



**INCREASING THE STUDENTS' SPEAKING SKILLS THROUGH  
BOARD GAME FOR THE EIGHT GRADE OF MTs STATE ISLAMIC  
UNIVERSITY OF NORTH SUMATERA MEDAN**

*A Skripsi*

*Submitted to the Tarbiyah and Teachers Training Faculty of State Islamic  
University of North Sumatera Medan as a Partial Fulfilment of the  
Requirement for the Degree of Sarjana Pendidikan*

**By:**

**INTAN ARMIDA**

**34154162**

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
STATE UNIVERSITY OF NORTH SUMATERA  
MEDAN  
2019**



**INCREASING THE STUDENTS' SPEAKING SKILLS THROUGH  
BOARD GAME FOR THE EIGHT GRADE OF MTs STATE ISLAMIC  
UNIVERSITY OF NORTH SUMATERA MEDAN**

*A Skripsi*

*Submitted to the Tarbiyah and Teachers Training Faculty of State Islamic  
University of North Sumatera Medan as a Partial Fulfilment of the  
Requirement for the Degree of Sarjana Pendidikan*

**By:**

**INTAN ARMIDA**

**NIM: 34154162**

**Advisor1**

**Advisor II**

**Prof. Dr. Didik Santoso , M.Pd**

**Drs.H. A Ramadhan, MA**

**NIP: 19660616 199403 1 006**

**NIP: 19660115 199403 1 002**

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF TARBIYAH AND TEACHERS TRAINING  
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA  
MEDAN  
2019**



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SUMATERA  
UTARA**

**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jl. Williém Iskandar Psr. V Medan Estate 20371 Telp. 6622925, Fax. 6615683

---

**SURAT PENGESAHAN**

Skripsi yang berjudul : “Increasing the Students’ Speaking Skills Through Board Game for the Eight Grade of MTs State Islamic University of North Sumatera Medan in Academic Year 2018/2019” oleh Intan Armida, yang telah dimunaqasyakan dalam sidang munaqasah Sarjana Strata (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal:

**11 November 2019 M  
14 Rabi’ul – Awal 1441 H**

dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

**Panitia Sidang Munaqasyah Skripsi  
Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan**

Ketua

Sekretaris

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

**Reflina, M.Pd**  
NIB. 1100000078

Anggota Penguji

**1. Prof. Dr. Didiik Santoso, M.Pd**  
NIP.19660616 199403 1 006

**2. Drs. H. A Ramadhan. MA**  
NIP. 19660115199403 1 002

**3. Dr. Farida Repelitawati Kembaren, M.Hum**  
NIP. 19690217 200701 2 002

**4. Ernita Daulay, S.Pd., M.Hum**  
NIP. 19801201 200912 2 003

Mengetahui  
Dekan Fakultas Ilmu Tarbiyah dan Keguruan

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

Nomor : Istimewa

Medan, 30 Oktober 2019

Lamp : -

Kepada Yth;

Prihal : Skripsi

Bapak Dekan Fakultas Tarbiyah

a.n **Intan Armida**

UIN-SU

di –

Tempat

Assalamualaikum Wr.Wb

Setelah membaca, meneliti, dan memberikan saran-saran perbaikan seperlunya terhadap skripsi mahasiswi :

**Nama : Intan Armida**

**NIM : 34.15.4.162**

**Jur / Prodi : Pendidikan Bahasa Inggris**

**Judul : “Increasing the Students’ Speaking Skills Through Board Game for the Eight Grade of MTs State Islamic University of North Sumatera Medan in Academic Year 2018/2019”**

Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di munaqosyahkan dalam sidang munaqosyah skripsi Fakultas Tarbiyah UIN – SU Medan.

Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih.

Wassalamualaikum, Wr, Wb.

**Advisor I**

**Advisor II**

**Prof. Dr. Didik Santoso ,M.Pd**  
**NIP. 19660616 199403 1 006**

**Drs.H. A Ramadhan, MA**  
**NIP. 19660115 199403 1 002**

## **PERNYATAAN KEASLIAN SKRIPSI**

Saya yang bertanda tangan di bawah ini :

**Nama : Intan Armida**

**NIM : 34.15.4.162**

**Jur / Prodi : Pendidikan Bahasa Inggris**

**Judul : “Increasing the Students’ Speaking Skills Through Board Game for the Eight Grade of MTs State Islamic University of North Sumatera Medan in Academic Year 2018/2019”**

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Saya berani menerima segala konsekuensi bila pernyataan saya ini tidak benar.

Demikian surat pernyataan keaslian skripsi ini saya buat dengan sebenarnya.

Medan, 30 Oktober 2019

Yang Membuat Pernyataan

**INTAN ARMIDA**  
**NIM.34.15.4.162**

## ABSTRACT

**Intan Armida. Registartion Number: 34154162. Inceasing the Students' Speaking Skills Through Board Game for the Eight Grade of MTs, State Islamic University of North Sumatera Medan. A Skripsi, English Education Program, Faculty of Tarbiyah and Teacher Training, State Islamic University of North Sumatera, 2019.**

**Keywords:** *Ingcreasing, Board Game, Students' Speaking Skills*

This research was aimed to find out the improving students' speaking skills by using Board Game. The subject of this research was eight grade of MTs satate Islamic University of North Sumatera Medan 2018-2019 academic year. It was consisted of one class and 32 students as respondents. The object of this research was to improve students' speaking skills by using Board Game. The research of this study was conducted by using calssroom action research. The data used in this research were quantitative and qualitative data and the instruments of collecting data were used such as: Pre-test and Post-test, interview sheet, observation sheet, and photography evidence. The quantitative data were taken from the test. The test was given to the students in form of pre-test, post test in the first cycle, and the post-test in the second cycle.

The result of analyzing data indicated that there was significance improvement on students' speaking skill after the use of Board Game Strategy. It can be seen for the students' score in every cycle. In Pre-Test, there were only 12,5% (4 students) whose score up to 75. In Post-Test I, there was 18.75% on the percentage of students whose score up 75 (6 students), while in Post-Test II there were 68,75% students whose score up 75 (22 students). From data analysis, it showed that there was improvement on students' speaking skill. It can be seen from the mean of Post-Test II was 68,75%. In other words, students' speaking skill has improved. Based on the qualitative data, the students gave good responses and showed enthusiasm after the use of Board Game strategy in students' speaking skill.

## ACKNOWLEDGEMENT

Bismillahirrahmaanirrahim

In the name of Allah , the beneficent, and the Merciful. Praise and gratitude be to Allah for giving the strength and guidance for the writer . So, that this skripsi can be finished accordingly. Peace and blessing be upon Prophet Muhammad SAW, his family, his relatives, and all his followers .

The written this skripsi entitled **“Increasing the Students Speaking Skills Through Board Game for the Eight Grade of MTs State Islamic University of North Sumatera Medan .** “This skripsi is written to fulfill one requirement to obtain the bachelor degree at Department of English Education of Faculty Tarbiyah Science and Teachers Training State Islamic University of North Sumatera Medan.

Writing this skripsi is not something that one does in isolation. I am extremely grateful to help and precious contribution from several people and institutions have brought this scientific work into being. Then I would like to Thank Allah SWT for the blessing given to me so that the writing of this skripsi has been finished without any meaningful problem.

My special gratitude and thanks is dedicated to my beloved parents, Mahya Aini, Ok Azman ( the father i always miss ), Al Azhari Pata. For their moral support and invaluable advice during the process of this writing, it is hoped will become a pride.

My thanks is also dedicated to several people and institutions, below i shall mention my great appreciation to them;

1. **Dr. Amirruddin Siahaan, M.Pd** as the dean of Faculty of Tarbiyah and Teacher Training State for Islamic University of North Sumatera Medan.
2. **Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum** the Head of English Educational Department.
3. **Prof. Dr. Didik Santoso, M.Pd** as my first advisor who has given me ideas, suggestion, correction, advice and encouragement in process of completion of this skripsi.
4. **Drs. H. A Ramadhan, MA** as my second advisor who has given me advice, dedication, and suggestion in completion of this skripsi.
5. All Lectures of Educational English Department
6. The principal of MTs Islamic University of North Sumareta Medan English teacher **Masyita M. Hum** and all students of VIII-2 class who helped the writer during the research.
7. My beloved younger Brother. **Muhammad yusuf, Rahmat Satria Adiguna, Tipatan Al Hadi**. And my younger Sister, **Nazira Azhari**. Who always give me support in completing my study. So, I can do everything for this study.
8. All of my dearest friends in PBI-6 , especially **Halimatusyakdiah S.Pd, Indah Ratih Pertiwi S.Pd, Aisyah Pratiwi Harefa S.Pd, Puspita Sari Nasution S.Pd, Sri Wahyuni hasibuan S.Pd, and Ummi Kalsum S.Pd**. Thanks for their support and sharing the happiness and sorrow during finishing this skripsi.



9. All of my dearest friends in Boarding School, especially **Dewi Kartika Rani, Jumaini Siregar S.Pd, Miftahul Jannah, Nurhasan Harahap S.Pd, Marheni Br Maha, Selviana Asman S.Pd, Nurul Elviani S.Pd, Hanifa Aulia, Anggi Khaira Sinurat, Bella Maharani S.Pd, Saqila Zahra Dalimunte S.S, Soniatu Ulfa, Aminah Lutfi Zakyah, and Santi S.Pd**
10. For all people who helped and gave a big support in making this skripsi that can not mentioned the name by name

The words are not enough to say appreciations for your contributions on this skripsi. May Allah guides them always and give them all happiness through their life . The writer hopes this skripsi can give a bit contribution to the language education, especially major of English , and further pedagogical research

Medan, 02 Oktober 2019

**INTAN ARMIDA**  
**NIM.34.15.4.162**

## TABLE OF CONTENTS

<b>ABSTRACT .....</b>	<b>i</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>ii</b>
<b>TABLE OF CONTENTS .....</b>	<b>v</b>
<b>LIST OF APPENDICES.....</b>	<b>vi</b>
<b>LIST OF FIGURES . ....</b>	<b>vii</b>
<b>CHAPTER I INTRODUCTION</b>	
A. Background of the Study.....	1
B. Identification of the Study.....	3
C. Limitation of the Study. ....	4
D. Research Problem .....	4
E. Objective of the Study .....	4
F. Significance of the Study . ....	5
<b>CHAPTER II LITERATURE REVIEW</b>	
A. Theoretical Framework . ....	6
1. Speaking skills .....	6
2. Skills.....	7
3. Speaking .....	8
4. Types of Speaking Activities .....	15
5. Games.....	16
B. Related Study . ....	17
C. Theoretical Framework . ....	18
D. Actional Hypothesis . ....	19
<b>CHAPTER III RESEARCH METHOD</b>	
A. Research Setting .....	19
B. Data and Data Source .....	19
C. Research Method .....	19
D. Technique of Collecting the Data .....	23
E. Technique of Analysis the Data . ....	27
F. Teachnicques of Establishing the Trustworthiness .....	29

#### **CHAPTER IV RESEARCH FINDING AND DISCUSSION**

A. Research Finding .....	31
1. Preliminary Study .....	31
2. Cycle I .....	32
3. Cycle II .....	36
B. Discussion .....	39

#### **CHAPTER V CONCLUSION AND SUGGESTION**

A. Conclusion .....	42
B. Suggestion .....	43

#### **REFERENCES ..... 45**

#### **APPENDICES ..... 48**

## LIST OF TABLE

Table	Title	Page
2.1	Five Components of Grading speaking Scale .....	21
2.2	The Students' Score During Cycle I (Pre-Test and Post-Test) .....	73
3.1	The Percentage of Students Speaking .....	75
4.1	The Statistic analysis of the Result of Students' Score.....	76
4.2	The Observation Sheet Meeting I .....	79
4.3	The Observation Sheet Meeting II .....	83
4.4	The Students' attendance List .....	87

## **LIST OF APPENDICE**

Appendix I Lesson Plan .....	46
Appendix II Lesson Plan .....	54
Appendix III Lesson Plan.....	62
Appendix IV Pre Test .....	70
Appendix V Post Test I.....	71
Appendix VI Post Test II .....	72
Appendix VII The Student Score Pre, Post I and Post II .....	73
Appendix VIII The Percentage of Students' Speaking. ....	75
Appendix IX The Student Score Pre, Post I and Post II . ....	76
Appendix X Observation Sheet I. ....	79
Appendix XI Observation Sheet II .....	83
Appendix XII The Students' Attendance List.....	87
Appendix XIII Interview.....	92
Appendix XIV Documentation.....	96

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Teaching productive skill in English is having some problems to be discussed. The productive skills are speaking and writing. As Harmer<sup>1</sup> states, “Productive skills is the term for speaking and writing, skills where students actually have to produce language them selves.” The problem that appears in teaching productive skill in English is most of the students cannot improve their production of language, especially in speaking ability. Ingcreasing speaking skill is one of the purposes of English education in Indonesian school from elementary until the university students.

The reseacher focuses the research on the Eight Grade Students of Junior High School at the Eight Grade Students of MTs State Islamic University of North Sumatera Medan. Based on the syllabus, basic competency that should beachieved in speaking skill for the eight grade students are about some functional skill such as transactional and interpersonal skill. There are talking about there self, starting a conversation, making adate, describing things, instructing people how to do things, and getting to know each other.

From the basic competency above, the students have not achieved that competence. By observing the class, there are some problems that students

---

<sup>1</sup>Jeremy Harmer, *The practice of English language Teaching*. ( Cambridge UK: Pearson Longman,2007), p.265.

face. The first, the students were too shy to share their ideas through speaking because they were lack of grammatical and lack of confidence. It is because they are only taught the rules of grammar. Not to use the grammarian speaking context. Secondly, most of students are not interested in learning process. They are afraid and anxious of saying something wrong or in comprehensible. The third, teachers are using monotone technique in involving their students to do speaking. In speaking class, the students just use dialog pairs to do communication in speaking. The fourth, school only focuses the language skills for UN (National Examination) in listening and reading, so the students think that it is not useful to master the other skills like speaking and writing. It is where as actually speaking is a goal of learning foreign language.

The researcher concludes that the process of teaching speaking should be more communicative and interactive to make the students be brave to explore their ideas through speaking. It also should be more active materials in order to the students understand that the main goal in learning language is to communicate the language it self. To gain the communicative competency, there is an appropriate method to be used. It is Board Games, people will think about the funny thing for child. But today games cannot only be used for young learners, but it also can be used for all ages. For senior high school student, they can use games as a media for teaching and learning process. By using games, the teachers' instruction can be meaningful and enjoyable for all age groups. When students play games, teachers can provide the social skills because it gives the opportunity to the students to interact with other player.

Scott Nicholson said that although the activities in games don't have any relation with a real-life situation, it still has ability to increase our flexibility in real-world with building our social skills.<sup>2</sup> Especially in speaking skill, there are so many educational games that can be used to improving this skill.

A board game is a game that involves counters or pieces moved or placed on a pre marked surface or "board", according to a set of rules. It includes monopoly, snakes and ladders, mahjong, and many other board games. In other words, surely the students know well about this game and how to gaming it. Board game is a kind of games for small and large group.

Based on the explanation above, the reseacher concludes that using daily used game like board games can be a useful media in mastering speakig ability for the students in junior high school because it can provide the students' challenging to speak out the answer some questions and situations that are included in the board games. Therefore, in this case,the researcher will choose a board game as a media to teach speaking and see the effectiveness of board games towards students' speaking skill at the Eight Grade Students of MTs State Islamic University of North Sumatera Medan.

#### **A. Identification of the Study**

There are many problems of speaking classroom that can be identified as research subjects on the Eight Grade students of MTs State Islamic University of North Sumatra Medan:

---

<sup>2</sup> Scott Nicholson, *Everyone Plays at the library*. (New Jersey: Information Today, Inc.2010), P.xi.



1. Many students cannot achieve the basic competency in English subject and students' speaking is the lowest in other English skill.
2. School only focuses the language skills for UN (National Examination) in listening and reading, so the students think that it is not useful to master the other skills like speaking and writing.
3. The students are too shy to share their ideas through speaking because they lack of grammatical and lack of confidence.
4. They are afraid and anxious of saying something wrong or in comprehensible.
5. Most of the students are not interested in teaching process because the teacher just gives monotone technique to teach the students' speaking.

#### **B. The Limitation of the problem**

Based on some problems appear above, the writer limits those problems in the effectiveness of using board games students' speaking skill at the Eight Grade Students of MTs State Islamic University of North Sumatera Medan.

#### **C. The Research of the Problem**

“How can the board game increase the students' speaking skill at the Eight Grade students of MTs State Islamic University of North Sumatera Medan ?”

#### **D. The Objective of the study**

The objective of the study is to find out the empirical evidence about the effectiveness of using board games students' speaking skill by comparing

the students' scores before and after being taught by using board games at the eight grade students of MTs State Islamic University of North Sumatera Medan.

#### **E. The Significance of the study**

This research has some types of significance. The first is the theoretical significance and the second is the practical significance.

##### **1. Theoretical Significance**

This study will give more understanding about using speaking board games in teaching and learning process, the importance, and the applications of related theories.

##### **2. Practical Significance**

- a. Teacher, through this research, teacher can understand the students' needs and know the students' lack of skills, especially in speaking, so that they can give/use appropriate materials, tasks, methods, techniques to teach their students.
- b. Students, through this research, students can improve their speaking skill in teaching learning English through speaking board games.
- c. Others, especially for language researchers, they can adapt the techniques/media used in this research as an alternative to teach students. They also can use the data taken in this research (for example, the field note) as a source to make a consideration for the next teaching-learning.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

##### 1. Speaking Skill

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<sup>3</sup> 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.

According to Park and Lee<sup>4</sup> speaking skill is affected by some linguistic components of language like phonology, syntax, vocabulary, and semantics and psychological factors such as motivation and personality. Phonology is a difficult aspect of language learning for EFL learners. As we know, English is not a phonetic language. That is, pronunciation of English words are not similar to their spellings. Words with similar spellings are sometimes pronounced differently because of their surrounding contexts like tenses and phonemes that come after them. This can cause a lot of problems for non-native speakers of English and they sometimes get confused in

---

<sup>3</sup> Jack C. Richards. 2008. *Teaching Listening and Speaking; From Theory to Practice*. New York: Cambridge University Press. p.21

<sup>4</sup> Park, H., & Lee, A. R. (2005). *L2 Learners' Anxiety, Self-confidence, and Oral Performance. Proceedings of the 10th Conference of Pan-Pacific Association of Applied Linguistics (pp. 107-208). Edinburgh University*. Retrieved January, 4th, 2017 from <http://www.paaljapan.org/resources/proceedings/PAAL10/pdfs/hyesook.pdf>.

producing the English words. EFL learners should have the knowledge of words and sentences. They should comprehend how words are divided into different sounds and how sentences are stressed in specific ways.

## 2. Skill

There are various meanings of skills including ; Keterampilan adalah suatu bentuk aktivitas mental atau fisik atau keduanya yang terorganisir dan terkoordinasi berkaitan dengan penampilan informasi tentang suatu objek dan melibatkan proses menerima dan memberi. Keterampilan dalam khusus ini secara bertahap dibentuk melalui latihan berulang. Keterampilan dapat berupa persepsi, gerakan, kerajinan, intelektual, sosial, dan lain-lain sesuai dengan aspek dan konteks keterampilan.

(There are various kinds of maning of skill including : A Skill is a form of mental or physical activity or both that is organized and coordinated relates to the appearance of information about an object and involves the process of receiving and giving. Skills in this case are gradually formed through repetitive practice. Skills can be in the form of perception, movement, handicraft, intellectual, social, and others in accordance with the aspect and context of the skill).<sup>5</sup> From the explanation above the reseacher can convlude that the skills are various froms of activities that are gradually formed through repeated training, for example dancing is a skill that done reparedly.

Watson dan Tharp menafsirkan keterampilan sebagai kemampuan untuk melakukan sesuatu dengan baik. Dalam hal ini, keterampilan dibangun melalui pengetahuan dan pelatihan. Untuk pelatihan tertentu, seseorang dikatakan berbakat jika ia dapat mempelajarinya dengan mudah. Jadi, ke terampilan menggambarkan keterampilan perilaku yang di sesuaikan dengan peristiwa atau situasi tertentu. Orang dikatakan terampil tentang sesuatu ketika tindakan disesuaikan dengan peristiwa.

---

<sup>5</sup> Didik Santoso. 2017. *Keterampilan Berbicara Bahasa Inggris*, Medan: Duta Azhar,

(Watson and Tharp interpret skills as an ability to do things well. In this sense, skills are built through knowledge and training. For a particular training, someone is said to be gifted if he is able to learn it easily. So, skills describe behavior tailored to a particular event or situation. People are said to be skilled about something when action is adapted to events. Skills can be interpreted as a skill, a quality that can make learning easier, or dexterity gained or built through training or experience).<sup>6</sup> From the explanation above the researcher can conclude that the skills a person's ability to carry out an activity properly using knowledge, insight, and training. For example painting is a skill and to produce a good painting, it is necessary to practice how to paint well.

### 3. Speaking

Based on Chaney<sup>7</sup>, speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.” Speaking is a productive skill that has an activity which produces something like sharing information. According to Tarigan<sup>8</sup>, speaking is an ability to say sounds, articulation, or words to express, convey, or deliver thoughts, ideas, and feelings. Therefore, speaking is determined as a skill which deals with the way of pronouncing words and

---

<sup>6</sup> Didik Santoso. 2017. *Keterampilan Berbicara Bahasa Inggris*, Medan: Duta Azhar, P.14

<sup>7</sup> A. L. Chaney “Teaching Oral Communication”, in Emma Rosana Febriyanti, *Teaching Speaking of English as Foreign Language: Problems and Solutions*, (Banjarmasin: FKIP Universitas Lambung Mangkurat, 2005), p.3

<sup>8</sup> Hendry Guntur Tarigan, *Berbicara Sebagai Suatu Keterampilan Berbahasa*. (Bandung: Angkasa, 2008), p.16.

giving information from the speaker to the listener. Harmer<sup>9</sup> defines speaking ability as the ability to speak fluently presupposed not only knowledge of language features, but also the ability to process information and language 'on the spot'. It requires the ability to cooperate in the management of speaking turns and non-verbal language. It happens in the real situation and has little time for detailed planning. Therefore, the fluency is required to reach the goal of the conversation.

In conclusion, speaking is the activity of transferring meaningful idea from one person as speaker, to other people as a listener. Speaking in English is useful to gain the communication around the world. English becomes the international language that is used and learned by many other countries as a second or foreign language. The speakers say words and utterances to the listeners not only to express what are in their mind and convey the messages, but also to maintain and sustain the relationship among them. It is based on the phenomena that most people might spend much time to communicate each other in their daily lives. It can be inferred that speaking is the activity to express ideas, opinions, and feeling to other people by using words or sounds in order to reach the goals of speaking activity itself. These statements are supporting the idea that speaking is important to get the best future for education and daily communication. In teaching speaking, there are some aspects that the teacher must concern about. It can be used as a guidance to assess the speaking. There are pronunciation, grammar, vocabulary, fluency, and

---

<sup>9</sup>Harmer, J. (2001). *Practice of English Language Teaching*. Edinburgh Gate: Longman.  
p. 269

comprehension. Harmer said, "If students want to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation and speak in connected speech."<sup>10</sup> In addition, according to Hughes, there are some proficiency that should be achieved in speaking activities; accent, grammar, vocabulary, fluency, and comprehension.<sup>11</sup> Behind that statement, the writer uses the term pronunciation to change the accent. a). Pronunciation : A certain sound or sounds are produced through the pronunciation. 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.<sup>12</sup> It means that by mastering pronunciation, the production of someone's speech is getting better. Indeed, pronunciation is an important element in speaking. It is because speaking deals with the production of sounds. By learning pronunciation, the students know about how to produce the word correctly. b). Grammar : Talking about speaking, the important thing is the messages that want to be conveyed to the listener. People do not focus on the grammar of their utterance. However, it becomes a need that the speakers also have to notice the grammar itself when they speak to others. Although grammar is neglected, people should concern on the sentence rules in grammar.

---

<sup>10</sup> Jeremy Harmer, *The Practice of English Language Teaching 4th edition*, (England: Pearson, 2007) p.343.

<sup>11</sup> Arthur Hughes, *Testing for Language Teachers*, (Cambridge: Cambridge University Press, 2003), pp.131-123.

<sup>12</sup> Harmer, Op.cit, p.245.

Richards said,<sup>13</sup> “*Grammar is not taught in isolation but often arises out of a communicative task, thus creating a need for specific items of grammar.*” It means that grammar has a rule in speaking but the teachers should not teach the grammar from the rules but from the context. It will make the students can comprehend the rules of grammar easily because they learn it from their utterance. c). Vocabulary : Vocabulary is a must when someone wants to convey his or her thoughts, feelings, or views to other people. Without the mastery of vocabularies, someone would face the difficulties in conveying his/her thoughts, feelings, or views to other people. So, vocabulary is a part of teacher’s art and the students need to see the word how they are used. Richard and Renandya state that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.<sup>14</sup> Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may discourage from making use of language opportunities around them. d). Fluency : The fluency of someone when speaking might draw that he or she is able to speak well. But, it needs to be noticed that the intelligibility of the words pronounced is also important. Koponen, in Louma’s *Assessing Speaking* , stated, “Definitions of fluency often include references to flow or smoothness, rate of speech, absence of excessive pausing, absence of disturbing hesitation markers, length of utterances, and

---

<sup>13</sup>Jack C. Richards, *Communicative Language Teaching Today*, (new York: Cambridge University Press, 2006), p.23.

<sup>14</sup> Richards and Renandya, *Op. Cit*, p.255.



connectedness.”<sup>15</sup>In addition, Louma states, “Fluency is the ability to talk freely without too much stopping or hesitating.”<sup>16</sup> At the level of someone’s fluency when speaking, it can be seen whether he or she speaks natural without some hesitations about what he or she would like to say. e).  
 Comprehension : The last element of speaking is comprehension. Comprehension is a key feature in the successful teaching for the intended meaning of written or spoken communication. Hughes states that the people get highest score in comprehension aspect when they “understand everything in both formal and colloquial speech to be expected of an educated native speaker.”<sup>17</sup>So in speaking classroom, the teacher is able to know whether the students understand or not by checking their comprehension towards the lesson which has been taught.

#### **4. The Function of Speaking**

When speaking in the classroom, the students communicate both with their teacher and friends. The students also can study language through speaking so that they can achieve the goal of learning language. Speaking has many purposes that give some advantages in teaching foreign language skills. But the advantages or the function of speaking can be achieved if the teacher encourages the students by giving the opportunity and spaces for students to speak up their thought and ideas. As Littlewood said, “The development of

---

<sup>15</sup> Koponen, M. “let your language and thoughts flow! Is there a case for ‘fluency’ in ELT and applied linguistics?” insari lioma, *Assesing speaking*. (cambridge: cambridge: University Press, 2004), p. 88.

<sup>16</sup> Ibid.

<sup>17</sup> Hughes, Op. Cit, p. 123

communicative skills can only take place if learners have motivation and opportunity to express their own identity....”<sup>18</sup> It is important to make the classroom becomes learner-centered approach. By giving many communicative classroom activities, the teacher can build the opportunity for the students to use the language as a tool to express their thought and to communicate each other.

Allah the Almighty also tells us to speak, as found in the Qur'an of surah Ar-Rahman verse 4 as follows :



The meaning: *Who taught him to speak.* <sup>19</sup>

The verse above means that it is important for us to be good at speaking, because speaking is a means of communication between fellow humans. Only humans are perfect creatures created by God in this world, because humans are taught by God to express their feelings with words. That is what is in Arabic “Al Bayan “, which is to explain what is felt in the heart, so that languages arise. We also understand the importance of the progress of language because of the progress of science.

---

<sup>18</sup> William Littlewood, *Communicative Language Teaching : An Introduction*. ( Cambridge: Cambridge University Press, 2002) p. 93.

<sup>19</sup> Muhammad Taqi-Ud-Din Al-Hilali and Muhammad Muhsin Khan, *Translation Of The Meaning Of The Noble Qur'an In The English Language*, (Madinah : King Fahd Glorious Qur'an Printing Complex).

From the discussion above, the researcher can conclude that the humans were created as perfect creatures on this earth who have been taught to speak by it because in that learning skills needed to master aspects of language. One expert suggested that "language conventionally distinguish between four aspects of language which are mastered by means 'four skills' listening, speaking, reading, and writing. Speaking is an active productive or output counterparts ". That is, that speaking skills is an ability to produce sound or a meaning actively and be able to cause feedback. Allah SWT also says in Q.S Al-Mujadila : 9

يَا أَيُّهَا الَّذِينَ ءَامَنُوا إِذَا تَنَجَّيْتُمْ فَلَا تَنُجُوا بِالْإِثْمِ وَالْعُدْوَنِ وَمَعْصِيَةِ الرَّسُولِ  
وَتَنُجُوا بِالْبِرِّ وَالنَّقْوَىٰ ۖ وَاتَّقُوا اللَّهَ الَّذِي إِلَيْهِ تُحْشَرُونَ ﴿٩﴾

*converse about sin and aggression and disobedience to the Messenger but converse about righteousness and piety. And fear Allah SWT, to whom you will be retruned. In this verse Allah SWT exhorts to the believers not to talk about the making of sin, hostility and disobedience to the Messenger.*<sup>20</sup>

Allah SWT told us to talk about making a virtue and piety. Then it can be inferred that, according to the teachings of Islam, speaking is to deliver a message to someone with a good road, with a gentle word, don't talk about sin and always talks about the good things. That's the attributes of the believers if seen from the way he speaks.

---

<sup>20</sup> Abdullah Yusuf Ali, The Meaning of Holy Qur'an New Edition Revised Translation, Commentary and Newly Comprehensive Index (Bestville: Amana Publication, 2005), p. 1153.

From the discussion above, the researcher can conclude that speaking is the ability of human being to deliver the message to the listener by the good way in some context, and the listener understand about the message.

وَقُلْ لِعِبَادِي يَقُولُوا الَّتِي هِيَ أَحْسَنُ

The meaning: “And say to My-servants, that they should speak in the most kindly manner” (Q.S Al-Isra’: 53)<sup>21</sup>

Speaking is the verbal use of language to communicate with others.<sup>22</sup> Speaking is the skills that the learners will be judged upon most in a real-life situation. Speaking is an important part of everyday interaction. Most often the first impression of a person is based on his/her ability to speak even he/she speaks fluently or comprehensibly. Thus, the teachers have a responsibility to prepare the learners as much as possible to be able to speak English in a real-life situation. Based on the explanation above, Allah SWT says in Q.S Thaha: 44

فَقُولَا لَهُ قَوْلًا لَّيِّنًا لَّعَلَّهُ يَتَذَكَّرُ أَوْ يَخْشَىٰ

Meaning: “And speak to him mildly, perhaps he may accept admonition or fear (Allah)”<sup>23</sup>

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.

---

<sup>21</sup> Abdullah Yusuf Ali, The Meaning of Holy Qur’an New Edition Revised Translation, Commentary and Newly Comprehensive Index (Bestville: Amana Publication, 2005), p. 1153.

<sup>22</sup> Glenn Fulcher, 2003, *Teaching Second Language Speaking*, New York: Pearson Longman, P.24

<sup>23</sup> Ibid., P. 417

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 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.

## **5. Types of Speaking Activities**

There are many activities that teachers can prepare to promote speaking. Some of the speaking activities are: 1). Discussion : This activity is mostly used by the teacher to teach speaking in classroom. It can be used in individual but mostly in group of students. Through this activity, the students can share their thought and ideas to their friends so the teaching process can be communicative. As Kayi said, "the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on." 2). Role Play and Simulation : Role play activity can lead students to express the language by pretending they are in various social contexts and have a variety of social roles. Simulation is equal with role play but in simulation, it is more elaborated. The students can bring realistic items to make real-life activities. In simulations, students can bring items to the class to create a realistic environment. They increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to

speak for themselves, which means they do not have to take the same responsibility.<sup>24</sup> 3). Communication games : Games are designed to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities. As Applebaum stated, “By learning true communication students will be more motivated to learn and use the target language.”<sup>25</sup> Communication games also can be used to encourage the students to share the information communicatively. It can be one of the tools to give the students the opportunity to express the students feeling or any ideas. 4). Questionnaires : Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

## 6. Games

Games are able to help the students use and practice the target language being learned in a relaxed way. Games are also highly motivating since they are amusing and interesting. For the classroom

---

<sup>24</sup>*Ibid*

<sup>25</sup>Bruce Applebaum, *communicative language Teaching: Theory, Practice and Personal experience*. ( Jurnal MANDIRI: Volume 9, NO 4,2007), p.268.

activities, games can be used in personal, groups, or for the whole class. For this research, the writer used kind of games that is played in the team.

The rules of the game allow some sort of communication among the two or more members of a team in such a game. This is typical in board games such as Monopoly or in the card game Hearts. Many other board games have some of the same characteristics. Players deal with a set of rules, with money, dice, making decisions, and striving to win the game. A substantial amount of learning occurs in such environments.<sup>26</sup>

## 7. Related Study

The writer wants to see the effectiveness of using board games towards students' speaking skill at the Tenth Grade Students of Junior High School. This study was well-done before by many other researchers, Relating with this study, Ika Nur Rahmawati<sup>27</sup> had found in their thesis, with title „Improving the Fourth Grade Students' Speaking Skills through Board Games“, that it was effective to teach English by using a board game. She concluded that the students' speaking skills was improved. The result of the research showed that the use of board games in combination with applying various media in the presentation, using songs, using classroom English, and conducting listening activities was able to improve students' speaking skills.

It is effective and appropriate to use since it can be applied in groups so the students can express their idea using English with their

---

<sup>26</sup> Dave Moursund, *Op.cit.*, p. 112.

<sup>27</sup> Ika Nur Rahmawati, *Improving the Fourth Grade Students' Speaking Skill through board Games*. (Yogyakarta: Universitas Negri Yogyakarta. 2012), p.xiv.

friends in fun way. By learning in groups, students can build the characters of working cooperatively, be self-confident, creative, responsible, honest, and passionate in learning. The effectiveness of using board game is supported by previous finding conducted by Susanti.<sup>28</sup> She developed a board game for vocabulary learning of junior high school students. The result showed that the students were interested in playing the board game for English vocabulary learning. It also affected the students' vocabulary mastery. By playing the board game, it improved the students' mastery in English vocabulary.

In using speaking games to teach, the students are able to get function of games besides mastering speaking skill. Mayer and Harris<sup>29</sup> by using games they can get many life skills as follow: authentic experience, student engagement, social and life skills, and higher-order thinking as some goals in board game.

## **8. Theoretical Framework**

Board game can improve the students speaking because by using board game strategy, can help students reflect and evaluate their learning experience, as well as serve as a useful assessment tool for teachers. Board game also help teachers to activate a learner's prior knowledge concerning a topic or subject and it promotes research, active speaking.

---

<sup>28</sup> Susanti, D. *A Board Game For Vocabulary Learning of Grade X senior High School Students*. (Malang: State University of Malang, 2005), p.2.

<sup>29</sup> Brian Mayer, Christopher Harris. *Libraries Got Games*. (Chicago: American Library Association. 2010). pp.12-16.



By using board games in teaching speaking, the writer expects that the students' speaking skill can be achieved. Games can be used to promote speaking activities. Sometimes students cannot speak up their ideas because they do not know what they should say. By using board games, the students can speak according to the instruction that they must say. It can make easy for student to know what sentence that they can speak up for each material. According to the statement of the problem, this study is conducted to find out the effectiveness of board games towards students' speaking skill.

## **9. Actional Hypothesis**

Hypothesis is a temporary answer towards some problems that occur in the research.<sup>30</sup> The researcher proposes an actional hypothesis that there is an improvement on the students' speaking after being taught by Board Game strategy.

---

<sup>30</sup>Mahsun, *Metode Penelitian Bahasa Tahapan Strategi, Metode, dan Tekniknya*, (Jakarta: PT. Raja Grafindo Persada, 2005), p.13

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Setting**

This research will conduct at MTs State Islamic University of North Sumatera Medan. This research will be conduct at the Eight Grade students.

There ae some considerations why the research chooses as the location of the research, such as :

1. The school had never done this research
2. The researcher found the problem that the students still difficult in speaking.
3. The school welcome that aim to improve the teaching learning quality.

#### **B. Data and Data Source**

In this research, the data of the third research consists of qualitative and quantitative data. Quantitative data is the score of students' speaking skill through board game and qualitative data is the result of interview, observation, documentation.

#### **C. Research Method**

In this research, classroom action research is the method of the research. According to Kemmis and McTaggart<sup>31</sup>, Action research is a form of collective self- reflection enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own

---

<sup>31</sup> Rusydi Ananda et.al, *Peneliitian Tindakan Kelas*, (Bandung : Cipta Pustaka Media, 2015), p. 60

social or educational practices, as well as their understanding of these practices and the situation in which these practices are carried out.

Based on the explanation the researcher or writer concludes that classroom action research is a research to an activity and improving the learning in the classroom. This kind of research has systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and to improve the ways educational setting involved teaching and students learning.

Planning is the first step of the cycle concerned with teaching preparations designed by the researcher. It includes the lesson plan containing the instructional objectives to be achieved, the material to be taught, and the task given to the students as the evaluation of the applied strategy. It deals with making observation sheets and field notes used to collect the data during the learning teaching process as well as designing the criteria of success used in this study.

The second step of the conducted cycle, implementing is the plan deals with the application of the Board Game Strategy. It is for teaching speaking as a speaking in the lesson plan to the student in class. The researcher during the implementation of the strategy, observation is also conducted simultaneously to gather the data needed in the study and make sure that the teaching and learning activities being conducted in line with the prepared lesson plan. And in reflecting of an action, the activity focuses on analyzing the collected data from each is to determine whether or not a following cycle is necessary to be conducted. The cycle will be

stopped if the criteria of And in reflecting of an action, the activity focuses on analyzing the collected data from each is to determine whether or not a following cycle is necessary to be conducted. The cycle will be stopped if the criteria of success used in the study are achieved.

This research is included to a classroom action research (CAR). In this research, the researcher try to improve a certain condition by involving all participants in the place where the study is done, there are planning, implementing, evaluating, and making reflection from the actions that are implemented. The two important factors that can influence the success of the research are discussion and collaboration among the participants.<sup>32</sup> The wholeness of the research process can be seen in the figure below:

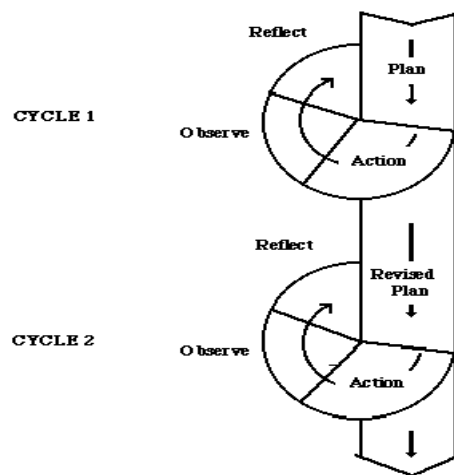


Figure 3.1 Kemmis and McTaggart's Action Research

There are several cycles in the action research, each cycle consists of planning, acting, observing, and reflecting. The first is planning, planning is as reflection of the beginning of a activities to gather information about

<sup>32</sup>Rusydi Ananda et.al, *Penelitian Tindakan Kelas*, (Bandung : Cipta Pustaka Media, 2015), p. 60

situations relevant to the tie of the study. The second is acting, acting is an effort to repair, an increase in or changes carried out based on the plan of action. The third is observing, observing is the activity of collecting the data to supervise to what extent the result of “acting” reach the objective or as the impact of action implemented or worn against the students. The fourth is reflecting, reflecting is activities analysis, intpretation of all the information obtained bye the time the action to eaxmine, seeing and considering the result or the impact of action that can be pulled the conclusion that steady and sharp based on the theory or the result of research there has been and relevant.<sup>33</sup>

#### **D. Techniques of Collecting Data**

To conduct the data of this study the research uses test, observation and interview. The oral test was divided into two parts; the pre-test and the post-test. The form of oral test was interview and monolog test. Because it is oral test, the writer divided the score into five criteria, which are the scores of pronunciation, grammar, vocabulary, fluency and comprehension. Each criteria, then, was rated into five scale of rating scores, it is based on Haris’ scale rating scores.<sup>34</sup>

---

<sup>33</sup>Suyadi, *Panduan Penelitian Tindakan Kelas*, (Yogyakarta:DIVA Press, 2010), p.50

<sup>34</sup>David P. Haris, *Testing English as a Second Language*. (Bombay: Mc. Graw Hill Book Company, 1977), pp. 84-85

**Table 3.2****Five components of grading speaking scale**

<b>Aspects</b>	<b>Criteria</b>	<b>Score</b>
Pronunciation	▪ Have few traces of foreign accent.	5
	▪ Always intelligible, though one is conscious of a definite accent.	4
	▪ Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.	3
	▪ Very hard to understand because of pronunciation problems. Most frequently be asked to repeat.	2
	▪ Pronunciation problems so severe as to make speech virtually unintelligible.	1
Grammar	▪ Makes few (if any) noticeable errors of grammar or word order.	5
	▪ Occasionally makes grammatical and/or word-order errors which do not, however, obscure meaning.	4
	▪ Makes frequent errors of grammar and word order which occasionally obscure meaning.	3
	▪ Grammar and word-order errors make comprehension difficult. Must often rephrase sentences and/or restrict himself to basic patterns.	2
	▪ Errors in grammar and word-order so severe as to make speech virtually unintelligible.	1

Vocabulary	<ul style="list-style-type: none"> <li>▪ Use of vocabulary and idioms is virtually that of a native speaker.</li> </ul>	5
	<ul style="list-style-type: none"> <li>▪ Sometimes uses inappropriate terms and/ or must rephrase ideas because of lexical inadequacies.</li> </ul>	4
	<ul style="list-style-type: none"> <li>▪ Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.</li> </ul>	3
	<ul style="list-style-type: none"> <li>▪ Misuse of words and very limited vocabulary make comprehension quite difficult.</li> </ul>	2
	<ul style="list-style-type: none"> <li>▪ Vocabulary limitations so extreme as to make conversation virtually impossible.</li> </ul>	1
Fluency	<ul style="list-style-type: none"> <li>▪ Speech as fluent and effortless as that of a native speaker.</li> </ul>	5
	<ul style="list-style-type: none"> <li>▪ Speech of speech seems to be slightly affected by language problems.</li> </ul>	4
	<ul style="list-style-type: none"> <li>▪ Speed and fluency are rather than strongly affected by language problems.</li> </ul>	3
	<ul style="list-style-type: none"> <li>▪ Usually hesitant; often forced into silence by language limitations.</li> </ul>	2
	<ul style="list-style-type: none"> <li>▪ Speech is so halting and fragmentary as to make conversation virtually impossible.</li> </ul>	1
Comprehension	<ul style="list-style-type: none"> <li>▪ Appears to understand everything without difficulty</li> </ul>	5
	<ul style="list-style-type: none"> <li>▪ Understands nearly everything at normal speed, although occasional repetition maybe necessary.</li> </ul>	4
	<ul style="list-style-type: none"> <li>▪ Understands most of what is said at</li> </ul>	3

	<p>slowerthan-normal speed with repetitions.</p> <ul style="list-style-type: none"> <li>▪ Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly and with frequent repetitions.</li> <li>▪ Cannot be said to understand even simple conversational English.</li> </ul>	<p>2</p> <p>1</p>
--	--	-------------------

In order to ease the computation, the researcher adopted the small score of J.B Heaton to the scale of 100 as follows<sup>35</sup>:

5 = 85-100

4 = 75-84

3 = 65-75

2 = 55-64

1 = Below 55

After that, to get the mean, the scores from all criteria are sum and divided into five. The pre-test had been given before the treatment was given. Moreover, the post test was given after he had given the treatment to the class. The researcher also used recording as supporting documentation in this study. For gaining a score, the competent teacher helps the writer to do a scoring because the writer has no authority to do the scoring.

---

<sup>35</sup>J.B. Heaton, Writing English Language Test. (London: Longman, 1988), p.100.



### A. Teachnicques of Analysis Data

The technique of analyzing data of this research was applied by using qualitative and quantitative data. The data was xused to describe the situation during teaching learning process. Qualitative data would be analyzed according to Miles and Hubermas, is a comprehensive sourcebook, describing analysis that is directed at tracing out lawful and stable relationships among social phenomena, based on the regularities and sequences that link these phenomena. Their analysis has three main components: data reduction, data display, and drawing and verifying conclusion. Quantitative data would be analyzed in score while the students learned to speak using the board game strategy. Through quantitative data the researcher would know there was improvement or not on the students' achievement speaking abilities using the board game strategy. The researcher apply the following t-test formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$\bar{D}$  = Mean of difference of posttest 1 and posttest 2

D = Difference

N = Subject of the students

In this research the researcher analyzed the qualitative data based on Miles and Huberman<sup>36</sup>, the qualitative analysis consists of three components, such as data reduction: data display, and conclusion drawing.

### **1. Data Reduction**

Data reduction is the process of selecting, focusing simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. It means that the researcher had been reducing the data before , during and after collecting the data as well as analysis teh data. The data reduceed in this study were data found in the interview transcript.

### **2. Data Display**

The next step in analysis the data is data display. It is an organized, compressed assembly of information thet permits conclusion drawing andaction. By displaying the data, the researcher will easy to understand and toanalyse what will happen with the data presented. In this study, the researcher will use essay in displaying the data, because it is most common data display will be used in qualitative research.

### **3. Conclusion Drawing and Verification**

The last step of analysis is draw conclusion and verification. From thestart of the data collection, the qualitative analysis is beginning to decidewhat things means is nothing regulations, patterns, explanation, possibleconfiguration, casual flows and preposition. The conclusion in qualitative research was a new discovery

---

<sup>36</sup>M. Miles and M. Huberman, *Qualitative Data Analysis*, (USA : Sage Publications, 1994), p. 10

that can be an answer of the research problem. The conclusion was from description of the object of this study. Finally, in this step the researcher will get the result and conclusion of the research.

Based on the three components above, the researcher uses conclusion drawing and verification as component to analyse the qualitative data in this research. While, the quantitative data is used to analyse the score of the students, the researcher observes their activities by using board game Strategy that will be given to the students.

## **B. Techniques of Establishing the Trustworthiness**

The trustworthiness of qualitative research generally is often questioned by positivists, perhaps because their concepts of validity and reliability cannot be addressed in the same way in naturalistic work.<sup>37</sup> It is important to establish that the findings of the study are valid. There are various ways to establish a sense of trustworthiness and validity. According to Lincoln and Guba<sup>38</sup>, the basic issue to trustworthiness is: how can an inquirer persuade his/her audiences (including self) that the finding of an inquiry is worth paying attention to, worth taking account of? In this study, the researcher determines four criteria to use as the techniques of trustworthiness inquiry. They are credibility, transferability, dependability, and conformability. In this research the researcher uses the credibility trustworthiness. Credibility contributes to a belief in the trustworthiness of data through the following attributes: (a) prolonged engagement; (b) persistent observations; (c) triangulation; (d) referential

---

<sup>37</sup> Shenton, K. Andrew., *Strategies for Ensuring Trustworthiness in Qualitative Research Projects*. (Education for Information: Northumbria University, 2005) p. 63

<sup>38</sup> Y. S., & Guba, E. G., *Naturalistic inquiry*. (Newbury Park: CA Sage, 2002) p. 289.

adequacy; (e) peer debriefing; and (f) member checks. Triangulation and member checks are primary and commonly used methods to address credibility.

There are four kinds of triangulation. They are data triangulation, investigator triangulation, methodological triangulation, and theoretical triangulation. This research uses two kinds of triangulation. The first is data triangulation, it is a triangulation which uses many sources of data to validate it. The data taken from informant was compared to the data from the other informant. The second is methodological triangulation, it is a triangulation which uses many method to validate data. For instance, the data taken from interview was compared to the data taken from observation which has the same source. In the other words, the researcher limits of the technique of establishing the trustworthiness on credibility through source and methodological triangulations.<sup>39</sup>

---

<sup>39</sup> HB Sutopo, *Metodologi Penelitian Kualitatif*, (Surakarta: UNS Press, 2002), p.78

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **A. Research Findings**

This research was held at MTs State Islamic Univeristy of North Sumatra and the subject of the research at the eighth grade of the school. It was conducted on 3 October, 2019. The implementation of the research is described in this chapter, from the beginning to the end of the cycle. The implementations are planning, action, observing and reflecting. Also about the instrument and procedure of the research are discussed in the chapter.

##### **1. Preliminary Study**

Before conducting the first cycle, the researcher did a preliminary study. This preliminary study is intended to know the students' improvement in speaking. In this preliminary study, the researcher gave board game test, interview, and observation. Spaeing skill is used to evaluate students' improvement and how the result of the scores that they improved. The English teacher made 75 as *Kriteria Kelulusan Minimum* (Minimum Passing Grade) in English lesson. The number of the students who took the test was 32 from the result of reading test in pre-test, the total score of the students was 1.600 and the mean of the students' score 50.

The quantitative data above indicates that the students speaking skill was low. It can be seen from the mean score of the students was 12.5 and the percentage of the students speaking score of the test was 4 students who success or got score up to 75. On the other hand, 28 students unsuccessful or didn't get score up to 75. This data can be seen in appendix .

To support the quantitative data, it can be seen from the qualitative data that is taken by using interview. The researcher was done interviewed the English teacher. It can be seen from the following data:

From the qualitative data above, it could be proven that the reason why the students not motivated in learning English especially speaking skill it caused they cannot express what they want to speak and the students less of vocabulary .

## **2. Cycle I**

In this cycle, the researcher conducted four steps: planning, action, observation, and reflection. In this cycle, there was two meetings which were conducted to the students. A test was given in the end of learning process. The steps of this cycle were:

### **a. Planning**

In this step, the researcher had prepared all of the materials that was used while learning, such as: preparing observation guide, interview guide, conducting the test, preparing the material that was used in Board Game (board marker,

### **b. Action**

In this step, there were some activities which were done by the researcher, including: introduction, main activity, and closing. In introduction, there were some activities had done by the researcher, they were: (1) The researcher was started the lesson by said a prayer. (2) The researcher checked the students attendance and asked the students condition. (3) The researcher warmed up the students by giving some example about the topic that will be discussed in the

class. (4) The researcher motivated the students for learning seriously. (5) The researcher introduced the topic of what they are going to learn.

There were some points had been done by researcher, all the points are put in the lesson plan, they were: competency standard, basic competences, indicator, objectives of learning, prepare the subject matter, learning method, steps of learning activities, learning sources, assessment.

In the main activity, there were some activities had done by the researcher, they were: (1) The researcher adhere a picture on the board (2) The researcher give instruction to the students (3) The researcher divided to a small group. (4). (5) The students was assigned to make a perform of role-play. (6) The researcher given 15-25 minutes to the students to work in their group. (7) The researcher watched the students presentation.

And the last activity of action was closing. In closing there were some activities had done by researcher, they were: (1) The researcher gave the conclusion about the lesson. (2) The researcher ended the lesson and saying a prayer.

### **c. Observation**

Observation proposed to find out information action by the writer in the classroom. The observation was done to observe what the students had done during the teaching learning process. It was about the behavior, attitude, and all activities during the action process. Thus, the result of observation was collected as the data, which is used as a basic reflection.

Quantitatively, the result of test in cycle I it showed that, the total score of the students was 1.640 and the number of students who successes the test still 6 from

32 students, the mean of the students' narrative text score of the test was 18,75. It can be seen that the students' speaking board games in test cycle I was increased but still low. The percentage of the students speaking board games was 31.25% consists of 6 students who successes and got the score 75 or more. So, the test in the first cycle was categorized unsuccessful. This data can be seen in appendix .

The quantitative data above was also strengthened by the qualitative data taken through interview. Interview was also done after implemented the strategy to the English teacher and some students who got the low and high value during learning process. The result of interview with the students as follow: 1. (R) Apakah yang kalian pikirkan setelah belajar speaking bahasa Inggris dengan menggunakan Board Games?, (S1) Setelah belajar dengan menggunakan Board Games Strategy saya lebih banyak mengetahui vocabulary. (S2) lebih semangat dan happy. 2. (R) Apakah belajar menggunakan Board Games bisa meningkatkan kemampuan berbicara bahasa Inggris anda?. (S1) Iya, bisa tapi saya masih bingung , karena vocabulary saya masih kurang (S2) Iya, Board Games strategy ini sangat cocok sekali untuk meningkatkan speaking. The transcription of interview could be seen in appendix .

Based on the interview above, there was improving of the students' speaking. The result showed the improvement of the students' score from the pre test to the cycle I. In the pre test, the students who got the score 50 or more were 4 of 32 students (12,5%). In test of cycle I, the students who got the score 5,125 or more were 6 of 32 students (18.75 %). The improvement of the pre test can be seen in 31,25%. It could be concluded that the students' speaking skill not successfully. So, the researcher was conducted cycle II.



From the students' response and the students speaking skill score above, the researcher stated to continue in cycle two hopefully be better than before. The second cycle was held to achieve the improvement score of the students in speaking skill.

#### **d. Reflection**

Reflection was an evaluation from the action which has been done before. It is used to help the researcher made decision by analyze the situation and the students difficulties or in understanding the lesson. Through the reflection, the researcher knew the result of the students after did the test.

Based on the result of the score of the test in cycle I and also observation, action of improvement was needed. Actually, students' score in test of cycle I was improved than the score of pre test. But, it needed more improvement in their speaking skill because some of them still low of vocabulary.

### **3. Second Cycle**

Based on the result of the first cycle, the researcher continued to do the second cycle. The first cycle indicated that students speaking skill was still low. It happened because of the students got difficulties to speak and much of their low of vocabulary score still not achieved the minimum passing grade.

#### **a. Planning**

In this step, the researcher prepared the new material that was enclosed in lesson plan. The researcher prepared lesson plan an emphasized teaching-learning process in teaching speaking skill. The researcher focused to solve problem found in cycle I especially related to the language used, and also the way to motivate students to be more active. The action plans of cycle II are as follows.

In addition , to know the improvement the students' speaking skill , the researcher prepared the instrument of second cycle to collect data .

### **b. Action**

In this step, there were some activities which were done by the researcher, including: introduction, main activity, and closing. In introduction, there were some activities had done by the researcher, they were: (1) The researcher was started the lesson by said a prayer. (2) The researcher checked the students attendance and asked the students' condition. (3) The researcher warmed up the students by giving some example about the topic that will be discussed in the class. (4) The researcher motivated the students for learning seriously. (5) The researcher introduced the topic of what they are going to learn.

In the main activity, there were some activities had done by the researcher, they were: 1) Teacher explain the material 2) Teacher explain the material and write on whiteboard. 3) Teacher writes a important keyword to the student 4) The students rewrite the words. 5) If there are some students write the words incorrectly, the teacher points another student that can write the word correctly, and points another student who cannot write the word correctly.

And the last activity of action was closing. In closing there were some activities had done by researcher, they were: (1) The researcher gave the conclusion about the lesson and the researcher gave motivation to the student. (2) The researcher ended the lesson and saying a prayer.

### **c. Observation**

The observation was done in the second cycle. All the activities during the teaching learning process had been observed. They were as follows: 1). Most of

the students were active and interested while learning, 2) Many students thought silent way method in board games to improve their speaking 3).The mean score of the students was categorized success is 72.12

Quantitatively, the result of test in the cycle II, it showed that the total score of the students was 2,308 and the number of students who success the test was 22 students, and the mean of the students speaking board games strategy of the test was 72,12. It could be concluded that the students speaking score in the test cycle II was improved. So, the test in cycle II was categorized successful. The data can be seen in appendix .

Based on the data observation, there was an improvement in the teaching learning process. The teacher could improve the students' speaking skill. The result of test in cycle II , it showed that the total score of the students was 2,308 and the number of the students who took the test was 32. So, the mean of the students' score of the test was 72,12. It can be seen that the students' score in speaking was increased. The percentage of the students' score of the test in cycle II was 32 students who passed or got score up to 75, it was 68,75 %. On the other hand, 10 students failed or didn't get score up to 75 . So, test in cycle II was categorized successfully. This data can be seen in the appendix .

Based on data above, the result showed the improvement of the students' score from the test in cycle I to the test in cycle II . In the test in cycle I, the students who got the score 75 or more were 6 of 32 students (18,75%). In the test in cycle II, the students who got the score 75 or more were 22 of 32 students (68,75 %). The improvement of the test in cycle I to the cycle II was about 88 %. In this also used to test the hyphothesis in the research, from the computation

above, it could be seen that coefficient of  $t_{\text{observed}} = 16.966$  and  $t_{\text{table}}$  to  $df = N-1 = 32-1 = 31$ , with fact level  $\alpha = 0,05$  was . In the coefficient of  $t_{\text{observed}}(1,69) > t_{\text{table}} (16.966)$ . Thus, alternative hypothesis ( $H_a$ ) could be received. Based on finding, alternative hypothesis ( $H_a$ ) saying that Board Games Strategy could be improved the students' reading. This data can be seen in the appendix.

#### **d. Reflection**

After the researcher given a post-test II for evaluation, the researcher concluded that the researcher found the students score improved after checked the students test, and the researcher ability in teaching speaking showed the improvement too.

The researcher motivated thehas students, it made the students' score improved. It can be seen from the mean of the students' score. In the pre-test, the students who got the score 75 or more were 4 of 32 students (12,5 %). In the post test of cycle I, the students who has got score 75 or more were 6 of 26 students (18.75%). In the post test of cycle II, the students who has got a score 75 or more were 22 of 10 students (68,75%).

In the first test there was 12,5% (4 students) who has got a score 75 or more. In the second test there was 18.75% (6 students) who has got a score 75 or more. It means that there was improvement about 31.25%. In the third test there was 68.75% (22 students) who got the score 75 or more. There was improvement about 87.5%. . Most of students' speaking improved from the first test to the third test. It made the researcher felt to stop until this cycle (cycle II) because the students' score in speaking was improved through silent way strategy.

## B. DISCUSSION

The research was conducted to find out the improving of students' speaking . Board games could be used by the teacher in teaching English especially to help the students to improve the students speaking . This also had been proved by the result of observation and interview. Both of them showed that students speaking got improved since silent way method applied either in cycle I or in cycle II though the result in cycle I was still not enough.

The mean of the students' score in the pre test was 50 . It was low because only 4 students who has got a score 75 and more. The mean of the students' score test in cycle I was 51.25. It was higher than the pre test. The mean of the students' score test in cycle II was 74 . It was higher than the test in cycle I.

Then, the percentage of the students who has got a score 75 and more in the pre test was 4 of 32 students (12,5%). The percentage of the students' who has got a score 75 and more test in cycle I (18.75 %) and test in cycle II(68.75%) . The improvement of the competent students percentage from the pre test to test in cycle II was 87.5%. It indicated that the improvement of the students' achievement in reading in narrative text was significant.

Based on the result of the qualitative data which was taken from the observation sheet an the interview report, it was found that the class ran effectively. The students paid attention to the teacher during the teaching learning process. They were also spirit in reading and enjoying the learning process. Then, it can be said that the qualitative data was also showed the improvement of the teacher's and the stuednts' activities during the teaching learning process. It

indicated that the application of Board Games could motivate the students became more enthusiastic in learning speaking.

From the explanation above, it could be concluded that the result of the research showed that the application of Board Games Strategy could improve the students' achievement speaking in board games. It could be proven by the quantitative data which showed the students' score got better from the test in cycle I and cycle II . It also could be proven by the qualitative data which showed that the teacher got better in controlling the class and the students' were more active and enthusiastic learning speaking.

The mean of the students' score in the diagnosa test was 66.45 . It was low because only 4 students who has got a score 75 and more. The mean of the students' score test in cycle I was 69,51. It was higher than the diagnosa test. The mean of the students' score test in cycle II was 79.83 . It was higher than the test in cycle I

Then, the percentage of the students who has got a score 75 and more in the pre test was 4 of 32 students (12,5%). The percentage of the students' who got the score 75 and more test in cycle I (18.75%) and test in cycle II (68.75%) . The improvement of the competent students percentage from the pre test to test in cycle II was 87,5%. It indicated that the improvement of the students' achievement in speaking was significant.

Based on the result of the qualitative data which was taken from the observation sheet an the interview report, it was found that the class ran effectively. The students paid attention to the teacher during the teaching learning process. They were also spirit in reading and enjoying the learning process. Then,

it can be said that the qualitative data was also showed the improvement of the teacher's and the students' activities during the teaching learning process. It indicated that the application of Board Games could motivate the students became more enthusiastic in learning speaking .

From the explanation above, it could be concluded that the result of the research showed that the application of Board Games could improve the students' achievement in speaking . It could be proven by the quantitative data which showed the students' score got better from the test in cycle I and cycle II . It also could be proven by the qualitative data which showed that the teacher got better in controlling the class and the students' were more active and enthusiastic learning speaking.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

Based on the result of the research, it could be concluded that teaching speaking by using Board Games could improve the students' speaking skill.

In the preliminary study, quantitatively showed that score of the students was 1.600 and the mean of the students' score 50. The percentage of the students' score of the test was 4 students who passed or got score up to 75, it was only 12,5%. There was 28 students who got failed or didn't get score up to 75 and it was 87,05%. Qualitatively showed from the result of observation and the interview, it can be proven that the students' improvement in speaking was not good yet and low in speaking test of the pre test.

In the cycle I, quantitatively showed that the total score of the students was 1640 and the mean of the students' score of the test was 51.25. The percentage of the students' score of test in cycle I was 6 students who passed and got score 75 or up to 75 it was only 18.75 %. On the other hand, 26 students failed or didn't get score up to 75 and it was 81.25 %. So, test in cycle I was categorized improved. Qualitatively, showed from the result of observation and interview, it can be concluded that the students felt enjoyable, easier, and interesting to learn by using Board Games.

In the cycle II, quantitatively showed that the total score of the students was 2308 and the mean of the students' score of the test was 72. The



percentage of the students' score of the test in cycle II was 22 students who passed and got score 75 or up to 75 it was only 72.12 %. On the other hand, 10 students failed or didn't get score up to 75. So, test in cycle II was categorized successfully. Qualitatively, showed from the result of observation, it can be concluded that board games could be improved the students' speaking skill.

## **B. Suggestions**

The finding of the research is expected to be useful for the teacher, the students, the institution and other researchers.

### **1. For the English Teacher**

It is suggested to English teacher, especially in the speaking activities to build a comfortable atmosphere and encourage the students to speak English. Teacher also needs to apply activities which make the students confident to speak English. In the activities which work on fluency, teacher should let the students speaking even they have mistakes without any interruption (i.e. giving feedback or correction). While in the activities which work on accuracy, teacher may give feedback or correction to the students' mistakes directly or indirectly. In the speaking activities teacher should properly give the students model of language as the input, which was in the spoken form. After presenting the model of language teacher should also provide adequate practices before going to the production stage. In applying speaking activities teacher should consider which activities that engage the students' participation and give the students more chance to speak. Games are the example of activities which attract the students and engage them to speak up. For the Student

## 2. For the Students

In English lessons, it is suggested that students should make the best use of the learning process in the classroom and give positive contribution, so they get effective learning. They also need to be aware of their own needs and find additional materials from any sources. To be a fluent speaker students should attempt to get more confidence and do not have to be afraid of making mistakes. On the other hand, the students also need to pay attention to their performance, so they can speak more accurately.

## 3. For the Resrachers

The researcher should develop group Board Game technique in teaching English, because the students' speaking skill can improve by it.

## 4. For Other Researchers

It is suggested for other researchers who will conduct the similar research to improve and explore other kinds of teaching speaking techniques. If they will use board games to improve speaking skills, it is suggested to vary the topics and make the board games in more professional and sophisticated form, for example making them in 3D version with complicated routes to make them more attracting and challenging. To conduct research which focused on other language skills, board games can be adapted to other English teaching materials (not only language expressions, but also functional texts or genre texts).



## REFERENCES

Arthur Hughes, *Testing for Language Teachers*, (Cambridge: Cambridge University Press, 2003).

Abdullah Yusuf Ali, *The Meaning of Holy Qur'an New Edition Revised Translation*, Commentary and Newly Comprehensive Index (Bestville: Amana Publication, 2005).

A. L. Chaney “ Teaching Oral Communication”, in Emma Rosana Febriyanti, *Teaching Speaking of English as Foreign Language: Problems and Solutions*, (Banjarmasin: FKIP Universitas Lambung Mangkurat, 2005)

Bruce Applebaum, *Communicative Language Teaching: Theory, Practice and Personal Experience*. ( MANDIRI, VOLUME 9, NO.4: 2007).

Bruce Applebaum, *communicative language Teaching: Theory, Practice and Personal experience*. ( Juarnal MANDIRI: Volume 9, NO 4, 2007).

Brian Mayer, Christopher Harris. *Libraries Got Games*. (Chicago: American Library Association. 2010).

Didik Santoso. 2017. *Keterampilan Berbicara Bahasa Inggris*, Medan: Duta Azhar.

David P. Haris, *Testing English as a Second Language*. (Bombay: Mc. Graw Hill Book Company, 1977).

Hendry Guntur Tarigan, *Berbicara Sebagai Suatu Keterampilan Berbahasa*. (Bandung: Angkasa, 2008).

Harmer, J. (2001). *Practice of English Language Teaching*. Edinburgh Gate: Longman.

HB Sutopo, *Metodologi Penelitian Kualitatif*, (Surakarta: UNS Press, 2002).

Ika Nur Rahmawati, *Improving the Fourth Grade Students' Speaking Skill through board Games*. (Yogyakarta: Universitas Negeri Yogyakarta. 2012).

Jack C. Richards. 2008. *Teaching Listening and Speaking; From Theory to Practice*. New York: Cambridge University Press.

Jeremy Harmer, *The practice of English language Teaching*. ( Cambridge UK: Pearson Longman, 2007).

Jeremt Harmer, *The Practice of English Language Teaching 4th edition*, (England: pearson, 2007).

Jack C. Richards, *Communicative Language Teaching Today*, (new York: Cambridge University Press, 2006), p.23. J.B. Heaton, *Writing English Language Test*. (London: Longman, 1988).

J.B. Heaton, *Writing English Language Test*. (London: Longman, 1988).

Koponen, M. "let your language and thoughts flow! Is there a case for 'fluency' in ELT and applied linguistic?" insari lioma, *Assesing speaking*. (cambridge: cambridge: University Press, 2004).

L. Chaney " Teaching Oral Communication", in Emma Rosana Febriyanti, *Teaching Speaking of English as Foreign Language: Problems and Solutions*, (Banjarماسin: FKIP Universitas Lambung Mangkurat, 2005).

Muhammad Taqi-Ud-Din Al-Hilali and Muhammad Muhsin Khan, *Translation Of The Meaning Of The Noble Qur'an In The English Language*, (Madinah : King Fadh Glorious Qur'an Printing Complex).

Mahsun, *Metode Penelitian Bahasa Tahapan Strategi, Metode, danTekhniknya*, (Jakarta: PT. Raja Grafindo Persada, 2005).

M. Miles and M. Huberman, *Qualitative Data Analysis*, (USA : Sage Publications, 1994).

Rusydi Ananda et.al, *Peneliitian Tindakan Kelas*, (Bandung : Cipta Pustaka Media, 2015).

Suyadi, *Panduan Penelitian Tindakan Kelas*, (Yogyakarta:DIVA Press, 2010).

Scott Nicholson, *Everyone Plays at the library*. (New Jersey: Information Today, Inc.2010).

Susanti, D. *A Board Game For Vocabulary Learning of Grade X senior High School Students*. (Malang: State University of Malang, 2005).

Shenton, K. Andrew., *Strategies for Ensuring Trustworthiness in Qualitative Research Projects*. (Education for Information: Northumbria University, 2005).

Syafaruddin, 2013. *Panduan Penulisan Skripsi*. Medan : IAIN SU

Wiliam littlewood, *Communicative Language Teaching : An Introduction*.n ( cambridge: Cambridge univerity Press, 2002).

Y. S, & Guba, E. G,*Naturalistic inquiry*. (Newbury Park: CA Sage, 2002).

**APPENDIX I****Lesson Plan**

**Nama Sekolah :** MTs Islamis University of North Sumatra  
**Medan**

**Mata Pelajaran :** Bahasa Inggris.

**Kelas/Semester :** VIII 1 (Delapan)

**Jenis Teks :** Transactional / Interpersonal

**Aspek / Skill :** Berbicara

**Alokasi Waktu :** 2 x 40menit

**Standar Kompetensi :**

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

**Kompetensi Dasar :**

- 1.1. Merespon makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat

**Indikator**

- Merespon ungkapan mengingkari fakta.
- Merespon ungkapan mengakui fakta.

**Materi Pembelajaran**

Contoh ungkapan tentang To deny and admit something.

(To deny and admit something)

To deny something	To admit something
<ul style="list-style-type: none"> <li>• No, I didn't do that</li> <li>• No, I did not.</li> <li>• It wasn't my fault</li> <li>• I swear it wasn't me</li> <li>• I certainly do nothing</li> <li>• Absolutely not me</li> <li>• I'm not that kind of person</li> <li>• No way</li> </ul>	<ul style="list-style-type: none"> <li>• Yes, I did that</li> <li>• I'm sorry</li> <li>• Sorry, I have lost it</li> <li>• I know that's my mistake</li> <li>• It is my fault. I'm so sorry</li> <li>• Forgive me for...</li> <li>• I admit it</li> </ul>

Script :

Father : Rian, don't forget to water the plants. They will be dead if you do not water them twice a day.

Rian : Okay, Dad. I won't forget.

Father : Rian, the plants are dead. I've told you to water them. Did you water them yesterday?



Rian : Ummm.... Yes, I did.

Farther : But, why are the plants dead now? Don't lie to me.

Rian : **I don't lie , Dad**

Father : Lying is a bad habit, isn't it? Now tell me. Did you water the plants yesterday?

Rian : **No, I didn't I'm sorry.**

Father : So you didn't water the plants.

Rian : Actually I forgot, Dad. I promise I won't forget next time.

Father : Promise me you won't lie next time.

Rian : **I promise.**

### 3. Metode / Teknik Pembelajaran

Teknik : Eksplorasi , Elaborasi , dan Konfirmasi

- Ceramah
- Drill
- Tanya Jawab
- Diskusi

### **Langkah – langkah Kegiatan:**

#### **e. Kegiatan Pendahuluan (10 menit)**

##### **- Persiapan Berdoa**

Murid disiapkan untuk berdoa

##### **- Greeting**

“ Good Morning everyone. How are you today?”

**- Absensi**

“ Who is absent today?”

**f. Kegiatan Inti (45 menit)**

**Ekplorasi ( 5 menit )**

- Brainstorming ideas
- Mendengarkan audio tentang ungkapan mengakui dan mengingkari fakta.

**Elaborasi ( 25 menit )**

- Menerangkan mengenai ungkapan mengakui dan mengingkari fakta.
- Mengerjakan soal di worksheet.
- Menentukan makna dan fungsi kalimat yang didengar
- Mempraktekkan hasil kerja secara berpasangan.

**Konfirmasi ( 5 menit )**

- Guru membetulkan pronunciation yang benar pada siswa
- Guru mengoreksi dan membetulkan jawaban siswa bersama sama dengan siswa

**c. Kegiatan Penutup (5 menit)**

1. Memberikan kesimpulan.
2. Menyampaikan rencana pembelajaran selanjutnya.
3. Menutup pelajaran dengan berdoa.

### Sumber Belajar

- Buku teks yang relevan : - English in Focus for Grade VIII halaman 2 s.d. 4.
- Script percakapan
- Slide
- Kamus

### Penilaian

a.Teknik : Merespon ungkapan / pertanyaan secara lisan dan tertulis.

b.Bentuk : Pertanyaan lisan dan tertulis

c.Instrumen : Terlampir

- Rubrik penilaian listening

No	Uraian	Skor
1.	Memahami kata atau ungkapan yang di dengar	
	g. Dapat memahami dengan baik	3
	h. Kurang bisa memahami makna kata yang di dengar	2
	i. Tidak bisa memahami makna yang di dengar	1
2.	Menangkap informasi dalam dialog yang di dengar	
	7. Dapat menangkap informasi yang di dengar dengan baik	3
	8. Kurang bisa menangkap informasi yang di dengar	2
	9. Tidak dapat menangkap informasi yang di dengar	1
3.	Mengetahui kata- kata yang di dengar untuk melengkapi dialog rumpang	
	g. Dapat menangkap seluruh kata dengan benar.	3

	h. Dapat menangkap sebagian kata dengan benar.	2
	i. Tidak dapat menangkap kata dengan benar.	1

• **Rubrik Penilaian Speakin**

No	Kriteria	Skor
<b>1.</b>	Pelafalan ( Pronounciation )	
	- Lafal dapat di pahami meskipun dengan aksen tertentu	4
	- Ada masalah dalam pengucapan sehingga membuat pendengar harus sangat fokus dan kadang kadang menimbulkan kesalahpahaman.	3
	- Sulit di mengerti karena ada masalah dalam pelafalan dan frekuensinya sering.	2
	- Hampir selalu keliru dalam pelafalan sehingga tidak dapat di mengerti	1
<b>2.</b>	Kelancaran ( Fluency )	
	- Dialog lancar, sangat sedikit menemui kesulitan.	4
	- Tidak terlalu lancar karena menemui kesulitan bahasa	3
	- Sering ragu dan berhenti karena keterbahasan bahasa	2
	- Sering berhenti dan diam selama dialog sehingga dialog tidak tercipta	1
<b>3.</b>	Comprehension	
	- Seluruh isi percakapan dapat di pahami meskipun sesekali ada pengulangan pada bagian bagian tertentu	4
	- Sebagian isi percakapan dapat di mengerti meskipun ada beberapa pengulangan.	3

	<ul style="list-style-type: none"> <li>- Sulit untuk mengikuti dialog yang dilakukan kecuali pada bagian dialog umum dengan percakapan yang perlahan lahan dan banyak pengulangan.</li> </ul>	2
	<ul style="list-style-type: none"> <li>- Tidak dapat di pahami bahkan dalam bentuk dialog yang singkat sekalipun</li> </ul>	1

**Medan, 03 – Oktober - 2019**

**Teacher**

**Researcher**

**(Masyita M.Hum)**

**(Intan Armida)**

**NIP.**

**NIM. 34154162**

## APPENDIX II

### Lesson Plan

**Nama Sekolah** : MTs Islamis University of North  
Sumatra Medan

**Mata Pelajaran** : Bahasa Inggris.

**Kelas/Semester** : VIII 1 (Delapan)

**Jenis Teks** : Transactional / Interpersonal

**Aspek / Skill** : Berbicara

**Alokasi Waktu** : 2 x 40menit

**Standar Kompetensi** : 1. Memahami makna dalam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan sekitar.

**Kompetensi Dasar** : 1.1. Merespon makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat

**Indikator** : Merespon ungkapan ungkapan :

- Meminta dan memberi pendapat

## Materi Pembelajaran

### Asking for opinion and giving help

To ask for opinion and give opinion

Asking for opinion	Responses
What do you think of....?	I think....
What"s your opinion about.....?	In my opinion..... From my opinion of view.....
How do you feel about....?	We must ....
What should we do....	No, you don"t.... / Yes you should...
Do I should.....	Perfect / lovely great
Do you think is it Ok if I .....?	I wonder If ..
Look at this ! What is your opinion?	Sorry I have no idea That is a good idea
What is your idea?	I can"t say anything
What about...?	I don"t know

### Metode Pembelajaran / Teknik :

- Elaborasi, Eksplorasi, Konfirmasi ( Teknik )
- Explaining
- Drill
- Games
- Diskusi



## **Langkah-langkah Kegiatan**

### **a. Kegiatan Pendahuluan**

#### **-Persiapan Berdoa**

Murid disiapkan untuk berdoa

#### **- Greeting**

“ Good Morning everyone. How are you today?”

#### **- Absensi**

“ Who is absent today?”

#### **- Membahas PR**

Guru bersama sama siswa membahas PR yang diberikan pada pertemuan sebelumnya.

#### **- Brainstroming**

Guru membantu siswa untuk menebak materi yang akan di pelajari

### **b. Kegiatan Inti ( 70’)**

#### **Eksplorasi ( 10’)**

- Tanya jawab berbagai hal terkait kondisi siswa.
- Guru menerangkan ungkapan-ungkapan yang digunakan untuk meminta dan memberi pendapat.
- Guru memberi contoh ungkapan meminta dan memberi pendapat.

**Elaborasi ( 50')**

- Siswa mendengarkan dan menirukan apa yang diucapkan oleh guru.
- Menentukan makna dan fungsi kalimat yang didengar.
- Siswa mengerjakan soal dan mempraktekkannya di depan kelas secara berpasangan.

**Konfirmasi ( 10')**

- Menanyakan kesulitan siswa selama PBM mengenai materi terkait
- Membenarkan pronouncition yang benar

**c. Kegiatan Penutup ( 5')**

1. Memberikan kesimpulan.
2. Memberi tahu siswa tentang materi yang akan di pelajari pada pertemuan selanjutnya.
3. Menutup pelajaran dengan berdoa.

**Sumber Belajar**

- a. Buku teks yang relevan : - Effective English hal 50-52.
- b. Worksheet
- c. Gambar-gambar yang relevan
- d. Kamus

### Penilaian

Teknik : Merespon ungkapan / pertanyaan secara lisan dan tulis.

Bentuk : Pertanyaan tertulis.

Instrumen : terlampir

Rubrik Penilaian :

- Rubrik penilaian listening

No.	Uraian	skor
1.	Memahami kata atau ungkapan yang di dengar	
	j. Dapat memahami dengan baik	3
	k. Kurang bisa memahami makna kata yang di dengar	2
	l. Tidak bisa memahami makna yang di dengar.	1
2.	Menangkap informasi dalam dialog yang di dengar	
	10. Dapat menangkap informasi yang di dengar dengan baik	3
		2
	11. Kurang bisa menangkap informasi yang di dengar	1
	12. Tidak dapat menangkap informasi yang di dengar	
3	Mengetahui kata- kata yang di dengar untuk melengkapi dialog rumpang	
	j. Dapat menangkap seluruh kata dengan benar.	3
	k. Dapat menangkap sebagian kata dengan benar.	2
	l. Tidak dapat menangkap kata dengan benar.	1

### Rubrik Penilaian Speaking

No.	Kriteria	Skor
1.	<p>Pelafalan ( Pronunciation )</p> <ul style="list-style-type: none"> <li>- Lafal dapat di pahami meskipun dengan aksen tertentu</li> <li>- Ada masalah dalam pengucapan sehingga membuat pendengar harus sangat fokus dan kadang kadang menimbulkan kesalahpahaman.</li> <li>- Sulit di mengerti karena ada masalah dalam pelafalan dan frekuensinya sering.</li> <li>- Hampir selalu keliru dalam pelafalan sehingga tidak dapat di mengerti</li> </ul>	<p>4</p> <p>3</p> <p>2</p> <p>1</p>
2.	<p>Kelancaran ( Fluency )</p> <ul style="list-style-type: none"> <li>- Dialog lancar, sangat sedikit menemui kesulitan.</li> <li>- Tidak terlalu lancar karena menemui kesulitan bahasa</li> <li>- Sering ragu dan berhenti karena keterbahasan bahasa</li> <li>- Sering berhenti dan diam selama dialog sehingga dialog tidak tercipta</li> </ul>	<p>4</p> <p>3</p> <p>2</p> <p>1</p>
3.	<p>Comprehension</p> <ul style="list-style-type: none"> <li>- Seluruh isi percakapan dapat di pahami meskipun sesekali ada pengulangan pada bagian bagian tertentu</li> </ul>	<p>4</p>

	- Sebagian isi percakapan dapat di mengerti meskipun ada beberapa pengulangan.	3
	- Sulit untuk mengikuti dialog yang dilakukan kecuali pada bagian dialog umum dengan percakapan yang perlahan lahan dan banyak pengulangan.	2
	- Tidak dapat di pahami bahkan dalam bentuk dialog yang singkat sekalipun	1

**Medan, 04 - Oktober - 2019**

**Teacher**

**Researcher**

**(Masyita M.Hum)**

**(Intan Armida)**

**NIP.**

**NIM. 34154162**

### APPENDIX III

#### Lesson Plan

**Nama Sekolah** : MTs Islamis University of North Sumatra  
Medan

**Mata Pelajaran** : Bahasa Inggris

**Kelas/Semester** : VIII 1 (Delapan)

**Jenis Teks** : Transactional / Interpersonal

**Aspek / Skill** : Berbicara

**Alokasi Waktu** : 2 x 40 menit

**Standar Kompetensi** : 1. Memahami makna dalam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan sekitar.

**Kompetensi Dasar** : 1.1. Merespon makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat

**Indikator** :

1. Merespon ungkapan meminta jasa dengan sopan.

2. Merespon ungkapan memberi jasa dengan sopan.
3. Merespon ungkapan menolak jasa dengan sopan
4. Merespon ungkapan menerima jasa dengan sopan.

### **Materi Pembelajaran**

Percakapan-percakapan singkat memuat ungkapan-ungkapan berikut:

To ask for help service.

Asking for help/service	Giving help
<ul style="list-style-type: none"> <li>• Could you do me a favour?</li> <li>• Please close the door</li> <li>• Can you help me, please?</li> <li>• Would you help me with my homework?</li> <li>• Do you mind posting this letter?</li> <li>• Would you please move this chair?</li> </ul>	<ul style="list-style-type: none"> <li>• OK</li> <li>• Sure</li> <li>• Certainty</li> <li>• No problem</li> <li>• Sure</li> </ul>



Refusing help
<ul style="list-style-type: none"> <li>• Sorry, I can't right now.</li> <li>• I can't do that</li> <li>• No, I can do it myself.</li> </ul>

### Script :

#### Task 1

1. Teacher : Can you help me open the door?
2. Teacher : Would you please clean the blackboard?
3. Teacher : Could you please wash my car?
4. Teacher : Could you please turn on the lamp?
5. Teacher : Can you help me plant a tree?

#### Task 2

Tina : Excuse me, Could you help me please?( 1 )

Andi :Sure. What can I do for you? ( 2 )

Tina : Someone stole my bag. Andi : Just a moment I will call the police.

Tina : I appreciate your help.

#### Dialogue 2

Toni : Can you pass me my tool bag please?(3)

John : Sure , what is it? (4)

Toni : Will you do me a favour? (5), please?

John : no problem.

**Metode Pembelajaran / Teknik :**

- Elaborasi, Eksplorasi, Konfirmasi ( Teknik )
- Explaining
- Drill
- Tanya jawab
- Diskusi

**Langkah-langkah Kegiatan**

**c. Kegiatan Pendahuluan ( 10’)**

- Greeting
- Absensi
- Membahas PR

**d. Kegiatan Inti ( 45’)**

**Eksplorasi ( 10’)**

- Tanya jawab berbagai hal terkait kondisi siswa.
- Mendengarkan lagu terkait pelajaran “ can you help me?” dan menyanyikan lagu bersama-sama.
- Mendengarkan audio asking for help and service.

**Elaborasi ( 30')**

- Mendengarkan audio dan mengerjakan soal d worksheet.
- Melakukan games of asking, giving, and refusing help/service
- Menerangkan mengenai ungkapan meminta, memberi, dan menolak jasa..
- Menentukan makna dan fungsi kalimat yang didengar
- Menanyakan kesulitan siswa selama PBM.
- Menyimpulkan materi pembelajaran.

**Konfirmasi ( 5')**

- Guru bersama siswa membahas soal yang dikerjakan bersama sama
- Guru mempertanyakan kembali apa saja ekspresi asking for things yang telah di dengar pada game tadi
- Guru mengecek pemahaman siswa tentang asking for things.

**c. Kegiatan Penutup ( 5')**

- Menanyakan kesulitan siswa selama PBM.
- Menyimpulkan materi pembelajaran
- Menugaskan siswa untuk menggunakan ungkapan-ungkapan yang dipelajari dalam situasi yang sesungguhnya.
- Memberikan PR.

### Sumber Belajar

- a. Buku teks yang relevan : - the bridge English competence, hal 40
- b. Worksheet
- c. Gambar-gambar yang relevan

### Penilaian

- d. Teknik : Merespon ungkapan / pertanyaan secara lisan dan tulis.
- e. Bentuk : Pertanyaan tertulis.
- f. Instrumen : terlampir
- g. Pedoman Penilaian:
  - Rubrik Penilaian Speaking

No.	Kriteria	Skor
1.	Pelafalan ( Pronounciation )	
	- Lafal dapat di pahami meskipun dengan aksen tertentu	4
	- Ada masalah dalam pengucapan sehingga membuat pendengar harus sangat fokus dan kadang kadang menimbulkan kesalahpahaman.	3
	- Sulit di mengerti karena ada masalah dalam pelafalan dan frekuensinya sering.	2
	- Hampir selalu keliru dalam pelafalan sehingga tidak dapat di mengerti	1
2.	Kelancaran ( Fluency )	
	- Dialog lancar, sangat sedikit menemui kesulitan.	4
	- Tidak terlalu lancar karena menemui kesulitan bahasa	3

	- Sering ragu dan berhenti karena keterbahasan bahasa	2
	- Sering berhenti dan diam selama dialog sehingga dialog tidak tercipta	1
3.	Comprehension	
	- Seluruh isi percakapan dapat di pahami meskipun sesekali ada pengulangan pada bagian bagian tertentu	4
	- Sebagian isi percakapan dapat di mengerti meskipun ada beberapa pengulangan.	3
	- Sulit untuk mengikuti dialog yang dilakukan kecuali pada bagian dialog umum dengan percakapan yang perlahan lahan dan banyak	2
		1

**Medan, 10 - Oktober - 2019**

**Teacher**

**Researcher**

**(Masyita M.Hum)**

**(Intan Armida)**

**NIP.**

**NIM. 34154162**

## APPENDIX IV

### PRE-TEST

**In pairs, answer the questions with the appropriate responses based on the context given. (secara berpasangan, jawab pertanyaan dengan menggunakan respon yang sesuai dengan konteks yang diberikan).**

- Andi's father found that the glass was broken and Andi **denies** that he did it. Andi's \_\_\_\_\_ Yesterday, I found that the glass was broken.  
Did you \_\_\_\_\_  
Father : break the glass, Andi?  
Andi : \_\_\_\_\_
- Bayu borrowed Dika's pencil but he lost it. Bayu **admits** what he did.  
Dika : You have borrowed my pencil for a week. Did you lose it, Bayu?  
Bayu : \_\_\_\_\_
- The teacher knows that Aji doesn't do his homework and Aji **admits** it. The teacher : Today we are going to check our homework. Is it true that you don't do your homework, Aji?  
Aji : \_\_\_\_\_
- \_\_\_\_\_ borrowed Desi's book but she lost it. Gita **denies** what she did.  
Desi : You have borrowed my book for five days. Did you lose it, Gita?  
Gita : \_\_\_\_\_
- Nura made Elsa's T-shirt dirty but Nura **denies** what she did.  
Elsa : After drawing some animals with you, I found that my Tshirt was dirty. You did it, didn't you?  
Nura : \_\_\_\_\_

## APPENDIX V

### POST TEST I

#### BOARD GAMES 1

Expressions	: asking for an opinion and giving an opinion
Equipments	: board games, counters, a dice, cards
Rules	<p>: 1) This game can be played by 2-4 players. All players should use. English to speak and may not use other language (compulsory).</p> <p>2) Decide with other players who will get the turn to roll the dice (first, second, third and so on).</p> <p>3) Then, put the counters at the start.</p> <p>4) Roll the dice. The numbers on the dice show you how many blocks that your counter should step on.</p> <p>5) Then move your counter as many as the number on the dice you get.</p> <p>6) If you stop on the (BLUE) block, you have to take a blue card. The instruction written on the card tells you what you have to do.</p> <p>7) If you stop on the (RED) block, you have to ask other player's opinion about the phenomenon shown on the block. You are free to choose who will answer your question.</p> <p>8) The player who reaches the finish first will be the winner. Once if a player becomes the winner, other players can continue the game to be the next winner.</p>



**APPENDIX VI****POST TEST II  
BOARD GAMES 2**

Topic	: ‘At Home’
Expressions	: requesting
Equipments	: board games, counters, a dice, cards
Rules	<p>: 1) This game can be played by 2-4 players. All players should use English to speak and may not use other language (compulsory).</p> <p>2) Decide with other players who will get the turn to roll the dice (first, second, third and so on).</p> <p>3) Then, put the counters at the start.</p> <p>4) Roll the dice. The numbers on the dice show you how many blocks that your counter should step on.</p> <p>5) Then move your counter as many as the number on the dice you get.</p> <p>6) If you stop on the (BLUE) block, you have to take a blue card. The instruction written on the card tells you what you have to do.</p> <p>7) If you stop on the (RED) block, you have to request other player to do something based on the picture. You are free to choose who will be requested.</p> <p>8) The player who reaches the finish first will be the winner. Once if a player becomes the winner, other players can continue the game to be the next winner.</p>

## APPENDIX VII

**The students' Score during Cycle I (Pre-test and Post-test I)  
and Cycle II (Post-test II)**

No	Initial Of Students	Score		
		Pre-test	Cycle I	Cycle II
1.	AW	60	40	80
2.	ZP	60	40	80
3.	PR	40	20	60
4.	FA	40	60	80
5.	DP	20	60	60
6.	MH	80	60	80
7.	HW	60	40	60
8.	NV	40	80	100
9.	AML	60	80	100
10	SS	60	60	80
11	AT	60	20	80
12	ZD	80	80	100
13	JB	60	80	80
14	NW	40	40	80
15	WH	60	20	80
16	ATS	60	20	80
17	AN	80	40	80
18	NS	20	60	80

19	LR	60	60	80
20	AP	40	40	60
21	WI	40	40	40
22	LH	60	20	40
23	RM	60	40	80
24	NH	20	60	80
25	RS	40	60	60
26	MH	80	60	60
27	KH	60	40	40
28	NH	60	60	80
29	NS	40	80	100
30	AI	60	40	80
31	NL	60	60	60
32	TS	40	80	80
<b>Total</b>		<b><math>\Sigma x = 1.600</math></b>	<b><math>\Sigma x = 1.640</math></b>	<b><math>\Sigma x = 2,308</math></b>
		<b><math>\bar{X} = 50</math></b>	<b><math>\bar{X} = 5,125</math></b>	<b><math>\bar{X} = 7,212</math></b>

# APPENDIX VIII

## THE PERCENTAGE OF STUDENTS' SPEAKING

Cycle		Criteria	Total Students	Percentage
Pre-test	$P_1$	Passed	4	12,5%
	$P_2$	Failed	28	87,05%
Post-test I	$P_1$	Passed	6	18.75%
	$P_2$	Failed	26	81,25%
Post-test 2	$P_1$	Passed	22	68,75%
	$P_2$	Failed	10	31,25 %

## APPENDIX IX

### THE TESTING HYPOTHESIS

#### The Statistic Analysis of The Result of Students' Score in The Pre-Test and Post-Test

No	Post-test Cycle I	Post-test Cycle II	D	D <sup>2</sup>
	Score	Score	Score	Score
1.	40	80	40	1.600
2.	40	80	40	1.600
3.	20	60	40	1.600
4.	60	80	20	400
5.	60	60	0	0
6.	60	80	20	400
7.	40	60	20	400
8.	80	100	20	400
9.	80	100	20	400
10.	60	80	20	400
11.	20	80	60	3.600
12.	80	100	20	400
13.	80	80	0	0
14.	40	80	20	400
15.	20	80	60	3.600
16.	20	80	20	400
17.	40	80	40	1.600
18.	60	80	20	400
19.	60	80	20	400
20.	40	60	20	400
21.	40	40	0	0
22.	20	40	20	400
23.	40	80	40	1.600
24.	60	80	20	400
25.	60	60	0	0
26.	60	60	0	0
27.	40	40	0	0
28.	60	80	20	400
29.	80	100	20	400
30.	40	80	40	1.600

31.	60	60	0	0
32.	80	80	0	0
			<b><math>\Sigma D = 680</math></b>	<b><math>\Sigma D^2 = 17.0152</math></b>
			<b><math>D = 680/32</math></b>	
			<b><math>D = 21,25</math></b>	

From the last computation have been found that :

$$D = 680$$

As follow :

$$T = \frac{D}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}$$

$$T = \frac{21,25}{\sqrt{\frac{\Sigma 1701 - \frac{(\Sigma 680)^2}{32}}{32(32-1)}}$$

$$T = \frac{21,25}{\sqrt{\frac{\Sigma 1701 - \frac{(4624)}{32}}{32(32-1)}}$$

$$T = \frac{21,25}{\sqrt{\frac{1701 - 144,5}{992}}}$$

$$T = \frac{21,25}{\sqrt{1,569}}$$

$$T = \frac{21,25}{1,2525} = 16.966$$

From the computation above, it could be seen that the coeficien of  $t_{observed}$   
=16.966

## Appendix X

## OBSERVATION SHEET

## Meeting I

No	Focus	Activities	Meeting I	
			Yes	No
1	The researcher as the teacher	The teacher 1. comes on time	√	
		The teacher 2. greets the Students	√	
		The teacher 3. checks the students' attendance list	√	
		The teacher 4. delivers the	√	

		learning objectivities		
		5. The teacher explains the Asking for opinion and giving opinion	√	
		6. The teacher gives the example to the students	√	



		7.	The teacher gives the opportunities for the students to ask a question if they do not understand the learning Material	√	
		8.	The teacher manages the learning sources	√	
		9.	The teacher manages the time Effectively	√	
		10.	The teacher concludes the Lesson	√	
		11.	The teacher manages the class effectively		√
		12.	The teacher conveys the next lesson plan	√	
2	The students	13.	The students come on time		√
		14.	The students answer the teacher's greeting	√	

		15.	The students listen and pay attention to the teacher's Explanation		√
		16.	The students study seriously		√
		17.	The students answer the questions which are given by the teacher	√	

		18.	The students are interested and enthusiastic in learning speaking board game	√	
		19.	The students read the text and Speak in front of the class	√	
		21.	The students give good responses to the material	√	

		22. The students uses the dictionary to find the Meaning	√	
		23. The students use dictionary to do the test		√
		24. All of the students answer the test given	√	
3	The context	25. The classroom is noisy	√	
		26. The classroom is comfortable		√
		27. The classroom has medias, such as: whiteboard, marker, and duster.	√	

## APPENDIX XI

## OBSERVATION SHEET

## Meeting II

No	Focus	Activities	Meeting I	
			Yes	No
1	The researcher as the teacher	The teacher 1. comes on time	√	
		The teacher 2. greets the Students	√	
		The teacher 3. checks the students' attendance list	√	
		The teacher 4. delivers the	√	

		learning objectivities		
		5. The teacher explains the Asking for opinion and giving opinion	√	
		6. The teacher gives the example to the students	√	

		7. The teacher gives the opportunities for the students to ask a question if they do not understand the learning Material	√	
		8. The teacher manages the learning sources	√	
		9. The teacher manages the time Effectively	√	
		10 The teacher concludes the Lesson	√	
		11 The teacher manages the class effectively		√

		12 The teacher conveys the next lesson plan	√	
2	The students	13 The students come on time		√

		14 The students answer the teacher's greeting	√	
		15 The students listen and pay attention to the teacher's Explanation		√
		16 The students study seriously		√
		17 The students answer the questions which are given by the teacher	√	

		18 The students are interested and enthusiastic in learning speaking board game	√	
		19 The students read the text and Speak in front of the class	√	

		21 The students give . good responses to the material	√	
		22 . The students uses the dictionary to find the Meaning	√	
		23 The students use . dictionary to do the test		√
		24 All of the students . answer the test given	√	
3	The context	25. The classroom is noisy	√	
		26 The classroom is . comfortable		√
		27 The classroom has . medias, such as: whiteboard, marker, and duster.	√	

**APPENDIX XII****THE STUDENTS' ATTENDANCE LIST**

<b>No</b>	<b>Name Of The Students</b>	<b>Oktober 3th 2019</b>	<b>Oktober 4th 2019</b>	<b>Oktober 10th 2019</b>	<b>Oktober 11th 2019</b>
1.	Zein Pasya	√	√	√	√
2.	Fitri Alfarini Muthmainnah	√	√	√	√
3.	Dandi Pratam	√	√	√	√
4.	M. Habi	√	√	√	√
5.	M.Wira Handoyo	√	√	√	√
6.	Naila Vinira	√	√	√	√
7.	Annisa Maulia Lbs	√	√	√	√
8.	Siti Sri M.	√	√	√	√
9.	Azyyati Tasyah Syahputri	√	√	√	√
10.	Zaharni Dinata	√	√	√	√
11.	Sakyah Tarisa	√	√	√	√
12.	Nur winda Aulia	√	√	√	√
13.	Wahyu	√	√	√	√



	Viharani				
14.	Aji Satrio	√	√	√	√
15.	Aisyah Nasution	√	√	√	√
16.	Najwa Syifa Nst	√	√	√	√
17.	Lutfiah Selvy Ramdhani	√	√	√	√
18.	M.Alfi Ansyah Pasaribu	√	√	√	√
19.	Wan Zahya Ilmoe	√	√	√	√
20.	Lukman Hakim	√	√	√	√
21	Ramlan Habib Muhammad	√	√	√	√
22	Nayhan	√	√	√	√
23	Rasoki Mulia Siregar	√	√	√	√
24	M. habib	√	√	√	√
25	Putri Rahmadani	√	√	√	√
26	Siti Aulia	√	√	√	√

27	Dewi kartika	√	√	√	√
28	Ahmad fauzi	√	√	√	√
29	Bella maharani	√	√	√	√
30	Jihan Aulia	√	√	√	√
31	Nazira Putri	√	√	√	√

## APPENDIX XIII

### THE INTERVIEW REPORT

#### The Interview Result With The English Teacher Before Conducting The Research

- The Researcher** : How long have you been teaching in this school ?
- The Teacher** : I have been teaching in MTs Islamic University of North Sumatra Medan for five years.
- The Researcher** : What do you think about the students' interest and achievement to study English especially in speaking?
- The Teacher** : They interest in study English but the students still low, especially in speaking and vocabulary. they are also difficult to know meaning of the word.
- The Researcher** : Do you know about board game strategy ? Do you apply it in the classroom?
- The Teacher** : I ever hear about the strategy, but I never apply it.

### **The Interview Result With The Students Before Conducting The Research**

**The Researcher** : Menurut kamu pembelajaran bahasa Inggris sulit atau susah?

**Student I** : Menurut saya pelajaran bahasa Inggris itu sulit Miss, karena terkadang saya tidak tahu arti dari kata.

**Student II** : Menurut saya Miss, ada susah ada gampang. Susahnya kalau tidak tahu artinya, kalau tahu mudah Miss.

**Student III** : Kalau menurut saya, pembelajaran bahasa Inggris susah. Bingung artinya, pengucapannya, dan cara bacanya

**The Researcher** : Bagaimana menurut kamu speaking dalam bahasa Inggris?

**Student I** : Speaking itu harus tau banyak kosakata Miss sedangkan saya banyak yang tidak tahu.

**Student II** : Harus banyak tahu vocabulary dan cara bacanya.

**Student III** : Susah Miss tidak suka belajar bahasa Inggris

**APPENDIX XIV**

**This photo When Giving a Pre Tests**



**This Photo When Interviewing**





**This Photo When The Students playing Board Game ( Post Test )**







## BIOGRAPHY

Name : INTAN ARMIDA

Gender : Female

Place of Birth : Rantau Panjang Kec. Pantai Labu

Date of Birth : May, 05th 1996

Current Address : Jl. PBSI – Teratai (Asrama kampus UMA)

Nationality : Indonesian

Religion : Islam Marital

Status : Single

Curent Academy Status : Student of Tarbiyah and Teachers Training  
Faculty Educational English Deparment of  
UIN-SU

Motto : - Happiness is not how much money we have,  
but how much time we can be thankful.

- The intelligent people can lose because of  
the tenacity of the fools.