THE USE OF ENCANTADO GAME TO DEVELOP STUDENTS' SPEAKING SKILLS AT SEVENTH GRADE OF MTS SWASTA INSAN CITA ACADEMIC YEAR 2020/2021

A SKRIPSI

Submited to Faculty of Tarbiyah and Teacher Training State Islamic University of North Sumatera Medan as a Partial Fulfillment of the Requirements for the Degree of S-1 Program

BY :

MENTARI RIZKI FATIHAH

Reg. Number : 030416135

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH SCIENCE AND TEACHERS TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

MEDAN

2020

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By :

MENTARI RIZKI FATIHAH
NIM :0304162135

Advisor I

Dr. H. Amiruddin MS, MA., MBA., Ph.D

NIP. 195508281986031008

Advisor II

Utami Dewi, S.Pd, M.Hum

NIP. 198202272008012009

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHERS TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

MEDAN

2020

Medan, 9 November 2020

Number	: Istimewa	Kepada Yth :
Lamp	: -	Bapak Dekan FITK
Perihal	: Skripsi	UINSU
	a.n. Mentari Rizki Fatihah	di-
		MEDAN

Assalamualaikum Wr.Wb

Setelah membaca, meneliti dan memberi saran saran perbaikan seperlunya terhadap skripsi mahasiswi

Nama : Mentari Rizki Fatihah

NIM : 34.16.2.135

Prodi : Pendidikan Bahasa Inggris

Judul : "The Use of Encantado Game to Develop Students Speaking Skills at Seventh Grade Students Of Mts Swasta Insan Cita"

Maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk di munaqasyahkan dalam sidang munaqasyah skripsi Fakultas Tarbiyah UIN-SU Medan.

Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terimakasih.

Wassalamualaikum Wr. Wb

Advisor I	Advisor II
Dr.H. Amiruddin M.S, M.A., M.BA.,Ph.D	**Utami Dewi S.Pd., M.Hum**
NIP.195508281986031008	**NIP.19802272008012009**

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Williem Iskandar Psr V Medan Estate 20371 Telp. (061) 6615683-6622925

SURAT PENGESAHAN

Skripsi yang berjudul : "The Use of Encantado Game to Develop Students' Speaking Skills at MTsS Insan Cita Medan" oleh Mentari Rizki Fatihah, yang telah dimunaqasahkan dalam sidang munaqasah Sarjana Strata 1 Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara pada tanggal:
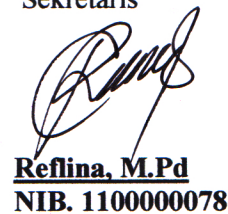
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19 Rabiul Akhir 1442

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Panitia Sidang Munaqasyah Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan UINSU Medan

Ketua

Dr. Sholihatul Hamidah Daulay, M.Hum
NIP. 19750622 200312 2 002

Sekretaris

Reflina, M.Pd
NIB. 1100000078

Anggota Penguji

1. **Dr. H. Amiruddin MS, MA, MBA., Ph.D**
NIP. 19550828 198603 1 008

2. **Dr. Utami Dewi, S.Pd, M.Hum**
NIP. 19820227 200801 2 009

2. **Yani Lubis, S.Ag, M.Hum**
NIP. 19700606 200003 1 006

4. **Drs. H. Achmad Ramadhan, M.A**
NIP. 19660115 199403 1 002

Mengetahui
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN SU

Dr. Amiruddin Siahaan, M.Pd
NIP. 19601006 199403 1 002

PERNYATAAN KEASLIAN SKRIPSI

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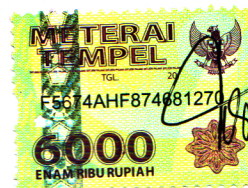**Nama : Mentari Rizki Fatihah**

NIM : 34.16.2.135

Prodi : Pendidikan Bahasa Inggris

Judul : "The Use of Encantado Game to Develop Students Speaking Skills at Seventh Grade Students of Mts Swasta Insan Cita"

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar benar merupakan hasil karya sendiri, kecuali kutipan kutipan dari ringkasan – ringkasan yang semuanya telah dijelaskan sumbernya. Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan batal saya terima.

Medan, 9 Oktober 2020

Yang membuat pernyataan

Mentari Rizki Fatihah

NIM. 34.16.2.135

ABSTRACT

Mentari Rizki Fatihah. Registration Number: 34.16.2.135. The Use of Encantado Game to Develop Students Speaking Skills at Seventh Grade Students of Mts Swasta Insan Cita. A Skripsi, English Education Program, Faculty of Tarbiyah and Teacher Training, State Islamic University of North Sumatera, 2020.

Keyword   :Skills, Encantado, Game, Speaking

The objective of the research was expected to describe the use of Encantado Game in developing students' speaking skills. The subject of the research were the seventh grade students of MTs Swasta Insan Cita in 2020/2021 academic year. The seventh grade students of MTS Swasta Insan Cita consisted of 38 students. This research applied by Classroom Action Research. The data of the research were qualitative data and quantitative data. The quantitative data were taken from the test (in the form of Pre-Test, Post test 1 and Post test 2) which given in the end of of every cycle. While qualitative data were taken from Interview, Observation sheet, and dairy notes. The objective of the research was to describe the use of encantado game in developing students speaking skills of the seventh grade students of MTs Swasta Insan Cita Medan in academic year 2020/2021. The showed that encantado games can developed students' speaking skills of the seventh grade. It can be seen from the results of Pre-test, Post Test I and Post Test II. In Pre-test the result showed that the mean score of students speaking skills was 61,07 (the precentage was 29 %, and 11 students who got successful), and Post test I can be seen that mean score of students speaking skills was 70,26 (the precentage was 50%, and 19 students who got successful), And the result of Post test II can be seen that mean score of students speaking skills was 70,84 (there was the precentage was 74 % and 28 students who got successful). And then the total number of seventh grade students of MTs Swasta Insan Cita was 38 students. In conclusion, students speaking skills was developed from Pre-test until Post Test II. Than it can indicates that using encantado game can develop students speaking skills.

ACKNOWLEDGEMENT

Alhamdulillahi Rabbil alamin, Praise and gratitude be to Allah Swt. who has given the writer health, strength and chance to finished this skripsi on time. Peace and blessing to our prophet Muhammad Saw. Who has brought us from the darkness to the lightness by islamic religion.

This skripsi is finished to fulfill one of the requirements to obtain Sarjana Pendidikan Degree (S1) at English Education Department , Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera.

In adittion, in the process of completing this skripsi the writer has encountered many problems like collecting the references, finding the data and also analyzing the data. But the writer has achieved many supports, helps and contribution from many people, until writer can finish this skripsi effectively. Therefore, the writer would like to express her thanks and appreciation to :

1. A profound gratitude is directed specially to my real supporter and motivator; my father **Drs. Rahmad Jaya** and my mother **Anni Holidah Nasution S.Pd** for their uncounted prayers, the unstopable question, advices and suggestion that can made me finished my study in Sarjana Pendidikan UINSU as soon as possible.

2. **Dr. H. Amiruddin MS, MA, MBA., Ph.D** as my advisor I, who has given me suggestion, kindness, supports and encouragement in process of finishing this Skripsi.

always remind me to graduated as soon as possible then help me to answer question that related to complete this skripsi and do the research well.

13. Special thanks for all of **Teachers at Nurul Ihsan Asri Islamic School** who always support me until the last especially for Gali Ardiansyah who have being kind to lend me his laptop during since I do my Proposal until the ends of finishing skripsi.

14. Special thanks to my beloved truelly best friends **Nurul Anzani and Rica Prameswari** who always support me and gave me advice, encouragement and kindness from the beginning I do my proposal until finishing skripsi.

15. And those are people who had helped the writer to finish this skripsi but the name can't be mentioned here.

The writer realized that the only word for saying appreciation is not enough to their contribution for me in finishing my skripsweet. Hopefully Allah Swt. give the great bleesing, protect them and gave them happiness through their daily life activities.

Finally, the writer of this skripsi hopes that this skripsi can give the little bit contribution to help people who want to search the resource or reference of the study and especially can contributed in language education department.

Medan, 29 September 2020

The researcher

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CHAPTER I

INTRODUCTION

This chapter presented about background of the study, identification of the problem, limitation of the problem, problem statement, the objective of the research and the benefit of the research .

A. Background of The Research

In globalization era nowadays, english language is not weird in our ears. In Indonesia, English has taught and introduced to students since the fourth grade of primary school, Junior High School and Senior High School. English has spoken by many people in the world. That's why English is important to learn by students. English teaching and learning process are done to develop students communication competencies because the main essential purpose of learning a foreign language is to enable students used it in their daily communication. Moreover curent curriculum in indonesia is curriculum 2013 in which that english is taught from students junior high school level. So, the students of junior high school need to learn english more active.

English is acknowledged passport to better education and employment opportunities. English language plays a crucial role to weave the world into a single thread. English has a status of a second language in almost all the countries where it is

not the first language. To acquire simple language for day to day communication is main aim of learning any language.[1]

From the statement above, researcher can conclude that in order to get good education and employment opportunities, everyone should be able to communicate with English language in this global era. Learning English language is very important for the students to face the world. The successful in teaching and learning English process on school are the students can communicate with oral and written.

One of the language skill that must be mastered by students is speaking skill. Grauberg state that for many pupils the prime goal of learning a foreign language is to be able to speak it. Speaking skill should be taught and practiced in the language classroom to enable students to speak or communicate in the target laguage.[2] Harmer also mentions that the ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process information and language 'on the spot'.[3] Speaking is needed to grasp the fact, convey messages, information, opinion, and even emotion in daily life. Thus, it is very important for the students to have a good speaking ability to achieve the objective of learning English.

However, may students of Junior High School still face some problems dealing with speaking English. They have difficulties in producing appropriate english

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[1] Riyaz Ahmad. (2016). *Importance of English Communication Skills Journal*. Sreenivasa Institute of Technology and Management Studies. Chittoor: Andhra. p.478

[2] Grauberg, Walter. (2002). *The Elements of Foreign Language Teaching*. Clevedon: Multilingual Matters, Ltd. p.201

[3] Harmer, J. (2001). *The Practice of English Language Teaching (3rd Edition)*. London: Longman Group Ltd. p.269

utterances ad lack self confidence to speak english. When researcher do mini research in MTs Swasta Insan Cita researcher found that there were some problems in teaching and learning process especially related to the students' speaking skills. Most of students feel difficult to get engaged in speaking activity effectively. Besides, the teaching learning process was mostly done by imitation and repetition technique by the teacher and only a textbook which was used for the learning source. It might make the students got bored and lost attention easily.

Teacher should use interested strategies or may make a game that related to teaching and learning materials in the classroom. When researcher do research in school, researcher found that many students used their hands to prop up their heads while looking utterly bored in the classroom and only a few students were participating regularly in teaching and learning process and those same a few students were the only ones who really knew what they were doing in the classroom. Teacher teaching speaking without asking students to speak up one by one and teacher used the old and ordinary teaching strategies which make the students feel bored in the classroom while teaching and learning process.

The teacher must be able to improve students' speaking skill by creating the situations that can encourage and motivate the students to learn and speak. The teacher is expected to have interesting teaching techniques to provide students with appropriate teaching materials and to create positive classroom environment. Rahman states that to develop the students' speaking skill, the teaching and learning should be more effective and it is important to the teachers to design the lessons according to the learners' age

group and competency level and also in a way that makes the students motivated to learn and speak.[4] The teacher should give more attention to the learners' interest, motivation, level of proficiency and learning preferences and design the tasks properly. It is not easy to hold the students attention and interest of the beginner level learners and that's why the teacher should take some ways of teaching which can facilitate them to the better and effective learning.

In order to make the teaching proces interesting and the purpose of the teaching and learning process reached, the teacher need a special technique, strategy and method. The purpose of using them isto make the students easy to learn and understand the lesson well. In this case the researcher would like to use game.

Game is a structured form of play, usually undertaken for enjoyment and sometimes used as an educational tool.[5] There are so many games to increase students ability in speaking. Such as Talking Stick, Who Am I, Guessing Game, Role Playing, and Encantado Game.

In teaching speaking teacher should give opportunity for students to speak up in the classroom.one of the technique that can be used is a game. Games can give the positive effect o the students interest and motivaton in studying english as well as to develop

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[4] Rahman, Masuma. (2009). *Teaching Speaking to Beginner Level Learners in Bangladesh. Unpublished Paper Degree*. Bachelor of Arts in English: BRAC University. Retrieved at Dec 10th 2014. p.5.

[5] Meriam Webster. *Online Dictionary.* www.meriam-webster.com accesed on March 09. 2020

their speaking skill. One of the games is Encantado Game. Talak-Kiryk suggest one communication games called Encantado Game.[6]

Hopefully by modifying this game and applied in the classroom can motivated the students to communicate orally among themselves. Then, *Encantado* game will help the students to be able to use and practice the target language in a fun way and joyful and also it is a potential activity to give a chance to the student to express their feelings free.

In this study, the researcher interested with Encantado Game to develop students' ability in speaking. Encantado Game is one model of communicative game. Based on the origin he said that Encantado Game is a game that obligated students to sepak up actively among themselves. Encantado Game is an appropriate Game to teach speaking, here the students will get the explanation about using expression from teacher before they do practice using that's expression in the classroom by using Encantado Game. So the statement above can conclude that students' prior of knowledge of pronunciation and brainstorming idea which needed in speaking process, if the students have good prior knowledge of pronunciation and branstorming idea, the students will be easy to speak in front of the class. Based on the background above, the researcher make a title of "The Use of Encantado Game To Improve Students' Speaking Skills At Seventh Grade of MTs Swasta Insan Cita".

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[6] Talak-Kiryk, Amy. (2010). *Using Games in a Foreign Language Classroom. MA TESOL Collection* Paper 484. p.32

B. Statement of The Problem

Based on the background of the problem above, the researcher found some problems that can be identified as follows :

1. The students get bored while learning process because the techniques that the teacher uses are monotonous.
2. The students are lazy to memorize the words and practice English in their daily life. So that they are not mastery many vocabulary.
3. Most of the students still got difficult in expressing their opinions, feelings or experiences orally.
4. They felt unmotivated to learn, particularly to learn and to master speaking class.
5. Most of the students still got difficult in expressing English daily expression.
6. The lack of students enthusiasm in developed their speaking ability
7. Most of the students were passive because they are lacking of vocabulary
8. Most of them were shy to speak English because the mistakes of grammar
9. Students lack of confidence in communication by using English.

C. Research Question

Based on the statement of the problem above, the research of this study is : "How is the use of Encantado Game in improving students' speaking skills of the seventh grade of MTS Swasta Insan Cita?"

D. Objective of the Research

Based on the research question of study above, the objective of the research is to describe the use of encantado game in improving students' speaking skills of the seventh grade students of MTS Swasta Insan Cita Medan in the academic year 2020/2021.

E. Significance of the Research

The result of this research was expected to be useful for :

1. Teachers

   a. To improve the quality of teaching and learning process

   b. To add new media to teach speaking by using encantado game

   c. To make this game to be an interesting media in other the students easy to understand in learning speaking and also can practicing it better

2. Students

   a. To motivate students to learning English especially in speaking

   b. To improve their mastering in speaking skills

3. Other researcher as a source for another researcher who want to compile a thesis as reference or related study

F. Limitation of the Research

Based on the problem mentioned above, the researcher limit the research focus on the use of Encantado Game to develop students' speaking skills at seventh grade of MTs Swasta Al-Ihsan. The researcher was conducted the research by classroom action research.

CHAPTER II

LITERATURE REVIEW

There were four sections that discussed in this chapter. For the first section was theoretical framework that consisted of speaking and Encantado Game. While the second was conceptual framework. And the last was actional hypothesis.

A. Theoretical Framework

To support the idea of this research, some theories and some information included for help the researcher from the design of this research.

1. Speaking

1.1 The Definition of Speaking Skills

Speaking is one of the English learning skills that students need to master. Therefore, a teacher should know the definition of speaking first and delivered it to the students. Speaking in various ways is characterized by several experts. The definition of speaking in Oxford Dictionary is "The action of transmitting information or expressing one's feelings in speech".[7]

Allah SWT. Said in Al-Quran Surah Al-Isra' 53 verse.

$$ وَقُل لِّعِبَادِى يَقُولُواْ ٱلَّتِى هِىَ أَحْسَنُ ۚ ﴿٥٣﴾ $$

The meaning is : And say to all my servants, that they should speak in the most of kindly manner. (Q.S 17: 53) [8]

Speaking is one of language skills that plays an important role in learning a language. According to Sanggam speaking is the spoken productive skill. It is the skill of speaker to communicate information to a listener or a group of listeners.[9]

In the daily life of human beings these things are included in constractive components, voicing thoughts and ideas in line with the intent to use oral language or in the form of speech (talking) this serves as a disseminator of the delivery of information using spoken language. Many factors are involved in it because people believe that talking is a complex activity level speaking, students are not only determined by thoroughly measuring all factors. One can read and write can independently listen to the radio alone, but it is rarely a activity speak without the presence of a second person as observers or listeners children speak before learning to read and write, in terms of communication, listening and speaking was so linked between one and the other. [10]

From Abu Hurairah R.A : Rasulullah SAW said in Hadist.

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[8] Abdullah Yusuf Ali. (2005). T*he Meaning of Holy Qur'an New Edition Revised Translation Commentary Comprehensive Index*. Bestvile : Amana Publication) P.153

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

[10] Cooke, Nancy J. (2002). *Varieties of Knowledge Elicitation Techniques.* International Journal of Human-Computer Studies 41. p. 849.

عن ْ ابي ْ هريرة َ رضي َ الله ُ عنه ُ قال َ : قال َ رسول ُ الله ِ صلّى الله ُ عليه ِ وسلّم :

من ْ كان َ يُؤمن ُ بالله ِ واليوم الآخر ِ فَلْيقل ْ خير ً ا اولِيَصمُت

(رواه ُ البخاري و َ مسلم)

The meaning from that hadist is : From Abu Hurairah R.A : Rasulullah SAW. Said : "whoever believes in Allah and Kiyamah day, let them say good word or be silent. (H.R Bukhari and Muslim)

According Brown and Yule state in their book, "Speaking is to express the need-request, information, service, we assume that normal speakers will have the ability to express their needs, to communicate information, at least in short periods of time" [11]

It means that speaking is an important skill in our daily life activities, because it is the main skill in our communication. Without speaking we can't communicate with others. So, the main purpose of speaking is to send our message to another people or can to communicate about something that using a language and understood by people who as the listener. In other words, that speaking is expressing opinions, ideas or feelings from to another one to the others. Furthermore, speaking is the skill that the researcher uses for verbal communication with other people. When they are engaged in talking to each other, it is sure that they are doing communication.

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[11] Gillian Brown and George Yule. (2002). *Teaching the Spoken Language*. London : Cambridge University Press. p 14

There is certain generalization that they can make about the majority if communicative events and these have particular relevance for the learning and teaching process. It is clear that to be able to speak well, a person should know the elements of speaking; they are grammar, vocabulary, pronunciation, fluency, and comprehension.[12] A good speaker should pay attention to those elements when they speak.

It is important that everything we wants to say is delivered in an effective way, because speaking is not only producing sounds but also a process of achieving goals that involves transferring messages across. Speaking also explain in the Qur'an which in QS Ar-Rahman : 3-4

خَلَقَ ٱلْإِنسَـٰنَ ۝ عَلَّمَهُ ٱلْبَيَانَ ۝

The Meaning : Created man (3), and taught him eloquence (4).[13]

Translation : 3. That he created man in the best form and perfect it with reason and knowledge. 4. That he has taught humans the ability to speak and understand to others, which can not be done except with a soul and reason.

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[12] Scott Thornbury. (2002). *How to Teach Speaking*. London: Longman. p. 13.
[13] Al-Bayan. (2001). *Alquran dan Terjemahannya*. Semarang:Asy syifa. p.1429

Allah ta'ala tells about his gifts and graces for his creatures, where he sent down the Qur'an to his servants, provide ease of reading and understanding for anyone who he is give mercy. [14]

Based on pieces of the verses of the Qur'an above says that Allah SWT who created man and taught the humans were good at talking. This means, our speaking ability comes from God Almighty. We as humans can only dig our potential in speaking. Allah SWT teaches us to speak warmly to anyone. This is explained in the Q.S. Ta-Ha: 44

فَقُولَا لَهُ قَوْلاً لَّيِّنًا لَّعَلَّهُ يَتَذَكَّرُ أَوْ يَخْشَىٰ ﴿٤٤﴾

The meaning : Then speak the two of you to him with meek words, hopefully he will remember or be afraid.

The Translation : Then say to him words that are soft, not harsh and crusty, with the hope that he is aware and afraid of god, then repent to him.[15]

In the above verse Allah SWT told us to talk to people including to our enemies. So that we can live with the pillars and the enemy we will melt and fear to God Almighty. The talk to meek is with a gentle and civilized, not to brag (making this up), the utterance is not hard rough and not his attitude. The soft speech can make anyone

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[14] Ahmad Mustafa Al-Maraghi. *Tafsir Al Maraghi*. p.186-187
[15] https://tafsirweb.com/5286-quran-surat-thaha-ayat-44.html

else receiving a greeting, whereas hard can make the other person away. Allah swt teaches us to speak to a helpful talk.

Only two ways to bring a man to the right way, they are to convince him by argument or admonition and to warn him of the consequences of deviation.

عن عبدالملك بن الجريج من عطائ من عبيد بن عمر الليث قالـ :

قالـ رسول الله صلى الله عليه وسلم : قل الحق ولو كان مرا

(رواه ابو داود)

Meaning: "Telling the truth even it's bitter"

This hadits narrated by Imam Baihaqi in "Syu'abul Iman" (number. 4737) from Abdul Malik Ibnu Juraij from "Athoo" from "Ubaid bin Umair Al-Laitsi from Abu dzar" Rodhiyallahu anhu.

In this hadits Rasulullah Saw order us to telling the truth even it's bitter than telling lie, although the telling lie because we want to keep the feeling of others.

In another verse of holy Qur'an Surah An-Nisa verse 63 Allah Swt. said:

أُو۟لَٰٓئِكَ ٱلَّذِينَ يَعْلَمُ ٱللَّهُ مَا فِى قُلُوبِهِمْ فَأَعْرِضْ عَنْهُمْ وَعِظْهُمْ

وَقُل لَّهُمْ فِىٓ أَنفُسِهِمْ قَوْلًۢا بَلِيغًا ﴿٦٣﴾

The Meaning from that verse is "They are people who Allah Swt knows what is in their hearts. Therefore you turn away from them, and teach them a lesson. And let them said the words which are in their souls".

Then in tafsir jalalyn explained that : (those are people whom Allah Swt. knows what is in their hearts) in the form of their hypocrisy and lies in making excused (then turn your back on them) by giving them forgiveness and (giving the advice) to fear Allah Swt. (and tell them about) the state (themselves deep words) it mean that it has a trace and effects the soul includding rebuttal and rebuking. So that they turn from disbelieve to Allah Swt.[16]

This verse above explained that in communicating to people, you should give advice and words that can leave an imprint on their souls as like our prophet Muhammad Saw. When communicate with his friend or family.

Then it can be concluded that, according to the Islam teaching, speaking is to convey a message to someone in a good road, with a soft word, don't speak about sin

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[16] Feraz Hamza. (2007). Tafsir al Jalalayn. Jordan :Royal Aal Al Bayt Institute For Islamic Thought.

and always speak about good things. That's the characteristics of the believers if they seen from the way in speaking. From the discussion above, the researcher can to conclude that speaking is the ability of human being to convey the message to the other people called by listener by the good ways in some context, and the listener will understand about the message in the conversation.

1.2 The Function of Speaking Skills

The mastery of speaking skills in English is a priority for many second and foreign language learners. Several language experts have attempted to categorize the functions of speaking in human interaction. According to Brown and Yule there are three functions of speaking. "…three part version of Brown and Yule's framework: talks as interaction: talk as transaction: talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches.[17]

a. Talk as interaction

Speaking as interaction is refers to the interaction which serves a mainly social function. The focuss is on the speaker and how they presents themselves each other in communication.

b. Talk as performance

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[17] Jack C. Richards. (2008). *Teaching Listening and Speaking; From Theory to Practice*. London: Cambridge University Press. p.21

Speaking as performace is refers to public speaking. It's talk how speaker transmit information and audience as public announcement and speeches.

   c. Speaking as Transaction

Speaking as transaction refers to situation where the focus is on the message about what is said or achieved in order to make people understood clearly and accurately.[18]

1.3 Assesment of Speaking Skills

Every teaching and learning activities should be held votes in learning activities including speaking. way that is used to determine the extent to which students are able to speak is to test the ability to talk, in principle, impaired speech tests give students the opportunity to talk to country open it write, then the ability to speak more emphasized in practice speaks any. Toa (Teaching Oral Communication) particular activity needs assessment should do efforts on improvement of student achievement gives motivation to the next lesson. assessment ability to speak in language teaching is based on two factors: linguistic factors include pronunciation, vocabulary, structure. Whereas non-linguistic factors include and style.[19]

There are some aspects of language in following;

   a. Pronunciation

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[18] Jack C. Richards. (2006). *Communicative Language Teaching Today*. London: Cambridge University Press. p. 19-23

[19] A.L. Chaney. (2002). *Teaching Oral Communication*. Boston: Allyn and Bacon. p.13

1. Pronunciation phonemes clear standards and clear intonation.

2. Pronunciation phonemes clear, standard and less obvious intonation.

3. Pronunciation of phonemes is less clear.

4. Pronunciation of phonemes less clear, unaffected dialect and intonation is less clear.[20]

5. Pronunciation of phonemes is not clear, much influenced dialect and intonation is not appropriate

b. Vocabulary

1. Control words and phrases are not the right term, is not appropriate and very limited.

2. The use of the word less precise terms and phrases.

3. Use of words, terms and expressions appropriate and less varied.

4. The use of words and phrases appropriate term, appropriate and varied.

5. Mastery terms of words and phrases appropriate to varied.

c. Structure

1. Structure almost did not happen misunderstanding structure.

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[20] P.N. Parashar. (2006). *Spoken English*. New Delhi: Ajay Verma for Common Wealth Publishers. p.139

2. Occasionally there structure.

3. Errors structure repeated many species.

4. Many repetitive structures that interfere with understanding.[21]

1.3 Types of Speaking Performances

Brown describes six categories of speaking skill area. Those six types of classroom speaking performance are:[22]

a. Imitative

This category requires the willingness of learners to practice intonation and to concentrate on some basic elements of the type of language. It's just an expression, a phrase or a sentence being imitated. Focusing on pronunciation or vowel sounds is the important thing here. First of all, teachers should offer an oral example, so that students are able to listen and lastly repeat some words orally.

b. Intensive

Some phonological and grammatical elements of language are expected to be practiced in these groups by students. Typically, it places students in pairs (group work)

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[21] Sholihatul Hamidah Daulay. (2011). *Introduction to General Linguistics*. Medan: LaTansa Press. p.105

[22] Brown, Doughlas. H. (2001). *Language Assesment principles and Classroom Practices*. London: Longman. p.271.

doing the job. For instance, reading which involves reading text, reading partner dialog in turn, reading the instructions, etc.

c. Responsive

Sensitive performance requires engagement and understanding of the exam, but at a restricted level of very short dialogue, regular greeting and small talk, basic questions and comments. This is a type of short answers to questions or comments initiated by teachers or students, providing guidance and directions. Typically, such answers are adequate and substantive.

d. Transactional (dialogue)

It is carried out for the purpose of the transmission or sharing of particular information. It is an extended type of a language that is receptive.

e. Interpersonal (dialogue)

It is carried out more for the purpose of preserving social ties than for the transmission of knowledge and truth. Interviews, role play, interviews, interactions and games are the ways of interpersonal speaking success.

f. Extensive (monologue)

In the form of oral reports, summaries, and storytelling and short speeches, the teacher gives students extended monologues. Based on the above principle, it can be inferred that in evaluating speaking, there are some points that should be considered. At least the grammar, vocabulary, and language functions they are going to use need

to be understood by the students. They will use the language properly when the students are ready and prepared for the operation.

1.4 Criteria of Good Speaking

Speaking is not simply to express some word orally. However the students' need to understand the aspects of Speaking to have a good speaking skills. In teaching speaking, there are some aspects that teacher must be concern about. Brown stated in his book that there are 4 aspect skill to have a good speaking skill : Pronunciation, Fluency, Vocabulary and comprehension.[23]

a. Pronunciation

Pronunciation is the way in which a word, sound or language are spoken. It covers the way of speaker to produce the clear word and sound when they speak. In speaking, teaching pronunciation including stress, rhythm, and intonation. The pronunciation teaching not only makes students aware of different sound feature, but can also improve their speaking immeasurably because pronunciation can help allows the students to get over serious intelligibility problem in particular case.[24]

b. Fluency

The fluency of someone when speaking might draw that he or she be abe to speak well. But it needs to be noticed that the word of speaker pronounced is also important

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[23] Brown. (2001). *Teaching by Principles: An Interactive Language to Approach Pedagogy*. San Francisco : Longman.

[24] Jeremy Harmer. (2007). *The Practice of English Language Teaching 4th Edition*. England :Pearson. p. 245.

being concern. According to Louma "Fluency is the ability to talk freely without too much stopping and hesitating".[25] In this case teacher should practiced students to speak well in the classroom when learning English.

c. Vocabulary

Vocabulary is a set of lexeme, idioms, expression when someone wants to convey his thought, feelings, or views to other people. Without mastery vocabulary, speaker will faced the difficulties to speak to other people. So,in this case teacher should encourage students to mastery vocabulary well.

d. Comprehension

Talking about speaking and also about comprehension, The speaker need to follow the rules of the language such as grammar and structure. The important thing is the message that want to be conveyed to the listener. People do not focuss on the grammar of their utterance. Although grammar is neglected, people should concern on the sentence rules in grammar. According to Richards "*Grammar is not taught isolation but oftenarises out of a communicative task, thus creating a need for specific items of grammar.*"[26] From the explanation above, it means that grammar has a rule in speaking but the teacher should not teach the grammar from the rules but from the context. It

[25] Koponen, M. (2004)."Let Your Language and Thoughts Flow! Is There A Case For "Fluency" in ELT and Applied Linguistic?" Insari Louma. Assesing Speaking. New York: Cambridge University Press. p. 88.

[26] Jack C Richards. (2006). *Communicative Language Teaching Today*. New York: Cambridge University Press. p. 23.

will easy the students to comprehend the rules of grammar, because they learn it from their utterance.

1.5 Teaching Speaking in Junior High School

Teaching is a process of giving guidance to the students to reach the goals of teaching and learning process. Teaching also known as "instruction" it means the process of make someone do learning. Teaching is also an interactive activity between teacher and students that involve in study room or usualy used is classroom.

In teaching speaking, appropriate teaching methods and technique should be applied. Meanwhile,techniques are any of a wide variety of activities, exercise or tasks used in the classroom to achieve teaching and learning objectives. There are many methods and techniques that can be applied in teaching speaking. Students learn English in order they can communicate in English fluently,accurately and appropriately in their daily communication in their daily life.[27]

Teaching language to young learners or tenagers is considered the most challenging by some experts because the students in this level, have little knowledge of the target language.[28] They have limited vocabulary, insufficient grammar, pronunciation and expressions to carry out meaningful conversations. The English

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[27] H.Douglas Brown. (2001). *Teaching by Principles: an Interactive Approach to Languge Pedagogy Second Edition.* New York: Pearson Education Inc. p.14

[28] Ibid, p.91

teaching in junior high schools in Indonesia is aimed at developing students'
communicative competence which covers the four language skills: listening, speaking,
reading and writing.

In teaching of speaking, the teacher mostly emphasizes her teaching product of
speaking. It means that the teacher sometime practice the teaching of speaking, started
by only explaining the topic the student are going to speak about, while the students
listen to the explanation. No model is provided to the students as the example. The
students are asked to write and read short dialogue or composition in certain time
allocated without practicing to speak in oral or to produce what they have learned
before.

1.6 Classroom Activities

Brown defines that interaction is a collaborative exchange of thoughts, feelings, or
ideas between two or more people, resulting in interrelationship on each other.[29] In
speaking, interaction is an important aspect as well as registers, exposures and
nonverbal language. Classroom speaking activities should be interactive,
communicative and give students sufficient chances to use the target language.
Communicative tasks or activities fulfill two important roles and language learning
needs. They are preparing students for real – life language use and encouraging the
automization of language knowledge.

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[29] Ibid, p.269

According Harmer states six classroom speaking activities. They are acting from scripts, communication games, discussion, prepared talks, questionnaires, simulation, and role play.

a. Acting from script

Two types of acting script tasks that the teacher should include in the teaching and learning process are the playing scripts and acting out the dialogues. It is appropriate for the students to teach it as true acting in the playing scripts. In this task, the teacher's role is as a theatre director who draws attention to suitable tension, intonation, and tempo. This implies that there would be real meaning in the lines they say. By offering students the opportunity to learn these stuff, teacher ensures that acting out is both a learning and language-producing practice, providing their final performances. The students would be very helpful in performing the dialogue if they are given time to rehearse their dialogues before the presentation. In the end, the students would learn even more from the whole experience.

b. Communication games

Games are designed to provoke student contact. Based on the theory of the knowledge gap, the games are made so that a student has to speak to his/her partner in order to solve a puzzle, draw a picture, place an item in the correct order, or find similarities and discrepancies between images. Television and radio sports, which are imported into the classroom, also have outstanding fluency.

c. Discussion

In the oral skills class, conversation is perhaps the most widely used practice. The students are allowed to share their true views here. According to Harmer, from highly formal discussions, whole-group staged activities to casual small-group interactions, the discussion spectrum is divided into several stages in his book. The first are the buzz classes that can be used for a whole spectrum of debate. For example, it is anticipated that students will predict the content of a reading text or speak about its content.d. Prepared talks

The students are asked to make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more "writing like". However, if it is possible, the students should speak from notes rather than from a script.

e. Questionnaires

Questionnaires are very useful because they guarantee that there is something for both the questioner and the respondent to say to each other. On any subject that is relevant, students can design questionnaires. The instructor will serve as a guide while they do so, which helps them in the design process.

f. Simulation and Role play

To promote general oral fluency, simulation and role play may be used or to prepare the students for particular situations. Students may behave as simulators or take on the part of a completely different character and communicate their thoughts and feelings in the real world as they do. Teachers will use those exercises to teach speaking.

Teachers should choose an activity that is relevant to the subject and intent of the lesson. Besides the situation, state of the studen must be considered.

It may be used by the teachers in using acting from script. In discussion, the teachers can use some pictures or maybe videos in a certain situation. These activities can be used as the way to measure how far students can speak, say and express their feeling in English.[30]

2. Encantado Games

2.1 General Definition of Games

Nowadays, games are used as technique in teaching English because teaching english as foreign language is not an easy task for people in order not to get bored the student in the classroom. Teacher needs to create fun the situation of teaching and learning process in the classroom when teaching english to the students. In teaching and learning process, teacher need to make interesting learning methods that can make students interested in english lesson they learn. One method that can be the solution that can help the learning process is by using games.there are some definitions of games acording to some experts. According to wright, game is an activity in which the learners play and usually interact with others that is very entrancing, intertaining and challenging.[31]

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[30] Jeremy Harmer. (2007). *The Practice of English Language Teaching, Fourth Edition*. London: Logman . p.349

[31] Andrew Wright. David Betteridge. Michael Buckby. (2006). *Games for Language Learning*. UK : Cambridge University Press. p.1

According to Talak-Kiryk Games are fun activities that promote interaction, problem solving strategies, learning, and thinking. Often, games have an aspect that can permits the players to produce information in a short time period. Some games required the players to engage in a physical activity and complete a mental challenge.[32]

According to Martinson and Chu Games are effective tools for learning because they offer students a hypothetical environment in which they can explore alternative decisions without the risk of failure. Thought and action are combined into purposeful behavior to complete a goal. Playing games teaches us how to make strategy, to consider alternatives, and to think flexibly.[33]

Games allow for creativity, independence and higher order thinking. Usually, questions posed by the classroom teacher are fact based and have only one answer, not allowing for creativity, personal expression, or testing hypothesis. The answer is either right or wrong, but games can allow for multiple answers. They improved their participation, self-esteem, and vocabulary usage and allow the learners to see that there are many ways to solve the problems.

Games are able to help the students use and practice the english language being learned in a relaxed way. Games are also highly motivating since they were amusing and interesting. For the classroom activities, games can be used in personal, groups, or

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[32] Amy Talak Kiryk. (2010). *Using Games in a Foreign Language Classroom*. M.A TESOL Collection : SIT Graduate Insitute. p. 484

[33] Martinson, Barbara, and Sauman Chu. (2008)*. "Impact of Learning Style on Achievement When Using Course Content Delivered Via a Game-based Learning Object." In Handbook of Research on Effective Electronic Gaming in Education*.edited by R. E. Ferdig, 478-488, Pennsylvania: IGI Global.

for the whole class. For this research, the writer used kind of games that is played in the team. The name of game is Encantado Game.

In conclusion, Students will feel interested, enjoyed and excited when they playing learning games. They will feel challenged to defeat their opponents. In playing games, competition is very important because it can stimulate and encourage students to participate in the activity since naturally they want to beat the other teams. When learning is connected by game, it will be easy for students to understand the lesson because they learned in fun way. However, to use games in the classroom, it is eqully important that before playing the rules of the games must be explained clearly and can be understood well by the students.

2.2 Definition of Encantado Game

Encantado game is one of the communicative games that can used in English teaching and learning process in the classroom especially in students' speaking skills. Encantado itself is a word that's come from Spanish language. Encantado means is delight or pleasure. In conclusion of encantado game according to the researcher is by using encantado game hopefully can make students interested in learning english and practicing to speaking english in front of the class because encantado game is delighted game or pleasured game that can used in teaching and learning process in the classroom. This game encourages the students to speak English in the classroom, to cooperate and interact with their friends in learning process and also give opportunities for the students to practice their speaking ability.

Allah SWT said in Al-Qur'an Surah Al Maidah verse 2

وَتَعَاوَنُواْ عَلَى ٱلۡبِرِّ وَٱلتَّقۡوَىٰ ۖ وَلَا تَعَاوَنُواْ عَلَى ٱلۡإِثۡمِ وَٱلۡعُدۡوَٰنِ ۚ

وَٱتَّقُواْ ٱللَّهَ ۖ إِنَّ ٱللَّهَ شَدِيدُ ٱلۡعِقَابِ ۝

The meaning from that verse is : And help you in (doing) piety and virtue. And don't help in enmity and sin. Fear Allah SWT. Really, Allah is severe in giving punishment. (Q.S Al-Maidah :02)

From that verse we can take a conclusion that we should help one another. Then Encantado Game is one solution that can be used to help students learn speaking english well and better in joyment and fun way.

There are some guideliness for using games effectively in the classroom , they are as follows;

1. The game must have a clear learning objective and purpose. It should be clear what the students will be learning and practicing in the activities and procedures of the game.

2. The teacher should assign students to teams. The grouping may depend on many things like the separated should be fair but it should ultimately depend on the task the students will be completing.

3. Having fair teams depends on knowing the students' abilities and personalities fairly well. Try to separate the smartest or best and also those that struggle the most so each team has a fair chance. This will also allow those that are struggling to learn from the ones who are more secure and confident about what they have learned. Random grouping is not recommended because often one group may have an unfair advantage intellectually, or students will choose to work with their friends. Obviously, the latter option does not usually can promote much discourse about the language or learning in general. Other students will try to pair up with the know-it-all and be carried through the game.

4. Be sure to explain all necessary procedures and rules clearly and slowly. Make sure everyone was listening and understands the explanation. If necessary, ask the students to restate them. With games that have been played before, ask the students to state the rules and procedures prior to beginning game play.

5. Be consistent. If necessary, use a timer to make sure that everyone has the same amount of time to answer. Do not start another round if all the teams will not have a chance to go before the class ends. Decide if only the first answer will be accepted because sometimes students say things incorrectly, realize it after they say it and then fix it. Fix the right pronunciation.

6. Be prepared. Make sure that there are enough materials, time, questions, etc. As a teacher the unexpected always happens: an assembly, absent students, extra or not enough time. It is the facilitator's job to make educated and well-thought out decisions on the spot. Knowing how the game works can helps making those decisions.

7. Maintain a non-threatening environment. All standard classroom rules and procedures should be observed when playing games. For example, unacceptable behavior should include name calling and be littling. However when playing a game, some students become emotionally charged and may react negatively, especially if the outcome is not what they expected. Sometimes they may be little others, including their team mates. Before we play our very first game we discuss how to treat and talk to others. However, if in the heat of the moment a negative comment may surface and at this point, remind the students that games are meant for fun and by saying those things the fun is being minimized. Additionally, by saying those things certain students may become less likely to participate and thus their learning is curtailed and they are entitled to more. Furthermore, it is just generally hurtful and mean.

8. It may be useful to have students create games. I only recommend this after the students have had exposure to educational games in the classroom setting so that they are familiar with game operation and how the teacher chooses to manage them. It is important to set boundaries or requirements for the games so that the students can narrow the focus of their creativity.

2.3 The Application of Encantado Game

The preparation of game are as follows:

a. Firstly before playing the game are prepare the materials of English teaching and learning process. So, teacher should explain the material of the lesson to the

students clearly. Teacher select the topic of the learning speaking itself. In this case researcher will choose the topics about introducing theirself and expressing making and accepting apologize.

b. Secondly after prepare the material well, teacher should prepare the media of teaching and learning english. It can be the several interested pieces of papers to make students more interested to the lesson, interested video that related of the topics , cartoon, whiteboard marker.

2.4 The Advantages and Disadvantages of Using Encantado Game

Using Encantado Game to teaching speaking gives some advantages and disadvantages to the students of junior high school.

1. Advantages

The first advantages of applying the games in teaching and learning process was the students will feel more interest, enjoy and have fun while teaching and learning process. They will willing to actively response to the teacher question and instruction. They confidence to speak up is more important than their true answer, so they don't afraid to answer the question from the teacher. The second advantages of applying the games in teaching and learning process was easier and more simple for teacher.

2. Disadvantages

The first advantages of applying the games in teaching and learning process was the class will be more noisy. The second advantages of applying the games in teaching

and learning process was the teacher has limited time to explain the material. So,teacher should be able to manage time well. From explaining lesson and also doing game in the classroom. The third advantages of applying the games in teaching and learning process was time is often wasted if students can't answer questions up to two or three people. And the last advantages of applying the games in teaching and learning process was a large number of students may not have enough time to applied this game.

B. Conceptual Framework

Speaking is one of the skills which must be acquired in language learning. When speaking English, the speakers and the listeners are having a mutual relationship of communication. They give effect each other by means that in order listener can grasp the message of what is said by the speaker.

In teaching speaking teacher should ask the students to speak up more actively in the classroom to practice their knowledge in speaking skill. In fact when teaching speaking, there are so many teacher who don't ask students to speak up more actively and so the students still difficult when they want to speak English well in senior high school.

So, to solve this problem in order to improve the students' ability in speaking, Encantado game can be one of the solution to make the students speak up and practice their speaking skill in the classroom. If teacher found some mistake in students' speaking skill like pronunciation, the teacher can show the correct pronunciation directly.

Considering of conceptual framework of this reseach expected that the students ability in speaking will be improved through Encantado Game. Game is expected can make students interest without bored and also can influence their ability in speking because teacher can give good correction directly when students wrong in speak up to practice their speaking skill.

C. Actional Hyphothesis

Hyphotesis is a temporary answer toward some problems that occur in the research.[34] And the finding of this study is predicted by using Encantado Game can be able to improve the students speaking ability.

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[34] Mahsun. (2005). *Metode Penelitian Bahasa Tahapan Strategi, Metode, danTekhniknya.* Jakarta: PT. Raja Grafindo Persada. p.13

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher will explain the research methodology. The research methodology contains research design, research samples, data collection techniques, data analysis techniques, research instruments, and so on.

A. Research Design

The design of this research is Classroom Action Research (CAR). The definition of classroom action research is a research which contains the discipline of inquiry with the aim that the research target can follow the process of improvement and show improvement. Classroom action research combines research procedures with substantive action. One of the classroom action research is how a teacher can improve students' understanding and abilities about their lessons. Teachers as researchers can practice specific ways as individuals in teaching to improve the quality of education of their students.

Classroom action research is one of solution for teachers to take real action and develop children's abilities in solving learning problems. With classroom action actions, the teacher can examine and examine what problems the child has in the classroom. The focus of classroom action research on improving learning outcomes is also based on the learning process.

There are four basic concepts in conducting classroom action research, namely planning, acting, observing, and reflecting. Classroom action research has at least 2

research cycles. The cycle at least consists of planning and implementing actions. Each cycle contains planning the implementation of observation and reflection. At the end of each cycle, the researcher must include the student's perceived school and solution for the next cycle. In other words, at the end of the cycle the researcher includes the obstacles and reflections for the next cycle.

B. Research Setting and Sample

Ari said that sample is a small part of a population. [35] In this study, the research sample was a class consisting of 40 students. The research location was at MTS Insan Cita in the academic years of 2020/2021. That school located on Alfalah street No. 6 Glugur Darat II kec. East Medan Kota Medan, North Sumatera 20238. The selected class as the research sample was obtained based on small discussions with the English teacher. The English teacher is said to have a role as collaborators with researchers in this study. The result of the discussion with the English teacher was to select class 7A as the subject of this study. The reason class 7A was chosen as the subject is because class 7A has difficulty speaking. The solution to increase that ability with the Encantado game.

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[35] Donal, Ary. 2002. *Introduction to Research in Education (8ᵗʰ edition)*. Canada : Wardsworth. Cengange Learning. p.148.

C. The Procedure of The Research

According to Kemmis and Taggart, classroom action research has four stages, they are planning, acting, observing, and reflecting. The 4 stages are combined into one cycle. After that one cycle is carried out, researcher continue the second cycle which also consists of 4 stages. The point of difference between cycle 1 and cycle 2 and the other cycles are on the topic and evaluation.

According to Kemmis and Taggart, there are two steps in conducting classroom action research, namely as follows[36].

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                    ┌──────────┐
                    │ Planning │
                    └──────────┘
                                    ↘
┌────────────┐                      ┌────────┐
│ Reflection │        ┌────────┐    │ Action │
└────────────┘        │ Cycle I│    └────────┘
                      └────────┘
                                ↙
                 ┌─────────────┐
                 │ Observation │
                 └─────────────┘
                 ┌──────────┐
                 │ Planning │
                 └──────────┘
                                  ↘
┌────────────┐    ┌─────────┐     ┌────────┐
│ Reflection │    │ Cycle II│     │ Action │
└────────────┘    └─────────┘     └────────┘
                                ↙
        ┌───┐     ┌─────────────┐
        │ ? │     │ Observation │
        └───┘     └─────────────┘
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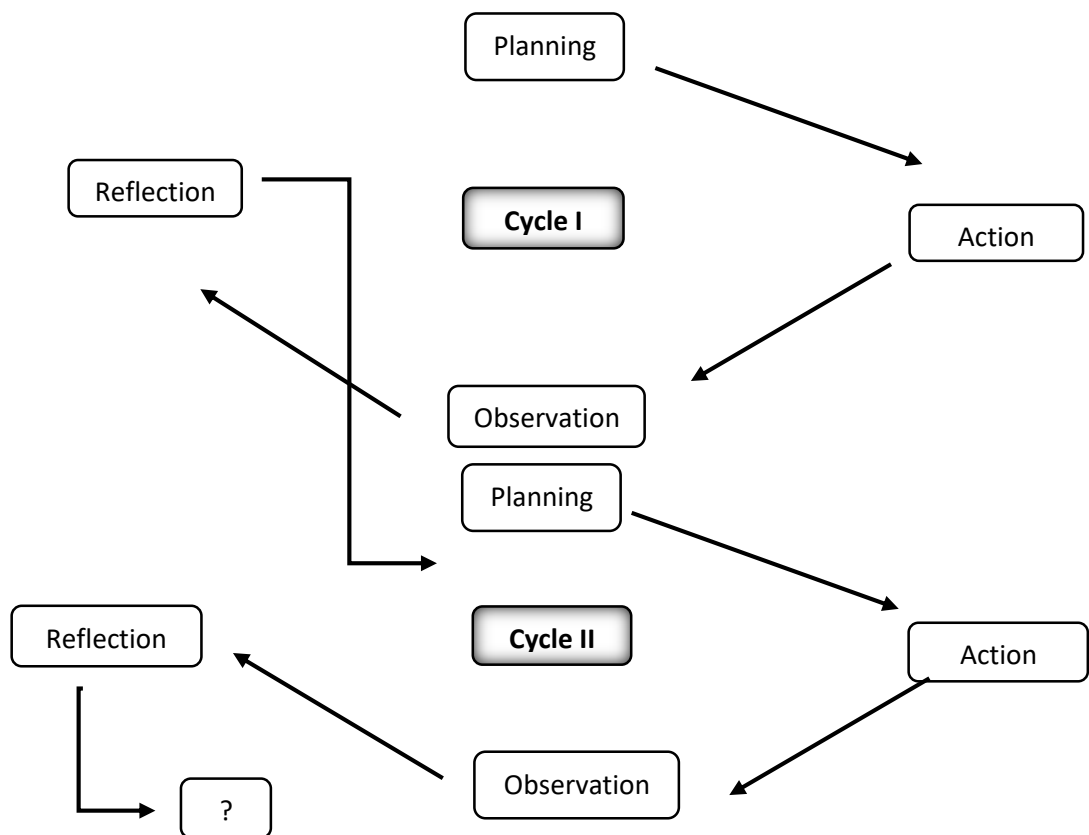
[36] Kemmis, S., McTaggart., R. 1990. *The Action Research Reader*. Victoria: Deakin University. p.122.

D. Technique of Collecting Data

Researchers really need research data that can be used as material to analyze problems. These data are used as solutions to the problems mentioned in one. According to Arikunto, data is in the form of sentences, discourses, or numbers. The data are grouped into qualitative and quantitative.[37]

1. The Qualitative Data

Qualitative data obtained from the results of interviews with documentation and field observations. In this study, qualitative data obtained from the teaching and learning process in the classroom between teachers and students. Things that are researched can be in the form of teaching techniques, use of teaching media, and discussion activities in class.

2. The Quantitative Data

Furthermore, quantitative data is data in the form of numbers. Data can be retrieved by doing tests before and after or known as pretest and posttest. According to Brown, the test is a way to measure the ability and understanding of something. According to Brown, the test is a way to measure a person's ability and understanding of the research. In this study, the pretest and posttest were carried out to see how to discuss students' abilities before and after researching an experiment[38]. The experiment is in a language game. The steps were that the researcher gave students 90 minutes to

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[37] Suharsimi Arikunto. 2010. *Prosedur Penelitian : Suatu Pendekatan Praktik*. Jakarta : Rineka Cipta. p. 114.
[38] Brown, Hd. 2004. *Language Assessment: Principles and Classroom Practice*. New York; Pearson Education. p. 4

test the students' ability to report the subject matter orally, either individually or in groups. To assess students' speaking ability, researchers used predefined evaluation criteria. Each criterion is worth 10 points. Every aspect that master speaking ability 0 to 25 points. So the total points that students can collect is 100 criteria points, namely vocabulary, pronunciation, accuracy, and fluency. [39]

Table 3.1 The Score of Speaking Skills

NO.	CATEGORIES	ASPECTS	RANGE	SCORE
1.	Vocabulary			
	a. Unsatisfactory	Very limited vocabulary make comprehension quite difficult	1-6	
	b. Fair	Frequent used wrong speech limited to simple vocabulary	7-12	
	c. Good	Sometimes uses inappropriate terms about language because of inadequate vocabulary	13-18	
	d. Very good	Rarely has trouble	19-25	
2.	Pronunciation			
	a. Unsatisfactory	Hard to understand because of sound, accent, pitch, difficult, incromprehensible	1-6	
	b. Fair	Error of basic pronunciation	7-12	
	c. Good	Few noticeable errors	13-18	
	d. Very good	Understandable	19-25	

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[39] Finocchiaro, M and Sako, S. 1983. *Foreign Language Testing: A Practical Approach to Language Pedagogy*. San Fransisco: Prentice Hall. p. 145

	Acuracy			
3.	a. Unsatisfactory	Usage definitely unsatisfactory frequently needs to rephrase construction or restrict himself to basic structure	1-6	
	b. Fair	Error of the basic structure meaning occasionally obscured by grammatical error	7-12	
	c. Good	Occasional grammatical error which do not obscure meaning	13-18	
	d. Very good	No more than two errors/ speech is generally natural	19-25	
4.	Fluency			
	a. Unsatisfactory	Speed of speech and length of utterances are bellow normal , long pause, utterance left unfinished	1-6	
	b. Fair	Some definite stumbling, but manage to rephrase and continue	7-12	
	c. Good	Speech is generally natural	13-18	
	d. Very Good	Understandable	19-25	
	Total Score		100	

E. The Instruments of Collecting Data

The research data will be collected using qualitative and quantitative methods. The data collection used students' speaking test to determine students' learning abilities. The testing instrument in question uses student learning test results known as learning test results (LTR). The Resort test learning instrument aims as a research data collection tool that contains student responses to researchers' testing.

1. Qualitative Data

The benefit of qualitative research is to see the learning process through recording observations, interviews, and research notes every day.

a. Observation

Observation is a way of carefully observing someone's actions within a certain period of time. The aim is to study the pattern of the object of study[40].

b. Interview

The interview is a data collection technique by asking questions to informants that are in accordance with the research objectives of the question point that can be carried out at formal or informal meetings.

c. Daily Note

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[40] A.S Hornby, Op.cit, p.712

Daily research note is useful for recording all student activities in the classroom. The note also serves to receive student responses about the learning process in the classroom upon the implementation of a study.

d. Documentation

Documentation serves to take photos and videos of the results of research both before and after the action. Photo and video documentation is also held throughout the lesson until the end of the lesson. In this study, researcher documented the implementation of the game.

2. Quantitative Data

The quantitative data is conducted to know the situation during teaching and learning process in the classroom.

a. Pretest

Pretest is a test to measure students' speaking skill individually based on aspect that have been collated. Pretest is used by the researcher before implementing the game that used in this study in the classroom. The kind of test is oral test.

b. Post test

Post test is a test to measure students' speaking skill individually based on aspect that have been collated. Post test is used by the researcher after implementing the game that used in this study. The kind of test is oral test.

F. Technique of Analyzing Data

This study uses qualitative data processing techniques and quantitative techniques used are techniques according to Miles and Huberman. The stages of analyzing data start from data reduction, data display, and drawing conclusions or data verification. First, data reduction is a way to focus, select, abstract, and convert spoken data into written data. The steps are to summarize long data into shorter ones according to the events that took place in the study. In this step, the researcher selects data that is in accordance with the research objectives. Next, the researcher takes the coding step, namely the researcher makes special codes about the data to make it shorter and easier to understand. The third step, the researcher recorded all the data objectively. Researchers also made groupings based on data at the location. Four, researchers provide solutions and thoughts to improve the previous system. After all process, researcher will find the significance of development theories.

Display data is a collection of information and data that is neatly combined containing the conclusions of the research. The following are the steps from the data display. First, researcher collects the results of data reduction. Furthermore, the researcher arranged the data according to the group. Then the researcher makes a diagram or matrix column from the data. Matrices and diagrams can be presented in the form of codes or certain symbols, such as words or phrases.

Drawing conclusions is the final process of qualitative research. In conclusion, the researcher gets the answer to the problem of the research problem in the form of a description of the research object. After the researcher has finished analyzing the data,

the researcher must confirm again whether the data uses the Peer de Brief. Researchers must first discuss with the teacher to discuss whether the data is correct or incorrect.

Furthermore, quantitative data is the data used to test the test before and after treatment or known as the pretest and posttest. The test was made to compare the results of students' speaking ability in two conditions, namely the ability before the experiment and the ability after the experiment. Researchers will look for the average of each post test per cycle. The formulas that can be used are as follows.

$$\overline{X} = \frac{\sum X}{N}$$

Where :

$\overline{X}$ = the mean of students score

$\sum X$ = the total score

N = the member of students[41]

Then, researchers used this formula.

$$P = \frac{R}{T} \times 100\%$$

Where :

P = The precentage of students got score 70

R = The Precentage of students got score above 70

T = Total number of students who participate in the test [42]

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[41] Anas Sudijono. 2014. *Pengantar Statistik Pendidikan*. Jakarta :Raja Grafindo Persada. p. 81

[42] Ibid. P. 43

G. Technique of Establishing Trustworthiness

The validity of qualitative data is often questioned by positivists who argue that qualitative data can be invalid. There are several ways that can be used to see the validity of the data or the correctness of the data. This method was obtained from Burns, which stated that there were five criteria for data validity[43], namely:

1. Democratic Validity

The validity of democratizing is the idea of personal comments and the experiences of research participants about something tested in the research at a point to get the researchers' comments. Researchers must conduct interviews so that research participants can provide their views. In this research, participants were teachers and students.

2. Outcome Validity

Outcome validity is checking the correctness of data based on actions that lead to the solution of the point problem. In this study the researcher meant the encantado game as a way to improve students' speaking skills.

3. Process Validity

The validity of the process is a way to determine the criteria in the assessment of this study so that it is reliable. The criteria used to check the correctness of the data by

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[43] Burns. 1999. *Collaborative Action Research for English Language Teacher*. UK: Cambridge University Press. p.161

following the teaching and learning process of students with teachers in the classroom about improving speaking skills.

4. Catalytic Validity

Catalytic validity is a way to make participants or students active in learning and understand what the teacher means. The catalytic validity in this study is the change in attitudes and insights of students and teachers towards speaking skills after the encantado game was applied in the classroom.

5. Dialogic Validity

Dialogic validity is the process of reviewing research data with peers. This validity process involves teachers as research collaborators. Researchers and teachers jointly investigate the possibility of success or failure of this study on students' speaking ability. Researchers will interview teachers and students after the encantado game which is applied in the lazy point class, namely to get input and suggestions from research participants. In addition, researchers are trying to find solutions to improve students' ability in speaking English through the encantado game.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter consisted of two sections, there were research finding and discussion. The research finding presented the description of the data collected through test, diary note, observation sheet, interview and documentation. And then the discussion consisted of the result of the research. Here are the explanation about research finding and discussion.

A. Research Finding

This research was held at MTs Swasta Insan Cita and the subject of the research at the seventh grade of the school that consisted of 38 students. It was conducted on 28th of August, 2020. The data of the research were qualitative data and quantitative data. Quantitative data was taken from the mean of students' score in some test (pre-test and post test). While The qualitative data was taken from observation, diary note and interview. This research accomplished in two cycles. The first cycle where include pre-test was conducted in two meeting in the classroom. Then the second cycle where include post test was conducted in three meeting in the classroom. The implementation of the research was described in this chapter from the beginning cycle till the end of cycle. The implementations are Planning, Action, Observing and Reflecting. In this study the researcher would like to describe the Preliminary Study, Cycle I and Cycle II. Here are below the explanation:

1. Preliminary Study

In the preliminary study, researcher administered the speaking test in order to see the students' speaking skill before using Encantado Game at MTs Swasta Insan Cita was applied. The result showed that the skill of students speaking was low and lack, they was still confused in speaking English. And most of them can't speak English yet. They afraid making wrong in speak English, so they never try to speak. And also the teacher never asked the students to try speaking English. The Minimum of Passing Grade (KKM) in that school was 70. The total of students who followed the test was 38 students.

The quantitative data was taken from the results of the test that given by researcher in the classroom. The quantitative data above indicates that the students skill in speaking still low. It can be seen from the mean score of students was 61,07 and the percentage of the students speaking score of the test was 11 students who succeed or get up score up to 70. And more than 18 students who get unsuccessful because they did not get score up to 70. The data was put by the researcher in appendix 11.

The qualitative data were collected through observation sheet, interview and documentation. In observation, the researcher did all of the activities that written in observation sheet. All of the activities that written in observation sheet can proven by "yes" or "no" checklist. The teacher can do checklist to what the condition of the researcher during teaching and learning process by "yes" or "no" checklist. The observation sheet of teacher can be seen in appendix 7. There are some kinds of observation sheet; for teacher, and for students. And here the researcher write the

observation in two cycle. The observation sheet checklist can given by english teacher as the observer. In the observation sheet for teacher contains of how the teacher great the students, ask their condition, and begin the lesson by praying and also check the students attendance list.

Besides that, the students also did all of the activities that written in observation sheet. But there are several activities that the students didn't do it. The observation sheet for students also proven by"yes" or "no" checklist. The researcher giving checklist to the condition happened with students during teaching and learning process. The observation sheet of students contains of how the students responsed teacher while teaching and learning process, the students do the task seriously by taking video, or the students only be silent reader (don't give any response).

The result of observation sheet that has conducted in the fiirst cycle show that teaching and learning process still not running well because of the students not interest in learning especially in speaking english. The students not serious during teaching and learning then still can't express the ideas to speak english clearly. Therefore, Encantado game did not improve students speaking skills in the first cycle.

In cycle two, the researcher did all of the activities well that written in the observation sheet. Such as, explained material of teaching and learning process clearly, and that makes students felt understanding what researcher explained. Then the students was serious in teaching and learning process, respected and gave attention to the researcher. They also has understood to do the task. The students already feel confident to speak english and the students could express the ideas clearly. Then the

teacher can proven by checklist "yes" in observation sheet for teacher. Therefore it can be conclude that the cycle II was better than cycle I.

So, the result of observation sheet that has conducted in two cycle. So the conclusion is teaching and learning process running well and encantado game can created good learning environment. Therefore, the teaching and learning process was comfort, enjoyable and interested. That can be seen from from the students that could be active in speaking and enjoy the learning process. (see appendix 8 and 10).

Diary note was written by researcher when conducting the research. The diary note consist of first meeting until six meeting. Then, the result of diary note show that teaching and learning process was running well with encantado game. Students do not afraid to speak up and can find the idea better than before. Encantado game can create good learning environment. Then the students enjoyed the discussion. The students fet interest with using encantado game. Diary note can be seen in appendix 12.

The researcher was decide two interview session. First session with teacher and students before applying encantado game. And the second session with students after applying encantado game. The object of interview were english teacher and students. In the first session of interview was their problems in speaking. And the second session was their felt, comments and responsed about encantado game. The interview session can be seen in appendix 6 .

And the last is documentation. In documentation, the researcher used camera to screenshoot whatssap class group. And also students video recording that sent to their english teacher whattsap number.

2. Data Analysis

There were two kinds of data analysis in this research. Bcause this research was classroom action research where combination of qualitative data and quantitative data.

a. Quantitative Data

The researcher has gave the test in the end of each cycle. And the result of students' mean scores were improving from Pre-test until Post test. Here are the data in the following table that can be seen below.

4.1 The students score in Pre-Test

No	Initial of Students	Pre-Test	
		Score	**Succesful Criteria Over 70**
1.	APWP	59	Unsuccessful
2.	AF	60	Unsuccessful
3.	AFI	62	Unsuccessful
4.	AAF	53	Unsuccessful
5.	AS	67	Unsuccessful
6.	AY	50	Unsuccessful
7.	CK	77	**Successful**
8.	CRP	59	Unsuccessful
9.	DFA	53	Unsuccessful

10.	FRP	59	Unsuccessful
11.	HNC	70	Unsuccessful
12.	IAR	70	**Successful**
13.	IIN	49	Unsuccessful
14.	KAJ	47	Unsuccessful
15.	KS	51	Unsuccessful
16.	MHH	61	Unsuccessful
17.	MNTM	76	**Successful**
18.	MRDP	59	Unsuccessful
19.	MAZ	51	Unsuccessful
20.	MHD	54	Unsuccessful
21.	NA	59	Unsuccessful
22.	NH	60	Unsuccessful
23.	NAH	70	**Successful**
24.	NR	70	**Successful**
25.	PSN	75	**Successful**
26.	Q	74	**Successful**
27.	RKF	61	Unsuccessful
28.	RHS	76	**Successful**
29.	RA	75	**Successful**
30.	RH	78	**Successful**
31.	SZ	64	Unsuccessful
32.	SSM	66	Unsuccessful
33.	TA	65	Unsuccessful
34.	TW	41	Unsuccessful
35.	WRK	42	Unsuccessful
36.	WA	64	Unsuccessful
37.	Z	41	Unsuccessful
38.	ZA	53	Unsuccessful

Total $\sum X$	**2321**
The Mean Score	**61,07**

From the result of pre-test that can be seen above, show that there were more than 21 students who get unsuccessful in pre-test. And only 11 person who get sucessful in pre-test. In addition the total score of students in pretest was 2321. Then the number of students who took the test was 38 students. And the mean of students are in the following formula.

$$\overline{X} = \frac{\sum X}{N}$$

$$\overline{X} = \frac{2321}{38} = 61,07$$

From the result of analysis show that students speaking skill still low. The mean of students score was 61,07. And the precentage of students speaking skill who took test was calculated by following formula:

P1 = students who get successful in pre-test

P2 = students who get unsuccessful in pre-test

The total students was 40 students

And the total precentage should be 100 %. To complete the data.

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{11}{38} \times 100\% \qquad = 29\%$$

$$P2 = \frac{27}{38} \times 100\% \qquad = 71\%$$

The result of mean of students speaking skill was 61,07. The result of precentage of students score show that students who get successful in test or >70 was 10 students with the precentage 29%. And the students who get unsuccessful in test or <70 was 30 students with the precentage 71%. It can concluded that students speaking skill still low and should be improve. Its why the researcher should do post test 1 in first cycle.

4.2 The students' score in post test 1 (first cycle)

No	Initial of Students	Post-Test 1	
		Score	Succesful Criteria Over 70
1.	APWP	66	Unsuccessful
2.	AF	71	**Successful**
3.	AFI	70	**Successful**
4.	AAF	64	Unsuccessful
5.	AS	72	**Successful**
6.	AY	67	Unsuccessful

7.	CK	79	**Successful**
8.	CRP	65	Unsuccessful
9.	DFA	62	Unsuccessful
10.	FRP	64	Unsuccessful
11.	HNC	70	**Successful**
12.	IAR	70	**Successful**
13.	IIN	67	Unsuccessful
14.	KAJ	67	Unsuccessful
15.	KS	64	Unsuccessful
16.	MHH	69	Unsuccessful
17.	MNTM	77	**Successful**
18.	MRDP	70	**Successful**
19.	MAZ	69	Unsuccessful
20.	MHD	69	Unsuccessful
21.	NA	66	Unsuccessful
22.	NH	68	Unsuccessful
23.	NAH	76	**Successful**
24.	NR	76	**Successful**
25.	PSN	79	**Successful**
26.	Q	76	**Successful**
27.	RKF	70	**Successful**
28.	RHS	79	**Successful**
29.	RA	78	**Successful**
30.	RH	79	**Successful**
31.	SZ	69	Unsuccessful
32.	SSM	68	Unsuccessful
33.	TA	77	**Successful**
34.	TW	60	Unsuccessful
35.	WRK	73	**Successful**

36.	WA	72	**Successful**
37.	Z	67	Unsuccessful
38.	ZA	65	Unsuccessful
Total $\sum X$		**2670**	
The Mean Score		**70,26**	

From the result in the table above, we can see that in post test 1 there were 20 students who get successful or >70.and there were 15 students who get unsuccessful or <70. From the total number who took the test was 40 students. And here are the mean of students:

$$\overline{X} = \frac{\sum X}{N}$$

$$\overline{X} = \frac{2670}{38} = 70,26$$

From the formula above we can see that in post test 1 the data was improved but still low, that can be seen from data were the total score of students in speaking skill was 2670. And the total mean score of students in speaking skill was 70,26. But here the researcher wants students get higher score than post test 1. So, the researcher want to do post test 2. Before doing post test 2, researcher wants to calculated students precentage who get successful and unsuccessful in speaking skill by using this formula:

$P1$ = students who get successful in post test 1

P2 = students who get unsuccessful in post test 1

The total students was 40 students

And the total precentage should be 100 %. To complete the data.

$$P= \frac{R}{T} \times 100\,\%$$

$$P1= \frac{19}{40} \times 100\,\%$$

$$= 50\,\%$$

$$P2 = \frac{19}{40} \times 100\,\%$$

$$= 50\,\%$$

The result of mean of students speaking skill was 70,26. The result of precentage of students score show that students who get successful in test or >70 was 19 students with the precentage 50%. And the students who get unsuccessful in test or <70 was 19 students with the precentage 50%. It can concluded that students speaking skill was improved but researcher was unsatisfied. Its why the researcher should do post test 2 in cycle two.

4.3 The students score in Post Test 2

No	Students' initial	Post-Test 2	
		Score	Succesful Criteria Over 70
1.	APWP	66	Unsuccessful
2.	AF	71	**Successful**
3.	AFI	70	**Successful**
4.	AAF	64	Unsuccessful
5.	AS	72	**Successful**
6.	AY	70	**Successful**
7.	CK	79	**Successful**
8.	CRP	65	Unsuccessful
9.	DFA	70	**Successful**
10.	FRP	64	Unsuccessful
11.	HNC	70	**Successful**
12.	IAR	70	**Successful**
13.	IIN	70	**Successful**
14.	KAJ	70	**Successful**
15.	KS	64	Unsuccessful
16.	MHH	70	**Successful**
17.	MNTM	77	**Successful**
18.	MRDP	70	**Successful**
19.	MAZ	70	**Successful**
20.	MHD	70	**Successful**
21.	NA	66	Unsuccessful
22.	NH	68	Unsuccessful
23.	NAH	76	**Successful**
24.	NR	76	**Successful**
25.	PSN	79	**Successful**
26.	Q	76	**Successful**
27.	RKF	70	**Successful**

28.	RHS	79	**Successful**
29.	RA	78	**Successful**
30.	RH	79	**Successful**
31.	SZ	70	**Successful**
32.	SSM	70	**Successful**
33.	TA	77	**Successful**
34.	TW	60	Unsuccessful
35.	WRK	73	**Successful**
36.	WA	67	Unsuccessful
37.	Z	72	**Successful**
38.	ZA	65	Unsuccessful
Total ∑X		**2692**	
The Mean Score		**70,84**	

From the result in the table above, we can see that in post test 1 there were 28 students who get successful or >70.and there were 10 students who get unsuccessful or <70. From the total number who took the test was 40 students. And here are the mean of students:

$$\overline{X} = \frac{\sum X}{N}$$

$$\overline{X} = \frac{2692}{38} = 70,84$$

From the formula above we can see that in post test 2 the data was improved but still low, that can be seen from data were the total score of students in speaking skill

was 2692. And the total mean score of students in speaking skill was 70,84. But here the researcher want students get higher score than post test 1. So, the researcher want to do post test 2. Before doing post test 2, researcher wants to calculated students precentage who get successful and unsuccessful in speaking skill by using this formula:

P1 = students who get successful in post test 2

P2 = students who get unsuccessful in post test 2

The total students was 40 students

And the total precentage should be 100 %. To complete the data.

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{28}{38} \times 100\%$$

$$= 74\%$$

$$P2 = \frac{10}{38} \times 100\%$$

$$= 26\%$$

The result of mean of students speaking skill was 70,84. The result of precentage of students score show that students who get successful in test or >70 was 28 students with the precentage 74 %. And the students who get unsuccessful in test or <70 was 10

students with the precentage 26 %. It can concluded that students speaking skill in cycle 2 was categorized success and improved. So the researcher stop the research.

So, the conclusion from the table above there were the improvement of students speaking skill through encantado game. It can be seen from the total mean score of students in speaking test : In pre-test, the total mean was 61,07. In Post test 1, the total mean was 70,26. And in Post test 2, the total mean was 70,84. The precentage of students score in pre-test who got point up to 70 was 11 students and the improvement was about 29 %. The precentage of students score in post test 1 in cycle 1 who got point up to 70 was 19 students and the improvement was about 50 %. The precentage of students score in post test 2 in cycle 2 who got point up to 70 was 28 students and the improvement was about 74 %.

b. Qualitative Data

The qualitative data was analyzed from observation sheet, interview session, and diary notes. The researcher was conducted the research in two cycle. Every cycle consisted of two meetings.

1) Cycle I

There are some steps that researcher has done in cycle 1. There were planning, action, observation and reflection. It was done by researcher on Thursday 27th of

August 2020 and Thursday 3ʳᵈ of September 2020. The researcher would like to mention the activities that have done in every steps in cycle 1:

a) Planning

Before conducting the research In the planning steps the researcher prepared many things about teaching and learning design such as compiled the instruments that needed in the research, arranging lesson plan based the suitable material that related to the topic. Researcher also prepared teaching and learning resources, such as attendance list, material of teaching and learning, observation sheet, the test (include pre-test and post test), and the question about interview session to students and teacher. In this steps, researcher gave Pre-test to students.

b) Action

In this steps the researcher conducted the research activities according schedule that has been created in planning section. As acting, researcher implemented encantado game. The action of cycle 1 has done on Thursday, 3ʳᵈ of September 2020 and Thursday 10ᵗʰ of September 2020. Before explained teaching and learning material, researcher ask question to students. And next researcher ask students about the expression of making and accepting apologize. Researcher also ask about the function of making and accepting apologize expression. If students answer researcher question by wrong pronunciation, researcher will tell the right pronunciation. Researcher implemented encantado game in teaching and learning process. Then in the end time in teaching and learning process researcher motivated students, give feedback and closed the meeting.

c) Observation

In this steps, observation sheet was needed to measure level of students during teaching and learning process. the observer can notice all of the activities in the whattsap class group that include how teacher performance, online class situation,and also students response. Beside gave the observation sheet, researcher also motivated students to be brave in expressing their idea orally. In the end time of teaching and learning process, researcher gave the students post test 1 of the first cycle to measure how far their speaking skill was improved through encantado game.

d) Reflection

In this steps, the researcher evaluated teaching and learning process in the end of meeting. Researcher asked the students how their felt learning speaking english with using encantado game, their difficulties and also their problems while learning speaking english through encantado game. The question that teacher asked was in the end of meeting. Through the reflection, researcher has known their problems and their result of post test that students did.

From the students' response and students' score, researcher can continued the cycle 2. Researcher hope that in cycle 2, Students' score will improved better which can be seen from their improvement from their score in speaking skill.

2) Cycle II

The cycle 2 was done based on the result cycle 1. In this cycle there were 2 meetings. First meeting was implemented encantado game and motivated students to be brave in speaking skills and expressing their idea better. First meeting was done on Thursday, 17th of September 2020. While the second meeting of cycle 2 was gave post test 2 to the students in the end of meeting. Second meeting was done on Thursday, 24th of September 2020. The steps in cycle 2 were :planning, action, observation and reflection.

    a) Planning

Based on cycle 1 In the planning steps the researcher prepared many things about teaching and learning design such as compiled the instruments that needed in the research, arranging lesson plan based the suitable material that related to the topic. Researcher also prepared teaching and learning resources, such as attendance list, material of teaching and learning, observation sheet, the test (post test 2), and the question about interview session to students and teacher after applying encantado game. In this steps, researcher gave Post-test 2 to students. Post test 2 will given to the students in the end of meeting after encantado game has implemented in teaching and learning process of cycle 2.

    b) Action

In this steps the researcher conducted the research activities according schedule that has been created in planning section. As acting, researcher implemented encantado

game better than before. The action of cycle 2 has done on Thursday, 17th of September 2020 and Thursday 24th of September 2020. For the second cycle researcher do applied encantado game same as the previous meeting in cycle 1. Before explained teaching and learning material, researcher ask question to students. And next researcher ask students about the expression of making and accepting apologize. Researcher also ask about the function of making and accepting apologize expression. Then researcher sent video that related to teaching and learning material. If students answer researcher question by wrong pronunciation, researcher will tell the right pronunciation. Researcher implemented encantado game in teaching and learning process. Then in the end time of teaching and learning process researcher motivated students, give feedback and closed the meeting.

c) Observation

In this steps in the cycle 2, online classroom atmosphere in teaching and learning process can be seen more conducive than cycle 1. Students payed attention to the teacher explanation, and can answer the question from the researcher correctly. It means they had understood about the expression of making and accepting apologize. In the observation sheet, researcher can manage online classroom better and the students also have been braved to speak up. As the previous section, the observation sheet will filled by the observer (english teacher).

d) Reflection

In this section, teacher gave the feedback of the teaching and learning process. Never forget, before teaching, teacher will gave the motivation to students.in this section, the students were felt more interested and enthusiastic. The result of test and observation sheet were showed that the students has the impovement in their speaking skill each meeting. The result students score had improved that can be seen on the precentages of the students score where at pre-test was 25 %, Post test 1 was 50 % and Post test 1 was 62,5 %.

B. Discussion

This research was conducted to find out the development of students speaking skills by using encantado game at seventh grade students of MTS Swasta Insan Cita. The research that has been done by the researcher indicated that encantado game could develop students speaking skills. It can be seen from the results of pre-test and post test. Researcher has written it in appendix 11.

The interpretation of the data result from Pre-test, Post test 1 and Post test 2. The mean score of students in pre-test was 61,07 with the class precentage is 29 %. The total number of students who passed test and got score up to 70 was 11 students. And the mean score of students in post test 1 was 70,26 with the class precentage is 50%. The total number of students who passed test and got score up to 70 was 19 students. The mean score of students in post test 2 was 70,84 with the class precentage was 74 %. The total number of students who passed test and got score up to 70 was 28 students.

Furthermore, the mean score in the post test 1 70,26 showed that there were improvement of students speaking skills than the previous test (Pre-test) that was 9,19. Meanwhile, from the result of test there were improvement of students speaking skill. For more detail can be seen on appendix 11. In post test 1 the total number of students was 20 students but it still need to improve because it was under the target. The target of success in classroom action research was 60 % from the class precentage. It was a reason why researcher continue to the second cycle.

Then next, the total mean score of the students in post test 2 is 70,84. It show that students improvement score was 0,58 (70,84-70,26) from post test 2. The total class precentage was 74% where it showed that there were 28 students who got successful or got score up to 70. From the total number of students was 40 students. And there were 10 students who got unsuccessful or got score under 70. Then finally, classroom action research was successed and the cycle also stopped. The use of encantado game could developed students speaking skills at the seventh grade students of MTs Swasta Insan Cita.

CHAPTER V

CLOSING

In this chapter there were consisted of two section inside. First is conclusion of the research and last is suggestion of the research.

A. Conclusion

After CAR was applied for students of junior high school. we can took conclusion that the use of Encantado Game could develop students' speaking skill of MTs Swasta Insan Cita at the seventh grade in academic year 2020/2021. In analyzing the data of the students speaking skill using encantado game, the researcher calculated students pre-test and post test. There were improvement on students' speaking skills. The total mean of students was : in pre-test (61,07), in post test 1 (70,26) and post test 2 (70,84). In other words the students speaking skill was improved from first meeting until the last meeting of the research. It means that encantado game is suitable to used in teaching speaking at the seventh grade students. Because it will become fun and enjoyable.

As the conclusion of all chapter in this skripsi, could be interpreted that this research has answer the problem of the research and proved that students' speaking skills was better taught by using encantado game, especially for the seventh grade students of MTs Swasta Insan Cita.

B. Suggestion

After conducting the research, several suggestions was given by the researcher for head and master of MTs Swasta Insan Cita, english teacher, researcher and other researcher.

1. For head and master to encourage the teacher applied Encantado Game in teaching and learning english process.

2. For teacher it is useful to teacher to use encantado game as another strategies in teaching english for students especially teaching speaking english.

3. Researcher should develop students' speaking skills through encantado game. It can be seen from students improvement in speaking skills after applying this game.

4. For other researcher can make it useful as an additional and become reference when conducting the research that related to this research.

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APPENDIX

Appendix I

Lesson Plan

(Cycle I)

School : MTS Swasta Insan Cita

Subject : English

Grade/Semester: VII / 1

Skills : Speaking

Topic : Expression of Making Apologize and Accepting Apologize

Time Allocation: 4 x 40 Minutes (2 Meetings)

A. Standard competence

1.1 Comprehending the meaning of conservational expression for transactional expression for transactional and interpersonal at simple related to surrounding environment.

B. Basic competence

1.2 Responding the meaning of conservational expression for transactional and interpersonal at simple related to surrounding environment accurately, fluently, and acceptably.

C. Indicators

1. The students are be able to practice their speaking skills in front of the class about making apologize

2. To identify the social structures and text structures of oral transactional interaction that involve the act of making apologize.

3. To make a dialogue about making apologize and practice in front of the class.

D. The Purpose of Learning

At the end of the teaching learning process:

1. The students can know the expession of making apologize.

2. The Students are able to express the expression of making apologize with linguistic elements correctly and in appropriate context.

E. Teaching Learning Material

Definition

Apologize : is express regret for something that one has done wrong.

Making Apologize Expression : is an expression used to make an apology about mistakes and how to accepting an apology from someone.

Expression

Making apologize expression

- I do apologize for...
- I must apologize for ....
- I apologize for....
- I'd like to apologize for....
- I am sorry for...

- I shouldn't have .....

- It' all my fault

- I'm ashamed of ......

- Please forgive me for my .....

- I am terribly sorry for....

Accepting apologize

- That's all right

- Never mind

- Don't apologize

- That's OK

- I quite understand

- Forget about it

- It doesn't matter

- Don't worry about it

- Don't mention it

- No harm done.

F. Teaching Method

- Discussion

- Question and answer

G. Teaching and Learning Activity

- **First Meeting**

No.	Description of Teaching Activity	Time allocation
1.	Introduction	5 minutes
	• Greetings • Pray • Teacher Check students' attendance list • Warming up activities • Teacher gives information about the purpose of the study. • Teacher gives students motivation and appreciation. • Teacher asks about previous lesson.	
2.	Main Activity	30 minutes
	Exploration • Introduction the topics to the students • Asking the students about their prior knowledge about related topics • Asking the students' question about related material.	
	Ellaboration • Teacher give the essential question to the students. • Teacher write the expession that will be learned on Whatssap group chat and explain the expression clearly.	

		• Teacher tell and apply the game when students have understood teacher's explanation. • Teacher apply the game in the classroom. • Teacher send video about learning material on whatssap group chat. • Teacher ask the students to watch the video till the end. • Teacher ask the students to choose the card that consist of different manner of expression. The card is colouring card. • Teacher ask students to take a video when they make a dialogue with the instruction from the card they have choosed. • And the students who has the highest scores are the winner in this game.	
		Confirmation • Teacher ask the students about what they do not understand about the topic. • The teacher aswers about the topic being questioned from the students that they don't understand.	
3.		Post Activities/ closing	5 minutes
		In post activities, the teacher:	
		• Ask about the students difficulties in encantado game. • Teacher and students make a conlusion about the material or topic that has been taught.	

| | • Gives feedback of the process and the result of learning.
• Delivering the lesson for the next meeting. | |

- Second Meeting

No.	Description of Teaching Activity	Time allocation
1.	Introduction	5 minutes
	• Greetings • Pray • Teacher Check students' attendance list • Warming up activities • Teacher gives information about the purpose of the study. • Teacher gives students motivation and appreciation. • Teacher asks about previous lesson.	
2.	Main Activity	30 minutes
	Exploration • Introduction the topics to the students • Asking the students about their prior knowledge about related topics • Asking the students' question about related material.	
	Ellaboration • Teacher give the essential question to the students.	

| | | • Teacher write the expession that will be learned on Whatssap group chat and explain the expression clearly.
• Teacher tell and apply the game when students have understood teacher's explanation.
• Teacher apply the game in the classroom.
• Teacher send video about learning material on whatssap group chat.
• Teacher ask the students to watch the video till the end.
• Teacher ask the students to choose the card that consist of different manner of expression. The card is colouring card.
• Teacher ask students to take a video when they make a dialogue with the instruction from the card they have choosed.
• And the students who has the highest scores are the winner in this game. | |
| | | Confirmation
• Teacher ask the students about what they do not understand about the topic.
• The teacher aswers about the topic being questioned from the students that they don't understand. | |

3.	Post Activities/ closing	5 minutes
	In post activities, the teacher:	
	- Ask about the students difficulties in encantado game. - Teacher and students make a conlusion about the material or topic that has been taught. - Gives feedback of the process and the result of learning. - Delivering the lesson for the next meeting.	

H. Media

cards, marker, paper.

I. Learning Source

The english books for class VII

Internet

Dictionary

J. Evaluation and Assesment

- **Kinds of instrument :oral test**

- **Technique of test : performance**

NO.	CATEGORIES	ASPECTS	RANGE	SCORE

1.	Vocabulary			
	a. Unsatisfactory	Very limited vocabulary make comprehension quite difficult	1-6	
	b. Fair	Frequent used wrong speech limited to simple vocabulary	7-12	
	c. Good	Sometimes uses inappropriate terms about language because of inadequate vocabulary	13-18	
	d. Very good	Rarely has trouble	19-25	
2.	Pronunciation			
	a. Unsatisfactory	Hard to understand because of sound, accent, pitch, difficult, incromprehensible	1-6	
	b. Fair	Error of basic pronunciation	7-12	
	c. Good	Few noticeable errors	13-18	
	d. Very good	Understandable	19-25	
3.	Acuracy			
	a. Unsatisfactory	Usage definitely unsatisfactory frequently needs to rephrase construction or restrict himself to basic structure	1-6	
	b. Fair	Error of the basic structure meaning	7-12	

		occasionally obscured by grammatical error		
	c. Good	Occasional grammatical error which do not obscure meaning	13-18	
	d. Very good	No more than two errors/ speech is generally natural	19-25	
4.	Fluency			
	a. Unsatisfactory	Speed of speech and length of utterances are bellow normal , long pause, utterance left unfinished	1-6	
	b. Fair	Some definite stumbling, but manage to rephrase and continue	7-12	
	c. Good	Speech is generally natural	13-18	
	d. VeryGood	Understandable	19-25	
	Total Score		100	

Score= <u>The score of the students</u> x 100%

Maximum score

Medan, 28th of August 2020

English Teacher   **The researcher**

Dedi Doly Siregar S.PdI   **Mentari Rizki Fatihah**

Approved by :

Head and Master of MTS Insan Cita

Dra. Hi. Zahara Balatif

Appendix II

<div align="center">

Lesson Plan

(Cycle II)

</div>

School : MTS Swasta Insan Cita

Subject : English

Grade/Semester: VII / 1

Skills : Speaking

Topic : Expression of Making Apologize and Accepting Apologize

Time Allocation: 4 x 40 Minutes (2 Meetings)

A. Standard competence

1.1 Comprehending the meaning of conservational expression for transactional expression for transactional and interpersonal at simple related to surrounding environment.

B. Basic competence

1.2 Responding the meaning of conservational expression for transactional and interpersonal at simple related to surrounding environment accurately, fluently, and acceptably.

C. Indicators

1. The students are be able to practice their speaking skills in front of the class about making and accepting apologize .

2. To identify the social structures and text structures of oral transactional interaction that involve the act of making and accepting apologize.

3. To make a dialogue about making apologize and practice in front of the class.

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At the end of the teaching learning process:

1. The students can know the expession of making apologize.

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Definition

Apologize : is express regret for something that one has done wrong.

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Expression

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- I do apologize for...
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- I'd like to apologize for....

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- I shouldn't have .....

- It' all my fault

- I'm ashamed of ......

- Please forgive me for my .....

- I am terribly sorry for....

Accepting apologize

- That's all right

- Never mind

- Don't apologize

- That's OK

- I quite understand

- Forget about it

- It doesn't matter

- Don't worry about it

- Don't mention it

- No harm done.

F. Teaching Method

- Cooperative Learning

- Discussion

- Question and answer

G. Teaching and Learning Activity

- **First Meeting**

No.	Description of Teaching Activity	Time allocation
1.	Introduction	5 minutes
	• Greetings • Pray • Teacher Check students' attendance list • Warming up activities • Teacher gives information about the purpose of the study. • Teacher gives students motivation and appreciation. • Teacher asks about previous lesson.	
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3.	Post Activities/ closing	5 minutes
	In post activities, the teacher:	
	• Ask about the students difficulties in encantado game. • Teacher and students make a conlusion about the material or topic that has been taught.	

| | • Gives feedback of the process and the result of learning.
 • Delivering the lesson for the next meeting. | |

- Second Meeting

No.	Description of Teaching Activity	Time allocation
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	In post activities, the teacher:	
	• Ask about the students difficulties in encantado game.	

	• Teacher and students make a conlusion about the material or topic that has been taught. • Gives feedback of the process and the result of learning. • Delivering the lesson for the next meeting.	

H. Media

cards, whiteboard, marker, paper.

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	b. Fair	Error of the basic structure meaning occasionally obscured by grammatical error	7-12	
	c. Good	Occasional grammatical error	13-18	

		which do not obscure meaning		
	d. Very good	No more than two errors/ speech is generally natural	19-25	
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	c. Good	Speech is generally natural	13-18	
	d. VeryGood	Understandable	19-25	
	Total Score		100	

Score= <u>**The score of the students**</u> **x 100%**

Maximum score

Medan, 28th of August 2020

English Teacher   **The researcher**

Dedi Doly Siregar S.PdI   **Mentari Rizki Fatihah**

Approved by :

Head and Master of MTS Insan Cita

Dra. Hi. Zahara Balatif

Appendix III

Instrument of Pre-Test

The kind test in pre-test is oral test. With their group, students make a dialogue regarding the situation below. Utilize expression of making apologize and accepting apologize. Then practice the dialogue conversationwith recording video.

> ➤ To your friend, Because don't bring his book that you borrow
>
> ➤ To your mother, because loosing her tupperware at your school

ANSWER KEY

Pre-Test

> To your friend, Because don't bring his book that you borrow.

Dika : Dody, where is my book that you borrow last week?

Dody : Dody, please don't be mad at me. I don't bring it. I promise that tomorrow I will give it back to you.

> To your mother, because loosing her tupperware at your school

Rina : Mommy, I do apologize. Please forgive me. I have lost your tupperware at school. I have searched it anywhere, but I didn't found it.

Mommy: It's alright. But please don't repeat it later.

Appendix IV

Instrument of Post Test I

The kind test of post test is oral test. With their group, students practice the dialogue regarding the situation below. utilize expression of making apologize. Then practice the dialogue with recording video .

➢ When you come late to your class and your teacher got angry to you.

➢ When your friends make you sad with your bad word. And they had said apologizing. How do you response it?

➢ When your nephew losing your notebook. They had said apologizing and how do you response it?

➢ When you go to your friends without permission to your parents and they had tired to search you and worry about you

ANSWER KEY

<u>**Post Test I**</u>

➢ When you come late to your class and your teacher got angry to you.

Students   : Miss, I am sorry for being late. My motorcycle was broke down.

Teacher   : Its okay. Hurry up and do your task.

➢ When your friends make you sad with your bad word. And they had said apologizing. How do you response it?

Your Friend   : Sorry if I behave like a little child. I don't want you be sad anymore. although maybe I am not forgiven, I still apologize.

You   : Okay, I forgive you if you promise that you never repeat it again anymore.

➢ When your nephew losing your notebook. They had said apologizing and how do you response it?

Your Nephew : My beautiful nephew, please forgive me for losing your notebook. I forget where I put it. But I promise will search it till I found it.

You   : Oh My God, mommy will angry if know that. Please hurry up to search it till you found.

Appendix V

Instrument of Post Test II

The kind test in post test is oral test. With their group, students make a dialogue regarding the situation below. Use expression of Making Apologize and Accepting Apologize. Then practice the dialogue with recording video.

➢ When you do not finish your homework and your teacher give you punishment

➢ Your parents canceled the appoinment with you because can't permit in their office. They have said apologizing to you. How do you response it?

➢ You can't understand the lesson that your teacher had explained more than twice. How can you said apologize to make her don't angry and want to repeat the explanation.

ANSWER KEY

<u>**Post Test II**</u>

> ➤ When you do not finish your homework and your teacher give you punishment.

You   : I am terrible sorry for forgeting doing my homework. I promise that I never forget doing my homework anymore since later miss.

Your teacher   : Its okay. I will forgive you today. But please do your Homework outside classroom with standing.

> ➤ Benny parents canceled the appoinment with you because can't permit in their office. They have said apologizing to you. How do you response it?

Benny parents : Honney, we do apologize, we must canceled our travelling together next week. Because mommy and daddy still busy with the Last Month Report in our office. We can go in another day. Is it okay?

Benny   : Its okay mom. But please promise me that you do not lie that daddy and mommy will invite me to travelling holiday after you finished your report .

> ➤ You can't understand the lesson that your teacher had explained more than twice. How can you said apologize to make her don't angry and want to repeat the explanation.

Students   : Miss pardon me for do not understand yet your explanation. Please can't you repeat it once more?.

Teacher   : Hmmmz.... okay this is my last explanation. Please pay attention to me to make you understood. I will repeat my explanation once more

Appendix VI

INTERVIEW SHEET

Interview Sheet before the First Cycle

1. **Transcript of interview with English teacher before treatment begin (first session)**

   Date : August 20th, 2020

   Time : 10.00 o'clock

   Location: in the office

   Researcher   : Apakah siswa dikelas bapak suka dalam pelajaran bahasa inggris?

   Teacher   : Sebagian siswa suka belajar bahasa inggris dan sebagian lagi kurang menyukai karena mereka kurang focus dan tidak mengerti.

   Researcher   : How the classroom condition when english learning begin?

   Teacher   : Siswa kurang aktif dalam belajar. Dan merasa malu menggunakan bahasa inggris. Sebagian dari mereka bingung tentang kata yang harus diucapkan, sebagian lagi khawatir dengan kesalahan dalam pengucapan.

   Researcher   : Bagaimana menurut bapak tentang kemampuan speaking siswa? Apakah mereka kesulitan dalam speaking English?

   Teacher   : ya, mereka kesulitan speaking English, karena mereka lebih prefer menggunakan Bahasa Indonesia daripada Bahasa Inggris. Mereka malas untuk berbicara bahasa inggris.

Researcher   : Untuk mengetahui suksesnya pembelajaran, tugas seperti apa yang biasa bapak berikan?

Teacher   : Sebelum covid, biasanya saya selalu menyuruh mereka untuk maju satu persatu untuk memperagakan dialogue atau materi yang kami pelajari hari itu.

Researcher   : Metode yang sir gunakan dalam mengajarkan speaking di ruang class?

Teacher   : Jadi media yang pertama yaitu buku pegangan yang mereka beli dari sekolah, terkadang membawa kartoon tentang materi tertentu.

2. **Transcript of interview with Students before applying encantado game**

Researcher   : Apakah adik suka belajar bahasa inggris?

Students   : Suka miss

Students   : Suka banget miss

Students   : Lumayan miss

Researcher   : Skill apa yang adik sukai dalam pembelajaran bahasa inggris?

Students   : Writing miss

Students   : Speaking miss

Students   : speaking miss

Researcher   : Apa kesulitan yang adik alami dalam belajar bahasa inggris?

Students   : Tulisannya dengan pengucapanya berbeda miss

Students   : Kemampuan grammar yang mash kurang baik miss

Students   : Gak tau banyak tentang kosa kata bahasa inggrisnya miss

Researcher   : Pernahkah adik belajar speaking didalam kelas?

Students   : Pernah miss

Students   : Pernah miss

Students   : Pernah miss

Researcher   : Apakah guru sering mengajarkan kemampuan speaking

didalam kelas?

Students   : Terkadang miss

Students   : Jarang miss

Students   : Kadang kadang aja miss

Researcher   : Bagaimana metode atau teknik yang dipakai guru saat

mengajar speaking?

Students   : Mengikuti sir membaca sebuah kalimat

Students   : Kadang, nulis materinya di kartoon miss

Students   : Sir mengajarkan bagaimana membaca yang baik miss

Researcher   : Apa kesulitan yang adik alami selama belajar bahasa inggris

khususnya kemampuan speaking?

Students   : Masih sering salah pengucapannya miss

Students   : Belum tau banyak kosa kata dalam bahasa inggris miss, jadi

saat ingin berbicara bahasa inggrisnya agak kesulitan miss.

Students   : kurang PD dengan kemampuan speaking saya miss.

3. **Transcript of interview with Students after applying encantado game**

Researcher   : Bagaimana menurut adik tentang game encantado ini?

Students   : Game nya Asyik dan seru miss

Students : Gamenya cocok buat anak SMP kelas 7 seperti kami miss

Researcher : Apakah adik meyukai pembelajaran bahasa inggris dengan

menggunakan game encantado?

Students : Syuka ,miss

Students : Syuka banget miss

Researcher : Bagaimana kemampuan adik dalam speaking English setelah

belajar speaking dengan menggunakan game encantado?

Students : Kami jadi berani untuk ngomong bahasa inggris walaupun ada

kata2 yang salah dalam pengucapannya miss. Kami jadi interest buat

mengetahui pengucapan kata dalam bahasa inggris yang tepat.

Students : Kekompakan dengan teman sekelompok juga diperlukan miss,

jd kalo kita msh belum tau pengucapannya bisa minta diberitahu temen

sekelompok lainnya.

Students : Kami jadi semangat belajar speaking english miss. Gamenya

bagus untuk meningkatkan kemampuan speaking kami.

Appendix VII

OBSERVATION SHEET

Observation Sheet Teacher in Cycle I

No	Activities Observed	Yes	No
1	Teacher enter to online classroom on time	✓	
2	Teacher great the students	✓	
3	Teacher gives motivation in the teaching and learning process	✓	
4	Teacher gives warming up to the students	✓	
5	Teacher tells the students the aims of the study	✓	
6	Teacher introduces and explain the topic	✓	
7	Teacher gives chance to the students to answer the question	✓	
8	Teacher serious in teaching and learning process	✓	
9	Teacher ask students to ask which part they don't understand yet.		✓
10	Teacher observes students' activities and behavior while the class is running	✓	
11	Teacher asks students to pay attention during teaching and learning process.	✓	
12	Teacher ability in using time well	✓	
13	Teacher asks the students about their difficulties in learning speaking		✓

14	Teacher gives appreciation to the students that perform in front of the class.	✓	
15	Teacher and students makes a conclusion about material or topic that has been taught	✓	
16	Teacher gives feedback of the process and the result of learning	✓	

Medan,   2020

The observer

Dedi Doly Siregar S.PdI

Appendix VIII

Observation Sheet Students in Cycle I

No.	Activities Observed	Yes	No
1	The students enter to online classroom on time	✓	
2	The students answer enthusiastic in teaching and learning process		✓
3	The students are enthusiastic in teaching and learning process		✓
4	The students make noisy in the class	✓	
5	The students listen to the teachers' explanation attentively		✓
6	The students do the task cooperatively		✓
7	The students speaks up actively to discuss with group		✓
8	The students do the test seriously	✓	

Appendix IX

Observation Sheet Teacher in Cycle II

No	Activities Observed	Yes	No
1	Teacher enter to whatssap class group on time	✓	
2	Teacher great the students	✓	
3	Teacher gives motivation in the teaching and learning process	✓	
4	Teacher gives warming up to the students	✓	
5	Teacher tells the students the aims of the study	✓	
6	Teacher introduces and explain the topic	✓	
7	Teacher gives chance to the students to answer the question	✓	
8	Teacher serious in teaching and learning process	✓	
9	Teacher ask students to ask which part they don't understand yet.	✓	
10	Teacher observes students' activities and behavior while the class is running	✓	
11	Teacher asks students to pay attention during teaching and learning process.	✓	
12	Teacher ability in using time well	✓	
13	Teacher asks the students about their difficulties in learning speaking	✓	
14	Teacher gives appreciation to the students that perform in front of the class.	✓	

15	Teacher and students makes a conclusion about material or topic that has been taught	✓	
16	feedback of the process of teaching and learning was given by teacher	✓	

Medan,   2020

The observer

Dedi Doly Siregar S.PdI

Appendix X

Observation Sheet Student in Cycle II

No.	Activities Observed	Yes	No
1	The students enter to whatssap class group on time	✓	
2	The students response enthusiastic in teaching and learning process	✓	
3	The students be silent reader	✓	
4	The students don't do the task	✓	
5	The students listen to the teachers' explanation attentively	✓	
6	The students do the task cooperatively	✓	
7	The students speaks up actively in video recording	✓	
8	The students do test seriously	✓	

Appendix XI

The result of students test

No	Initial Names of The Students	Score		Cycle II
		Cycle I		
		Pre-test	Post Test I	Post Test II
1.	APWP	59	66	67
2.	AF	60	71	73
3.	AFI	62	70	71
4.	AAF	53	64	67
5.	AS	67	72	74
6.	AY	50	67	69
7.	CK	77	79	82
8.	CRP	59	65	66
9.	DFA	53	62	65
10.	FRP	59	64	65
11.	HNC	66	70	71
12.	IAR	66	70	71
13.	IIN	49	67	65
14.	KAJ	47	67	65
15.	KS	51	64	65
16.	MHH	61	69	70
17.	MNTM	76	77	79
18.	MRDP	59	70	72
19.	MAZ	51	69	70
20.	MHD	54	69	69
21.	NA	59	66	66

No.	Name			
22.	NH	60	68	70
23.	NAH	70	76	76
24.	NR	70	76	76
25.	PSN	75	79	79
26.	Q	74	76	76
27.	RKF	61	70	70
28.	RHS	76	79	79
29.	RA	75	78	78
30.	RH	78	79	79
31.	SZ	64	69	70
32.	SSM	66	68	68
33.	TA	65	77	77
34.	TW	41	60	60
35.	WRK	42	73	63
36.	WA	64	72	70
37.	Z	41	67	71
38.	ZA	53	65	67
Total ΣX		**2321**	**2670**	**2692**
The mean score		**61,07**	**70,26**	**70,84**

Appendix XII

Diary Note

First Meeting (Thursday, August 20th 2020)

In the first meeting, the researcher gave the Pre Observation and Pre-Interview to students. It has done to measure how far their skills in speaking English. Teacher also gave students some question. The students looks difficult in answering the question that given by the researcher. Some of students tried to answer with the best answer as they can. Some of them just be silent reader or keep silent with no answer. But, most of students didn't know what they want said about the idea in their head. Their face and expression that showed by them. Many problems have been found during Pre-Test. The condition of online classroom in whattsap group chat was not conducive.

Second Meeting (Thursday, August 27th 2020)

In the second meeting, students was gave Pre-Test. All of students done Pre-test on their paper. Take capture of picture then sends to english teacher whattsap number, the reason was teaching and learning process held online through whattsap group. After the students done and sent the Pre-test, the researcher give the daily exercise from their book.

Third Meeting (Thursday, September 3rd 2020)

In the third meeting, the researcher implementing encantado game (it was cycle I). The researcher done the lesson in the classroom based on lesson plan. The students

were thaught concerning the expression of making and accepting apologize. After explained the lesson well, researcher grouping students from attendance list to six groups. Then, students discussed the lesson with their group mates. The students were do not serious and do not active in teaching and learning process.

Fourth Meeting (Thursday, September 10th 2020)

In the fourth meeting, researcher ask all of students to do post test 1. After collecting it, researcher ask the students to pay attention and serious in learning. They also do the task (daily exercise) from their book on the topic in third meeting. They have discussed it with their group mates although the students have understood and can speak confidently through video that they record themselves, but some students shows that they still face the dificulties. Researcher ask students record video to make the score of them. Because Researcher less satiesfied with the result So, researcher would like to do research in cycle 2.

Fifth Meeting (Thursday, September 17th 2020)

In the fifth meeting, the researcher implementing encantado game to teach speking english (Cycle 2). But in this meeting, researcher motivated students to develop their english especially in speaking skills. The students show that they were more activ and serious in learning speaking than previous meeting. Then as usually, teacher gave the daily exercise in their book and also to speak up english with their friends through video call among them, then capture it and send to their english teacher.

Sixth Meeting (Thursday, September 24th 2020)

In the last meeting, in cycle 2 post test 2 was given by researcher to the students. Students asked by the teacher to prepare themselves with new video that show them speak about the expression of making apologize and accepting apologize. And send the video through whatssap class group. Then researcher gave time to them one week. Almost all of the students send their task because they had enough confident to speak. It makes the teacher happy with students improvement. So, the research could be end because encantado game could develop seventh grade students of junior high school students in their speaking skills.

**Appendix XIII**

Students Attendance List

No	The Initial of Students	First day of Meeting	Second day of Meeting	Third day of Meeting	Fourth day of Meeting	Fifth day of Meeting	Sixth day of Meeting
1.	APWP	✓	✓	✓	✓	✓	✓
2.	AF	✓	✓	✓	✓	✓	✓
3.	AFI	✓	✓	✓	✓	✓	✓
4.	AAF	✓	✓	✓	✓	✓	✓
5.	AS	✓	✓	✓	✓	✓	✓
6.	AY	✓	✓	✓	✓	✓	✓
7.	CK	✓	✓	✓	✓	✓	✓
8.	CRP	✓	✓	✓	✓	✓	✓
9.	DFA	✓	✓	✓	✓	✓	✓
10.	FRP	✓	✓	✓	✓	✓	✓
11.	HNC	✓	✓	✓	✓	✓	✓
12.	IAR	✓	✓	✓	✓	✓	✓
13.	IIN	✓	✓	✓	✓	✓	✓
14.	KAJ	✓	✓	✓	✓	✓	✓
15.	KS	✓	✓	✓	✓	✓	✓
16.	MHH	✓	✓	✓	✓	✓	✓
17.	MNTM	✓	✓	✓	✓	✓	✓
18.	MRDP	✓	✓	✓	✓	✓	✓
19.	MAZ	✓	✓	✓	✓	✓	✓
20.	MHD	✓	✓	✓	✓	✓	✓
21.	NA	✓	✓	✓	✓	✓	✓
22.	NH	✓	✓	✓	✓	✓	✓

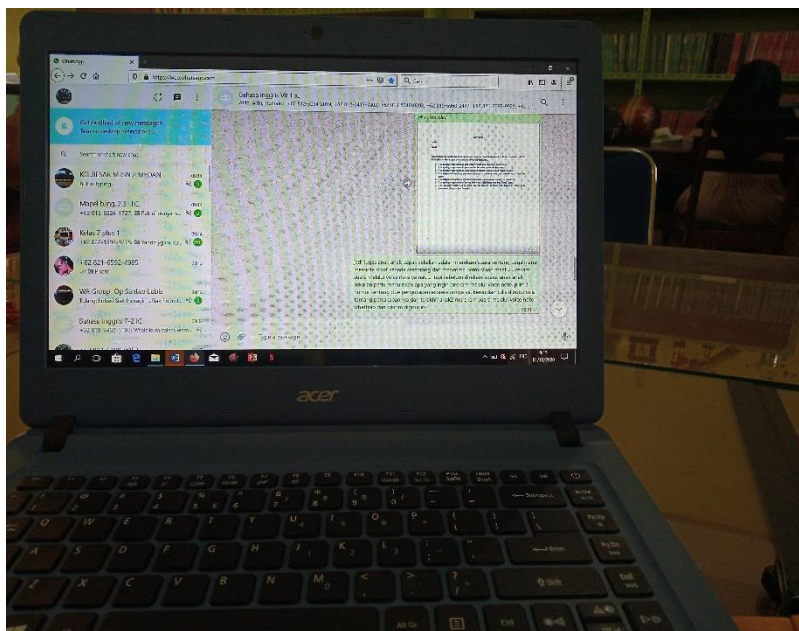| 23.	NAH	✓	✓	✓	✓	✓	✓
24.	NR	✓	✓	✓	✓	✓	✓
25.	PSN	✓	✓	✓	✓	✓	✓
26.	Q	✓	✓	✓	✓	✓	✓
27.	RKF	✓	✓	✓	✓	✓	✓
28.	RHS	✓	✓	✓	✓	✓	✓
29.	RA	✓	✓	✓	✓	✓	✓
30.	RH	✓	✓	✓	✓	✓	✓
31.	SZ	✓	✓	✓	✓	✓	✓
32.	SSM	✓	✓	✓	✓	✓	✓
33.	TA	✓	✓	✓	✓	✓	✓
34.	TW	✓	✓	✓	✓	✓	✓
35.	WRK	✓	✓	✓	✓	✓	✓
36.	WA	✓	✓	✓	✓	✓	✓
37.	Z	✓	✓	✓	✓	✓	✓
38.	ZA	✓	✓	✓	✓	✓	✓

Appendix XIV
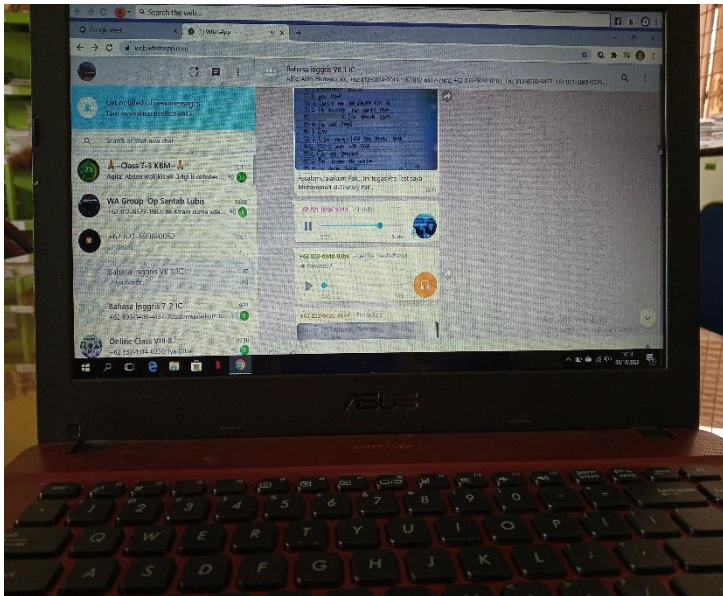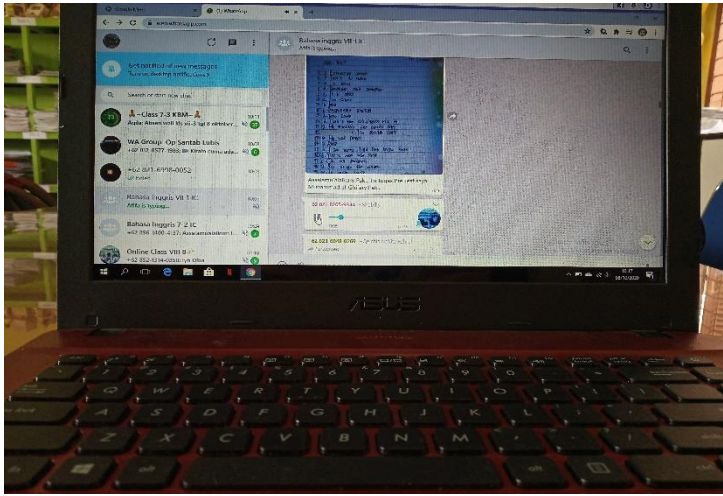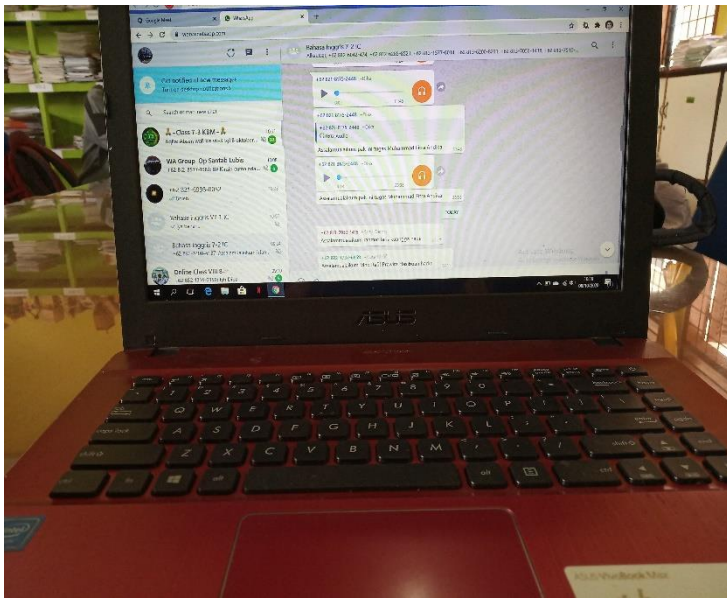
Documentation
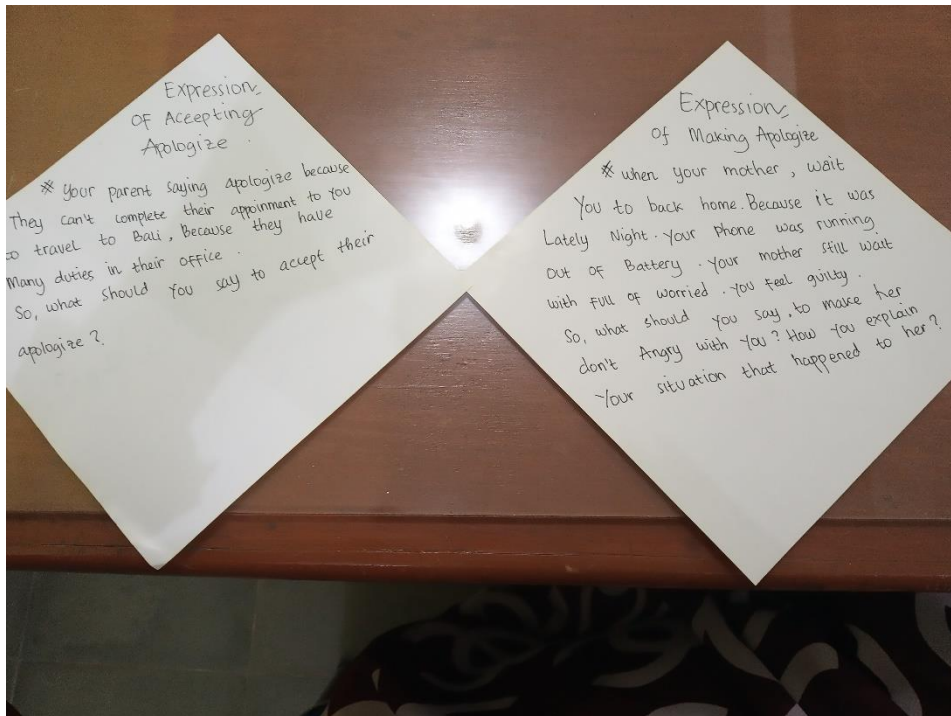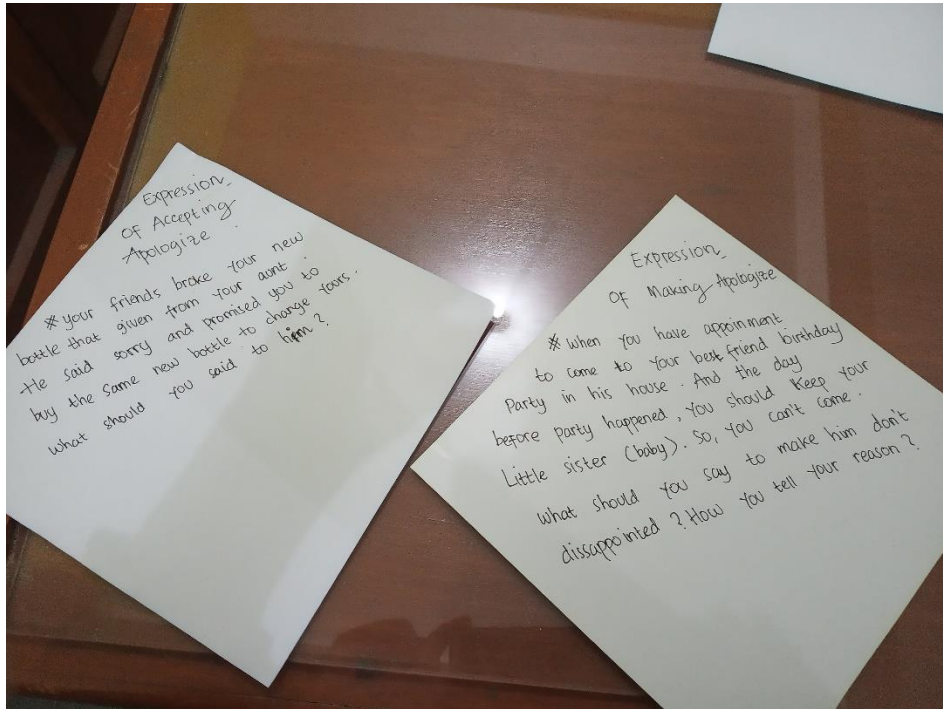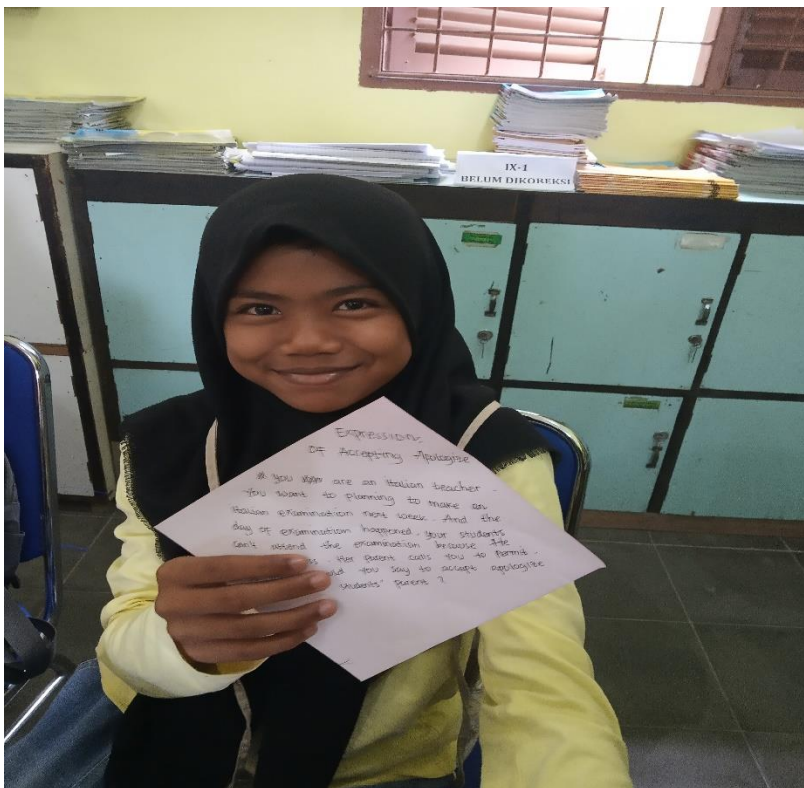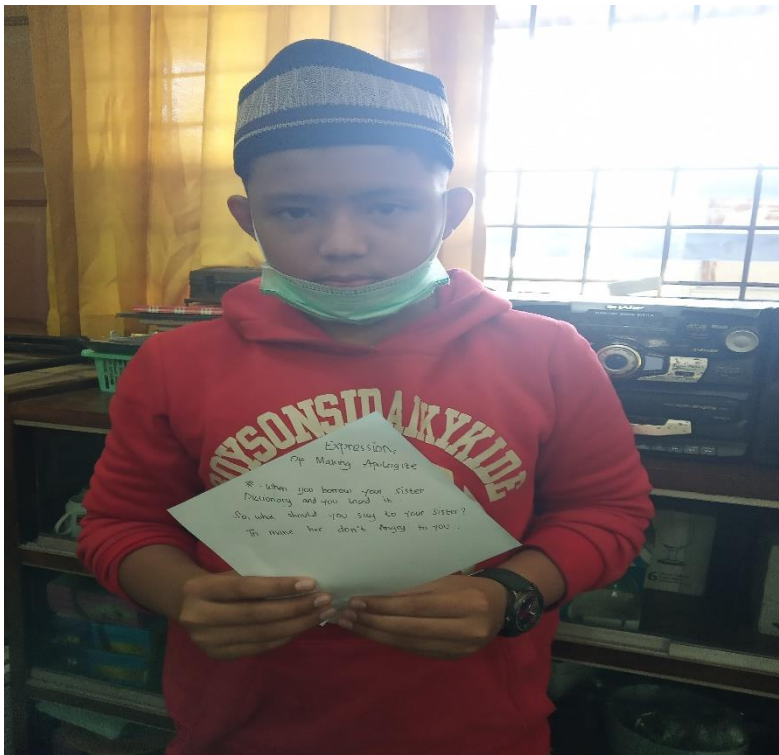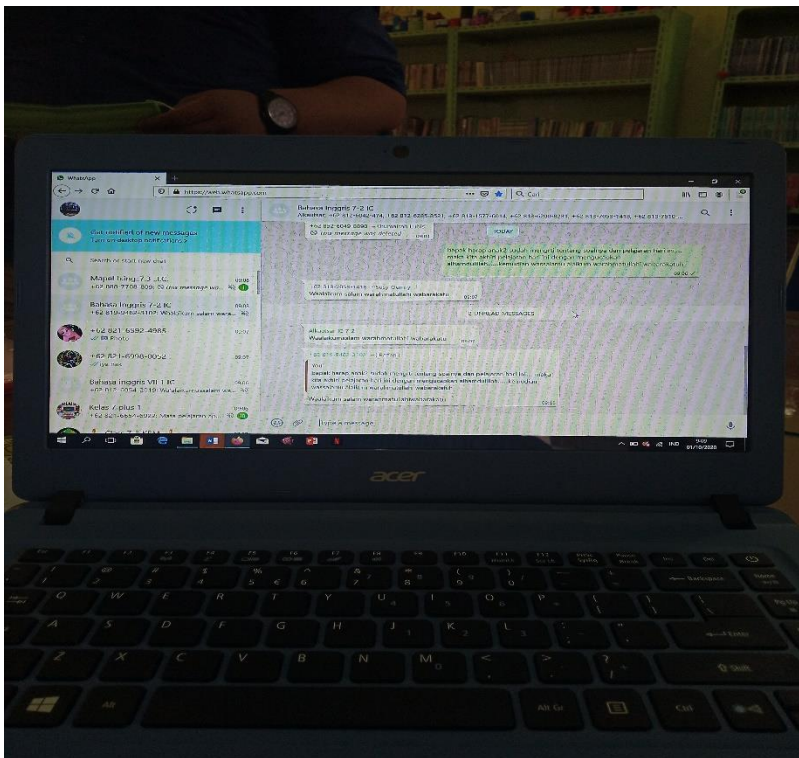
MADRASAH TSANAWIYAH SWASTA
INSAN CITA
Jl. Alfalah No. 6 Kel. Glugur Darat II Kec. Medan Timur
M E D A N

Nomor : 341/SK/MTs-IC/X/2020   Medan, 07 Oktober 2020
Lamp : 1 (satu) berkas
Hal   : **Keterangan Melaksanakan Riset**

Kepada Yth,
Bapak Dekan
Fakultas Ilmu Tarbiyah dan Keguruan UINSU
di –
T e m p a t

Assalamu'alaikum Wr, Wb

Dengan hormat,

Menindaklanjuti Surat Dekan Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Nomor : B-9965/ITK/ITK.V.3/PP.00.9/08/2020 Tertanggal 28 Agustus 2020 tentang permohonan izin riset guna dalam rangka menyusun skripsi yang berjudul :

"The Use of Encantado Game to Develop Students' Speaking Kills"

Maka dengan ini kami menerangkan bahwa :

Nama   : **MENTARI RIZKI FATIHAH**
NIM   : 0304162135
Tempat/Tgl. Lahir : Medan, 18 Maret 1999
Semester   : IX
Program Studi   : Pendidikan Bahasa Inggris

Telah melaksanakan riset dari tanggal 20 Agustus s/d 24 September 2020 dengan baik dan lancar di MTs. Swasta Insan Cita Medan.

Demikian Surat Keterangan ini kami sampaikan, atas perhatian dan kerjasamanya kami ucapkan terima kasih.

Wassalam,
Kepala MTs. Insan Cita Medan,

Dra. Hj. Zahara Balatif

Tembusan :
Pertinggal

KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS
ISLAM NEGERI SUMATERA UTARA MEDAN FAKULTAS ILMU
TARBIYAH DAN KEGURUAN
Jl.Williem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor   : B-9965/ITK/ITK.V.3/PP.00.9/08/2020   28 Agustus 2020

Lampiran : -

Hal   : **Izin Riset**

Yth. Bapak/Ibu Kepala MTs Swasta Insan Cita

Assalamu'alaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	: **Mentari Rizki Fatihah**
NIM	: **0304162135**
Tempat/Tanggal Lahir	: **Medan, 18 Maret 1999**
Program Studi	: **Pendidikan Bahasa Inggris**
Semester	: **IX(Sembilan)**
Alamat	: **Jl. Gunung Seulawah no.19 Kelurahan Glugur darat Kecamatan Medan timur**

Untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MTs Swasta Insan Cita, guna memperoleh informasi/ keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

THE USE OF ENCANTADO GAME TO DEVELOP STUDENTS' SPEAKING SKILLS

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 28 Agustus 2020
a.n. DEKAN
Ketua Program Studi Pendidikan
Bahasa Inggris

Digitally Signed

Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum
NIP. 197506222003122002

Tembusan:

- **Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan**

info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat

BIOGHRAPHY

The writer's name is Mentari Rizki Fatihah. She was born on March 18th 1999 in Medan North Sumatera. She was 21 years old. She is Muslim and Indonesian. Usually called by people around her by Tari or Mentari. She was the first daughter of Mr. Rahmad Jaya and Mrs. Anni Holidah Nasution. Writer's email is f.mentaririzky18@gmail.com.

Her formal education started from 2004-2010 in SD Sinar Husni. And she continued her Junior high school and Senior high school from 2010-2016 at islamic boarding school Ar-Raudhatul Hasanah at Jamin Ginting Street KM 11. And then she continued her education in State Islamic University Of North Sumatera from 2016 until 2020, now she has graduated from English Education Department.