I
23. My brother is resting, ... he is tired after participating scout activities.  
A. but                      C. Because  
B. for                      D. Where
24. I'm practicing dance for festival performance, ... I need to be serious.  
A. but                      C. yet  
B. so                      D. when
25. I'm taking a picture at the Sonobudoyo Museum, ... my brother is just sitting on the chair.  
A. so                      C. then  
B. for                      D. while
26. Clara is calling her mother, ... her mother doesn't hear her.  
A. but                      C. so that  
B. for                      D. or
27. I'm praying I can get a good score, ... I have studied last night.  
A. because              C. but  
B. for                      D. and
28. "The food is tasteless". The word "tasteless" describes that the food is....  
A. delicious C. bitter  
B. sour                      D. no flavor/taste
29. "I'm watching this unpredictable news on the TV". What does "unpredictable" imply?  
A. The news is shocking.  
B. The news is hoax.  
C. The news is good to know.  
D. The news is amazing.
30. What is the synonym of "smart"?  
A. Good                      C. Clever  
B. Diligent                      D. Stupid
31. What is the synonym of "fat"?  
A. Thin                      C. Big  
B. Bulky                      D. Muscular
32. "This motorcycle is ancient". The synonym of "ancient" is....  
A. old                      C. new  
B. cheap                      D. luxurious

33. "He is lazy person". The synonym of "lazy" is....  
A. diligent                      C. unenergetic  
B. smart                            D. active
34. "The students in the class are being silent". The synonym of "silent" is....  
A. quiet                            C. little  
B. active                            D. noisy
35. "Dafa is a kind boy". What is the antonym of "kind"?  
A. Smart                            C. Angry  
B. Cheerful                        D. Naughty
36. "My mother's cooking is always delicious". What is the antonym of the word "delicious"?  
A. Spicy                            C. Bad  
B. Salty                             D. Tasteless
37. What is antonym of "sad"?  
A. Gloomy                         C. Happy  
B. Surprising                      D. Lovely
38. "My father is buying a huge house". The word "huge" can be replaced with....  
A. small                            C. big  
B. fat                                D. expensive
39. Anindia : Can you describe me about Maudy?  
Erika : I think Maudy is calm person.  
What is the antonym of the word "calm"?  
A. Active                            C. Gloomy  
B. Happy                            D. Angry
40. This room looks so messy, so that I'm tidying up it now." The antonym of "messy" is....  
A. huge                              C. simple  
B. neat                                D. spotless



Appendix 10. Students Samples' Works of Pre-Test and Post-test.

a. Pre-test of Experimental Class

**LEMBAR JAWAB PRE-TEST**

Skor  
48

Nama : Alema Maulana Azi DAN  
 Kelas : IX-A  
 Tanggal : 17 SEPTEMBER 2024

**Berikan tanda silang (X) pada jawaban yang paling tepat!**

No.	Pilihan Jawaban			
1	A	<input checked="" type="checkbox"/>	C	D
2	<input checked="" type="checkbox"/> A	B	C	<input checked="" type="checkbox"/> D
3	<input checked="" type="checkbox"/>	B	C	D
4	<input checked="" type="checkbox"/>	B	C	D
5	A	B	C	<input checked="" type="checkbox"/> D
6	A	<input checked="" type="checkbox"/>	C	D
7	<input checked="" type="checkbox"/>	B	C	D
8	<input checked="" type="checkbox"/>	B	C	D
9	A	<input checked="" type="checkbox"/>	C	D
10	A	<input checked="" type="checkbox"/>	C	D
11	<input checked="" type="checkbox"/>	B	C	D
12	A	<input checked="" type="checkbox"/>	C	D
13	A	B	<input checked="" type="checkbox"/>	D
14	A	<input checked="" type="checkbox"/>	C	D
15	<input checked="" type="checkbox"/>	B	C	D
16	A	B	<input checked="" type="checkbox"/>	D
17	A	<input checked="" type="checkbox"/>	C	D
18	A	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	D
19	A	B	C	D
20	<input checked="" type="checkbox"/>	B	C	D

No.	Pilihan Jawaban			
21	A	B	<input checked="" type="checkbox"/>	D
22	<input checked="" type="checkbox"/> A	<input checked="" type="checkbox"/>	C	D
23	A	B	<input checked="" type="checkbox"/>	D
24	<input checked="" type="checkbox"/>	B	C	D
25	<input checked="" type="checkbox"/>	B	C	D
26	A	B	<input checked="" type="checkbox"/>	D
27	A	B	C	D
28	A	B	<input checked="" type="checkbox"/>	D
29	A	<input checked="" type="checkbox"/>	C	D
30	<input checked="" type="checkbox"/>	B	C	D
31	A	B	C	<input checked="" type="checkbox"/> D
32	A	B	<input checked="" type="checkbox"/>	D
33	<input checked="" type="checkbox"/>	B	C	D
34	<input checked="" type="checkbox"/>	B	C	D
35	A	B	<input checked="" type="checkbox"/>	D
36	<input checked="" type="checkbox"/>	B	C	D
37	A	B	<input checked="" type="checkbox"/>	D
38	<input checked="" type="checkbox"/>	B	<input checked="" type="checkbox"/>	D
39	<input checked="" type="checkbox"/> A	<input checked="" type="checkbox"/> B	C	D
40	<input checked="" type="checkbox"/>	B	C	D

S = 21  
B = 19

LEMBAR JAWAB PRE-TEST

Skor

55.

Nama : Muhamad Rifki 1.0

Kelas : IX A

Tanggal : Selasa 17-9-2024

Berikan tanda silang (X) pada jawaban yang paling tepat!

No.	Pilihan Jawaban			
1	A	<del>X</del>	C	D
2	<del>A</del>	B	C	D
3	<del>X</del>	B	C	D
4	<del>X</del>	B	C	D
5	A	B	C	<del>X</del>
6	A	B	C	<del>X</del>
7	A	B	C	<del>X</del>
8	<del>X</del>	B	C	<del>X</del>
9	A	<del>X</del>	C	D
10	<del>X</del>	B	C	D
11	A	<del>X</del>	C	D
12	A	<del>X</del>	C	D
13	A	B	<del>X</del>	D
14	<del>X</del>	B	C	D
15	A	<del>X</del>	C	D
16	A	B	<del>X</del>	D
17	A	<del>X</del>	C	D
18	A	<del>X</del>	<del>X</del>	D
19	A	B	<del>X</del>	D
20	<del>X</del>	B	C	D

No.	Pilihan Jawaban			
21	A	B	<del>X</del>	D
22	<del>X</del>	B	C	D
23	A	<del>X</del>	C	D
24	A	<del>X</del>	C	D
25	<del>X</del>	B	C	D
26	A	B	<del>X</del>	D
27	A	<del>X</del>	<del>X</del>	D
28	A	<del>X</del>	C	D
29	A	<del>X</del>	C	D
30	A	B	C	D
31	A	B	C	<del>X</del>
32	A	<del>X</del>	C	D
33	A	B	<del>X</del>	D
34	A	<del>X</del>	C	D
35	A	B	<del>X</del>	D
36	<del>X</del>	B	C	D
37	A	<del>X</del>	C	D
38	A	B	<del>X</del>	D
39	<del>X</del>	<del>X</del>	C	D
40	<del>X</del>	B	C	D

5 = 18  
8 = 22

LEMBAR JAWAB PRE-TEST

Skor
80

Nama : Nafisyah Amanda F.

Kelas : IX A

Tanggal: 17, September 2024

Berikan tanda silang (X) pada jawaban yang paling tepat!

No.	Pilihan Jawaban			
1	A	<del>X</del>	C	D
2	<del>A</del>	B	C	<del>X</del>
3	<del>X</del>	B	C	D
4	A	B	C	<del>X</del>
5	<del>X</del>	B	C	D
6	A	B	C	<del>X</del>
7	A	B	C	<del>X</del>
8	A	B	C	<del>X</del>
9	A	B	C	<del>X</del>
10	A	<del>X</del>	C	D
11	A	<del>X</del>	C	D
12	A	<del>X</del>	C	D
13	A	B	<del>X</del>	D
14	<del>X</del>	B	C	D
15	A	B	<del>X</del>	D
16	<del>X</del>	B	C	D
17	A	B	<del>X</del>	D
<del>18</del>	A	B	<del>X</del>	<del>X</del>
19	A	B	<del>X</del>	D
20	<del>X</del>	B	C	D

No.	Pilihan Jawaban			
21	A	B	<del>X</del>	D
22	<del>X</del>	B	C	D
23	A	B	<del>X</del>	D
24	<del>X</del>	B	C	<del>X</del>
25	<del>X</del>	B	C	D
26	A	B	<del>X</del>	D
27	A	B	<del>X</del>	D
28	A	<del>X</del>	C	D
29	<del>X</del>	B	C	D
30	<del>X</del>	B	C	D
<del>31</del>	A	<del>X</del>	C	<del>X</del>
32	A	<del>X</del>	C	D
33	<del>X</del>	B	C	D
34	<del>X</del>	B	C	D
35	A	B	C	<del>X</del>
<del>36</del>	A	B	<del>X</del>	D
37	A	<del>X</del>	C	D
38	A	B	<del>X</del>	D
39	A	<del>X</del>	C	D
40	<del>X</del>	B	C	D

$$s = 8$$

$$B = 32$$

b. Post-test of Experimental Class

LEMBAR JAWAB POST-TEST

Skor
88

Nama : Alva Rizki Maulana

Kelas : IX A 5

Tanggal : 9-10-2024

Berikan tanda silang (X) pada jawaban yang paling tepat!

No.	Pilihan Jawaban			
1	A	B	<del>C</del>	D
2	A	B	C	<del>D</del>
3	A	<del>B</del>	C	D
4	<del>A</del>	B	C	D
5	<del>A</del>	B	C	D
6	<del>A</del>	B	C	D
7	A	<del>B</del>	C	D
8	<del>A</del>	B	C	D
9	A	B	<del>C</del>	D
10	A	B	C	<del>D</del>
11	<del>A</del>	B	C	D
12	A	B	<del>C</del>	D
13	<del>A</del>	B	C	D
14	A	<del>B</del>	C	D
15	A	<del>B</del>	C	D
16	A	B	<del>C</del>	D
17	A	<del>B</del>	C	D
18	A	B	C	<del>D</del>
19	A	<del>B</del>	<del>C</del>	D
20	<del>A</del>	B	C	D

No.	Pilihan Jawaban			
21	A	B	C	<del>D</del>
22	<del>A</del>	B	C	D
23	A	B	<del>C</del>	D
24	A	<del>B</del>	C	D
25	A	B	C	<del>D</del>
26	<del>A</del>	B	C	D
27	<del>A</del>	B	C	D
28	A	B	C	<del>D</del>
29	<del>A</del>	B	C	D
30	A	<del>B</del>	C	D
31	A	<del>B</del>	<del>C</del>	D
32	<del>A</del>	B	C	D
33	<del>A</del>	B	C	D
34	A	B	C	<del>D</del>
35	A	B	C	<del>D</del>
36	A	B	C	<del>D</del>
37	A	B	<del>C</del>	D
38	A	B	<del>C</del>	D
39	<del>A</del>	B	C	D
40	A	<del>B</del>	C	D

S = 5  
B = 35

## LEMBAR JAWAB POST-TEST

Skor
90

Nama : Mayla Nafi' A.

Kelas : IX-A

Tanggal : 09/10.2024

Berikan tanda silang (X) pada jawaban yang paling tepat!

No.	Pilihan Jawaban			
1	A	B	<input checked="" type="checkbox"/>	D
2	A	B	C	<input checked="" type="checkbox"/>
3	A	<input checked="" type="checkbox"/>	C	D
4	<input checked="" type="checkbox"/>	B	C	D
5	<input checked="" type="checkbox"/>	B	C	D
6	<input checked="" type="checkbox"/>	B	C	D
7	A	<input checked="" type="checkbox"/>	C	D
8	A	B	C	<input checked="" type="checkbox"/>
9	A	B	<input checked="" type="checkbox"/>	D
10	A	B	C	<input checked="" type="checkbox"/>
11	A	B	<input checked="" type="checkbox"/>	D
12	A	B	<input checked="" type="checkbox"/>	D
13	<input checked="" type="checkbox"/>	B	C	D
14	<input checked="" type="checkbox"/>	B	C	D
15	A	<input checked="" type="checkbox"/>	C	D
<del>16</del>	A	<input checked="" type="checkbox"/>	C	D
17	<input checked="" type="checkbox"/>	B	C	D
18	A	B	C	<input checked="" type="checkbox"/>
<del>19</del>	A	B	C	<input checked="" type="checkbox"/>
20	<input checked="" type="checkbox"/>	B	C	D

No.	Pilihan Jawaban			
21	A	B	C	<input checked="" type="checkbox"/>
22	<input checked="" type="checkbox"/>	B	C	D
23	A	B	<input checked="" type="checkbox"/>	D
24	A	<input checked="" type="checkbox"/>	C	D
25	A	B	C	<input checked="" type="checkbox"/>
26	<input checked="" type="checkbox"/>	B	C	D
<del>27</del>	A	B	C	<input checked="" type="checkbox"/>
28	A	B	C	<input checked="" type="checkbox"/>
29	<input checked="" type="checkbox"/>	B	C	D
30	A	B	<input checked="" type="checkbox"/>	D
<del>31</del>	A	B	<input checked="" type="checkbox"/>	D
32	<input checked="" type="checkbox"/>	B	C	D
33	A	B	<input checked="" type="checkbox"/>	D
34	<input checked="" type="checkbox"/>	B	C	D
35	A	B	C	<input checked="" type="checkbox"/>
36	A	B	C	<input checked="" type="checkbox"/>
37	A	B	<input checked="" type="checkbox"/>	D
38	A	B	<input checked="" type="checkbox"/>	D
39	<input checked="" type="checkbox"/>	B	C	<input checked="" type="checkbox"/>
40	A	<input checked="" type="checkbox"/>	C	D

S = 4  
B = 36

LEMBAR JAWAB POST-TEST

Skor
95

Nama : Khabibato N.A

Kelas : 1x - A

Tanggal :

Berikan tanda silang (X) pada jawaban yang paling tepat!

No.	Pilihan Jawaban			
1	A	B	<input checked="" type="checkbox"/>	D
2	A	B	C	<input checked="" type="checkbox"/>
3	A	<input checked="" type="checkbox"/>	C	D
4	<input checked="" type="checkbox"/>	B	C	D
5	<input checked="" type="checkbox"/>	B	C	D
6	<input checked="" type="checkbox"/>	B	C	D
7	A	<input checked="" type="checkbox"/>	C	D
8	A	B	C	<input checked="" type="checkbox"/>
9	A	B	<input checked="" type="checkbox"/>	D
10	A	B	C	<input checked="" type="checkbox"/>
11	A	B	<input checked="" type="checkbox"/>	D
12	A	B	<input checked="" type="checkbox"/>	D
13	<input checked="" type="checkbox"/>	B	C	D
14	<input checked="" type="checkbox"/>	B	C	D
15	A	<input checked="" type="checkbox"/>	C	D
16	A	B	<input checked="" type="checkbox"/>	D
17	<input checked="" type="checkbox"/>	B	C	D
18	A	B	C	<input checked="" type="checkbox"/>
19	A	<input checked="" type="checkbox"/>	C	D
20	<input checked="" type="checkbox"/>	B	C	D

No.	Pilihan Jawaban			
21	A	B	C	<input checked="" type="checkbox"/>
22	<input checked="" type="checkbox"/>	B	C	D
23	A	B	<input checked="" type="checkbox"/>	D
24	A	<input checked="" type="checkbox"/>	C	D
25	A	B	C	<input checked="" type="checkbox"/>
26	<input checked="" type="checkbox"/>	B	C	D
27	<input checked="" type="checkbox"/>	B	C	D
28	A	<input checked="" type="checkbox"/>	C	<input checked="" type="checkbox"/>
29	<input checked="" type="checkbox"/>	B	C	D
30	A	B	<input checked="" type="checkbox"/>	D
31	A	B	<input checked="" type="checkbox"/>	D
32	<input checked="" type="checkbox"/>	B	C	D
33	A	B	<input checked="" type="checkbox"/>	D
34	<input checked="" type="checkbox"/>	B	C	<input checked="" type="checkbox"/>
35	A	B	C	<input checked="" type="checkbox"/>
36	A	B	C	<input checked="" type="checkbox"/>
37	A	B	<input checked="" type="checkbox"/>	D
38	A	B	<input checked="" type="checkbox"/>	D
39	<input checked="" type="checkbox"/>	B	C	D
40	A	<input checked="" type="checkbox"/>	C	D

S = 2  
B = 38

c. Pre-test of Control Class

LEMBAR JAWAB PRE-TEST

Skor
50

Nama : *Chandra Ardyansyah*

Kelas : *IX B*

Tanggal : *19 SEP*

Berikan tanda silang (X) pada jawaban yang paling tepat!

No.	Pilihan Jawaban			
1	A	<input checked="" type="checkbox"/>	C	D
2	A	B	C	<input checked="" type="checkbox"/>
3	A	<input checked="" type="checkbox"/>	C	D
4	<input checked="" type="checkbox"/>	B	C	D
5	<input checked="" type="checkbox"/>	B	C	D
6	A	B	C	<input checked="" type="checkbox"/>
7	A	B	<input checked="" type="checkbox"/>	D
8	A	B	C	<input checked="" type="checkbox"/>
9	A	B	C	<input checked="" type="checkbox"/>
10	A	<input checked="" type="checkbox"/>	C	D
11	<input checked="" type="checkbox"/>	B	C	D
12	A	<input checked="" type="checkbox"/>	C	D
13	A	B	<input checked="" type="checkbox"/>	D
14	<input checked="" type="checkbox"/>	B	C	D
15	A	B	<input checked="" type="checkbox"/>	D
16	<input checked="" type="checkbox"/>	B	C	D
17	A	<input checked="" type="checkbox"/>	C	D
18	A	<input checked="" type="checkbox"/>	C	D
19	A	B	<input checked="" type="checkbox"/>	D
20	A	B	<input checked="" type="checkbox"/>	D

No.	Pilihan Jawaban			
21	<input checked="" type="checkbox"/>	B	C	D
22	<input checked="" type="checkbox"/>	B	C	D
23	<input checked="" type="checkbox"/>	B	C	D
24	<input checked="" type="checkbox"/>	B	C	D
25	A	<input checked="" type="checkbox"/>	C	D
26	A	B	<input checked="" type="checkbox"/>	D
27	A	<input checked="" type="checkbox"/>	C	D
28	A	<input checked="" type="checkbox"/>	C	D
29	A	<input checked="" type="checkbox"/>	C	D
30	<input checked="" type="checkbox"/>	B	C	D
31	<input checked="" type="checkbox"/>	B	C	D
32	A	<input checked="" type="checkbox"/>	C	D
33	<input checked="" type="checkbox"/>	B	C	D
34	A	B	C	<input checked="" type="checkbox"/>
35	A	B	<input checked="" type="checkbox"/>	D
36	A	B	C	<input checked="" type="checkbox"/>
37	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	C	D
38	<input checked="" type="checkbox"/>	B	C	D
39	<input checked="" type="checkbox"/>	B	C	D
40	A	<input checked="" type="checkbox"/>	C	D

*S = 20  
B = 20*

LEMBAR JAWAB PRE-TEST

Skor
70

Nama : Kagia Al-Az

Kelas : IX b

Tanggal : 19, September

Berikan tanda silang (X) pada jawaban yang paling tepat!

No.	Pilihan Jawaban			
1	A	<input checked="" type="checkbox"/>	C	D
2	A	B	C	<input checked="" type="checkbox"/>
3	<input checked="" type="checkbox"/>	B	C	D
4	A	B	C	<input checked="" type="checkbox"/>
5	<input checked="" type="checkbox"/>	B	C	D
6	A	B	C	<input checked="" type="checkbox"/>
7	A	B	C	<input checked="" type="checkbox"/>
8	A	B	C	<input checked="" type="checkbox"/>
9	A	B	C	<input checked="" type="checkbox"/>
10	A	<input checked="" type="checkbox"/>	C	D
11	A	<input checked="" type="checkbox"/>	C	D
12	A	<input checked="" type="checkbox"/>	C	D
13	A	B	<input checked="" type="checkbox"/>	D
14	<input checked="" type="checkbox"/>	B	C	D
15	A	B	<input checked="" type="checkbox"/>	D
16	A	<input checked="" type="checkbox"/>	C	D
17	A	<input checked="" type="checkbox"/>	C	D
18	A	B	C	<input checked="" type="checkbox"/>
19	A	B	C	<input checked="" type="checkbox"/>
20	A	B	<input checked="" type="checkbox"/>	D

No.	Pilihan Jawaban			
21	A	B	<input checked="" type="checkbox"/>	D
22	<input checked="" type="checkbox"/>	B	C	D
23	A	B	<input checked="" type="checkbox"/>	D
24	<input checked="" type="checkbox"/>	B	C	D
25	A	B	<input checked="" type="checkbox"/>	D
26	A	B	<input checked="" type="checkbox"/>	D
27	A	B	<input checked="" type="checkbox"/>	D
28	A	<input checked="" type="checkbox"/>	C	D
29	<input checked="" type="checkbox"/>	B	C	D
30	<input checked="" type="checkbox"/>	B	C	D
31	<input checked="" type="checkbox"/>	B	C	D
32	A	<input checked="" type="checkbox"/>	C	D
33	<input checked="" type="checkbox"/>	B	C	D
34	A	B	<input checked="" type="checkbox"/>	D
35	A	B	C	<input checked="" type="checkbox"/>
36	A	B	C	<input checked="" type="checkbox"/>
37	<input checked="" type="checkbox"/>	B	C	D
38	<input checked="" type="checkbox"/>	B	<input checked="" type="checkbox"/>	D
39	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	C	D
40	A	<input checked="" type="checkbox"/>	C	D

S = 12  
B = 28



## LEMBAR JAWAB PRE-TEST

Skor
80

Nama : Syakira Qurotunnisa

Kelas : IX B

Tanggal : 19 - 09 - 2024

Berikan tanda silang (X) pada jawaban yang paling tepat!

No.	Pilihan Jawaban			
1	A	<input checked="" type="checkbox"/>	C	D
2	A	B	C	<input checked="" type="checkbox"/>
3	<input checked="" type="checkbox"/>	B	C	D
4	A	B	C	<input checked="" type="checkbox"/>
5	<input checked="" type="checkbox"/>	B	C	D
6	A	B	C	<input checked="" type="checkbox"/>
7	A	B	C	<input checked="" type="checkbox"/>
8	A	B	C	<input checked="" type="checkbox"/>
9	A	B	C	<input checked="" type="checkbox"/>
10	A	<input checked="" type="checkbox"/>	C	D
11	A	<input checked="" type="checkbox"/>	C	D
12	A	<input checked="" type="checkbox"/>	C	D
13	A	B	<input checked="" type="checkbox"/>	D
14	<input checked="" type="checkbox"/>	B	C	D
15	A	B	<input checked="" type="checkbox"/>	D
16	<input checked="" type="checkbox"/>	B	C	D
17	A	<input checked="" type="checkbox"/>	C	D
18	A	B	C	<input checked="" type="checkbox"/>
19	A	B	C	<input checked="" type="checkbox"/>
20	A	B	<input checked="" type="checkbox"/>	D

No.	Pilihan Jawaban			
21	A	B	<input checked="" type="checkbox"/>	D
22	<input checked="" type="checkbox"/>	B	C	D
23	A	B	<input checked="" type="checkbox"/>	D
24	<input checked="" type="checkbox"/>	B	C	D
25	A	B	<input checked="" type="checkbox"/>	D
26	A	B	<input checked="" type="checkbox"/>	D
27	A	<input checked="" type="checkbox"/>	C	D
28	A	<input checked="" type="checkbox"/>	C	D
29	A	<input checked="" type="checkbox"/>	C	D
30	<input checked="" type="checkbox"/>	B	C	D
31	<input checked="" type="checkbox"/>	B	C	D
32	A	<input checked="" type="checkbox"/>	C	D
33	<input checked="" type="checkbox"/>	B	C	D
34	A	B	C	<input checked="" type="checkbox"/>
35	A	B	<input checked="" type="checkbox"/>	D
36	A	B	C	<input checked="" type="checkbox"/>
37	<input checked="" type="checkbox"/>	B	C	D
38	<input checked="" type="checkbox"/>	B	C	D
39	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	C	D
40	A	<input checked="" type="checkbox"/>	C	D

S = 8  
B = 32

b. Post-test of Control Class

LEMBAR JAWAB POST-TEST

Skor
68

Nama : MALISA DWI Rezkianti

Kelas : 1x B

Tanggal : Rabu, 9 Oktober 2024

Berikan tanda silang (X) pada jawaban yang paling tepat!

No.	Pilihan Jawaban			
1	A	B	<input checked="" type="checkbox"/>	D
2	A	B	C	<input checked="" type="checkbox"/>
3	A	B	C	<input checked="" type="checkbox"/>
4	<input checked="" type="checkbox"/>	B	C	D
5	<input checked="" type="checkbox"/>	B	C	D
6	<input checked="" type="checkbox"/>	B	C	D
7	A	B	C	<input checked="" type="checkbox"/>
8	<input checked="" type="checkbox"/>	B	C	D
9	A	B	C	<input checked="" type="checkbox"/>
10	A	B	C	<input checked="" type="checkbox"/>
11	A	B	<input checked="" type="checkbox"/>	D
12	A	B	<input checked="" type="checkbox"/>	D
13	A	<input checked="" type="checkbox"/>	C	D
14	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	C	D
15	A	<input checked="" type="checkbox"/>	C	D
16	A	B	<input checked="" type="checkbox"/>	D
17	A	B	<input checked="" type="checkbox"/>	D
18	<input checked="" type="checkbox"/>	B	C	D
19	A	<input checked="" type="checkbox"/>	C	D
20	<input checked="" type="checkbox"/>	B	C	D

No.	Pilihan Jawaban			
21	A	B	C	<input checked="" type="checkbox"/>
22	<input checked="" type="checkbox"/>	B	C	D
23	A	B	<input checked="" type="checkbox"/>	D
24	<input checked="" type="checkbox"/>	B	C	D
25	A	<input checked="" type="checkbox"/>	C	D
26	<input checked="" type="checkbox"/>	B	C	D
27	<input checked="" type="checkbox"/>	B	C	D
28	A	B	C	<input checked="" type="checkbox"/>
29	A	B	<input checked="" type="checkbox"/>	D
30	A	B	C	<input checked="" type="checkbox"/>
31	A	<input checked="" type="checkbox"/>	C	D
32	<input checked="" type="checkbox"/>	B	C	D
33	A	B	<input checked="" type="checkbox"/>	D
34	<input checked="" type="checkbox"/>	B	C	D
35	A	B	C	<input checked="" type="checkbox"/>
36	A	B	C	<input checked="" type="checkbox"/>
37	A	B	<input checked="" type="checkbox"/>	D
38	A	B	C	<input checked="" type="checkbox"/>
39	<input checked="" type="checkbox"/>	B	C	D
40	A	<input checked="" type="checkbox"/>	C	<input checked="" type="checkbox"/>

S = 13  
S = 27

## LEMBAR JAWAB POST-TEST

Skor
75

Nama : AHMAD FAQI  
 Kelas : IX B  
 Tanggal : 9 June 2021

Berikan tanda silang (X) pada jawaban yang paling tepat!

No.	Pilihan Jawaban			
1	A	B	<input checked="" type="checkbox"/>	D
2	A	B	C	<input checked="" type="checkbox"/>
3	A	<input checked="" type="checkbox"/>	C	D
4	<input checked="" type="checkbox"/>	B	C	D
5	<input checked="" type="checkbox"/>	B	C	D
6	<input checked="" type="checkbox"/>	B	C	D
7	A	B	C	<input checked="" type="checkbox"/>
8	A	B	C	<input checked="" type="checkbox"/>
9	A	B	<input checked="" type="checkbox"/>	D
10	A	B	C	<input checked="" type="checkbox"/>
11	A	B	<input checked="" type="checkbox"/>	D
12	A	B	<input checked="" type="checkbox"/>	D
13	<input checked="" type="checkbox"/>	B	C	<input checked="" type="checkbox"/>
14	<input checked="" type="checkbox"/>	B	C	D
15	<input checked="" type="checkbox"/>	B	C	D
16	<input checked="" type="checkbox"/>	B	C	D
17	A	<input checked="" type="checkbox"/>	C	D
18	A	B	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
19	A	<input checked="" type="checkbox"/>	C	D
20	A	B	C	<input checked="" type="checkbox"/>

No.	Pilihan Jawaban			
21	A	B	C	<input checked="" type="checkbox"/>
22	A	B	<input checked="" type="checkbox"/>	D
23	A	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	D
24	A	<input checked="" type="checkbox"/>	C	D
25	A	<input checked="" type="checkbox"/>	C	D
26	<input checked="" type="checkbox"/>	B	C	D
27	<input checked="" type="checkbox"/>	B	C	D
28	<input checked="" type="checkbox"/>	B	C	D
29	A	B	<input checked="" type="checkbox"/>	D
30	A	B	<input checked="" type="checkbox"/>	D
31	A	B	<input checked="" type="checkbox"/>	D
32	<input checked="" type="checkbox"/>	B	C	D
33	A	B	<input checked="" type="checkbox"/>	D
34	<input checked="" type="checkbox"/>	B	C	D
35	A	B	C	<input checked="" type="checkbox"/>
36	A	B	C	<input checked="" type="checkbox"/>
37	A	B	<input checked="" type="checkbox"/>	D
38	A	B	C	<input checked="" type="checkbox"/>
39	<input checked="" type="checkbox"/>	B	C	D
40	A	<input checked="" type="checkbox"/>	C	D

C = 10  
 B = 30

LEMBAR JAWAB POST-TEST

Skor
85

Nama : Syakira Qurofuna Nisa

Kelas : IX B

Tanggal : 09-10-2024

Berikan tanda silang (X) pada jawaban yang paling tepat!

No.	Pilihan Jawaban			
1	A	B	<del>C</del>	D
2	A	B	C	<del>D</del>
3	A	<del>B</del>	C	D
4	<del>A</del>	B	C	D
5	<del>A</del>	<del>B</del>	C	D
6	<del>A</del>	B	C	D
7	A	<del>B</del>	C	D
8	A	B	<del>C</del>	D
9	A	B	<del>C</del>	D
10	A	B	C	<del>D</del>
11	A	B	<del>C</del>	D
12	<del>A</del>	B	C	<del>D</del>
13	<del>A</del>	B	C	D
14	A	<del>B</del>	C	D
15	A	<del>B</del>	C	D
16	A	<del>B</del>	C	D
17	A	<del>B</del>	C	D
18	<del>A</del>	B	C	D
19	A	B	C	<del>D</del>
20	<del>A</del>	B	C	D

No.	Pilihan Jawaban			
21	A	B	C	<del>D</del>
22	<del>A</del>	B	C	D
23	<del>A</del>	B	C	D
24	A	<del>B</del>	C	D
25	A	B	C	<del>D</del>
26	<del>A</del>	B	C	D
27	<del>A</del>	B	<del>C</del>	D
28	A	B	C	<del>D</del>
29	<del>A</del>	B	C	D
30	A	B	<del>C</del>	D
31	A	<del>B</del>	<del>C</del>	D
32	<del>A</del>	B	C	D
33	A	B	<del>C</del>	D
34	<del>A</del>	B	C	D
35	A	B	C	<del>D</del>
36	A	B	C	<del>D</del>
37	A	B	<del>C</del>	D
38	A	B	C	<del>D</del>
39	<del>A</del>	B	C	D
40	A	<del>B</del>	C	D

S = 06  
B = 34

Appendix 11. Documentation.



Figure 1. Pre-test Experiment Class



Figure 2. Pre-test Control Class



Figure 3. Activity in Experimental class.



Figure 4. Activity in Experimental Class



Figure 5. Observation in Control Class



Figure 6. Observation in Control Class



Figure 7. Post-test in Experimental Class



Figure 8. Post-test in Control Class



**Modul Ajar Bahasa Inggris**  
**(Experimental Class)**

No.	Komponen	Deskripsi / Keterangan
1.	<b>Informasi Umum Perangkat Ajar</b>	
	Nama Penyusun	Deni Iftikhar Ibnu Eldar
	Nama Institusi	MTs Ma'arif NU 1 Ajibarang
	Tahun Penyusunan Modul Ajar	2024
	Jenjang Sekolah	Sekolah Menengah Pertama (SMP)
	Kelas	IX-A
	Alokasi Waktu	2 Jam Pelajaran (JP) = 2x30 Menit = 60 Menit (1 Kali Pertemuan)
2.	<b>Capaian Pembelajaran Fase D</b>	
	Fase Capaian Pembelajaran (CP)	Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat, dan pandangan dengan guru, teman sebaya, dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detail relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.
	Elemen/Domain CP	<p><b><u>Elemen Membaca – Memirsa</u></b> Peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal, atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.</p> <p><b><u>Elemen Menulis – Mempresentasikan</u></b> Peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis dan menyajikan teks informasi, imajinasi,</p>

		dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat. Peserta didik menyertakan informasi dasar dan detail, dan juga memvariasikan konstruksi kalimat dalam tulisan mereka. Peserta didik mengungkapkan ide-ide dalam bentuk sekarang, masa depan, dan masa lalu. Peserta didik menggunakan penanda waktu, kata keterangan dari frekuensi dan konjungsi umum untuk menghubungkan ide.
	Tujuan Pembelajaran	Peserta didik dapat memproduksi teks lisan maupun tulis untuk berinteraksi dan berkomunikasi sesuai dengan konteksnya
	Pengetahuan dan/atau Keterampilan atau Kompetensi Prasyarat	Mengetahui berbagai kosa kata <i>verbs</i> dan <i>adjectives</i> yang familiar bagi peserta didik, serta memahami penggunaan <i>determiner</i> , <i>pronoun</i> , <i>conjunction</i> secara tepat.
3.	<b>Kriteria Pengukuran Ketercapaian Tujuan Pembelajaran dan Asesmen (Asesmen Formatif)</b>	
	Penilaian Kompetensi atau Kemampuan serta Pengetahuan	<p><u>Pertemuan 1</u></p> <ol style="list-style-type: none"> <li>1. Peserta didik dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari present continuous tense.</li> <li>2. Peserta didik dapat mengidentifikasi kosa kata <i>verbs</i> yang familiar dengan tema “school activities”.</li> <li>3. Peserta didik dapat menyusun kalimat bentuk verbal dalam present continuous tense.</li> </ol> <p><u>Pertemuan 2</u></p> <ol style="list-style-type: none"> <li>1. Peserta didik dapat mengidentifikasi kosa kata <i>verbs</i> yang familiar dengan tema “outside activities”</li> <li>2. Peserta didik dapat menyusun kalimat bentuk verbal dalam present continuous tense.</li> <li>3. Peserta didik dapat menuliskan makna dari kosa kata <i>verbs</i> dengan tema school and ”school and outside activities”.</li> </ol> <p><u>Pertemuan 3</u></p> <ol style="list-style-type: none"> <li>1. Peserta didik dapat mengidentifikasi kosa kata <i>adjectives</i> yang familiar dengan konsep “descriptive adjectives”</li> <li>2. Peserta didik dapat menyusun kalimat bentuk nominal dalam present continuous tense.</li> <li>3. Peserta didik dapat memahami penggunaan pronoun dan conjunction secara tepat.</li> </ol> <p><u>Pertemuan 4</u></p> <ol style="list-style-type: none"> <li>1. Peserta didik dapat mengidentifikasi kosa kata <i>adjectives</i> yang familiar dengan tema “descriptive adjectives”.</li> <li>2. Peserta didik dapat menyusun kalimat bentuk nominal dalam present continuous tense.</li> <li>3. Peserta didik dapat menuliskan makna dari kosa kata <i>adjectives</i> dengan konsep ”descriptive adjectives”.</li> </ol>

		4. Peserta didik dapat memahami penggunaan determiner secara tepat.
	Cara Melakukan Assesmen	Tertulis
4.	<b>Profil Pelajar Pancasila</b>	
	Profil Pelajar Pancasila yang berkaitan	1. Beriman, bertaqwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia 2. Mandiri 3. Bergotong royong 4. Bernalar kritis 5. Kreatif.
5.	<b>Sarana dan Prasarana</b>	
	Fasilitas	1. Papan tulis 2. Spidol
6.	Peserta Didik	
	Kategori Peserta Didik	Peserta didik regular
	Jumlah Peserta Didik	25 Peserta didik
7.	<b>Model dan Metode Pembelajaran</b>	
	Model Pembelajaran	1. Tatap muka 2. Model Pembelajaran : Project Based Learning
	Metode Pembelajaran	Diskusi Kelompok
8.	<b>Asesmen</b>	
	Cara Penilaian	Rubrik asesmen individu
	Jenis Asesmen	Formatif dalam bentuk tertulis
9.	<b>Materi Ajar, Alat, dan Bahan</b>	
	Materi Ajar	a) Vocabulary about verbs related to school and outside activities. b) Vocabulary descriptive adjectives. c) Present Continuous Tense
	Alat dan Bahan	LKS
	Media Pembelajaran	Clue Card, Riddle Paper.
10.	<b>Urutan Kegiatan Pembelajaran</b>	
	Pertemuan 1	<b><u>Kegiatan Pendahuluan (10 Menit)</u></b> 1. Guru mengucapkan salam kepada peserta didik. 2. Guru memimpin kelas untuk berdoa bersama sebelum pembelajaran. 3. Guru mengecek absensi peserta didik.

		<p><b><u>Kegiatan Inti (40 menit)</u></b></p> <p>a) Determine the fundamental question</p> <ol style="list-style-type: none"> <li>1. Guru memperkenalkan <i>riddle game</i>.</li> <li>2. Peserta didik diberikan contoh riddle game.</li> <li>3. Guru memberikan pertanyaan simple berkaitan <i>verbs</i> yang dijadikan topik pada riddle.</li> </ol> <p>b) Organize students to study</p> <ol style="list-style-type: none"> <li>1. Guru membentuk siswa menjadi 5 kelompok.</li> <li>2. Siswa memperhatikan dictation riddle tentang <i>verbs</i> “school activities” dan berdiskusi.</li> </ol> <p>c) Guiding students.</p> <ol style="list-style-type: none"> <li>1. Guru membimbing serta memonitor siswa selama diskusi.</li> <li>2. Guru membimbing siswa untuk mengoreksi hasil jawaban <i>riddle</i> mereka.</li> </ol> <p>d) Develop and present student’s work.</p> <p>Guru meminta siswa untuk membuat kalimat dalam bentuk <i>present continous tense</i> dan membacakannya.</p> <p>e) Evaluate the student’s work.</p> <p>Guru menyampaikan feedback hasil kerja siswa dan memberikan informasi lain tentang materi yang dipelajari.</p>
		<p><b><u>Kegiatan Penutup (10 Menit)</u></b></p> <ol style="list-style-type: none"> <li>1. Peserta didik dan guru menyimpulkan materi pembelajaran pada pertemuan hari ini.</li> <li>2. Peserta didik melakukan refleksi pembelajaran.</li> <li>3. Guru menyampaikan agenda materi untuk pertemuan berikutnya.</li> <li>4. Peserta didik dan guru berdoa untuk menutup pembelajaran</li> </ol>
	Pertemuan 2.	<p><b><u>Kegiatan Pendahuluan (10 Menit)</u></b></p> <ol style="list-style-type: none"> <li>1. Guru mengucapkan salam kepada peserta didik.</li> <li>2. Guru memimpin kelas untuk berdoa bersama sebelum pembelajaran.</li> <li>3. Guru mengecek absensi peserta didik.</li> </ol>
		<p><b><u>Kegiatan Inti (40 menit)</u></b></p> <p>a) Determine the fundamental question</p> <ol style="list-style-type: none"> <li>1. Guru memberikan pertanyaan simple berkaitan <i>verbs</i> yang dijadikan topik pada riddle.</li> </ol>

		<p>b) Organize students to study</p> <ol style="list-style-type: none"> <li>1. Guru membentuk siswa menjadi 5 kelompok.</li> <li>2. Siswa memperhatikan dictation riddle tentang <i>verbs</i> “school activities” dan berdiskusi.</li> </ol> <p>c) Guiding students.</p> <ol style="list-style-type: none"> <li>1. Guru membimbing serta memonitor siswa selama diskusi.</li> <li>2. Guru membimbing siswa untuk mengoreksi hasil jawaban <i>riddle</i> mereka.</li> </ol> <p>d) Develop and present student’s work. Guru meminta siswa untuk membuat kalimat dalam bentuk <i>present continous tense</i> dan membacaknya.</p> <p>e) Evaluate the student’s work. Guru menyampaikan feedback hasil kerja siswa dan memberikan informasi lain tentang materi yang dipelajari.</p>
		<p><b><u>Kegiatan Penutup (10 Menit)</u></b></p> <ol style="list-style-type: none"> <li>1. Peserta didik dan guru menyimpulkan materi pembelajaran pada pertemuan hari ini.</li> <li>2. Peserta didik melakukan refleksi pembelajaran.</li> <li>3. Guru menyampaikan agenda materi untuk pertemuan berikutnya.</li> <li>4. Peserta didik dan guru berdoa untuk menutup pembelajaran</li> </ol>
	Pertemuan 3	<p><b><u>Kegiatan Pendahuluan (10 Menit)</u></b></p> <ol style="list-style-type: none"> <li>1. Guru mengucapkan salam kepada peserta didik.</li> <li>2. Guru memimpin kelas untuk berdoa bersama sebelum pembelajaran.</li> <li>3. Guru mengecek absensi peserta didik.</li> </ol>
		<p><b><u>Kegiatan Inti (40 menit)</u></b></p> <p>a) Determine the fundamental question.</p> <ol style="list-style-type: none"> <li>1. Peserta didik diberikan contoh riddle dengan tema berbeda yaitu <i>adjectives vocabulary</i>.</li> <li>2. Guru memberikan pertanyaan simple berkaitan <i>adjectives</i> yang dijadikan topik pada riddle.</li> </ol> <p>b) Organize students to study</p> <ol style="list-style-type: none"> <li>1. Guru membentuk siswa menjadi 5 kelompok.</li> <li>2. Siswa memperhatikan dictation riddle <i>descriptive adjectives</i> dan berdiskusi.</li> </ol> <p>c) Guiding students.</p> <ol style="list-style-type: none"> <li>1. Guru membimbing serta memonitor siswa selama</li> </ol>

		<p>diskusi.</p> <p>2. Guru membimbing siswa untuk mengoreksi hasil jawaban <i>riddle</i> mereka.</p> <p>d) Develop and present student's work.</p> <p>1. Guru meminta siswa untuk membuat kalimat dalam bentuk <i>present continous tense</i> menggunakan kosa kata <i>adjective</i> dan membacakannya.</p> <p>e) Evaluate the student's work.</p> <p>1. Guru menyampaikan feedback hasil kerja siswa dan memberikan informasi lain tentang materi yang dipelajari.</p> <p>2. Guru memberikan additional material berkaitan dengan <i>pronoun</i> dan <i>conjunction</i>.</p>
		<p><b><u>Kegiatan Penutup (10 Menit)</u></b></p> <p>1. Peserta didik dan guru menyimpulkan materi pembelajaran pada pertemuan hari ini.</p> <p>2. Peserta didik melakukan refleksi pembelajaran.</p> <p>3. Guru menyampaikan agenda materi untuk pertemuan berikutnya.</p> <p>4. Peserta didik dan guru berdoa untuk menutup pembelajaran</p>
	Pertemuan 4	<p><b><u>Kegiatan Pendahuluan (10 Menit)</u></b></p> <p>1. Guru mengucapkan salam kepada peserta didik.</p> <p>2. Guru memimpin kelas untuk berdoa bersama sebelum pembelajaran.</p> <p>3. Guru mengecek absensi peserta didik.</p>
		<p><b><u>Kegiatan Inti (40 menit)</u></b></p> <p>a) Determine the fundamental question</p> <p>1. Peserta didik diberikan contoh <i>riddle</i> dengan tema berbeda yaitu <i>adjectives vocabulary</i>.</p> <p>2. Guru memberikan pertanyaan simple berkaitan <i>adjectivess</i> yang dijadikan topik pada <i>riddle</i>.</p> <p>b) Organize students to study</p> <p>1. Guru membentuk siswa menjadi 5 kelompok.</p> <p>2. Siswa memperhatikan dictation <i>riddle descriptive adjectives</i> dan berdiskusi.</p> <p>c) Guiding students.</p> <p>1. Guru membimbing serta memonitor siswa selama diskusi.</p> <p>2. Guru membimbing siswa untuk mengoreksi hasil jawaban <i>riddle</i> mereka.</p>

		<p>d) Develop and present student's work.</p> <ol style="list-style-type: none"> <li>1. Guru meminta siswa untuk membuat kalimat dalam bentuk <i>present continous tense</i> menggunakan kosa kata <i>adjectives</i> dan membacakannya.</li> </ol> <p>e) Evaluate the student's work.</p> <ol style="list-style-type: none"> <li>1. Guru menyampaikan feedback hasil kerja siswa dan memberikan informasi lain tentang materi yang dipelajari.</li> <li>2. Guru memberikan additional material berkaitan dengan <i>determiner</i></li> </ol>
		<p><b><u>Kegiatan Penutup (10 Menit)</u></b></p> <ol style="list-style-type: none"> <li>1. Peserta didik dan guru menyimpulkan materi pembelajaran pada pertemuan hari ini.</li> <li>2. Peserta didik melakukan refleksi pembelajaran.</li> <li>3. Guru menyampaikan agenda materi untuk pertemuan berikutnya.</li> <li>4. Peserta didik dan guru berdoa untuk menutup pembelajaran</li> </ol>
11	<b>Refleksi Guru dan Siswa</b>	
	Guru	<ol style="list-style-type: none"> <li>1. Apakah kegiatan pembelajaran sesuai dengan rencana?</li> <li>2. Apakah peserta didik dapat mengikuti pembelajaran dengan baik?</li> <li>3. Apakah peserta didik mengikuti pembelajaran dengan antusias?</li> <li>4. Apa kesulitan yang ditemui saat melaksanakan pembelajaran ini?</li> <li>5. Apa hal yang dilakukan untuk memperbaiki proses pembelajaran?</li> </ol>
	Siswa	<ol style="list-style-type: none"> <li>1. Bagian mana yang menurutmu paling sulit pada pembelajaran ini?</li> <li>2. Dalam skala 1-10 berapa poin yang kamu berikan untuk pemahamanmu dalam pelajaran ini? Jika poinmu kurang dari 10, apa yang akan kamu lakukan agar kamu dapat memahami pembelajaran kali ini secara penuh?</li> </ol>

Ajibarang, 12 September 2024  
Guru Mata Pelajaran

Deni Ifikhar Ibnu Eldar  
2017404014





**Modul Ajar Bahasa Inggris**  
(Control Class)

No.	Komponen	Deskripsi / Keterangan
1.	<b>Informasi Umum Perangkat Ajar</b>	
	Nama Penyusun	Titi Sugiarti, S.Pd.Ing
	Nama Institusi	MTs Ma'arif NU 1 Ajibarang
	Tahun Penyusunan Modul Ajar	2024
	Jenjang Sekolah	Sekolah Menengah Pertama (SMP)
	Kelas	IX-A
	Alokasi Waktu	2 Jam Pelajaran (JP) = 2x30 Menit = 60 Menit (1 Kali Pertemuan)
2.	<b>Capaian Pembelajaran Fase D</b>	
	Fase Capaian Pembelajaran (CP)	<p>Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat, dan pandangan dengan guru, teman sebaya, dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detail relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.</p>
	Elemen/Domain CP	<p><b><u>Elemen Membaca – Memirsa</u></b> Peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal, atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.</p> <p><b><u>Elemen Menulis – Mempresentasikan</u></b> Peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis dan menyajikan teks informasi, imajinasi, dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat. Peserta didik menyertakan informasi dasar dan detail, dan juga memvariasikan konstruksi kalimat dalam tulisan mereka. Peserta didik mengungkapkan ide-ide dalam bentuk sekarang, masa depan, dan masa lalu. Peserta didik menggunakan penanda waktu, kata keterangan dari</p>

		frekuensi dan konjungsi umum untuk menghubungkan ide. Upaya peserta didik untuk mengeja kata-kata baru didasarkan pada hubungan huruf-bunyi bahasa Inggris yang diketahui dan mereka menggunakan tanda baca dan kapitalisasi dengan konsisten.
	Tujuan Pembelajaran	Peserta didik dapat memproduksi teks lisan maupun tulis untuk berinteraksi dan berkomunikasi sesuai dengan konteksnya.
	Pengetahuan dan/atau Keterampilan atau Kompetensi Prasyarat	Memahami dan mengaplikasikan berbagai kosa kata <i>verbs</i> dan <i>adjectives</i> yang familiar bagi peserta didik, serta memahami penggunaan <i>determiner</i> , <i>pronoun</i> , <i>conjunction</i> secara tepat.
3	<b>Kriteria Pengukuran Ketercapaian Tujuan Pembelajaran dan Asesmen (Asesmen Formatif)</b>	
	Penilaian Kompetensi atau Kemampuan serta Pengetahuan	<p><u>Pertemuan 1</u></p> <ol style="list-style-type: none"> <li>1. Peserta didik dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari present continuous tense.</li> <li>2. Peserta didik dapat mengidentifikasi kosa kata <i>verbs</i> yang familiar tentang kegiatan sekolah.</li> <li>3. Peserta didik dapat menyusun kalimat bentuk verbal dalam present continuous tense.</li> </ol> <p><u>Pertemuan 2</u></p> <ol style="list-style-type: none"> <li>1. Peserta didik dapat mengidentifikasi kosa kata <i>verbs</i> yang familiar tentang kegiatan di sekolah maupun di luar.</li> <li>2. Peserta didik dapat menyusun kalimat bentuk verbal dalam present continuous tense.</li> <li>3. Peserta didik dapat memahami arti dari ragam kosa kata <i>verbs</i> tentang kegiatan di sekolah maupun di luar.</li> </ol> <p><u>Pertemuan 3</u></p> <ol style="list-style-type: none"> <li>1. Peserta didik dapat mengidentifikasi kosa kata <i>adjectives</i> yang familiar.</li> <li>2. Peserta didik dapat menyusun kalimat bentuk nominal dalam present continuous tense.</li> <li>3. Peserta didik dapat memahami penggunaan <i>pronoun</i> dan <i>conjunction</i> secara tepat.</li> </ol> <p><u>Pertemuan 4</u></p> <ol style="list-style-type: none"> <li>1. Peserta didik dapat mengidentifikasi kosa kata <i>adjectives</i> yang familiar.</li> <li>2. Peserta didik dapat menyusun kalimat bentuk nominal dalam present continuous tense.</li> <li>3. Peserta didik dapat menuliskan makna dari kosa kata <i>adjectives</i>.</li> <li>4. Peserta didik dapat memahami penggunaan <i>determiner</i> secara tepat.</li> </ol>

	Cara Melakukan Asesmen	Tertulis
4	<b>Profil Pelajar Pancasila</b>	
	Profil Pelajar Pancasila yang berkaitan	1. Beriman, bertaqwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia 2. Mandiri 3. Bergotong royong 4. Bernalar kritis 5. Kreatif.
5	<b>Sarana dan Prasarana</b>	
	Fasilitas	1. Papan tulis 2. Spidol
6	<b>Peserta Didik</b>	
	Kategori Peserta Didik	Peserta didik reguler
	Jumlah Peserta Didik	24 Peserta didik
7	<b>Model dan Metode Pembelajaran</b>	
	Model Pembelajaran	• Tatap muka • Model pembelajaran: Ceramah.
	Metode Pembelajaran	Project Based Learning
8	<b>Assesmen</b>	
	Cara Penilaian	Rubrik asesmen individu
	Jenis Asesmen	Formatif dalam bentuk tertulis
9	<b>Materi Ajar, Alat, dan Bahan</b>	
	Materi Ajar	a) Present Continuous Tense. b) Vocabulary about verbs. c) Vocabulary about adjectives.
	Alat dan Bahan	LKS
	Media Pembelajaran	-
10	<b>Urutan Kegiatan Pembelajaran</b>	
	Pertemuan 1	<b><u>Kegiatan Pendahuluan (10 Menit)</u></b> 1. Guru mengucapkan salam kepada peserta didik. 2. Guru memimpin kelas untuk berdoa bersama sebelum pembelajaran. 3. Guru mengecek absensi peserta didik.
		<b><u>Kegiatan Inti (40 menit)</u></b> 1. Guru menanyakan tentang kegiatan familiar yang biasa atau sedang sering dilakukan oleh siswa. Seperti: “ <i>What are you doing recently?</i> ” 2. Guru meminta siswa untuk mencari kosa kata <i>verbs</i> pada buku pegangan siswa (materi present continuous tense). 3. Guru menyampaikan materi <i>Present Continuous Tense</i> , 4. Guru meminta siswa untuk membuat kalimat <i>present continuous tense</i> .

		Guru memberikan mengoreksi hasil kerja siswa.
		<p><b><u>Kegiatan Penutup (10 Menit)</u></b></p> <ol style="list-style-type: none"> <li>1. Peserta didik dan guru menyimpulkan materi pembelajaran pada pertemuan hari ini.</li> <li>2. Peserta didik melakukan refleksi pembelajaran.</li> <li>3. Guru menyampaikan agenda materi untuk pertemuan berikutnya.</li> <li>4. Peserta didik dan guru berdoa untuk menutup pembelajaran.</li> </ol>
	Pertemuan 2	<p><b><u>Kegiatan Pendahuluan (10 Menit)</u></b></p> <ol style="list-style-type: none"> <li>1. Guru mengucapkan salam kepada peserta didik.</li> <li>2. Guru memimpin kelas untuk berdoa bersama sebelum pembelajaran.</li> <li>3. Guru mengecek absensi peserta didik.</li> </ol>
		<p><b><u>Kegiatan Inti (40 menit)</u></b></p> <ol style="list-style-type: none"> <li>1. Guru menanyakan tentang kegiatan familiar yang biasa atau sedang sering dilakukan oleh siswa. Seperti: “<i>What are you doing recently?</i>”</li> <li>2. Guru meminta siswa untuk mengartikan kosa kata penting terkait <i>verbs</i> pada buku pegangan siswa.</li> <li>3. Guru meminta siswa untuk mempresentasikan kosa kata <i>verbs</i> beserta artinya yang mereka temukan.</li> <li>4. Guru menyampaikan materi <i>Present Continuous Tense</i>,</li> <li>5. Guru meminta siswa untuk membuat kalimat <i>present continuous tense</i>.</li> <li>6. Guru memberikan mengoreksi hasil kerja siswa.</li> </ol>
		<p><b><u>Kegiatan Penutup (10 Menit)</u></b></p> <ol style="list-style-type: none"> <li>1. Peserta didik dan guru menyimpulkan materi pembelajaran pada pertemuan hari ini.</li> <li>2. Peserta didik melakukan refleksi pembelajaran.</li> <li>3. Guru menyampaikan agenda materi untuk pertemuan berikutnya.</li> <li>4. Peserta didik dan guru berdoa untuk menutup pembelajaran.</li> </ol>
	Pertemuan 3	<p><b><u>Kegiatan Pendahuluan (10 Menit)</u></b></p> <ol style="list-style-type: none"> <li>1. Guru mengucapkan salam kepada peserta didik.</li> <li>2. memimpin kelas untuk berdoa bersama sebelum pembelajaran.</li> <li>3. Guru mengecek absensi peserta didik.</li> </ol>
		<p><b><u>Kegiatan Inti (40 menit)</u></b></p> <ol style="list-style-type: none"> <li>1. Guru meminta siswa mengamati benda di sekitarnya dan menuliskan kosa kata yang tepat.</li> <li>2. Guru menjelaskan materi tentang penggunaan <i>adjectives</i> pada <i>present continuous tense</i>.</li> <li>3. Guru menjelaskan materi tentang <i>conjunction</i> dan <i>pronoun</i>.</li> <li>4. Guru meminta siswa untuk menuliskan kosa kata penting tentang <i>adjectives</i> pada buku pegangan siswa.</li> </ol>

		<ol style="list-style-type: none"> <li>5. Guru meminta siswa untuk membuat kalimat <i>present continuous tense</i> menggunakan kosa kata <i>adjectives</i>.</li> <li>6. Guru memberikan mengoreksi hasil kerja siswa.</li> </ol>
		<p><b><u>Kegiatan Penutup (10 Menit)</u></b></p> <ol style="list-style-type: none"> <li>1. Peserta didik dan guru menyimpulkan materi pembelajaran pada pertemuan hari ini.</li> <li>2. Peserta didik melakukan refleksi pembelajaran.</li> <li>3. Guru menyampaikan agenda materi untuk pertemuan berikutnya.</li> <li>4. Peserta didik dan guru berdoa untuk menutup pembelajaran.</li> </ol>
	Pertemuan 4	<p><b><u>Kegiatan Pendahuluan (10 Menit)</u></b></p> <ol style="list-style-type: none"> <li>1. Guru mengucapkan salam kepada peserta didik.</li> <li>2. Guru memimpin kelas untuk berdoa bersama sebelum pembelajaran.</li> <li>3. Guru mengecek absensi peserta didik.</li> </ol>
		<p><b><u>Kegiatan Inti (40 menit)</u></b></p> <ol style="list-style-type: none"> <li>1. Guru meminta siswa mengamati benda di sekitarnya dan menuliskan kosa kata yang tepat.</li> <li>2. Guru menjelaskan materi tentang penggunaan <i>adjectives</i> pada <i>present continuous tense</i>.</li> <li>3. Guru meminta siswa untuk menuliskan kosa kata penting tentang <i>adjectives</i> pada buku pegangan siswa.</li> <li>4. Guru meminta siswa untuk membuat kalimat <i>present continuous tense</i> menggunakan kosa kata <i>adjectives</i> secara <i>work in pairs</i>.</li> <li>5. Guru memberikan mengoreksi hasil kerja siswa.</li> <li>6. Guru menjelaskan materi tambahan berkaitan <i>determiner</i>.</li> </ol>
		<p><b><u>Kegiatan Penutup (10 Menit)</u></b></p> <ol style="list-style-type: none"> <li>1. Peserta didik dan guru menyimpulkan materi pembelajaran pada pertemuan hari ini.</li> <li>2. Peserta didik melakukan refleksi pembelajaran.</li> <li>3. Guru menyampaikan agenda materi untuk pertemuan berikutnya.</li> <li>4. Peserta didik dan guru berdoa untuk menutup pembelajaran.</li> </ol>
11	<b>Refleksi Guru dan Siswa</b>	
	Guru	<ol style="list-style-type: none"> <li>1. Apakah kegiatan pembelajaran sesuai dengan rencana?</li> <li>2. Apakah peserta didik dapat mengikuti pembelajaran dengan baik?</li> <li>3. Apakah peserta didik mengikuti pembelajaran dengan antusias?</li> <li>4. Apa kesulitan yang ditemui saat melaksanakan pembelajaran ini?</li> <li>5. Apa hal yang dilakukan untuk memperbaiki proses pembelajaran?</li> </ol>

	Siswa	<ol style="list-style-type: none"><li>1. Bagian mana yang menurutmu paling sulit pada pembelajaran ini?</li><li>2. Dalam skala 1-10 berapa poin yang kamu berikan untuk pemahamanmu dalam pelajaran ini?</li></ol> <p>Jika poinmu kurang dari 10, apa yang akan kamu lakukan agar kamu dapat memahami pembelajaran kali ini secara penuh?</p>

Ajibarang, 8 September 2024  
Guru Mata Pelajaran

Titi Sugiarti, S. Pd.Ing.



## BIOGRAPHY

### A. Profile

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5. Name of Father : Sudarto Raharjo
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### B. Formal Education

1. MI Maarif NU 1 Pancasan, graduation year: 2014.
2. MTs Al Ikhsan Beji, graduation year: 2017.
3. MA Al Ikhsan Beji, graduation year: 2020.
4. UIN Prof. K.H. Saifuddin Zuhri, Purwokerto, year of entry: 2020.

### C. Organization Experiences

1. Public Speaking Division, Komunitas Javelin, UIN Prof. K.H. Saifuddin Zuhri, Purwokerto (2021-2022).

### D. Achievements

1. Juara 1 Wall Magazine Competition (group), E-Venture ESOF of FISIP, Universitas Jendral Soedirman 2017.
2. Juara 1 Story Telling Competition, English Contest of BASIC, Universitas Jendral Soedirman 2019.
3. Juara 2 Lomba Cipta Puisi, Hari Pendidikan nasional, HMPBSI Universitas Jendral Soedirman 2019.
4. Juara 2 Story Telling Competition, Mafaza Islamic Competition 2020.
5. Juara 1 Musikalisasi Puisi, COMPOR EASA, UIN Prof. K.H Saifuddin Zuhri Purwokerto 2021.
6. Juara 2 Story Telling Competition, FEC Got Tallent, UIN Prof. K.H Saifuddin Zuhri Purwokerto 2021.
7. Juara 1 Strory Telling Competition, 9th Anniversary of KRB, UIN Prof. K.H Saifuddin Zuhri Purwokerto 2024.