THE USE OF BOARDING GAMES TO IMPROVE THE STUDENTS' SPEAKING ABILTY AT THE TENTH GRADE OF SMAN 5 BARRU
(A Pre Experimental Research)

THESIS

Submitted as the Fulfillment to Accompllish Sarjana Degree
At Faculty of Teacher Training and Eduction
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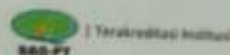
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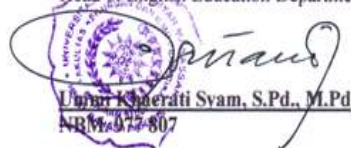
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MOTTO

"Patience is needed when you want to achieve a success"

"Kesabaran dibutuhkan ketika kau ingin mencapai sebuah kesuksesan"

ABSTRACT

SITTI MARWAH RIJAL. 2017. *"The Use of Boarding Games to Improve The Students' Speaking Ability at The Tenth Grade of SMAN 5 BARRU",* under the thesis of English Education Department the Faculty ofTeachers Training and Education, Makassar Muhammadiyah UniversitySupervised by Ummi Khaerati Syam and Hj. Ilmiah.

This research aimed at finding out the improvement of the students' speaking ability in terms of Accuracy the students of SMAN 5 Barru after using Boarding Games as a teaching technique.

The researcher applied pre-experimental as research design. The population was the First Year Students of SMAN 5 Barru. The sample was taken withpurposive sampling technique and the total number of sample was 30 students. It employed eight meetings as follows, one meeting for pre-test, six meetings for treatment, and one meeting for post-test. It was conducted with instrument such as speaking tests.

The result of this research showed that the use of boarding games improved students' speaking ability in terms of accuracy. It was proved by the value of the t-test in pronunciation 14.98 and the value of t-test in vocabulary is 14.42. The researcher used the degree of significance of 0.05 in the table of significance are 2.045. If t-test compared with each value of the degrees significance, the result in pronunciation is 14.98> 2,045 and in vocabulary is 14.42> 2.045. It indicated, the alternative hypothesis is accepted and the null hypothesis is rejected. So, the researcher concluded that used boarding games had improved students' speaking ability in terms of accuracy.

Key word : Pre- experimental, Boarding Games, Speaking Ability, Teaching Technique, Accuracy, Vocabulary, Pronunciation.

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Makassar,   January 2018

The Researcher

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CHAPTER I

INTRODUCTION

This chapter briefly discusses about background of the research, research problem, research objective, scope of the research, and significance of the research.

A. Background of The Research

English is widely use as a means of communication for people in all over the world. It has become a very important language to learn whether as an international language for general communication or for specific needs. Nowadays, people are eager to learn English for their own needs, business purposes, occupations, getting a good position in a company and supporting their ability at their work. (Bayumingsih, 2016)

In formal education, speaking as the important of language skills get less proportion in the English teaching and learning. The teachers too often teach reading and writing. Some teachers assume that giving the students writing/reading tasks makes them more settled and more quiet and seems to get a better and more effective condition of teaching-learning process rather than giving them speaking tasks which usually seems to make the class very noisy. In addition, the English examination in formal education gives too much proportion in reading-writing test. There is rarely speaking test or oral production test. Consequently the students assume that speaking is not very important to study.

Speaking is productive skill of language learning. According to Harmer (2007), stated that "productive skill is the term for speaking and writing. Skill where students actually have to produce language themselves". It involves communicative performance, and other important elements, such aspronunciation, intonation, grammar, vocabulary, etc. Speaking is important for students to practice their capability and their understanding, how to send idea, and how to spell word well; in this case the students' motivation and interest are very needed to make the process of their understanding more easily.They should be taught in any language learning to make the learners able to use the target language to communicate.

The researcher focuses the research on the tenth grade of SMAN 5 Barru. Based on the syllabus, basic competency that should be achieved in speaking skill for the tenth grade students in the first semester are about some functional skill such as transactional and interpersonal skill and short functional text and monologue in the form of descriptive text. From the basic competency above, the students have not achieved that competency. They also get the lowest score for English on the mid semester test. By observing the class, the researcher found some problems. The problem are, first the students are too shy to share their ideas because they lack of vocabulary and lack of confidence, and the second is most of students are not interested in learning process. Teaching and learning will be success if they are supported by some factors such as the method that is used in

teaching English, completeness of teaching facilitation, interesting media, and condition of school environment, because of the material of English subject is very variety, so the teachers are obligated to choose the suitable approach, strategy, and method in order to achieve the teaching purposes easily, and the media will make the students to be more motivated to study. Considering the problems above, improving students speaking skill is part of teacher's job. The teacher is expected to have right teaching techniques to provide students with appropriate teaching materials and to create positive classroom environment.

One of the techniques that the teacher can apply in teaching speaking is game because,Nicholson (2010), stated that although the activities in games don't have any relation with real- life situation, it still has ability to increase our flexibility in real- world with building our social skill. According to Lee (2012), games can help promote positive attitudes toward learning English, it encourage active participation among players and consequently boost confidence and self- esteem. Haycraft (1978), stated that A game is "an agreeable way of getting a class to use its initiative in English and as it is gently competitive, it increase motivation. It is also a contrast to periods of intensive study". That is why the implement of game in teaching speaking is the best way to practice the students' speaking to improve their speaking ability.

The game implement in this research is boarding game. Another research have been done in terms of boarding game. For example, Kipple

(1984) used it for communicative fluency in classroom speaking activity. A board game enables to encourage students' speaking confidence, develop students' speaking fluency, and encourage the development of short conversation. In application, a board game can be arranged easily, based on the students' material. A board game is a game played in a special designed board. The design can be adapted with the students' English lesson. It is inspired from Kipple (1984) that used **the 'Values Topics' board game**. He used it for communicative fluency in classroom speaking activities. In this game, players take turns throwing the dice and talking about the topic specified in the squares on which they land. He stated that this game can be used to warm up, to get students into pairs or partners to review vocabulary or idioms, to practice minimal pairs, to practice compound and complex sentence, adjectives, verb forms, and other grammar items. Simply, a board game can be used for any lesson in speaking class. It is chosen because it is one of the communication games. As the communication game, a board game can also provoke communications among students frequently depend on information gap.

This research will investigate the use of boarding games to improve students' speaking ability at SMAN 5 Barru. In addition, The researcher tried to use *speaking board games* as a kind of techniques in teaching speaking.

B. Research Problem

Based on the background above, the researcher formulated research problems as follows "Does the use of boarding games improve students' speaking ability at tenth grade of SMAN 5 Barru?"

C. Research Objective

Based on the questions formulated above, the aim of this research is "To find out the use of boarding games to improve students' speaking ability at tenth grade of SMAN 5 Barru".

D. Scope of The Research

This research is limited to the accuracy of speaking skill in terms of pronunciation, and vocabulary. The subject of the research is the tenth grade of SMAN 5 Barru in the school years 2017/2018.

E. Significance of The Research

This research have some significance. There are for the students, the result of this research is expect that he students can improve their speaking ability in teaching learning English through speaking board games. It is important because one of the aims of teaching English in Indonesia is for communication. So, by improving their speaking ability they can interact in English each other on the context of study and daily social activities. For the teacher, the result of this research is expect that the teachers can understand the students' need and know the students' lack of skills, especially in speaking. So, that they can give or use appropriate materials, task, method, techniques to teach their students. For the researcher, the result of this

research is expect that it is useful to give a new knowledge of further information to do better quality of English Education especially in teaching speaking.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presented a review of related literature. It consist of three parts, there are previous findings, pertinent ideas and conceptual framework.

A. Previous Findings

Azzahroh (2105), stated that by using board games it can make the students be more confident to use English in their activities, be easier in understanding a new language, and be more interactive each other in classroom.

Bayuningsih (2016), stated that by using board game, it can improved the students' speaking ability, the English class atmosphere had also been changed because it gave un atmosphere in classroom.

Jayanti (2012), stated that the students totally liked the media and the board games could help the students in learning English, especially in speaking skill.

Kipple (1984), stated that boarding game can be used to warm up, to get students into pairs or partners to review vocabulary or idioms, to practice minimal pairs, to practice compound and complex sentence, adjectives, verb forms, and other grammar items. Simply, a board game can be used for any lesson in speaking class

Min (2016), stated that board game could motivated students to speak after watching their friend's presentation and increase their confidence level

when they were able to perform in subsequent game round and also in class activities.

Nirmawati (2015), stated that the use of speaking board games to teach speaking which was combined with other actions improved the students' fluency through playing speaking board games the students could learn how to use the language expressions effectively and communicatively.

From the previous findings above, the researcher can conclude that the students need an interesting source to practice their speaking, so the researcher want to try to use a game namely board game in order to improve students' speaking ability.

B. Pertinent Ideas

1. Games

a. Definition of Games

According to Hadfield in Nirmawati (2015), "a game is an activity with rules, a goal and element of fun". There are two kinds of games: competitive games, in which players or teams race to be the first to reach the goal, and cooperative games, in which players or teams work together towards a common goal.

According to Brewster (2002) explains a game in language teaching is any fun activity which gives young learners the opportunity to practice the foreign language in a relaxed and enjoyable way.

Using games in teaching English language can bring fun and excitement but teachers must be sure of its aim and purpose. According to Lee (2012), "teachers need to consider which games to use, when to use them, how to link them up with the syllabus, text book or program and how different games will benefit in different ways."

In conclusion, it is good to use games for making a relaxed way in teaching process. So the students can involve and get challenge to use English in their classroom activities. It is also easy to entertain and make fun activities when teacher use appropriate media in teaching. If the students fell fun and enjoy in playing games, learning speaking English will also be more fun. By considering this explanation the writer used one kind of fun games in this experiments that is board games.

b. Advantages of Using Games

Wright (1994), stated that games help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.

Moreover Wright stated that many games cause as much density of practice as more conventional drill exercises; some do not.

What matters, however, is the quality of practice. Games can also be found to give practice in all the skills (reading, writing, listening and speaking), in all the stages of the teaching/learning sequence (presentation, repetition, recombination and tree use of language) and for many types of communication (e.g. encouraging, criticizing, agreeing, explaining).

Kim in Nirmawati (2015), stated that, "Games are motivating and challenging". Learning a language requires a great deal of effort and games help students to make and sustain the effort and learning. They will not feel bored, because games are a welcome break from the usual routine of the language class. According to Ersoz (2000) games are highly motivating because they are amusing and motivating. In line with the theory, Lewis (1999) in Mei and Yu-jing (2000): games add variation to a lesson and increase motivation by providing and plausible incentive to use the target language.

Moreover, Lewis (2008), stated that games can create a meaningful context in which language use. According to Hadfield (1990: vii), games offer a context in which language is used meaningfully as a tool to reach a particular goal. Games bring real world context into the classroom, and enhance student's use of English in a flexible communicative way.

Besides providing language practice, games can also be used to present materials and to assess learned materials in a way that appeal

the students. Games have an ability to introduce new or difficult material to the students. Because the game format is playful, the natural challenge of new or difficult material is much less threatening than it is ordinarily. In addition, games can be applied as a tool for the teacher to find out the area of difficulties (Hadfield, 1990).

c. Types of Games

Teachers should know kinds of language games before deciding which games are suitable with the lessons. It is important to know the types of games that are available in order to plan a lesson with a balanced pace. According to Brewster and Ellis (2002), It will help teachers to choose the right games. Language games can be classified according to the kinds of language focus they have, the kinds of resources, classroom management and the organization they need.

However, Brewster and Ellis (2002) classify many different games into two main types: accuracy-focused games and fluency-focused games. Accuracy focused or language control games aim to score more points than others, usually to find a winner. This kind of games tends to focus on comprehension (listening and reading) as well as production (speaking and writing).

Brewster and Ellis (2002) categorize games by the resources required to play them. There are eight types of games under this categorization no resources e.g. guessing games and listening games,

simple pencil & paper/blackboard games (spelling games, consequences), picture games, word cards, game using sentence cards, dice games, board games, and games using chart or matrices.

Toth in Nirmawati (2015) divides games into two kinds. The first one is competitive games, in which players or teams race to be first to reach the goal. The second one is cooperative games, in which players or teams work together towards a common goal. The emphasis in the games is on successful communication rather than on correctness of language.

Hadfield (1999) explains two ways of classifying language games. He divides language games into two types: linguistic games and communicative games. Linguistic games focus on accuracy, such as supplying the correct production of a structure. On the other hand, communicative games focus on successful exchange of information and ideas. In communicative games correct language use is secondary to achieving goal.

In the second categorization, Hadfield differentiates language games based on the techniques used in the games. As with the classification of games as linguistic games as communicative games, some games will contain elements of more than one type:

1) Sorting, ordering or arranging games, for example, students have a set of cards with different topics and they sort the cards based on the topics.

2) Information gap games where one or more people have information and other people need to complete a task.

3) Guessing games that are a variation on information gap games, for example, "20 Questions Game".

4) Search games which are the other variant on two way info gap games, with everyone giving and seeking information.

5) Matching games where the participants need to find a match for a word, picture, or card.

6) Labeling games which are form of matching, in that participants match labels and pictures.

7) Exchanging games where students barter cards, other objects or ideas.

8) Role-play games that involve students playing roles that they do not play on real life, such as dentist.

9) Board games that are mainly involve moving markers along a path.

Those types of games will help teachers in selecting which ones are appropriate with the lessons. Selecting and setting up games is easier when they are classified into categories (Brewster and Ellis, 2002: 183). When the teacher knows the classification of games, he or she can properly decide the suitable games for a certain learning objective.

2. **Board games**

   a. **Definition of Board Games**

   Hadfield in Nirmawati (2015) stated, "Board games and cards games are familiar game types, where the aim is to be the first round a board, or to build up a story. The cards and squares on the board are used as stimuli to provoke a communication exchange".

   A board games is a game that when you play it you throw the dice in the counters and you can step forward based on dice. A board game is a game that involves counters or piece moved or place on a pre-marked surface or board, according to set of rules. Games can be based on pure strategy, chance or mixture of the two and usually have a goal that a player aims to achieve.

   According to lewis in Nirmawati (2015, Board games are familiar game types for children. This type of games mainly involves moving markers along a path. *Monopoly*, *Snake and Ladders*, and *Ludo* are the examples of popular board games. Almost all board games are the imitations of situations in real life. Board games have also been used to teach children basic fact and information about the world in which they live.

   According to Min (2016), board game could motivated students to speak after watching their friend's presentation and increase their confidence level when they were able to perform in subsequent game round and also in class activities.

According to Chang and Cogswell (2008), using board games in the language classroom is an effective, low-anxiety, and fun way for students to learn and practice communication skills as well as develop their communication strategies that can be readily applied to the real world.

Board games are something unique when the teacher include in their educational teaching aids. Through applying educational board game is belief could increase their curiosity and creativity of the students. Educational board games are the best solution for teacher problem. In addition, board games are very attractive and interesting games for learning.

b. The Benefits of Board Games in Language Teaching

Board games can be used in language classrooms to teach the learners to speak. One of the main goals of language teaching is to equip the students with the ability to communicate in the target language.

Using board games in language learning gives a lot of benefits. One of them is that board games are flexible. Chang and Cogswell stated that board games are adaptable asset in the classroom because board games can be used as intended for native speakers, adapted to teach specific language forms and functions, adapted for various ESL/EFL contexts, age groups, proficiency levels, and content and adapted as communicative in the classroom. The games can also be adapted as a concept for making their own educational board game.

The other benefit is that board games can promote language learning through tasks. The tasks are defined here as activities in which:

1) Meaning is primary

2) There is a communication problem of some type to solve

3) The activity has some relationship to real-world activities

4) Task completion is usually required and

5) Task performance can be assessed in terms of the outcome (Skehan in Chang and Cogswell, 2008)

c. The Materials in Playing Board Games

According Provenzo in Nirmawati (2015), stated that in board games, there are some materials needed by the players. At least, there should be counters, dice, game board and, for some board games, cards. The counters or playing pieces are used as markers to be put on the spaces on the board. The pieces can be stones, seeds, buttons, plastic counters or carved wood. The dice is usually a small six-sided cube with one to six dots on its sides. The game board is where the players move the counters.

Lewis and Bedson (2008), propose three kinds of tracks on board games, standard snake tracks, never ending track and multi-route track.

d. Preparing Board Games for Speaking Activities

Many commercial board games are sold in the market, but teachers need to adapt the games so that they fit the needs of the learning activities. Teachers can also make board games of certain topics to be used in the classroom, Buchanan proposes some steps to make board games: 1) preparing the materials, 2) planning the trip of the game, 3) determining the beginning and the end of the game, 4) designing the route, 5) designing complication on the game, 6) creating the game board based on the design, and 7) writing down the rules. Board games can be made based on stories or any topics that are appropriate with the lessons.

The following are the guidelines on creating board games to enhance classroom learning adapted from the tips proposed by Chang and Cogswell (2008):

1) The board games can be made based on the existing games. The game components from one or several games can be used, but it is not just to copy the games. The teacher should make the game fun to play.

2) The board games should look interesting and professional. Appropriate materials and techniques are used to give a quality look.

3) The game rules should be made complete and easy to understand so that the students can get the idea of the game in

five minutes. How to set up, play and win the game should be clear.

4) The games should be a learning tool. The students are expected to be able to learn by playing the games. The time for playing the games needs to be adjusted. Different options of difficulty can be applied.

3. Speaking

a. Nature of speaking

Johnson and Morrow (1981), said that speaking which is popular with term 'oral communication', is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contributions at a speed of a high level.

Richards stated that the mastery of speaking skills in English is a priority for many second language or foreign language learners. Consequently learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency.

Cameron in Nirmati (2015) said that speaking is the active use of language to express meanings so that other people can make sense of them. Moreover, it is recognized as an interactive, social and contextualized communicative event. Speaking requires learners to be possession of knowledge about how to produce not only linguistically

connect but also pragmatically appropriate utterances. In brief, learners need to know how to use the language in context.

Finnochiaro and Brumfit, proposed that speaking means giving oral expression to thoughts, opinions and feelings in terms of talk or conversation.

To be able to do this, language learners should have sufficient knowledge of the sound, structure, vocabulary and cultural system of English language. The learners also have to think about the ideas they wish to express. They have to be able to articulate English sound well by changing the positions of lips, jaws, and tongue. Besides, the learners should be consciously aware of the appropriate functional expression as well as grammatical, lexical and cultural features needed to express the idea, be sensitive to the change of register or style necessitated by the person to whom they speak and also the situation in which the conversation takes place. Lastly, the learners must have the abilities to change their direction of their thoughts on the basis of the person's response.

b. Elements of Speaking

In teaching speaking, there are some aspect that teacher must concern about. It can be used as a guidance to assess the speaking. There are pronunciation, grammar, vocabulary, fluency and comprehension.

1) Pronunciation

A certain sound or sounds are produced through the pronunciation. Pronunciation teaching not only makes the students aware of different sound feature but can also improve their speaking immeasurably because pronunciation can help students to get over serious intelligibility problem in particular case.

According to Sangkala (2012), Pronunciation consists of a number of different elements. Each of these elements is important and contributes to a speaker's ability to speak clearly and fluently so that they can be understood by many different people in many different situations.

2) Grammar

Richards said, "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 rule in speaking but the teacher should not teach the grammar from the rules but from the context.

3) Vocabulary

Vocabulary is a must when someone wants to convey their thoughts, feelings, or views to other people. Without the mastery of vocabularies someone would face he difficulties in conveying their thoughts, feelings or views to other people. S,

vocabulary is important part of speaking and the students need to see the word how they are used.

4) Fluency

The fluency of someone when speaking might draws that he or she is able to speak well. Koponen, in Louma's Assessing Speaking stated, "definition of fluency often include reference to flow or smoothness, rate of speech, absence of excessive pausing, absence of utterences and connectedness." In addition, Louma states "fluency is the ability to talk freely without too much stopping or hesitating."

5) Comprehension

The last element of speaking is comprehension. Comprehension is a key feature in successful teaching for the intended meaning of written or spoken communication. Hughes states that the people get highest score in comprehension aspects when they understand everything in both formal and colloquial speech to the expected of an educated native speaker.

c. **Types of Spoken Language**

Nunan in Brown (2000), suggests types of spoken language shown in the following figure:
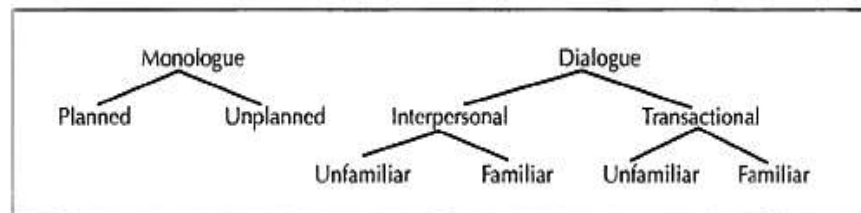
Figure 1: Types of Spoken Language

In monologues, when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcasts, and the like, the hearer must process long stretches of speech without interruption – the stream of speech will go on whether or not the hearer comprehends. Planned, as opposed to unplanned, monologues differ considerably in their discourse structures. Planned- monologues (such as speeches and other prewritten material) usually manifest little redundancy and are therefore relatively difficult to comprehend. Unplanned monologues (impromptu lectures and long "stories" in conversations, for example) exhibit more redundancy, which makes for ease in comprehension, but the presence of more performance variables and other hesitations can either help or hinder comprehension.

Dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationships (**interpersonal**) and those for whose purpose is to convey propositional or factual information (**transactional**). In each case, participants may have a good deal of shared knowledge (background information, schemata); therefore, the familiarity of the interlocutors will produce

conversations with more assumptions, implications, and other meanings hidden between the lines. In conversations between or among participants who are unfamiliar with each other, references and meanings have to be made more explicit to assure effective comprehension. When such references are not explicit, misunderstandings can easily follow.

One could also have subdivided dialogues between those in which the hearer is a participant and those in which the hearer is an "eavesdropper". In both cases, the above conversational descriptions apply, but the major – and highly significant – difference is that in the latter the hearer is, as in monologues, unable to interrupt or otherwise participate vocally in the negotiation of meaning.

Remember that in all cases these categories are really not discrete, mutually exclusive domains; rather, each dichotomy, as usual, represents a continuum of possibilities. For example, everyday social conversations can easily contain elements of transactional dialogues, and vice versa. Similarity, "familiar" participants may share very little common knowledge on a particular topic. If each category, then, is viewed as an end point, you can aim your teaching at appropriate ranges in between.

d. Problems in Speaking

Brown (2000), suggests some causes that make speaking difficult as follows:

1) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3) Reduced Forms

Contractions, elisions, reduced vowels, etc., all form special problems teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

4) Performance Variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitation, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our 'thinking time' is not silent; we insert certain "fillers" such as *ub*, *um*, *well*, *you know*, *I mean*, *like*, etc. one of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

5) Colloquial Language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

6) Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

7) Stress, Rhythm, and Intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8) Interaction

Learning to produce waves of language in a vacuum – without interlocutors – would rob speaking skill of its richest component: the creativity of conversational negotiation.

4. **Teaching Speaking**

According to Harmer (2002), it can sometimes be easy to get students to speak in the classroom if the atmosphere of the class is good such as students who get on with each other and whose English is in an appropriate level. However, he added that it will be difficult for the teacher to make the students tospeak if they are reluctant to speak,

the topic chosen is not appropriate, the organization of teaching plan is at fault, and if there is an unpredicted event happened. Therefore, the roles of the teacher and the techniques the teacher used are essential.

There are some factors that can support teaching speaking to be success in classroom. There are:

a. Principles for Designing Speaking Techniques

Brown (2000), suggests some principles for designing speaking techniques as follows:

1) Use techniques that cover spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency,

2) Provide intrinsically motivating techniques,

3) Encourage the use of authentic language in meaningful contexts,

4) Provide appropriate feedback and correction,

5) Capitalize on the natural link between speaking and listening,

6) Give students opportunities to initiate oral communication,

7) Encourage the development of speaking strategies.

b. Types of Classroom Speaking Performance

Brown (2000) suggests some types of classroom speaking performance as follows:

1) Imitative

A very limited portion of classroom speaking time may legitimately be spent generating "human recorder" speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

2) Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are "going over" certain forms of language.

3) Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher-or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues.

4) Transactional (dialogue)

Transactional language, carried out for purpose of conveying or exchanging specific information, is an extended form of responsive language.

5) Interpersonal (dialogue)

The other form of conversation was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

6) Extensive (monologue)

Finally, students at intermediate to advance levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

c. **Types of Classroom Speaking Activities**

Harmer (2002) explains a number of classroom speaking activities as follows:

1) Acting from a script

This type of activity allows the teacher to ask the students to act out scenes from plays, course books or dialogues written by themselves. Sometimes it can be followed by filming the result. By giving students practice in these things before they gave their performances, it means that acting out is both learning and language producing activity.

2) Playing communication games

This type of activity makes use of games which are designed to provoke communication between students. It

frequently depends on an information gap, so that one student has to talk to the partner in order to do the required tasks.

3) Discussions

This activity need to be encouraged by the teacher in order to provide productive speaking in language classes. It can be achieved by providing activities which force students to reach a decision as a result of choosing between specific alternatives in the discussion.

4) Prepared talk

This activity allows a student (or group of students) make a presentation on a topic of their own choice. The talks are not designed for informal spontaneous conversation. This activity represents a defined and useful speaking genre and can be extremely interesting for both speaker and listener if properly organized.

5) Questionnaires

This type of activity allows the students to design questionnaires of any appropriate topic. The questioner and respondent have something to say each other using the natural use of certain repetitive language patterns and thus are situated in the middle of our communication continuum. The results obtained from questionnaire can form the basic of written work, discussions, or prepared talks.

6) Simulation and role play

This type of activities can be used to encourage the general oral fluency or to train students for specific situations by simulating a real-life world. They are suitable for students of English for Specific Purposes (ESP). It has three distinct advantages. First, they can be good fun and motivating activities. Second, it allows hesitant students to be more confident in speaking since they do not have to take responsibility for about they are saying. Third, they allow the students to use a much wide range of language.

d. The Roles of Teacher

During speaking activities, the teachers need to play a number of different roles. Harmer (2002) points out three roles of teachers in teaching speaking, there are:

1) Prompter

Students are sometimes confused, cannot think of what to say next which make lose the fluency we expect of them. The teacher as a prompter has a rule to help them by offering discrete suggestions. It can be done supportively (without disrupting the discussion) or ask them to go out of their roles.

2) Participant

Teachers should be a good animator when asking students to produce language. Sometimes this can be achieved by setting

up an activity clearly and with enthusiasm. The teachers also may participate in discussions or role-plays themselves to help the activity along, ensure continuing students' engagement or maintain creative atmosphere.

3) Feedback provider

It is vital that the teacher allows the students to assess what they have done. However, it is important to think about possibility that overcorrection may inhibit the students in the middle of a speaking activity.

e. **Assessing Speaking**

Brown (2000) suggests assessment tasks for interactive speaking (interpersonal and transactional):

1) Interview

When "oral production assessment" is mentioned, the first thing that comes to mind is an oral interview: a test administrator and a test-taker sit down in a direct face-to-face exchange and proceed through a protocol of questions and directives. Interview can vary in length from perhaps five to forty-five minutes, depending on their purpose and context.

2) Role Play

Role playing is a popular pedagogical activity in communicative language teaching classes. In some version, role play allows some rehearsal time so that students can map out

what they are going to say. As an assessment device, role play opens some windows of opportunity for test takers to use discourse that might otherwise be difficult to elicit.

3) Discussion and Conversation

As formal assessment devices, discussions and conversations with and among students are difficult to specify and even more difficult to score. But as *informal* techniques to assess learners, they offer a level of authenticity and spontaneity that others assessments techniques may not provide.

4) Games

Among informal assessment devices are a variety of games that directly involve language production.

f. How to Give Feedback in Speaking

Harmer (2002) said when the performance emphasizes accuracy, it is part of the teacher's function to point out and correct the mistakes the students are making. There are several ways to give feedback during accuracy work.

1) Repeating the errors or mistakes made,

2) echoing like a precise way of pin-pointing error,

3) making statement or question for example "That's not quite right" and so forth,

4) hinting which is a quick way of helping students to activate rules they already know,

5) giving a facial expression or gesture indicating there is something wrong with the performance,

6) reformulating the sentence.

Furthermore, Harmer also says that when students do fluency work demanding communicative activities, teachers should not interrupt students in mid-flow to point out a grammatical, lexical, or pronunciation error, since it can breakdown the communication and drag them to study the language form. Harmer suggests some ways to offer feedback. First, a teacher can give gentle correction when the communication break down during a fluency activity. Second, the teacher can give correction after students' performance by recording them first so that teachers will not forget what students have said. Third, the teacher observes them while writing down some mistakes or errors that will be explained later.

C. Conceptual Framework
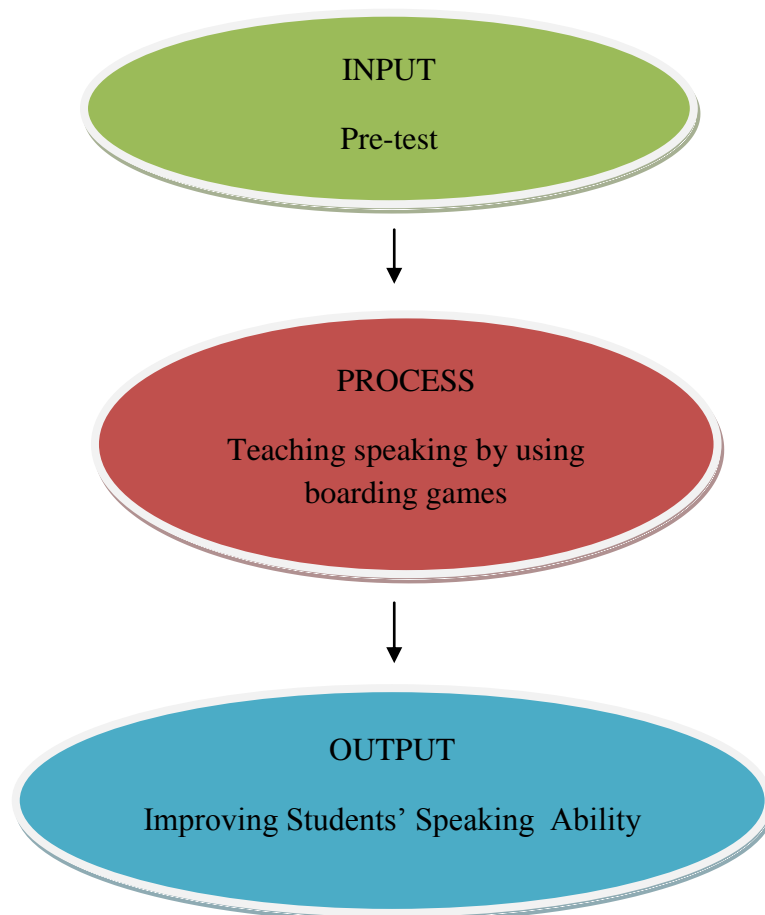
In the previous chapter, the researcher limited the identified problems and considers one main problem. The main problem is the students' lack of speaking skills. Therefore, the researcher had to improve the students' speaking skills.

The researcher tried to use speaking board games to teach speaking. The researcher would implement the use of speaking board games in the teaching and learning process.

Using speaking board games in teaching speaking provides some activities that encourage and support the students to speak and to express

their ideas. The researcher would also observed the classroom activity during the implementation of the actions and find some improvement after implementing the actions.

By implementing the action, that is using speaking board games to teach speaking, the researcher hopes that there are some improvements of the students' speaking skills. The researcher would give the students activities that encourage and support them to speak in order to make them able to speak English in daily communication.

CHAPTER III

RESEARCH METHODS

This chapter presented research methods. It consist of seven parts, there are research design, variables and indicators, instrument of the research, procedure of collecting data, technique of data analysis, and statistical hypothesis.

A. Research Design

This research method was quantitative research. According to Sugiyono (2015:14), quantitative research methods can be interpreted as a research method based on the philosophy of positivism, used to examine the population or particular sample, sampling technique ispurposive sampling technique, data collection using research instruments, data analysis is quantitative/static with the aim to test the hypothesis has been established. In quantitative research there are experimental and non-experimental research.

This experimental design used pre- experimental research designed (one - group pretest-posttest design) that consist of pre- test, treatment and post- test. The pre- test and post- test were given to take the score of the student's achievement.

Table 3.1. Research Design:

Pre- test	Treatment	Post- test
O1	X	O2

Notes :

O1 = Pre- test

X = Treatment

O2 = Post- test

This research would intend to investigation the use of boarding games to improve students' speaking ability at tenth grade of SMAN 5 Barru.

B. Variables and Indicator

1. Variables

There were two variables in this research, namely independent variable and dependent variable. Independent variable is variable which influence the object, while dependent variable is variable which influenced by object. Therefore, the independent variable of this research was the use of boarding games, while dependent variable was the students' speaking ability.

2. Indicator

The indicator of this research was vocabulary and pronunciation.

C. Population and Sample

1. Population

The population of this research was the tenth grade students of SMAN 5 Barru in the school years 2017/2018. The total number of population is 245 students from seven classes.

2. **Sample**

The sampling technique of this research was purposive sampling technique from class X.2 which have 30 students, becauseit is not possible to take a sample by using randomly technique because it will interfere with the learning process during the research process and the teacher also does not give permission to perform randomly techniques. So, the sample is 30 students.

D. **Instrument of The Research**

The instrument of this research was speaking test which consist interview and monologue test. This instrument was used to find out the result of students' achievement in speaking ability in their vocabulary and pronunciation. The test consisted of pre- test and post-test. The pre-test was given before applying the treatment which consist of eight questions, six questions for interview and two questions for monologue test. It aims to know the students' prior knowledge in speaking. Meanwhile, the post-test aims finding out students' improvement in speaking ability after giving the treatment, it is consisted of six question for interview and three question for monologue test.

E. **Procedure of Collecting Data**

In colleting data, the researcher used pre-test, treatment, and post-test.

1) Pre- test

    a. The researcher came to the class and asked the students attention,

b. The researcher explained the purpose of the research,

c. The researcher explained the procedure of the test that was given to the students,

d. The researcher asked the students to come forward and face to face giving the questions.

The researcher was given test (oral test) to measure their ability before treatment. In this step, the researcher was given pre-test to the students. The test concluded of oral test such as interview and monologue test. The purpose of giving this test was to know the students' prior knowledge of speaking accuracy in pronunciation and vocabulary.

2) Treatment

After giving pre-test, the students were given some treatments by using boarding games. It took time for six meetings and spent 90 minutes in each meeting. Some steps of treatment were:

a. The researcher gave some motivation before starting the materials,

b. The researcher gave some explanation about the learning process,

c. The researcher asked the students to introduce their self,

d. The researcher give some teaching materials about introduction and descriptive test,

e. The researcher divided the students into six groups and gave a boarding games to improve their speaking ability,

f. After finished the boarding games, the researcher asked the students to concluding about the games.

3) Post- test

   After the treatment was given, the researcher collected the data based on the post- test to measure does the used of boarding games improve students' speaking ability. The form of post test was oral test such as interview and monologue test.

   Stages in giving a post test:

   a. The researcher told the students about the procedure of the post-test

   b. The researcher asked the students to come forward and face to face for giving the questions.

F. Techniques of Data Analysis

   Before giving pre-test and post- test, the researcher has to know how to know the improving of the students' speaking ability by using boarding games, the researcher gave speaking test to the students. The speaking test was divided into two parts; the pre- test and post- test. The form of speaking test was interview and monolog test. Because it was speaking test, the researcher divided the score into two criteria, which are the score pronunciation and vocabulary. Each criteria will rate into 7 scale of rating score:

1. Vocabulary

Table 3.2

Classification Score of Vocabulary

Classification	Score	Criteria
Excellent	9.0 – 10	Vocabulary apparently as accurate and extensive as that of and education native speaker. The students
Very good	8.6 - 9.5	Professional vocabulary broad and précis, general vocabulary adequate to cope with complex practical problems and varied social situation
Good	7.6 – 8.5	Sometimes uses inappropriate terms or must rephrase ideas because of lexical inadequacies
Fairly good	6.6 – 7.5	Choice of words sometimes inaccurate and limitations of vocabulary
Fairly Poor	5.6 – 6.5	Frequently uses the wrong words, conversation somewhat limited vocabulary
Poor	3.6 – 5.5	Misuse of word and very limited vocabulary make comprehension quite difficult
Very poor	0 – 3.5	Vocabulary inadequate and limitations so extreme for even the simples conversation

(Hughes, 1989)

2. Pronunciation

Table 3.3

Classification Score of Pronunciation

Classification	Score	Criteria
Excellent	9.6 – 10	They speak very understandable and high of pronunciation.
Very Good	8.6 – 9.5	They speak very undertandable and very good of pronunciation.
Good	7.6 – 8.5	They speak effectively and good of pronunciation.
Fairly Good	6.6 – 7.5	They speak sometimes hasty but fairly good of pronunciation.

Fairly Poor	5.6 – 6.5	They speak sometimes hasty, fair of pronunciation.
Poor	3.6 – 5.5	They speak hasty and more sentences are not appropriate in pronunciation.
Very Poor	0.0 – 3.5	They speak very hasty and more sentences are not appropriate in pronunciation and littel or no comunication.

(Harmer, 1991)

Moreover, the researcher used statistical data analysis technique to know the different score between the students' achievement in speaking ability before and after being taught by using board game. This technique of data analysis belonged to quantitative data analysis and the data will analysis statistically by using T-test.

There were some steps to find out the students' achievement in speaking ability:

1. After collecting the data, the researcher classifies the score of the students. In classifying the students' score, there are seven classifications would be used as the following:

Table 3.4

Classification of Student' Achievement Score

Score	Classification
96–100	Excellent
86–95	Very Good
76–85	Good
66–75	Fairly Good
56–65	Fairly Poor

| 46–55 | Poor |
| 0–45 | Very Poor |

(Hughes, 1989)

2. Calculating the students' mean score of the pre test and post test by using the formula:

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

Where :

$\overline{X}$: The mean score

ΣX : The number of all scores

N : The number of sample

(Gay, 1981)

3. Finding out the improvement of percentage of the students' pre test and post test by using the formula:

$$\% = \frac{X2 - X1}{X1} \times 100$$

Where :

% : The percentage of improvement

$X2$: The total of post test

$X1$: The total of pre test

(Gay, 1981)

4. Find out the significant different between mean score of the students by calculating the value of the t-test, the formula was used as follows:

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

Where :

t : test of significance

$\overline{D}$: the mean score of total deviation

$\sum D$: the sum of total score of difference

$\sum D^2$: the square of sum score for difference

N : total number of subject

(Arikunto, 2010)

G. Statistical Hypothesis

The hypothesis of the research can be formulated:

1. Alternative Hypothesis (H1): There is a significant difference between students' speaking score before taught by using boarding games and after taught by using boarding games for tenth grade of SMAN 5 Barru.

2. Null Hypothesis (H0): There is no significant difference between students' speaking score before taught by using boarding games and after taught by using boarding games for tenth grade of SMAN 5 Barru.

The result of t-test can be seen with the criteria :

1. If t-test (to) > t-table (tt) in significant degree of 0.05 H0 (null hypothesis) is rejected.

2. If t-test (to) < t-table (tt) in significant degree of 0.05 H0 (null hypothesis) is accepted.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presented findings and discussions. It consist of two parts, there are findings and discussion.

A. Findings

The data were collected through carrying out speaking test and it was assisted and considered by inter-raters. The researcher analyzed the data obtained from the students. The data consisted of the result of pre test and post test. Moreover, in this chapter, the findings of this research described the improvement of students' in pre test and post test, the frequency and percentage of students' score and the t-test value.

1. The Students' Mean Score of Pronunciation in Pre-Test and Post-Test

To find out the answer of the research question in the previous chapter, the researcher used a speaking test. A pre- test was administrated before the treatment and post-test was administrated after doing the treatment which aimed to know whether there was a significant difference of students' speaking ability before and after the treatments were given to students.

After calculating the result of student' score, the mean score of pronunciation in pre-test and post-test could be presented in the following table:

Table 4.1

The Students' Mean Score of Pronunciation in Pre-Test and Post-Test

Variable	Score		Improvement	%
	Pre-test	Post-test		
Pronunciation	58.13	79.26	21.13	36.34

The table above shows that, the students' mean score of the pronunciation in pre-test was 58.13. While the students' mean score of pronunciation in post-test was 79.26. So the improvement of the students' mean score of pronunciation in pre-test and post-test was 21.13 (36.34%). In the other words we can say that, the improvement was significantly different and the students' speaking ability progressed, because the mean score of post-test was higher than pre-test.

2. **The Students' Mean Score of Vocabulary in Pre-Test and Post-Test**

To find out the answer of the research question in the previous chapter, the researcher used a speaking test. A pre- test was administrated before the treatment and post-test was administrated after doing the treatment which aimed to know whether there was a significant difference of students' speaking ability before and after the treatments were given to students.

After calculating the result of student' score, the mean score of vocabulary in   pre-test and post-test could be presented in the following table:

Table 4.2

The Students' Mean Score of Vocabulary in Pre-Test and Post-Test

Variable	Score		Improvement	%
	Pre-test	Post-test		
Vocabulary	61.4	86	24.6	40.06

The table above shows that, the students' mean score of the vocabulary in pre-test was 61.4. While the students' mean score of vocabulary in post-test was 86. So the improvement of the students' mean score vocabulary in pre-test and post-test was 24.6 (40.06%). In the other words we can say that, the improvement was significantly different and the students' speaking ability progressed, because the mean score of post-test was higher than pre-test.

3. **The Percentage of The Students' Mean Score of Pronunciation and Vocabulary in Pre- Test and Post- Test**

To know the percentage of the students' mean score of pronunciation and vocabulary in pre-test and post-test clearly, following chat was presented:

Chart 4.1

Mean Score of Pre-Test and Post-Test and Improvement of Pronunciation

Based on the chart above, it shows that the mean score in pre-test of pronunciation is (58.13) and the post-test is (79.26) and the improvement is (21.13). Give these facts, it's clearly seen that they were significantly different. In brief, it shows that the mean score of the students' speaking ability in pronunciation can be improved.

Chart 4.2
Mean Score of Pre-Test and Post-Test and Improvement of Vocabulary
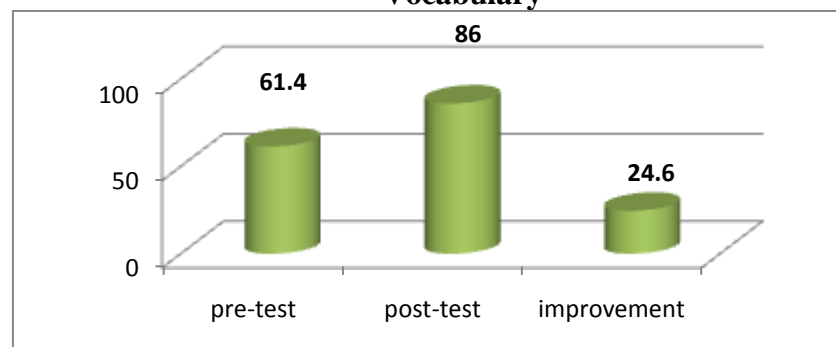
Based on the chart above, it shows that the mean score in pre-test of vocabulary (61.4) and the post-test is (86) and the improvement is (24.6). Given these facts, it's clearly seen that they were significantly

different. In brief, it shows that the mean score of students' speaking

ability in vocabulary can be improved

Table 4.3
Total Mean Score Between Pre-Test and Post Test in Term of Pronunciation

and Vocabulary

Variable	Score	
	Pre-Test (X_1)	Post-Test (X_2)
Total	119.53	165.26
Average	3.98	5.50

The table 4.3 above shows that, there was an improvement of

students' speaking in term of pronunciation and vocabulary before and

after treatment was given. The average of total mean score of pre-test (X_1)

was derived from the total score of pronunciation and vocabulary (119.53)

divided by the total number of students' (30) and the result got was 3.98,

and the average of total mean score of post-test (X_2) was derived from the

total score pronunciation and vocabulary (165.26) divided by the total

number of students' (30) and the result got was 5.50. The improvement of

students' speaking skill is show in chart 4.1 and chart 4.2.

Chart 4.3

Total Mean Score of Pre-test and Post-testand Improvement in Pronunciation and Vocabulary
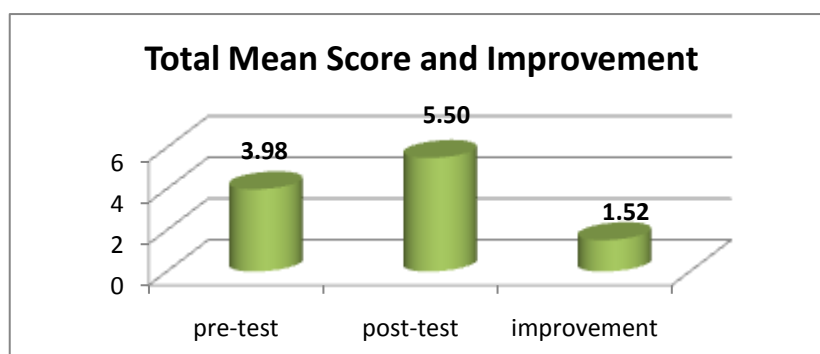
To sum up the chart above, it can be seen clearly that the average of total mean score of pronunciation and vocabulary improve from pre-test to post-test. In pre-test (3.98), in post-test (5.50) and improvement by pre-test to post-test is (1.52).

4. **The Classification of Students' Pre-Test and Post-Test Scores.**

The percentage of the pre-test and post-test calculated the pronunciation score and vocabulary score. The result can be seen the following tables:

Table 4.4

The Rate Percentage of Pronunciation Pre-test Score

No	Classification	Pre-Test	
		F	%
1	Excellent	0	0 %
2	Very Good	0	0 %
3	Good	2	6.66 %

4	Fairly Good	6	20 %
5	Fairly Poor	10	33.33 %
6	Poor	11	36.66 %
7	Very Poor	1	3.33 %
Total		**30**	**100 %**

From the table 4.4 above, the classification students' score had was divided in seventh classification in pronunciation, namely Excellent, very good, good, fairly good, fairly poor, poor and very poor. The table shows that from 30 students', there were 0 students (0%) who categorized to "Excellent" , 0 students (0%) who categorized to "Very Good", 2 students (6.66%) who categorized to "good" , 6 students (20%) who categorized to "Fairly Good" , 10 students (33.33%) who categorized to "Fairly Poor" ,11 students (36.66%) who categorized to "Poor", 1 students (3.33%) who categorized to "Very Poor". It indicated that their pronunciations in pre- test are dominant classification in poor and fairly poor, otherwise there are some students got classification score in fairly good and good. So, the researcher concluded that their skill in pronunciation is less.

Table 4.5

The Rate Percentage of Pronunciation Post-Test Score

No	Classification	Post-Test	
		F	**%**
1	Excellent	0	0 %
2	Very Good	2	6.66 %
3	Good	21	70 %
4	Fairly Good	7	23.33 %
5	Fairly Poor	0	0 %
6	Poor	0	0 %
7	Very Poor	0	0 %
Total		**30**	**100 %**

The table shows that from 30 students, still 0 students (0%) who categorized to "Excellent" , 2 students (6.66%) who categorized to "Very Good", 21 students (70%) who categorized to "good" , 7 students (23.33%) who categorized to "Fairly Good" , 0 students (0%) who categorized to "Fairly Poor" , 0 students (0%) who categorized to "Poor", 0 students (0%) who categorized to "Very Poor". It indicates that after got some treatments by using boarding games in learning process, their pronunciation are dominant in good and fairly good, otherwise there are some students got classification score in very good, but at least there are no one students got classification score in fairly poor, poor, and very poor.

If we compare both of the tables above, it can be seen clearly that the number are different, because in table 4.4, the students who categorized "Excellent" was 0 and in the 4.5 the "Good" category was 21 student.

In the table 4.4 the student how categorized "Fairly Good" was 6 student and in table 4.5 the "Fairly Good" increased to 7 students.

In table 4.4 the student who categorized "Poor" 11 students and in table 4.5 the "Poor" 0 students and "Very Poor" category was 0 students. So, the researcher concluded that their skill in pronunciation had improved in post- test after using boarding games as a teaching technique.

Table 4.6

The Rate Percentage of Vocabulary Pre-Test Score

No	Classification	Pre-Test	
		F	%
1	Excellent	0	0 %
2	Very Good	0	0 %
3	Good	5	16.66 %
4	Fairly Good	7	23.33 %
5	Fairly Poor	6	20 %
6	Poor	12	40 %
7	Very Poor	0	0%
Total		**30**	**100 %**

From the table 4.6 above, the classification students' score had was divided in seventh classification in vocabulary, namely Excellent, very good, good, fairly good, fairly poor, poor and very poor. The table shows that from 30 students', there were 0 students (0%) who categorized to "Excellent" , 0 students (0%) who categorized to "Very Good", 5 students (16.66%) who categorized to "good" , 7 students (23.33%) who categorized to "Fairly Good" , 6 students' (20%) who categorized to "Fairly Poor", 12 students (40%) who categorized to "Poor", 0 students (0%) who categorized to "Very Poor". It indicated that their vocabulary in pre- test were dominant classification in poor and fairly poor, otherwise there are some students got classification score in fairly good and good. So, the researcher concluded that their skill in vocabulary is less.

Table 4.7

The Rate Percentage of Vocabulary Post-Test Score

No	Classification	Pre-Test	
		F	%
1	Excellent	2	6.66 %
2	Very Good	14	46.66 %
3	Good	14	46.66 %
4	Fairly Good	0	0 %
5	Fairly Poor	0	0 %
6	Poor	0	0%
7	Very Poor	0	0%
Total		**30**	**100 %**

The table shows that from 30 students', there were 2 students (6.66%) who categorized to "Excellent" , 14 students (46.66%) who categorized to "Very Good", 14 students (46.66%) who categorized to "good" , 0 students (0%) who categorized to "Fairly Good" , 0 students ((0%) who categorized to "Fairly Poor" , 0 students (0%) who categorized to "Poor", 0 students (0%) who categorized to "Very Poor". ". It indicates that after got some treatments by using boarding games in learning process, their pronunciation are dominant in very good and good, otherwise there are some students got classification score in excellent, but at least there are no one students got classification score in fairly good, fairly poor, poor, and very poor.

If we compare both of the tables above, it can be seen clearly that the number aredifferent, because in table 4.6, the students who categorized "Excellent" was 0 and in the 4.7 the "Excellent" category was 2 student.

In the table 4.6 the student how categorized "Very Good" was 0 student and in table 4.7 the "Very Good" increased to 14 students'. In table 4.6 the student who categorized "Good" 5 students and in table 4.7 the "Good" 14 students and "Very Poor" category was 0 students.

In the 4.6 the student who categorized "Poor" category was 12 and in table 4.7 the "Poor", 0 students. In the table 4.6 the students how categorized, "Very Poor" was 0 and the table 4.7 the students how categorized," Very Poor", was 0 students. So, the researcher concluded that their skill in vocabulary had improved in post- test after using boarding games as a teaching technique.

5. The Comparison of The Test Result

The distribution the value of T-test value and T-table can seen in the following:

Table 4.8
Distribution The Value T-test and T-table

Variable	Pre-Test	Post-Test	t-test	t-table	Comparison	Classification
Pronunciation	58.13	79.26	14.98	2.045	t-test >t-table	Significance
Vocabulary	61.4	86	14.42	2.045	t-test >t-table	Significance

The data on the table 4.8 above shows that the value of the t-test is higher than value of t-table. It is indicated than there is a significance differences between, the result of students' pronunciation and vocabulary

in speaking ability by using boarding games as a teaching technique after treatment.

6. Hypothesis Testing

If the t-test value is higher than t-table at the level of significance 0,05 with degree of freedom (df) = N-1= 30 where N= 29 students. The value of t-test was higher than the t-table. It means that the alternative Hypothesis (H_1) was accepted and the Null Hypothesis was rejected. In other words, using boarding games can be used to improve the speaking ability of the students.

B. Discussion

As presented in chapter I, the research was done by employing experimental research was meant to answer the question "Does the use of boarding games improve students' speaking ability at tenth grade of SMAN 5 Barru?"

Based on the findings of the students' score the mean score of accuracy (Pronunciation) pre-test was (58.13). It shows the achievement of students' speaking ability in pronunciation before treatment and the mean score of post-test was (79.26) after treatment and the improvement was 21.13 (36.34%). The mean score of the students' pre-test in accuracy (vocabulary) was (61.4) it shows the achievement of students' before treatment and mean score of post test was (86) after treatment and the improvement was 24.6 (40%). Nevertheless, the differences mean score of the post-test was higher than the pre-test. It means that the use of boarding

games to improve students' speaking ability at tenth grade of SMAN 5 Barru was effective in teaching speaking.

Another research had been done in terms of boarding game. For example, Kipple (1984) used it for communicative fluency in classroom speaking activity. A board game enables to encourage students' speaking confidence, develop students' speaking fluency, and encourage the development of short conversation. In application, a board game can be arranged easily, based on the students' material. A board game is a game played in a special designed board. The design can be adapted with the students' English lesson. He used it for communicative fluency in classroom speaking activities. He stated that this game can be used to warm up, to get students into pairs or partners to review vocabulary or idioms, to practice minimal pairs, to practice compound and complex sentence, adjectives, verb forms, and other grammar items. Simply, a board game can be used for any lesson in speaking class. It is chosen because it is one of the communication games. As the communication game, a board game can also provoke communications among students frequently depend on information gap.It was related with the result of this research which showed that boarding games can improve students speaking ability in terms of accuracy such as pronunciation and vocabulary.

From the result of calculation, it is obtained the value of the t-test in pronunciation 14.98 the degree of freedom (df) is 29 (obtained from N-

1)= (30-1=29) and the value of t-test in vocabulary is 14.42 the degree of freedom (fd) is 29 (obtained from N-1)= (30-1=29). The researcher used the degree of significance of 0.05 in the table of significance are 2.045. If t-test compared with each value of the degrees significance, the result in pronunciation is 14.98> 2.045 and the result in vocabulary is 14.42> 2.045. Since t-test score obtained from the result of calculating, the alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected. So, the researcher concluded that using boarding games can improve students speaking ability in terms of accuracy (pronunciation and vocabulary).

1. If the result of t-test is higher than t-table (t-test> t-table), the null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted. It means that there is a significance difference between variable X_1 and alternative X_2.

2. If the result of t-test is lower than t-table (t-test> t-table), the null hypothesis (H_0) is accepted and alternative hypothesis H_1) is rejected. It means that there is no significance different between variable X_1 and variable X_2.

Based on the result of the data analysis, it is proven that the students' improvement in accuracy taught by using boarding games as a teaching technique got better. It means that the use of boarding can improve students' speaking ability in term of accuracy, especially in pronunciation and vocabulary. Another reason based on the students'

responses, because most of students found that learning English could be more fun by using boarding games with other classmates.

By conducting this research, the researcher was found that:

1. The use of speaking board games to teach speaking can improved the students' confidence and made the student more active to speak, because the games provided a friendly atmosphere in which the students could learn to use language expressions in a joyful way.

2. The use of speaking board games to teach speaking can improved the students' accuracy. Before playing board games, the students did some activities in which they could improve their accuracy. When they were playing the games, they learn how to use the language expressions and learn how to speak communicatively using the language expressions with correct grammar. In this group activity, the students alsocould give correction to the grammatical mistakes each other. After thestudents playing board games, they got feedback which also helped them improve their accuracy.

3. The use of speaking board games to teach speaking can improved the students' pronunciation. Before playing board games the students did some activities in which they could improve their pronunciation. They also got the model of language in the spoken form, so they could get accurate

pronunciation. When they were playing board games, they learnt how to use the language expressions and learnt how to speak communicatively using the language expressions with the right intonation and pronunciation. The students also got feedback which also improved their pronunciation.

4. The use of speaking board games to teach speaking can improved the students' vocabulary. The implementation of the speaking board games engaged the students to learn the language expressions in different topics. Thus, they could learn and gather new vocabularies. Besides, the students also did some tasks in which they could gather new vocabularies.

Overall, the problem that students faced mostly was of lack of confidence and lack of vocabulary because their lack in practice. They were only given the theory without any practice. But, when the researcher using boarding games in learning process, the students felt enjoyable, it could be seen from their enthusiasms to take part in the learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented conclusion and suggestion. It consist of two parts, there are conclusion and suggestion.

A. Conclusion

Based on the result of using T-test formula, it can be interpreted that from the result of the analysis of the research, it proven that the students' score of speaking taught by using boarding games is better than before taught by using boarding games. It can be seenfrom the findings of the mean score of students' pre-test in pronunciation was (58.13), it shows the achievement of students' speaking ability in pronunciation before treatment and the mean score of students' post-test in pronunciation was (79.26) after treatment and the improvement was 21.13 (36.34%). The mean score of the students' pre-test in vocabulary was (61.4), it shows the achievement of students' before treatment and mean score of students' post test in vocabulary was (86) after treatment and the improvement was 24.6 (40%). Nevertheless, the differences mean score of the post-test was higher than the pre-test. It means that using of boarding games as a teaching technique in teaching speaking can improve students' speaking ability at tenth grade of SMAN 5 Barru.

B. Suggestion

After conducting the research, the researcher gives severalrecommendations for the English teacher, the students, 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.

Based on the result of the research, the researcher assumes that using boarding games is appropriate and applicable in teaching speaking English. Therefore, the researcher suggested that the English teacher

should make a creative and effective technique in teaching speaking. The researcher also suggested that the teacher can try to use the boarding games as a proper technique for classroom activities in speaking English especially.

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 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).

By using boarding games, the researcher can make the students more confident to use English in their activities, be easier in understanding a new language, and be more interactive each other in the classroom. The success in teaching doesn't depend on the lesson program only, but more importantly is how the teacher can present the lesson and use various techniques to manage the class more lively and enjoyable.

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APPENDICES

AppendixA

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMAN 5BARRU

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : X / Ganjil

Materi Pokok : Introduction

Alokasi Waktu : 4 x 45 menit

Skill : Berbicara (speaking)

A. STADAR KOMPETENSI :

SK 1 : Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari- hari

SK3 :Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari- hari.

B. KOMPETENSI DASAR

1.1 Merespon makna yang terdapat dalam percakapan transaksional (to get this thing done) dan interpersonal (bersosalisasi) resmi dan tak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertemu/berpisah, menyetujui ajakan,/tawaran/undangan, menerima janji, dan membatalkan janji.

3.1 Mengungkapkan makna yang terdapat dalam percakapan transaksional (to get this thing done) dan interpersonal (bersosalisasi) resmi dan tak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertemu/berpisah, menyetujui ajakan,/tawaran/undangan, menerima janji, dan membatalkan janji

C. INDIKATOR :

1. Siswa mampu mengungkapkan hal-hal yang disebutkan dalam perkenalan jati diri,
2. Siswa mampu memperkanalkan diri sendiri dan orang lain,
3. Siswa mampu menanyakan tentang perkenalan jati diri,
4. Siswa mampu merespon pertanyaan tentang perkenalan jati diri,
5. Siswa mampu mengkomunikasikan bahasa dalam memperkenalkan diri sendiri dan orang lain dalam kehidupan sehari-hari.

D. TUJUAN PEMBELAJARAN

Dengan menggunakan teknik permainan papan (board games) siswa diharapkan:

1. Pesera didik menghargai bahasa inggris sebagai pengantar komunikasi international secara santun.
2. Peserta didik memilikik perilaku jujur dan secara bertanggung jawab dalam berinteraksi secara efektif dengan sosial dan lingkungan

3. Diberikan beberapa percakapan rumpang ,peserta didik dapat mengisi dengan ungkapan yang tepat

4. Peserta didik dapat merespon percakapan yang menunjukkan jati diri dengan tepat.

5. Peserta didik dapat mengidentifikasi tindak tutur menyebutkan jati diri dan memperkenalkan orang lain

6. Peserta didik dapat memperagakan percakapan yang menggunakan ungkapan Jati diri

7. Peserta didik dapat memperagakan percakapan yang menggunakan ungkapan memperkenalkan orang lain.

E. MATERI PEMBELAJARAN

a. *Greeting Someone*

When we meet someone, we usually greet him/her. Here are some expressions and the responses that can be used:

Greeting	Responses
• Good Morning • Good afternoon • Good evening • Hi, How's life ? • How's everything? • How nice to see you • Hello ! / Hi !	• Good Morning • Good Afternoon • Good Evening • Hi, I Am Fine, Thank You. How about you? • Yes, It's been so nice. / Nice to meet you, too

• How do you do ! • How are things with you ?	• Hello ! / Hi! • How do you do! • Not too bad, thanks. And you ?

b. *Personal Introduction*

Here are two FORMAL examples :

1. May I introduce myself ?

   My name is Hafi.

2. I'm responsible for sales. I don't think we've met.

   My name is Caca. I work for HRC com.

Here are two INFORMAL examples :

1. Hello, I'm Hafi. I work with Firda.

2. Hi, I'm Sasa. I'm a friend of Andika

If you know who the person is but have never met him or her, you can introduce yourself in these ways:

1. Hello. you must be Adsi.

   My name is Graina.

   I enjoyed your speech on English

2. Excuse me, Aren't you Salsabila?

I'm Roi

I have read your book and ...

If you must speak to a group of people (for example, to give a speech or a presentation), you may sometimes find it Necessary to use the following Phrases =

➢ For those of you who don't know me, my name is John smith.

To Introduce yourself in an informal situation you can say :

· Hi! I am Roi.

· Hello! my name is Dinda

· Hello! This is Aldi. (Speaking on the telephone)

· Excuse me, my name is Ardi

· How do you do ? I don't think we've met before. My name is Rudi

➢ In a formal situation you may say :

· May I introduce myself ? My name is Roi

I am a student of SMA 1 Ngadiluwih

· Allow me to introduce myself. My name is Ifan Situmorang

I'm Budi's Father

· Let me introduce myself. My name is Subroto

I am an English teacher.

c. *Introducing Someone / Introducing Others*

- It's nice to meet you.

- It's a pleasure to meet you.

- I'm very happy to meet you.

- I'm pleased to meet you.

- I'm delighted to meet you.

- How do you do.

* Hello, Hi. (informal) Hi, there. (informal) glad to meet you. (informal) good to meet you. (informal). How are you ?** (informal).

* The signal "how do you do" is not used in America nearly as much as in great Britain. Please note that it is NOT a Question. It is only a greeting which requires a response with any other greeting, including" how do you do"!

* The phrase "how are you" is normally a greeting for people you already know, not for people to when you are being introduced for the first time. Nevertheless, many Americans use it this way.

To introduce someone in an informal situation you can say :

- Caca, this is Budi

- Roi, meet Nona

- Oh, Budi. I'd like you to meet Nona

- By the way, do you know each other? Budi-Nona

In a formal situation you may say :

- Dona, let me introduce you to Mr. Hans

- Mr. Heru, May I introduce you to miss Ana

- I'd like to introduce you to Mr. Wawan

F. METODE PEMBELAJARAN

Metode: CLT (Communicative Language Teaching)

Tehnik: Board Games (permainan papan)

G. MEDIA DAN SUMBER PEMBELAJARAN

1. Media belajar:

   - Laptop

   - LCD

   - Lembar permainan papan (Board Games)

2. Sumber belajar:

   - Buku bahasa inggris yang relevan

H. LANGKAH LANGKAH KEGIATAN PEMBELAJARAN

a. *Kegiatan awal*

   - Guru member salam kepada siswa,

   - Guru mengajaksiswa untuk berdoa sebelum memulai pelajaran,

   - Guru memotivasi peserta didik untuk siap belajar.

   - Guru mengecek kehadiran siswa

b. *Kegiatan Inti*

   Mengamati (observing)

   - Peserta didik mendengarkan/menonton interaksi/dialog perkenalan jati diri dan orang lain

   - Peserta didik mengikuti interaksi/dialog yang memaparkan perkenalan jati diri dan orang lain

- Peserta didik menirukan model interaksi menunjukkan perkenalan jati diri dan orang lain

Mempertanyakan (questioning)

- Guru memberikan siswa kesempatan untuk bertanya tentang pengucapan dan isi teks yang berisi perkenalan jati diri dan orang lain dan menjawab pertanyaan
- Guru memberikan kesempatan untuk siswa mempelajari contoh-contoh perkenalan jati diri dan orang lain

Mengeksplorasi (exploring), Mengasosiasi (associating), Mengkomunikasikan (Communicating)

- Guru memberikan permainan papan (Board Games) yang berkaitan dengan perkenalan jati diri dan orang lain

c. *Penutup*

- Peserta didik beserta guru menyimpulkan hasil pembelajaran yang telah diterima
- Guru meminta siswa menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan
- Guru menyampaikan rencana kegiatan pertemuan berikutnya.

Ralla,   2017

Mengetahui;

Guru Pamong   **The Researcher**

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : SMAN 5 BARRU

Mata Pelajaran   : Bahasa Inggris

Kelas / Semester   : X / Ganjil

Materi Pokok   : Introduction

Alokasi Waktu   : 4 x 45 menit

Skill   : Berbicara (speaking)

A.STANDAR KOMPETENSI:

SK 4   :Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk narrative, descriptive, dan news item sederhana dalam konteks kehidupan sehari- hari

SK 6   :Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk narrative, descriptive, dan news item sederhana dalam konteks kehidupan sehari- hari

B. Kompetensi Dasar

4.1 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari- hari dalam teks berbentuk; narrative, descriptive, dan news item

6.1 Mengungkapkan makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan

C. Indikator Pencapaian Kompetensi

1.Siswa mapu mengunkapkan hal-hal yang disebutkan dalam descriptive text

2. Siswa mampu mendeskripsikan diri sendiri dan orang lain

3. Siswa mampu menanyakan tentang descriptive text

4. Siswa mampu merespon pertanyaan tentang descriptive text

5. Siswa mampu mengkomunikasikan bahasa dalam mendeskripsikan diri sendiri dan orang lain dalam kehidupan sehari-hari

D. Tujuan Pembelajaran

Dengan menggunakan teknik permainan papan (board games) siswa diharapkan:

1. Dapat mengungkapkan, memaparkan, menanyakan, dan merespon descriptive text

2. Dapat dapat mengkomunikasikan bahasa yang dipelajari dalam berkomunikasi sehari-hari

3. Dapat meningkatkan penilaian kemampuan berbicara siswa

E. Materi Pembelajaran

Contoh ungkapan-ungkapan yang mendeskripsikan diri sendiri dan orang lain:

- I am….
- I am like…
- My father has….
- She is…
- She has..
- She is like

Menunjukkan Contoh teks descriptif dan gambar seseorang

Comedian Sule "Prikitiw" His full name is Entis Sutisna. People call him Sule. He is a famous comedian in Indonesia. Sule was born on 15 November 1976 in Bandung, West Java. He speaks Sundanese fluently. He also learn Javanese.

Sule is very unique. His hair is long with brown and yellow colour. He has oval face, flat nose and slanting eyes. People know Sule as a ridiculous man and full of jokes. He is very funny. His joke makes everyone smiling even belly laughing. Sule plays in several TV shows such as Opera Van Java (OVJ), Awas Ada Sule, PAS Mantab, and Saung Sule. He also can sing very well. He has very famous song entitled Susis (Suami Sieun Istri)

F. Metode Pembelajaran

Metode: CLT (Communicative Language Teaching)

Tehnik: Board Games (permainan papan)

G. MEDIA DAN SUMBER PEMBELAJARAN

3. Media belajar:

- Laptop

- LCD

- Lembar permainan papan (Board Games)

4. Sumber belajar:

- Buku bahasa inggris yang relevan

H. Kegiatan Pembelajaran

a. Kegiatan awal

- Guru member salam kepada siswa,

- Guru mengajaksiswa untuk berdoa sebelum memulai pelajaran,

- Guru memotivasi peserta didik untuk siap belajar.

- Guru mengecek kehadiran siswa

b. *Kegiatan Inti*

Observasi)observation :

- Guru menjelaskan tentang aspek-aspekyang ada dalam descriptive text

- Siswa menggamati guru yang memberikan contoh gambar seorang artis dan teks descriptive

- Siswa mengamati gambar dan memahami isi teks descriptive

- Siswa berupaya menemukan informasi terkait contoh gambar yang diperlihatkan oleh guru.

Mempertanyakan (questioning)

- Guru memberikan siswa kesempatan untuk bertanya tentang pengucapan dan isi descriptive text

- Guru memberikan kesempatan untuk siswa mempelajari contoh-contoh descriptive text

Mengeksplorasi (exploring), Mengasosiasi (associating), Mengkomunikasikan (Communicating)

- Guru memberikan permainan papan (Board Games) yang berkaitan dengan descriptive text

c. *Penutup*

- Peserta didik beserta guru menyimpulkan hasil pembelajaran yang telah diterima

- Guru meminta siswa menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan

- Guru menyampaikan rencana kegiatan pertemuan berikutnya.

Ralla,   2017

Mengetahui;

Guru Pamong   **The Researcher**

Appendix B

INSTRUMENT OF PRE-TEST

A. PRE-TEST (ORAL TEST)

Interview:

1. How do you do?

2. What is your name?

3. Where were you born?

4. Where do you live?

5. Who do you live with?

6. What do you do in free time?

Monolog Test:

1. Brief introduction!

2. Telling about your daily activities!

B. Media

1. Laptop

2. Paper

3. Pen

4. Recorder

INSTRUMENT OF POST-TEST

A. POST TEST (ORAL TEST)

Interview:

1. What kind of personality do you have?

2. How do you describe about yourself?

3. How do you describe about your friend?

4. What kind of men/women do you like?

5. How is your dream house?

6. Who is your best inspiration? Describe!

Monolog Test:

1. Brief introduction!

2. Describe about your daily activities!

3. Describe about this picture!

a. Cat

b. My House

This is my house

c. My English Teacher's

Do you speak English?

I'll teach you

MyMagicFundas

B. Media

1. Laptop

2. Paper

3. Pen

4. Recorder

Appendix C

Data Analysis

Appendix C.1
The Result of Students' Speaking Pronunciation In Pre- Test And Post-Test

Sample	Pre-Test (X1)	Post- Test (X2)	D	D^2
S- 1	78	81	3	9
S- 2	50	76	26	676
S- 3	47	68	21	441
S- 4	50	81	31	961
S- 5	74	84	10	100
S- 6	35	68	33	1089
S- 7	42	71	29	841
S- 8	59	80	21	441
S-9	60	84	24	576
S- 10	48	70	22	484
S- 11	63	82	19	361
S- 12	45	80	35	1225
S- 13	40	68	28	784
S- 14	54	74	20	400
S- 15	51	78	27	729
S- 16	66	81	15	225
S- 17	56	80	24	576
S- 18	71	82	11	121
S- 19	74	93	19	361
S- 20	59	79	20	400
S- 21	43	75	32	1024
S- 22	61	83	22	484
S-23	51	81	30	900
S- 24	69	78	9	81
S-25	73	85	12	144
S- 26	65	81	16	256
S- 27	76	91	15	225
S- 28	65	81	16	256
S- 29	61	85	24	576
S- 30	58	78	20	400
Score	1744	2378	634	15146
(X)	58.13	79.26	D= 634	$\sum D^2$= 145146

Appendix C.2
The Result of Speaking Pronunciation in Pre- Test and Post- Test

	Pre- Test (X1)		Post- Test (X2)	
Code	**Pronunciation**	**Classifying**	**Pronunciation**	**Classifying**
S- 1	78	Good	81	Good
S- 2	50	Poor	76	Good
S- 3	47	Poor	68	Fairly Good
S- 4	50	Poor	81	Good
S- 5	74	Fairly Good	84	Good
S- 6	35	Very Poor	68	Fairly Good
S- 7	42	Poor	71	Fairly Good
S- 8	59	Fairly Poor	80	Good
S-9	60	Fairly Poor	84	Good
S- 10	48	Poor	70	Fairly Good
S- 11	63	Fairly Poor	82	Good
S- 12	45	Poor	80	Good
S- 13	40	Poor	68	Fairly Good
S- 14	54	Poor	74	Fairly Good
S- 15	51	Poor	78	Good
S- 16	66	Fairly Good	81	Good
S- 17	56	Fairly Poor	80	Good
S- 18	71	Fairly Good	82	Good
S- 19	74	Fairly Good	93	Very Good
S- 20	59	Fairly Poor	79	Good
S- 21	43	Poor	75	Fairly Good
S- 22	61	Fairly Poor	83	Good
S-23	51	Poor	81	Good
S- 24	69	Fairly Good	78	Good
S-25	73	Fairly Good	85	Good
S- 26	65	Fairly Poor	81	Good
S- 27	76	Good	91	Very Good
S- 28	65	Fairly Poor	81	Good
S- 29	61	Fairly Poor	85	Good
S- 30	58	Fairly Poor	78	Good

Appendix C.3
The Result of Students' Speaking Vocabulary In Pre- Test And Post-Test

Sample	Pre-Test (X1)	Post- Test (X2)	D	D^2
S- 1	81	92	11	121
S- 2	52	86	34	1156
S- 3	50	76	26	676
S- 4	52	92	40	1600
S- 5	74	96	22	484
S- 6	40	76	36	1296
S- 7	46	85	39	1521
S- 8	65	94	29	841
S-9	66	89	23	529
S- 10	53	80	27	729
S- 11	68	86	18	324
S- 12	50	85	35	1225
S- 13	45	76	31	961
S- 14	59	84	25	625
S- 15	54	82	28	784
S- 16	68	88	20	400
S- 17	59	84	25	625
S- 18	78	89	11	121
S- 19	82	91	9	81
S- 20	53	83	30	900
S- 21	44	84	40	1600
S- 22	61	84	23	529
S-23	53	87	34	1156
S- 24	76	86	10	100
S-25	75	87	12	144
S- 26	65	84	19	361
S- 27	79	96	17	289
S- 28	72	88	16	256
S- 29	65	89	24	576
S- 30	57	81	24	576
Score	1842	2580	738	20586
(X)	61.4	86	D= 738	$\sum D^2$= 20586

Appendix C.4
The Result of Speaking Vocabulary in Pre- Test and Post- Test

	Pre- Test (X1)		Post Test (X2)	
Code	Vocabulary	Classifying	Vocabulary	Classifying
S- 1	81	Good	92	Very Good
S- 2	52	Poor	86	Very Good
S- 3	50	Poor	76	Good
S- 4	52	Poor	92	Very Good
S- 5	74	Fairly Good	96	Excellent
S- 6	40	Poor	76	Good
S- 7	46	Poor	85	Good
S- 8	65	Fairly Poor	94	Very Good
S-9	66	Fairly Good	89	Very Good
S- 10	53	Poor	80	Good
S- 11	68	Fairly Good	86	Very Good
S- 12	50	Poor	85	Good
S- 13	45	Poor	76	Good
S- 14	59	Fairly Poor	84	Good
S- 15	54	Poor	82	Good
S- 16	68	Fairly Good	88	Very Good
S- 17	59	Fairly Poor	84	Good
S- 18	78	Good	89	Very Good
S- 19	82	Good	91	Very Good
S- 20	53	Poor	83	Good
S- 21	44	Poor	84	Good
S- 22	61	Fairly Poor	84	Good
S-23	53	Poor	87	Very Good
S- 24	76	Good	86	Very Good
S-25	75	Fairly Good	87	Very Good
S- 26	65	Fairly Poor	84	Good
S- 27	79	Good	96	Excellent
S- 28	72	Fairly Good	88	Very Good
S- 29	65	Fairly Good	89	Very Good
S- 30	57	Fairly Poor	81	Good

Appendix D

Data Analysis

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Appendix D.1

Mean Score Of Pre-Test And Post-Test

</div>

1. **Mean Score Of The Srudents' Speaking Accuracy**

   a. *Mean score of pre-test pronunciatin*

Pre Test	Post Test
$X = \frac{\sum X_1}{N}$	$X = \frac{\sum X_2}{N}$
$X = \frac{1744}{30}$	$X = \frac{2378}{30}$
$X = 58.13$	$X = 79.26$

   b. *Mean score of pre-test vocabulary*

Pre Test	Post Test
$X = \frac{\sum X_1}{N}$	$X = \frac{\sum X_2}{N}$
$X = \frac{1842}{30}$	$X = \frac{2580}{30}$
$X = 61.4$	$X = 86$

Appendix D.2

The Percentage of the Improvement of Students' Pre Test and Post Test

1. **The Improvement of the Students' Speaking Accuracy**

   a. *Improvement students in speaking (Pronunciation)*

   $$P = \frac{X2 - X1}{X1} \text{X } 100$$

   $$P = \frac{79.26 - 58.13}{58.13} \text{X } 100$$

   $$P = \frac{21.13}{58.13} \text{X } 100$$

   $$P = \frac{2113}{58.13}$$

   $$P = 36.34 \text{ \%}$$

   b. *Improvement students in speaking (Vocabulary)*

   $$P = \frac{X2 - X1}{X1} \text{X } 100$$

   $$P = \frac{86 - 61.4}{61.4} \text{X } 100$$

   $$P = \frac{24.6}{61.4} \text{X } 100$$

   $$P = \frac{2460}{61.4}$$

   $$P = 40.06 \text{ \%}$$

Appendix D.3

Test of Significance Difference of Students' Score between the Score of the Pre Test and Post Test

1. **T-test**

   a. **Test of Significancē Difference beetwen pre test and post test (Pronunciation)**

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \qquad \text{Where } \overline{D} = \frac{\sum D}{N} = \frac{634}{30} = 21.13$$

$$t = \frac{21.13}{\sqrt{\frac{15146 - \frac{(634)^2}{30}}{30(30-1)}}}$$

$$t = \frac{21.13}{\sqrt{\frac{15146 - \frac{401956}{30}}{30(29)}}}$$

$$t = \frac{21.13}{\sqrt{\frac{15146 - 13398.53}{870}}}$$

$$t = \frac{21.13}{\sqrt{\frac{1747.47}{870}}}$$

$$t = \frac{21.13}{\sqrt{2}}$$

$$t = \frac{21.13}{1.41}$$

$$t = 14.98$$

b. Test of Significance Difference beetwen pre test and post test (Vocabulary)

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N\,(N-1)}}} \qquad \text{Where } D = \frac{\sum D}{N} = \frac{736}{30} = 24.53\overline{}$$

$$t = \frac{24.53}{\sqrt{\frac{20586 - \frac{(736)^2}{30}}{30\,(30-1)}}}$$

$$t = \frac{24.53}{\sqrt{\frac{20586 - \frac{541696}{30}}{30\,(29)}}}$$

$$t = \frac{24.53}{\sqrt{\frac{20586 - 18056.53}{870}}}$$

$$t = \frac{24.53}{\sqrt{\frac{2529.47}{870}}}$$

$$t = \frac{24.53}{\sqrt{2.90}}$$

$$t = \frac{2453}{1.70}$$

$$t = 14.42$$

2. **T-table**

Level of Significance $(p) = 0.5$

Degree of Freedom (df) = N-1 = 30-1= 29

T-table = 2.045

Appendix E

Distribution of T-table

Df	Probability (p)			
	0.10	**0.5**	**0.1**	**0.001**
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.353	3.182	5.841	12.941
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.859
6	1.943	2.447	3.707	5.959
7	1.895	2.365	3.499	5.405
8	1.860	2.306	3.355	5.041
9	1.833	2.262	3.250	4.781
10	1.812	2.228	3.169	4.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.318
13	1.771	2.160	3.012	4.221
14	1.761	2.145	2.977	4.140
15	1.753	2.131	2.947	4.073
16	1.746	2.120	2.921	4.015
17	1.740	2.110	2.898	3.965
18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.861	3.883

20	1.725	**2.086**	2.845	3.850
21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	3.792
23	1.714	2.069	2.807	3.767
24	1.711	2.064	2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	2.056	2.779	3.707
27	1.703	2.052	2.771	3.690
28	1.701	2.048	2.763	3.674
29	1.699	2.045	2.756	3.659
30	1.697	2.042	2.750	3.646
40	1.684	2.021	2.704	3.551
60	1.671	2.000	2.660	3.460
120	1.658	1.980	2.617	3.373
∞	1.645	1.960	2.576	3.291

(Gay,1981)

APPENDIX F

Transcript of Recording

A. Pre- test

➤ **Interview (Assessment for vocabulary)**

1. R   : "how do you do?"

    S1   : "how do you do."

    R   : "what is your name?"

    S1   : "my name is Nadila Aprilia. D."

    R   : "where were you born?"

    S1   : "ee..cempae."

    R   : "where do you live?"

    S1   : "cempae."

    R   : "who do you live with?"

    S1   : "ee..with my parents."

    R   : "what do you do in free time?"

    S1   : "ee..training volleyball and reading."

➤ **Monologue (Assessment for pronunciation)**

R   : "ok. Now introduction about yourself and tell about your daily activity!"

S1   : "Hi guys! My name is Nadila Aprilia D, I live in cempae, my hobby is volleyball and reading books. Ee..my daily activity, I usually wake up 05:00 o'clock in the morning, I am take a bath , I take a bath and I have my mother prepare breakfast. Ee..07:00 o'clock I am go to school in my friend , I go to school with my friends. Ee.. 1 o'clock I am, e one heros minutes thirteent I.. I back to home, ee I put my uniform and praying after, praying after I lunch, ee read a book, ee dinner and I go to bed."

R   : "ok thank you!"

S1   : "thank you!"

B. Post- test

➢ **Interview (Assessment for vocabulary)**

1. R : "What kind of personality do you have?"

 S1 : "Ee.. the kind of personality that I have are height, short hair, yellow complexion, nose ee sharp nose, funny, cute, ee cute, ee not fat but not skinny medium tempered, ee little crazy and sweet."

 R : "How do you describe about yourself?"

 S1 : "I will describe describe about myself, my name is Nadilla Aprilia. D, I am beautiful, cute, sweet, short hair, nose sharp, ee joking and I like to read a books in my spare time."

 R : "How do you describe about your friend?"

 S1 : "I have a friend, ee..her name Andini Saputri, she is nice to help, beautiful, cute, sweet, ee.. joking and habits like angry."

 R : "What kind of man do you like?"

 S1 : "I like man to intelligent, ee..diligent, diligent ee caring, faithful, and and confident man."

 R : "How is your dream house?"

 S1 : "My dream house is stone house, clean, comfortable, ee..comfortable not comfortable, not not to funny and not to fancy and quiet."

 R : "Ok! Who is your best inspiration? Describe!"

 S1 : "My best inspiration is my mother, because she who has taken care me, ee taken care me from ee small to this time, ee teach me with patience, she is my hero and my beloved."

➢ **Monologue (Assessment for pronunciation)**

 R : "Ok! Now introduce yourself in front of class and describe about your daily activity and describe about this picture!"

 S1 : "Hello everybody! My name is Nadilla Aprilia. D, I am I live in Cempae, I from Cempae, my hobby is reading, dance and training

volleyball, ee my destination my destination is become a teacher. My daily activity, in the morning alarms sounded at 04:40 of indicates the time of down. After I wake up I went straight to the kitchen and drank water and went on demanding water and went on demanding water abou ablution, after that I waited adzan finished and pray, after my pray I immediately clean the house and cookin, after that I want to take a bath and get ready to school. At 01:15 I went home ee immediately took ablution water and prayed, after that I cleaned after cleaning my meal, after that I take a break and then learn without me realize the time in the afternoon I took ablution water and prayed after my prayed went to bething for sunset after the time of my evening praying for isha time isha time arrived me praying after my prayer was a sleep. My cat, my rura cat is the only pet I have. He has a little hair but is not totally hairless as he has a peach fuzz over much of his body. His coat is often a warm chomonis. My rura has a normal cat proportion. I like his tail although my mom say that is like a rats tail. I love his usual color varieties including, tortoiseshell, chocolate, black, blue, lilac, chocolate, etc.he is really an amazing cat. House, my lovely home, my house is not very big, but very cozy and quiet. This is the place where we can relax and find our own space in our home. English teacher, I have an English teacher, her name is Hasrina, she is beautiful, firm, good, glassy, cute, etc.”

R   : “Ok thank you!”

APPENDIX G

BOARDING GAMES

(*Azzahroh, 2015*)

(Azzahroh, 2015)

APPENDIX H

DOCUMENTATION

بسم الله الرحمن الرحيم

Nomor : 1590/FKIP/A.1-II/VIII/1439/2017
Lampiran : 1 Rangkap Proposal
Hal : **Pengantar LP3M**

Kepada Yang Terhormat
Kepala LP3M Unismuh Makassar
Di –
      Makassar

السلام عليكم ورحمة الله وبركاته

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa Mahasiswa yang tersebut namanya di bawah ini:

Nama : **SITTI MARWAH RIJAL**

N I M : 1053 5557 013

Jurusan : Bahasa Inggris

Alamat : Jl. Toddopuli raya timur Lr.2 No.8

Adalah yang bersangkutan akan mengadakan penelitian dalam penyelesaian Skripsi.

Dengan Judul: **The Use of Boarding Games to Improve Students' Speaking Ability at Tenth Grade of SMA Negeri 5 Barru**

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

والسلام عليكم ورحمة الله وبركاته

Makassar, 25 September 2017
D e k a n,

Erwin Akib, M.Pd., Ph.D
NBM. 860 934

PEMERINTAH PROVINSI SULAWESI SELATAN

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

Nomor   : **14410/S.01P/P2T/10/2017**
Lampiran :
Perihal   : **Izin Penelitian**

KepadaYth.
Kepala Dinas Pendidikan Prov. Sulsel

di-
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 2202/Izn-05/C.4-VIII/IX/37/2017 tanggal 28 September 2017 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a   : **SITTI MARWAH RIJAL**
Nomor Pokok   : 10535557013
Program Studi   : Pend. Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa(S1)
Alamat   : Jl. Sultan Alauddin No. 259, Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul :
" THE USE OF BOARDING GAMES TO IMPROVE STUDENTS SPEAKING ABILITY AT TENTH GRADE OF SMA NEGERI 5 BARRU "

Yang akan dilaksanakan dari : Tgl. *02 Oktober s/d 30 November 2017*

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada tanggal : 02 Oktober 2017

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU
PINTU PROVINSI SULAWESI SELATAN
Selaku Administrator Pelayanan Perizinan Terpadu

A. M. YAMIN, SE., MS.
Pangkat : Pembina Utama Madya
Nip : 19610513 199002 1 002

Tembusan Yth
1. Ketua LP3M UNISMUH Makassar di Makassar;
2. Pertinggal.

SIMAP PTSP 02-10-2017

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

Nomor	: 2202/Izn-5/C.4-VIII/IX/37/2017	08 Muharram 1439 H
Lamp	: 1 (satu) Rangkap Proposal	28 September 2017 M
Hal	: Permohonan Izin Penelitian	

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala UPT P2T BKPMD Prov. Sul-Sel

di –

Makassar

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 1590/FKIP/A.1-II/IX/1439/2017 tanggal 27 September 2017, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama	:	**SITTI MARWAH RIJAL**
No. Stambuk	:	**10535 5570 13**
Fakultas	:	**Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan	:	**Pendidikan Bahasa Inggris**
Pekerjaan	:	**Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"The Use of Boarding Games to Improve Students' Speaking Ability at Tenth Grade of SMA Negeri 5 Barru"

Yang akan dilaksanakan dari tanggal 30 September 2017 s/d 30 Nopember 2017.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Ketua LP3M,

Dr.Ir. Abubakar Idhan,MP.
NBM 101 7716

09-17

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp   : 0411-860837/860132 (Fax)
Email : fkip@unismuh.ac.id
Web   : www.fkip.unismuh.ac.id

بِسْــــمِ اللّٰـهِ الرَّحْمٰنِ الرَّحِيْـــمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa   : **Sitti Marwah Rijal**

NIM   : **10535 5507 13**

Judul Penelitian   : *"The Use of Boarding Games to Improve Students' Speaking Ability*
                at Tenth Grade of SMA Negeri 5 Barru"

Tanggal Ujian Proposal   : **16 September 2017**

Tempat/Lokasi Penelitian   : **SMA Negeri 5 Barru**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1	Senin 09/10/2017	Persuratan	HASRINA, S.Pd	
2	Selasa 10/10/2017	Pre-test	HASRINA, S.Pd	
3	Rabu 11/10/2017	Treatment	HASRINA, S.Pd	
4	Selasa 17/10/2017	Treatment	HASRINA, S.Pd	
5	Rabu 18/10/2017	Treatment	HASRINA, S.Pd	
6	Selasa 24/10/2017	Treatment	HASRINA, S.Pd	
7	Rabu 25/10/2017	Treatment	HASRINA, S.Pd	
8	Selasa 31/10/2017	Treatment	HASRINA, S.Pd	
9	Rabu 01/11/2017	Post-test	HASRINA, S.Pd	
10			HASRINA, S.Pd	

Ralla   02 November 2017

Ketua Jurusan,

Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Mengetahui,

Pimpinan/Kepala sekolah,

Abdul Aziz

1234 / FKIP /SKP/A.9-11 / V / 1438/2017 → No surat

No·Urut : 1232

PRODI PENDIDIKAN BAHASA INGGRIS

FORMAT PENGAJUAN JUDUL SKRIPSI

* Required

Email address *

marwahrijal16@gmail.com

Nama Lengkap *

Sitti Marwah Rijal

NIM *

10535587013

Kelas *

VII E

Judul Skripsi

Masukkan tiga (3) alternatif judul untuk dipertimbangkan di PRODI

Judul 1 *

The Use of Boarding Games to Improve Students' Speaking Ability at Tenth Grade of SMA Negeri 1 Tanete Riaja (Experimental Research)

Judul 2 *

An Error Analysis Personal Pronoun at Tenth Grade of SMA Negeri 1 Tanete Riaja (Descriptive Research)

Judul 3 *

An Error Analysis of Simple Past Tense in Narrative Test at Tenth Grade of SMA Negeri 1 Tanete Riaja (Descriptive Research)

Alternatif Pembimbing 1

Ummi Khaerati Syam S.Pd. M.Pd

Alternatif Pembimbing 2

Ilmiah S.Pd. M.Pd

16/5/17

Keterangan

1. Untuk Alternatif Pembimbing, Jangan di isi.
2. PRINT OUT form ini untuk dilampirkan ke PRODI dengan melampirkan buku Panduan Penulisan Skripsi.
3. Untuk buku panduan penulisan skripsi, silahkan menghubungi front desk PRODI.

CURRICULUM VITAE

SITTI MARWAH RIJAL was born on April 16th, 1995 in Pare-Pare. She is the sixth child from eight siblings of the couple Syaiful Rijal and Hj. Karrama. In 2001 she studied as a students in elementary School at SD Impres Maruala and graduated in 2006. Then she continued her study at SMP Negeri 1 Tanete Riaja and graduated in 2010.

After finishing her study in junior high school, she continued her study at SMA Negeri 1 Tanete Riaja and graduated in 2013. She registered as a student of English Education Department of Makassar Muhammadiyah University on strata one program.