

## **Chapter I**

### **Introduction**

This chapter consist seven parts of introduction, they are: background, research questions, identification of the problems, limitation of the problems, population and sample, the objectives of the study, and significances of the study. Conducted to the study entitle “The Use of Game in Improving Speaking Skill.”

#### **1.1 Background of the Study**

A teacher must be passion when teach students in the classroom, when teach students a teacher must have a pleasant teaching style. Thus, the students will excited and comfortable when study in the classroom. According to Witt, Wheelless, and Allen (2004), “teacher’s passion in teaching affects student’s interaction with the lesson, and increases the enjoyment during class time”. A teacher can use a game in the teaching and learning process, because games provide enjoyment in learning. According to Mahmoud and Tanni (2014), “game is used for giving intense and passionate involvement in communication to the students so that they can feel enjoyment and pleasure in learning”

Education and game are good combination in the learning process. According to Urals’ findings (as cited in Donmus, 2010, p.1499) “when games and education are combined, it can be educative and education environments can be entertaining. The learners who learned with the use of games, gain positive attitudes and can be more motivated while learning”. Hence, game has positive impact in education environment. Games are not just time-filling activities but have a great education value.

Most of students still have difficulties in learning English. A teacher tried to make activities more effective for students by conducting an appropriate and effective to teach English, it will help to improve and practice English skills of the students'. Therefore, a teacher chose a game as the media to teach English. "Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication". This statement supported by Ersoz (2000).

Game has positive impact, such as has positive attitudes, because when play a game the students will interact with the others. As long as they interact, they are required to speak English as best as they can. It will foster students' confidence. According to Lee (2012) "game can help promote positive attitudes toward learning English. They encourage active participation among players and consequently boost confidence and self-esteem". According to I-Jung (2005) "the benefit of using game in language-learning include that games are learner centered, encourages creative and spontaneous use of language and foster participatory attitudes of the learners".

SMPN 2 Pedes is located on Cikepek Street, Labanjaya Village, Subdistrick Pedes, Karawang Districk. The school was indeed far from the city center, it caused a difference of teaching and learning style in the classroom. The lack of the teacher's role in encourage students learn to improve their learning abilities, especially, in improving their English skills. Therefore, students need an interesting way of learning but the lesson keep conveyed well.

Game encourage the students to active in the classroom, entertain them, teach the language naturally, and promote fluency. The writer interested about this topic, because game gives students a naturl opportunity to work together and communicate using English with each other. The students are expected to learn English in a fun way without feel bored. In this research, the writer tries to show the other way in teaching English, such as using game. This research is aim to analyze the use of game in improving speaking skill, especially in pronounce.

## **1.2 Research Questions**

1. How are the procedures of teaching English using game to improve speaking skills?
2. What are the learning media of teaching English using game to improve speaking skills?
3. How are the results of teaching English using game to improve speaking skills?

## **1.3 Identification of the Problems**

Teacher can use game in teaching English as an innovative method. Game is needed for teacher to raise student mood when they feel bored in the classroom. In addition, to making the atmosphere of learning process in the classroom more fun and relaxed, game is also able to improve English skills, especially speaking skills. Therefore, according to the explanation above, the writer tries to find out the use of game in improving speaking skills.

#### **1.4 Limitation of the Problems**

The writer limits the study about the use of hot seat, hot ball and hangman game in improving speaking skills, whether the games will help the students easily in improving speaking skills, especially in pronunciation.

#### **1.5 Population and Sample**

##### **a. Population**

According to Arikunto (2010:173) "population is all research objects. The research is population research. When there are someone wants to make research all elements in the research area, the study or research is also being the population study."

The population taken as source of this research is the second year students of the SMPN 2 Pedes Karawang on academic year 2017-2018. The total numbers of this population are 27 students.

##### **b. Sample**

The writer chooses 7<sup>th</sup> A grade class students of SMPN 2 Pedes Karawang as the sample of this study. The writer got the sample by purposive sampling. SMPN 2 Pedes Karawang was chosen as sampling because the school still lacks facilities and infrastructure for English lessons. Thus, the students lack of knowledge and skills in English. The writer chose 7<sup>th</sup> A as population because they are more manageable, more polite and diligent than other classes.

## **1.6 The Objectives of the Study**

Based on the problem statement, the objectives of the study as follow:

1. To find out the procedures of teaching English using game in improving speaking skills
2. To find out what are learning media of teaching English using game to improve speaking skills
3. To find out the results of teaching English using game to improve speaking skills.

## **1.7 Significances of the Study**

The writer hopes that this research gives significances for the readers and the other writer. The benefits are distinguished into two:

### **1. Theoretical**

Theoretically, this study provides beneficial and referential contribution in giving general knowledge of the way to improve the students' speaking ability by using games.

### **2. Practical**

- a) For the teachers, the result of this research is expected to provide them with an alternative technique to teach speaking. It is also expected to motivate the teachersto be more creative. Hence, the students will be more enthusiastic in learning English in the class.
- b) For the writer, the result of this research can develop her experience related to her knowledge in research on education and English teaching, especially for speaking.

- c) For the students, the result of this research is expected to give them new experience in English learning, especially in learning speaking. Hence, they can be more motivated to develop their abilities.

## **Chapter II**

### **Theoretical Foundation**

This chapter, the writer put some informative explanation from the expert and this chapter cover games as a media in improve speaking skills in teaching English and explain the aspect of speaking skills.

#### **2.1 Definition of Speaking**

Speaking is one aspect that important in teaching and learning process. The aim of teaching speaking is to train the students to be able to express their ideas meaning fully in the real life. According to Kayi ( 2006 : 7) “speaking is the ability to express a sequence of ideas fluently.”

#### **2.2 Aspect of Speaking**

Speaking represents a real challenge to most language learners. No wonder that, some people think that the ability to speak shows the competence of a person in language mastery. Because language is a habit, speaking skill, as a part of four major skill in a language, there are :

##### **a) Accuracy**

###### **1) Grammar**

“Grammar is structure words that is arranged to be sentences to give meaning, it is needed for students to arrange a correct sentence in a conversation”. As cited by Heaton (2004: 5), that students’ ability to manipulate structure and to distinguish appropriate grammatical from in appropriate one.

## 2) Vocabulary

“Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Written vocabulary consists of those words for which the meaning is known when we write or read silently. These are important distinctions because the set of words that beginning the readers know are mainly oral representation. As they learn to read, written vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary”. This statement supported by Hiebert and Kamil (2005:3).

### **b) Pronunciation**

According to Gilbert (2008:1) “English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to learning and practicing the specifically English way of making a speaker’s thought easy to follow”.

### **c) Fluency**

“Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students’ fluency, the teacher allows students to express themselves freely without interruption.

The aim is to help students speak fluently and with ease. The teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation”. This statement supported by Pollard (2008:16).



#### **d) Comprehension**

According to Heroine (2014:7) “The teachers have to ensure that students are paying attention and understanding the material. It means conducting comprehension checks will highlight what students are struggling with and what needs to be covered more thoroughly before completing additional activities or moving on the next topic.”

Consequently, the teacher can do the comprehension exercise often determined by the type of activities, and then teacher have decided to include in the lesson. Most of the comprehension checks for speaking exercises will be done during the initial introduction and practice section of the lesson.

### **2.3 Teaching Speaking**

“Teaching means showing or helping someone how to do something, giving instruction, guiding in the study of the something, providing with the knowledge, causing to know or to understand teaching as an activity for guiding and facilitating the learners to learn and setting the condition of learning”. This statement supported by Brown (2001:7).

Teaching speaking is teaching students how to communicate orally to the others. Moreover, the teacher has to find and prepare the materials, give clear explanations or direction when present the material to students. There are many language learners considered speaking ability as the measure of knowing the language. Based on Harmer (2001:269) says “speaking is the ability to speak fluently. It is to give knowledge of language features in process information and language on the spot”.

Meanwhile, Richard and Renandya (2002:208) say “teaching speaking is an aspect that needs special attention and instruction. It is caused of the difference of speaking with other skills. Beside meaning, speaking also considers language features including pronunciation. To create, the students interest in speaking and follow natural learning for the purpose of teaching speaking.” Moreover, English teacher have to make their speaking class atmosphere interesting and give more chance for students to practice their speaking.

Teachers, in designing their objective, must consider students’ need too in order to ease students in mastering English as a target language that is being learned. Therefore, and English teacher has to process sufficient knoeledge and understanding toward learning materials that she/he will teach. Furthermore, the teacher should be able to select an appropriate teaching methodology to be used in teaching materils as well classroom learning activities that can motivate students 33to learn. As cited by Hence (2004:3) “the students will fell enjoy during the class and keep on practicing their speaking ability.”

According to Nunan (2003) what is meant by teaching speaking is to teach English language learners to:

- Produce the English speech sounds and sounds patterns
- Use words and sentence stress, intonation patterns, and the rhythm of the second language.
- Select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a mean of expressing values and judgments.

- Use the language quickly and confidently with few unnatural pauses, which is called fluency.

## **2.4 Teaching Speaking based on School Curriculum and Syllabus of Junior High School**

Mulyasa (2006:8) states that, "the school and the school committee develop the curriculum and its syllabus based on the foundation framework and the standard of graduate competency, under the supervision of the Education Office of regency and religion department in charge of education." He also adds that related to the school based curriculum, the National Education Ministry has prepared standard competency and basic competency for every subjects, which is used as a guide for the teachers in developing the school based curriculum in every school.

### **a) Standard competency of speaking**

According to standard competency of speaking stated in School Based Curriculum, after the students learn speaking they are expected be able to:

- Express meaning the form of short simple transactional and interpersonal conversation orally to interact with the society and surrounding.
- Express meanings in the forms of functional oral texts and short simple monologues in the descriptive and recount texts to interact with surrounding.

b) Basic competency

The objectives of teaching speaking in junior high school students can be reflected on basic competency that has been prepared by the government. By having a speaking subject in the school, the students are expected to be able to:

1. Express meanings in transactional dialogues (to get things done) and simple interpersonal (socialization) dialogues orally accurately, fluently, and appropriately to interact with surrounding including: asking, giving, and refusing service, asking giving, and refusing things, accepting and denying the fact, asking and giving opinions,
2. Understand and give responses in the transactional dialogues (to get things done) and interpersonal dialogues (socialization) orally accurately, fluently, and appropriately to interact with the surrounding including: inviting, accepting and refusing invitation, agreeing and disagreeing, praising, and congratulating.
3. Express meanings in the form of spoken short functional texts accurately, fluently, and appropriately to interact with the surrounding.
4. Express meanings in short simple monologues accurately, fluently, and appropriately to interact with the surrounding in the form of descriptive and recount texts.

Mulyasa (2006:190) defines school based curriculum syllabus as a lesson plan in every subjects with certain theme, include standard of competency, basic of competency, materials, indicators, assessment, time allocation, and learning source should be developed in every school. The teacher in junior high schools

can decide the best course for their students and how to implement the course suitable with the students needs. The syllabus can also help the teacher to create and arrange well-planned lessons which can make them more professional and confident. It can be concluded that the syllabus provides a list of the language items that are to be taught, how they are to be taught, in which order, and how long it should take to teach to the students.

## **2.5 Definition of Game**

Azar (2012), defines game as follow: “Games are advantageous and effective in learning. They are motivating because they usually involve friendly competition and create cooperative learning environment, so students have an opportunity to work together. They improve students’ communicative skills and they have a chance to use the target language”

Game is a structured form of play, usually undertaken for enjoyment and sometimes used as an educational tool. Games are distinct from work, which is usually carried out for remuneration, and from art, which is more often an expression of aesthetic or ideological elements.

Donmus (2010) defines game as follow: “Educational games are activities that provide students the opportunity to reinforce the previous knowledge by repeating it in a more comfortable environment”. Games are mostly used when there is some time left at the end of the lesson to keep students quiet. According to Wright (2006), “game is an activity in which the learn play and usually interact with the others”.

Games are useful in a class because they provide an opportunity for students to use their language in a less formal situation. "Games can be beneficial for the students especially when the class becomes boring and the students have been tired of serious discussions". This statement is supported by Sanchez (2007, p.4). There are four elements which should be taken into consideration when playing games in English class. Teachers should keep them in mind and apply the above discussed games to the practical situation appropriately in order to achieve the best results.

#### A. Time

The amount of teaching time devoted to games depends on the individual teaching content, but it will probably be a relatively small proportion of the total teaching time. They can be used to open or close a lesson in a stimulation way, to punctuate a lesson, to relieve tension after a test or concentrated practice session, or at any time that the teacher feels appropriate. It is important that they are used positively, to give students enjoyment and useful practice.

#### B. Choice

The teacher must take many factors into account when deciding which game would be most appropriate and most successful with his or her students at any time. He or she should consider the level of the students, the main aim of having a game, the interest of the students, the appropriate time to use a game and the availability of aids and materials.

### C. Preparation

Games may be good fun but they need to be carefully prepared and organized. Firstly, the teacher should find a good game in a book or invent one. Then he or she must be sure that the necessary facilities are available. An overhead projector can be very useful if one is available. If not, a typewriter and cards and the objects needed should be prepared in advance. Also, the teacher should ensure clear handwriting on paper or cards so that the students will take the teacher's intentions seriously. Finally, the teacher must work out how the game is to proceed, what the students will need to do and how they will be instructed in what to do. It is important to try to anticipate any logistic or linguistic problems that may occur in order to be able to deal with them effectively.

### D. Management

The teacher must decide in advance how to organize the students and the classroom so that the setting up of a game can be carried out as quickly and smoothly as possible. It is advisable to encourage pair and group work where possible, as this will increase student participation and the amount of language practice offered to each student will be much greater. While the students are working, it is useful for the teacher to keep a close eye on pairs or groups to help, correct or stimulate less active students. The teacher should stop a game and change to something else before the students become tired of it. In this way, their willingness and concentration are retained.

## 2.6 Types of Games That Use in Improving Speaking Skills

### ➤ Hot Seat

This game engages the students and activates them into using their wider vocabulary to describe key words. This game involves the physical movement and concentration. This game can help students be talk-active and be brave in expressing their opinions. In the end students' ability in speaking can be increase through this game.

- Divide the class into two or three big groups.
- Create a simple decoration where there is one chair in front of the class and behind the hot seat is a blackboard. Thus, the chair faces all students.
- The chair is a hot seat. Select four students from each group to come forward. Then sort the four students from each group at random. The first student sat in the hot seat then three other students stood in front of the student earlier. The three friends were named Helper.
- The teacher writes a word on the blackboard behind the hot seat. Students who sitting in the hot seat must guess the word and the three friends give clue like synonyms, antonyms, or the use words in daily life. Group members who do not come forward can help with a piece of paper with word on it and the give to the three students in front. The three students just forward the message to the students in the hot seat.
- The three groups play together, and the students who mention the word correctly, then that group get one point.



- After the first word is answered, the student who sitting in the hot seat returns with the rest of the group member. Then, one of the helper filled the hot seat, and the teacher called the other student to become a helper.
- Proceed to the next word. There are 10 words and each student is able to answer, then the students give a point for the other group.

### ➤ **Hot Ball**

Hot ball is a simple and fun game for students. It involves players gathering in a circle and tossing a small ball (like tennis ball) to each other while music plays. The player who holding the ball when the music is stops, that player is eliminated.

- Students must remember the 10 names of animal that given by the teacher earlier. ( Example)
- After that, teacher gives the ball into one of student who sits at the front for throwing the ball to other, before the ball is throw music will be play.
- The ball will keep throwing as long as the music is played, if the music stops the student must stop throwing the ball.
- If one of students got the ball, she/he must mention 10 names of animal correctly. If she/he failed to mention 10 names of animal will get the punishment.
- The ball will keep throwing, until one of student can mention 10 names of animal correctly and the teacher give a present as a reward to students who can give a right answer.

### ➤ **Hangman**

Hangman is a classic game, and certainly many of us already know this about this game. Hangman games can be a favorite game for students, but also easily boring. Therefore, you can do this game in about 5 minutes so as not too boring, it is just for warming up or ice breaking in the classroom.

Game type : Warming up or Ice breaking

Participants : Students

Game technical :

Define a word then write it on the board using dashed lines to indicate the number of letters. Next, below the dotted line, write down the numbers to make it easier for students to guess. Ask students to guess the letters in the words that specified earlier. If the guess letter is correct, then write it above the line. If the guess letters are not in the word, write in the empty space and start drawing people hanged (hanging man). The student keep guessing until the word you specify has been guessed, it means the student wins, if the students wrong in guessing word until the hanging man is finished, it means the students lose.

## **2.7 The Value and Importance of Using Game**

According to Tuang & Doan (2010) using games in teaching English process has several advantages for students, they are: 'First, games motivate the students, motivation is some kind of internal drive that encourages somebody to pursue the action...the motivation students bring to class is the biggest factor

affecting their success. Second, games promote students' interaction. Pair or group work is the one of the way to promote students' interaction. Third, games improve students' language acquisition, and the last, games increase students' achievement".

There are many good ideas about English teaching. Among these, using game in the English class is the one which is most easily accepted by students. As is known to everyone, game is an activity providing entertainment or amusement. Using games in English class can get students relaxed and enjoying using the language. Games are communicative in essence and using game in teaching English can realize the fundamental idea of the teaching English approach.

Using game is a good way to improve students' various skills, as Wright, Betteridge and Buckby (2006) says, "Games can be found to give practice in all the skills, in all the stages of the teaching and learning and for many types of communication." In playing games, students have to know and well understand the rules of the games, and should be clear about what has been, is being and will be done or said, and what is more important. They have to take some actions – doing or saying something, to compete in the games. According to Chen (2005), "the benefit of using games in language learning are promote communicative competence, create a meaningful context for language use, increase learning motivation, reduce the learning anxiety, encourage creative and spontaneous use of language, and construct a cooperative learning environment".

In addition, games may help and encourage many learners to support their interest and work. Games can increase motivation to learn the language as

students, especially the weaker ones, feel a real sense of achievement when they manipulate a game. Games can provide quite extensive knowledge input.

Games can improve students' speaking ability and co-operate with each other.

Games can act as a testing mechanism through which they will expose areas of weakness and the need for remedial work.

Furthermore, games can be used at any stage in a lesson, at the beginning to diagnose what the students can or can not do, during the lesson for language practice purpose or at the end as reinforcement and reward. Students can use different types of games at different stages appropriate for different types of language learning. "Games help and support many learners to continue their awarness and work. It means that games make students want to continue their study and their work when teaching and learning process, because the students fell relax and fun". This statement supported by Wright (2006).

## **2.8 Learning Media**

### **2.8.1 Definition of Learning**

Learning is a process of accept knowledge and skill acquired by instruction or study. According to Ruth C. Clrak and Richard E Mayer (2011) says,"learning involves sterngthening correct responses and weaking incorrect responses. Learning involves adding new information to your memory. Learning involves making sense of the prsented material by attending to relevant information, mentally reorganizing it, and connecting it with what already know."

Learning is process of taking new information or modifying existing knowledge, skills, preferences, values and behaviors. Those are accumulates from repeated experienced. It will change us based on input, process, and reflection of information or modifying existing knowledge, skills, preferences, values and behaviors. Tony Bingham and Marcia Conner (2010) define learning as follow:”learning as the transformative process of taking in information that-when internalized and mixed with what we have experienced-changes what we know and builds on what we do. It is based on input, process, and reflection. It is what changes us”.

To achieve the learning objectives requires effort from the role of human, such as human elements and facilities needed during the learning process. According to Oemar Hamalik (2006:239), “learning is a combination that is composed includes human elements, material facilities, equipment and procedures that influence each achievement of learning objectives”.

### **2.8.2 Definition of Media**

Media is a tool which may be used by teacher to deliver teaching material to students in teaching learning process to reach learning objectives. Sadiman (2008) define media as follow: “media as everything that can be used to send messages into recipients of messages. Hence, it can stimulate thoughts, feelings, attention, and interest of students. Thus, it will make the teaching and learning process

become effectively and efficiently as expected”. According to Bakri (2011:3) “media is plural form of *medium*, which derives from Latin word *medius* that has meaning “*middle*”. In Bahasa, medium means “*between or interval*”. The meaning of media aimed at something that delivers information (message) between message sender and receiver.

According to Munadi (2008:7), “media is everything that can send the messages from planned sources. Thus, create conducive learning environment where the recipient can carry out the learning process efficiently and effectively”. In addition, media can be seen as a medium, broadly conceived, any person, material or event that establishes conditions which enable the learner to acquire knowledge, skills, and attitudes.

### **2.8.3 Definition of Learning Media**

Learning media can be interpreted as tool or intermediaries used in the process of interaction between teacher and students to encourage the learning process with the aim of gaining knowledge, skills and strengthening what is learned and helping to achieve quality learning goals. “Learning media is anything that can be used to deliver the messages from the sender to the recipient. In this case, it is a process of stimulation students’ thoughts, feelings, attention, interest, and stimulation students’ attention to make learning process can be intertwined.” This statement supported by Sadiman (2008:7).

Learning media is also interpreted as a means to send messages or intentions conveyed from the teacher into students. Djamarah and Zain (2010:121) define learning media as follow:”learning media are any tools that can be used as sending messages to achieve the learning objectives”. According to Azhar (2011), “learning media is a tool in the teaching and learning process both inside and outside classroom. Learning media is a component of learning resources or physical vehicles that contain instructional material in the students environment that can stimulate students to learn”.

Based on statement above, it can be concluded that learning media is a tool which used by the teaacher as a teaching aid. In learning interaction, the teacher delivers the teachung message in the form of learning material to students.

#### **2.8.4 The Function of Learning Media**

One of the main functions of learning media in teaching as a toll to help teach that also influence the learning eenvironment. Azhar (2011) define the function of learning media as follow:” the function of learning media in the orientation phase of teaching will help the learning process and effectiveness of delivery and content of the subjects at the time, as it also raised the motivation, students’ interest and also help the students increase understanding, to present the data with interesting and reliable, ease of data, and compress information”.

According to Sumiati (2008) learning media has several function, there are:

- Clarify the message that is not too be verbalistic
- Cause learning passion, more direct interaction between students and learning resources.
- Allows students to learn independently according to their talents and visual, auditory, and kinesthetiuc abilities.
- Give the same simulation, equating experince and give the same perception.
- Overcoming the limitations of space, time, energy and sensory power.

According to Sudjana and Rivai (2010) define some funtion of learning media, they are:

- The funtions of learning media will attract students' attention.  
Thus, it can lead students learning motivation.
- Learning material will be more clearly defined and it is better to understand.
- Teaching method will be more varied, not merely verbal communication through the words spoken by the teacher.  
Hence, the students do not feel bored.



- The students do more learning activities because they not only listen to the teacher description, also other activities such as, observing, doing, demonstrating and others.

### **2.8.5 The Benefit of Learning Media**

According to Arsyad (2006:26) suggest the benfots of learning media in the teaching and learning process as follows:

- Learning media can clarify the presentation of message and information. Thus, it can facilitate and imprpove learning process and learning outcomes.
- Learning media cn enhance and direct students attention. Hence, it can lead motivation learning, more direct interaction between students with their envirointment, and allows students to study individually according to their abilities and interest.
- Learning media can overcome the limitations of the sense, space and time.
- Learning media can provide students with a common experiene about events in their environment, and allows direct interaction with the teacher, community, and the environment.

According to Usman and Asnawir (2002) learning media has several benefit, they are:

- Helps facilitate learning for students and help facilitate teaching for teachers and lectures.
- Provide a more real experience (the abstract can be concrete)

- Attract greater students' attention
- All the senses of the students can be activated, the weakness of one sense can be balanced by the strength of other senses,
- Attract students' attention and interest in learning
- Can awaken the world of theory with reality.

## **Chapter III**

### **Research Methodology**

In research methods, the writer explains about the method that used in this study. The writer also describes some techniques of collecting and analyzing data by using information comes of *SMPN 2 Pedes Karawang* as population and sample.

#### **3.1 Research Methods**

The research design is used to analyze and identify the subject of this study in order to make the writer easy and successful. The approaching method that is used by the writer is two types of method. They are qualitative and quantitative method. Qualitative data were obtained to get the data through the interview with students, the English teacher, and the classroom observation during the teaching learning process.

Meanwhile, the quantitative data were the result of the students before the implementation of the action (pre-test) and after the implementation of the action (post-test). Quantitative data is any data that is in numerical form. The writer analyses the data with the help of statistics and hopes the number will yield an unbiased result that can be generalized to some larger population.

According to Muijs (2004:1), “quantitative research is explaining phenomena y collecting numerical data that are analyzed using mathematically based method (in particular statistic)”.

### 3.2 Technique of Data Collection

To collect the data, the writer uses some techniques in order to make it easier in analyzing data and identifying data.

#### 1. Observation

This observation was carried out in order to know how the situation and condition at *SMPN 2 Pedes Karawang*. The writer comes and follows all of activities of 7<sup>th</sup> students at school, especially follows all of activities of 7<sup>th</sup> A students. At first, the writer only keeps attention on their attitudes and behavior during the learning process in the classroom. To find out whether the 7<sup>th</sup> A students are following every lesson well without joking during the teaching-learning process. The writer conducted observation while doing on job training at *SMPN 2 Pedes Karawang*.

#### 2. Interview

The writer conducted interview with students and English teacher. This activity was carried out to obtained the data that needed by the writer. This interview was carried to find out the conditions of English teaching learning process in the classroom. "Interview is a conversation with a spesific purpose which conducted by two parties. The interviewer asked questions and interviewee who give the answer to that question with the intention of constructing about people, events, organizations, feelings, motivations, demands, concerns, etc". This statement supported by Moleong (2007:186).

### 3. Test

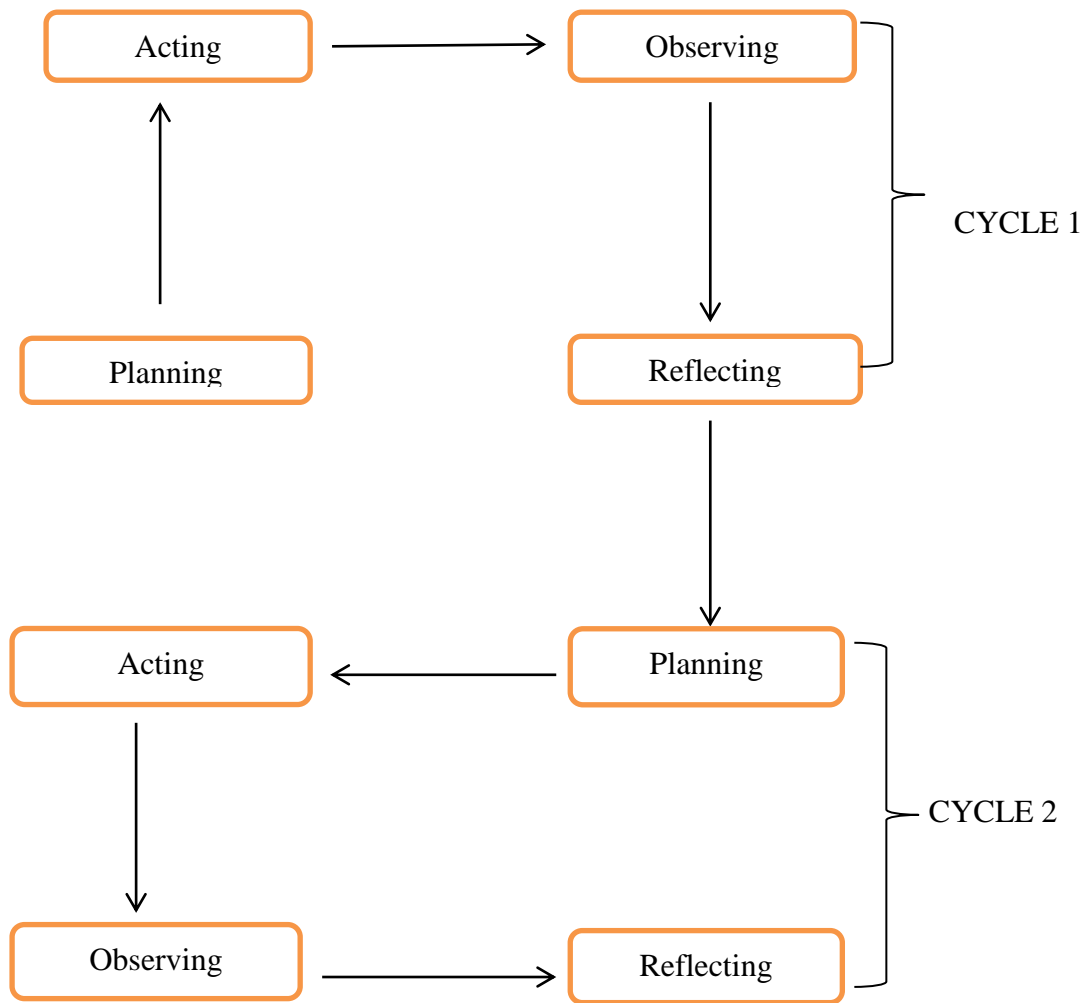
The writer used the oral test for the students. The test used in this study is the pre-test and post-test. The pre-test was done before implementing role play technique. It was used to measure students' speaking ability at first. Meanwhile, the post-test was implemented after using role play technique.

According to arikunto (2010:193) states that “ The test is a series of questions or exercises and other tool used to measure the skills, knowledge, intelligence, ability or talent possessed by individuals or groups.”

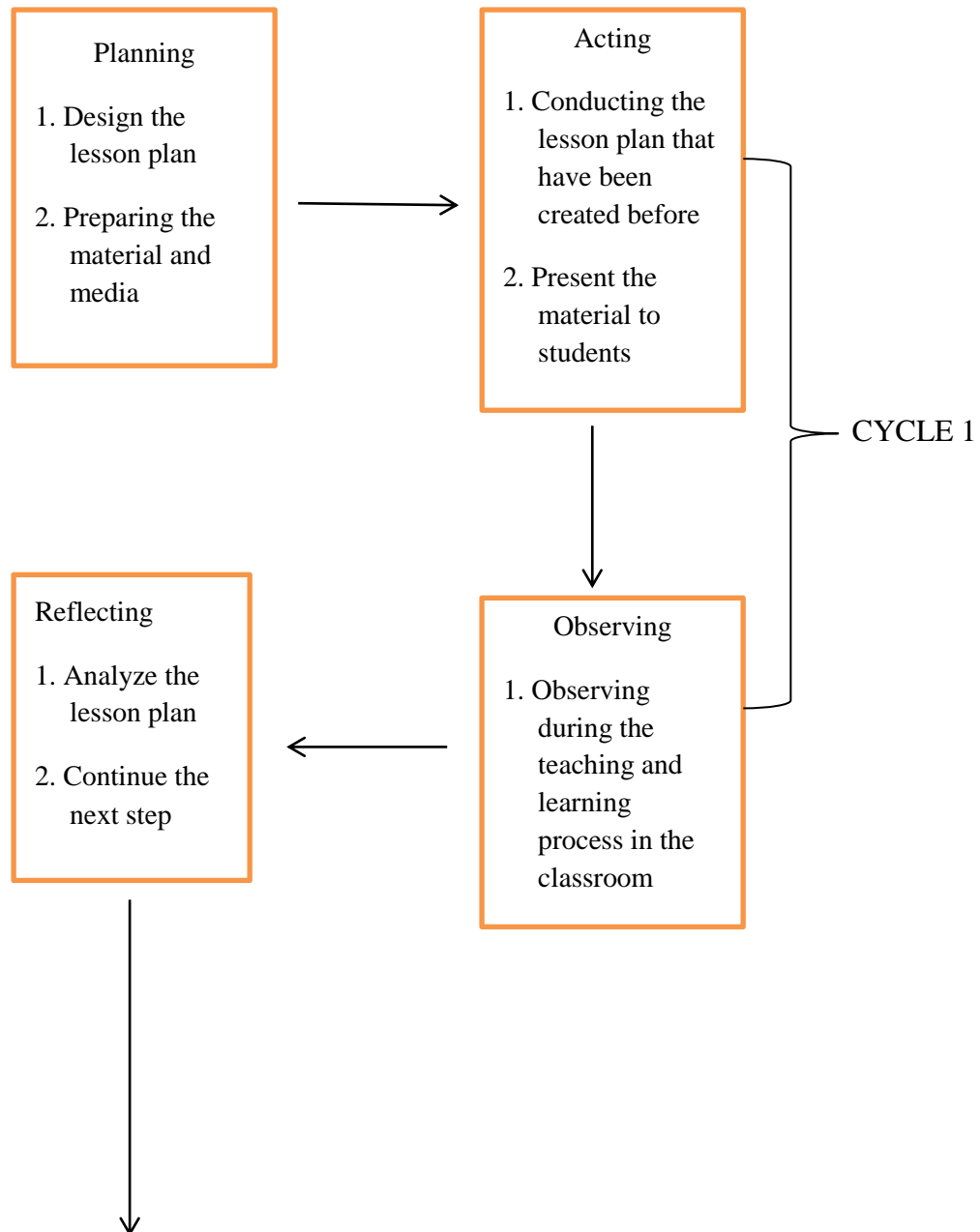
### 4. Documentation

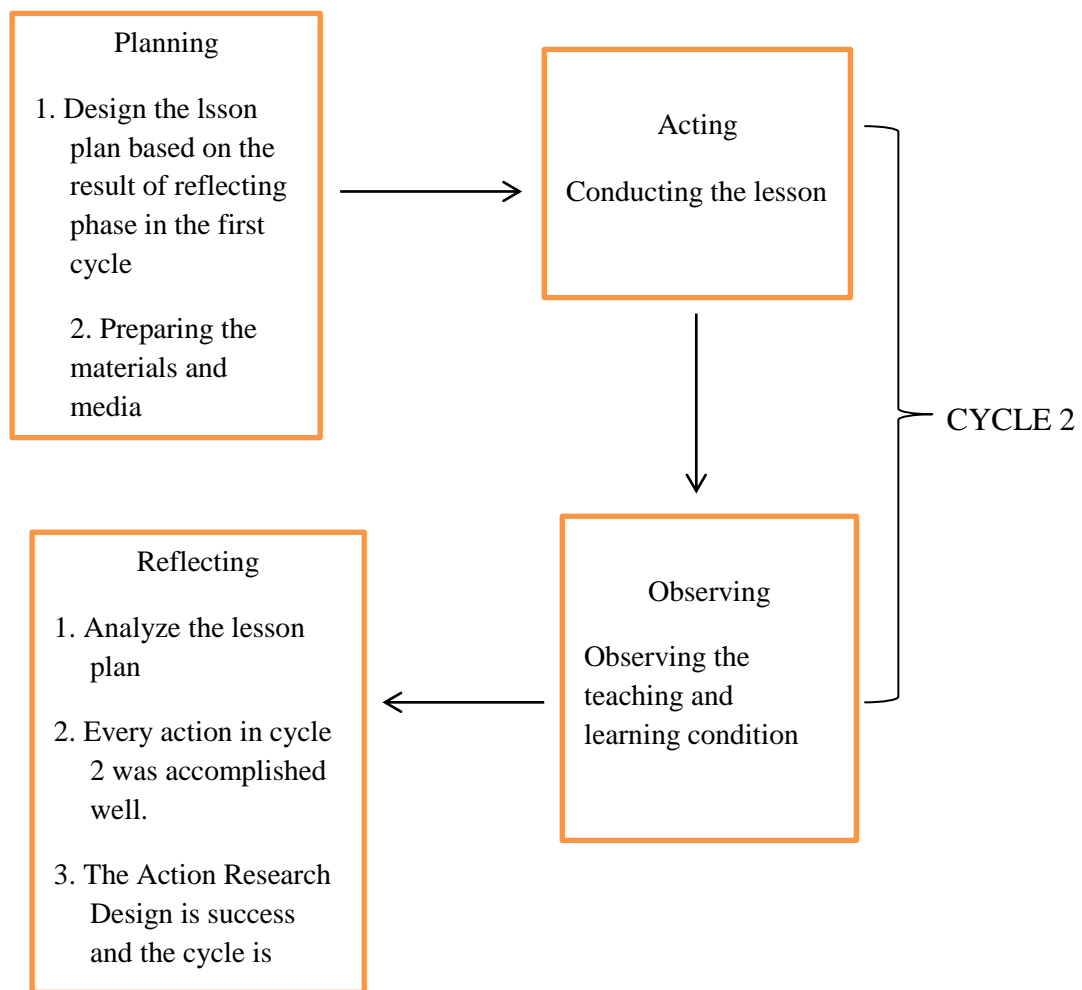
The data is documented in order to get some pictures about students who learning English using game in improving speaking skills, especially in pronounce. The writer uses mobile phone to get some pictures activities in the classroom. Even if the writer records the video when the employee giving information by using English language.

The writer uses Kurt Lewin's Action Research Design (2010) to do the test, it contains of two cycles in which each cycle conatins four phases: planning, acting, observung, and refelcting.



**Figure 3.1**  
**Kurt Lewin's Action Research Design**





**Figure 3.2**  
**The Action Research Design Procedure Adapted from Kurt Lewin**

After the preliminary study was conducted the writer begins the research covering some phases: planning, action, observing, and reflecting.

a) Planning Phase

In this phase, the writer makes some planning based on the finding of preliminary study. The following activities in this action planning are designing lesson plan, preparing the materials and, determining criteria of success. The organized planning will be formed into lesson planning based



on the current used syllabus. Lesson plan provide the teacher with the guideline of teaching and learning activities. It mentions the following items: specific instructional objectives, the instructional materials, and media, procedure of presentation and procedure of assessment.

The writer and the teacher discussed to determine the criteria of the action success. The criteria of success are emphasized on the process and the product of teaching-learning activities. This study is called successful if 75% of students achieve the score equal or greater than 75 as the Minimum Master Criterion-*Kriteria Ketuntasan Minimal (KKM)* or above. If the study has not meets the criteria, it is called not successful and need improvement to meet the targets.

b) Acting Phase

In this phase, the writer carries out acting phase based on lesson plan prepared in planning phase. The writer acts as the English teacher who teaches students, especially in teaching speaking. During the conveyed material to students and during the process of teaching and learning, the writer used game to improve students speaking ability.

c) Observing

In this phase, the writer observes all the activities that happen in the class. The aspects in observation are sources of data, the instrument used in collecting the data, and the technique for data collection.

Hence, this discusses about the process of gathering all relevant data occurred during the implementation of the action. The writer uses field note as a guideline while observing.

d) Reflecting

Reflecting phase is aimed to reflect the data that have been collected to determine whether the action is successful or not. It is necessary for evaluation to hold next cycle needs to be accomplished. The evaluation of teaching and learning process during the implementation by identifying the field notes during the action.

### **3.3 Technique of Analysis Data**

The writer did some steps in analyzing the qualitative and quantitative data. The steps are: The first step was the data collected through conducting of teaching English, interview, and classroom observation. The second step was selected the data by summarizing the interview transcript.

The third step, the data of this research was in a form of interview transcripts, classroom observation, and field note. After all the data was collected, all the data had been reduced, organized, and compressed. The last step was made conclusion. The quantitative data were analyzed based on the students' speaking score in the pre-test and post-test.

To get mean of students; speaking score use the formula adapted from Hadi (2003:272).

The mean (M) :

$$M = \frac{\sum x}{N}$$

Explanation:      M    = Mean  
                          $\sum x$  = Individual score  
                         N    = Number of sample

To get the class percentage which passes the Minimum Mastery Criterion – *Kriteria Ketuntuan Minimal (KKM)* 70 (seventy), the writer used the formula adapted from Sugiyono (2008):

$$P = \frac{F}{N} \times 100\%$$

Explanation:      P    = The class percentage  
                         F    = Total percentage score  
                         N    = Number of students

As cited by brown (2004:71), “to analyze the results of students’ speaking ability, the writer used the speaking assement rubic which contains three aaspects of speaking skills, namely grammar, vocabulary, and pronunciation”.

## **Chapter IV**

### **Data Analysis and Findings**

This chapter describes research of data analysis, findings and the answer to statement problems which concern the use of game in improving speaking skill at SMPN 2 Pedes Karawang.

#### **4.1 Data Analysis**

This research was conducted on May, 4<sup>th</sup> 2018 in 7<sup>th</sup> grade students at SMPN 2 Pedes Karawang. The writer conducted this research in a class of 7<sup>th</sup> A students. The class has 27 students. Students were asked to speak English as best as they can in front of the writer. The writer corrected some words that are difficult to pronounce.

Since the limitation of this research is game will help the 7<sup>th</sup> A students at SMPN 2 Pedes in improving speaking skills, especially in pronounce. After analyzing 27 students' questionnaire, the writer found teaching using game can improve speaking skill of students.

The writer analyzed students speaking skills ability. According to the data, the writer found teaching English using game can improve students speaking ability and it described below:

#### 4.1.1 The Procedures of Teaching English Using Game in Improving Speaking Skills

To find the procedures of teaching English using game, especially in improving speaking skills, the writer used field notes. The following tables are field notes in the classroom.

On Thursday, 29<sup>th</sup> March 2018. Based on the lesson that had been made before, the writer did the research in SMPN 2 Pedes Karawang. The class started at 09.30, the writer came to the 7<sup>th</sup> A class with the English teacher on the first day of teaching. The English teacher introduced the writer to students. After that, the English teacher leaved the classroom and the writer started the class.

The writer greeted to the students “good morning class”, the students answered “good morning, miss”. The writer asked “how are you?” the students answered “I am thank you and how are you miss?”, “I am fine, thank you” the writer answered. After greeted the students, the writer checked the attendance list of the students. Then, the writer started the lesson.

The lesson that would be learn is Descriptive Text. Before started the lesson, the writer asked to the students “Do you know what descriptive text is?” One of students in class answered, “*teks tentang mendeskripsikan sesuatu miss*” Then, the writer explained the definition of descriptive text, generic structure of descriptive text, characteristic of descriptive text and the example of descriptive text through the flash card that has a description behind the picture.

Because there is still time, the writer gave a game to stimlute students’ speaking ability. The writer devided students into 5 groups which contains of 5 students or could be more 5 students. The name of game was Hot Seat. One of group member sit behind the whiteboard and the writer wrote the name of object, name of animal, name of fruit, etc. Then, the rest member of the group must describe it as well as possible. In 45 seconds, one of group member must guess what their have described.

This game to find out was whether the students understand the material that has been presented earlier by the writer and to find out students’ speaking ability. As long as the students played the game, the writer observed the situation of the classroom and observed their performace, some of them lack of vocabulary, some of their speech was still halting, one of students pretty good in description, some of them does not good enough in pronounce, there are some student who does not pay attention and looked sleepy, etc.

Before the lesson would be over, the writer asked to the students “Can anyone conclude, what lesson that we have learn today?” one of the students answered “*Tadi belajar bagaimana cara mendeskripsikan atau menggambarkan sesuatu miss, terus belajar ciri-ciri teks deskriptif sama belajar tentang struktur teks deskriptif*”. The writer concluded the material and closed the class and greeted the students “Thank you for your attention, i’ll see you tomorrow and good morning class”. After the writer close the class, the writer made a conclusion and evaluation based on the observation to find the weakness of the teaching and learning process.

**Table 4.1**  
**Field Note 1.The First Cycle**

The second meeting strated at 09.25, On Friday, 30<sup>th</sup> March 2018 in the same class, that is 7<sup>th</sup> A class. The writer strated the class based on the lesson plan that had been made before. As usual the writer greeted to the students, “good morning class”, the students answered “good morning, miss”. The writer asked “how are you?” the students answered “I am thank you and how are you miss?”, “I am fine, thank you” the writer answered.

After greeted the students, the writer checked the attendance lisr of the students. Then, the writer started the lesson. The lesson that would be learn is still about descriptive text. The writer showed video about how to describe a thing, people, animal and fruit through the projector. The writer gave a game to improve students’ speaking ability.

The name of game was Hot Ball, the writer showed a picture of animal to the students. After that, teacher gives the ball into one of student who sits at the front for throwing the ball to the other. Before the ball is throwing the music will be play. The ball will keep throwing as long as the music is play, if the music stops the student must stop throwing the ball. If one of students got the ball, she/he must describe the animal correctly.

Because there is still time the students asked the writer to gave them another game. The second game was HangMan. Define a word then write it on the board using dashed lines to indicate the number of letters. Asked students to guess the letters in the words that specified earlier. The student keep guessing until the word which is specified has been guessed. After it guessed, the students must describe what it is looks like. The writer observed the situation of the classroom. The situation of the classroom was better than before, because some of students looked enthusiastic and the athmosphere of teaching and learning process was enjoyable

and the students' English ability, especially in speaking got a little change, like pronunciation. Their pronunciation got better than before and some of student got better in decribed than beforeBefore the lesson would be over, the writer concluded about the materials that had been gave that day. After that, the writer closed the class, "Thank you for your attention, i'll see you next week and good morning class". After the writer close the class, the writer made a conclusion and evaluation based on the observation to find the weakness of the teaching and learning process.

**Table 4.2**  
**Field Note 2.The Second Cycle**

From the field notes above, there are some procedures of teaching English using game, the procedures are:

- Planning

In this phase, the writer made a lesson plan for the action

**Field Note 1**

On Thursday, 29<sup>th</sup> March 2018. Based on the lesson that had been made before, the writer did the research in SMPN 2 Pedes Karawang. The class started at 09.30, the writer came to the 7<sup>th</sup> A class .....

**Field Note 2**

The second meeting strated at 09.25, On Friday, 30<sup>th</sup> March 2018 in the same class, that is 7<sup>th</sup> A class. The writer strated the class based on the lesson plan that had been made before. As usual .....

- Acting

In this Phase, the writer implementation the teaching and learning process based on the lesson that had been before.

**Field Note 1**

The writer explained the definition of descriptive text, generic structure of descriptive text, characteristic of descriptive text and the example of descriptive text through the picture of monas that has a description about monas itself. After all done, the writer would gave the task to students, before gave the tasks, the writer asked “Is there any questions?” the students answered “No miss”. After that, the writer devided students into 5 groups which contains of 5 students or could be more 5 students. One by one came in front the class, to describe their group friends as best as they could .....

**Field Note 2**

The writer gave a game to stimlute students’ speaking ability. the writer devided students into 5 groups which contains of 5 students or could be more 5 students. The name of game is Hot Seat. One of group member sit behind the whiteboard and the writer wrote the name of object, name of animal, name of fruit, etc. Then, the rest member of the group must describe it as well as possible. In 45 seconds, one of group member can guess what their have described. The writer observed students performance and observed the situation of the classroom .....

- Observing

In this phase, the writer observed the situation of the classroom.

**Field Note 1**

The writer observed the situation of the classroom and observed their performace, some of them lack of vocabulary, some of their speech was still halting, there is a pretty good in description, some of them does not good enough in pronounce, there are some student who does not pay attention and looked sleepy, etc....

**Field Note 2**

The writer observed students performance and observed the situation of the classroom. The situation of the classroom was better than before, because some of students looked enthusiastic and the athmosphere of teaching and learning process was enjoyable and the students’ English ability, especially in speaking got a little change, like pronuncition. Their pronunciation got better than before and some of student got better in deccribed than before.....



- Reflecting

In this phase, the writer made conclusion of the cycle

#### **Field Note 1**

After the writer close the class, the writer made a conclusion and evaluation based on the observation to find the weakness of the teaching and learning process....

#### **Field Note 2**

After the writer close the class, the writer made a conclusion and evaluation based on the observation to find the weakness of the teaching and learning process....

### **4.1.2 Learning media that used in improving speaking skills**

#### **Field Note 1. The First Cycle**

The lesson that would be learned is Descriptive Text. Before started the lesson, the writer asked to the students “Do you know what descriptive text is?” One of students in class answered, “*teks tentang mendeskripsikan sesuatu miss*” Then, the writer explained the definition of descriptive text, generic structure of descriptiove text, characteristic of descriptive text and the example of descriptive text through the **flash card** that has a description behind the picture.....

#### **Field Note 2. The Second Cycle**

The lesson that would be learn is still about descriptive text. The writer showed **video** about descriptive text through the **projector**. The writer gave a game to stimlute students’ speaking ability.....

The writer used flash card in the first cycle. Meanwhile, in the second cycle, the writer used video and projector as media in improving speaking skills.

### 4.1.3 The Result of Teaching English Using Game In Improving Speaking Skills

To find out the result of teaching English using game in improve speaking skills. The writer used the result the result of pre-test and post-test, and the interview transcript. The following table is the result of pre-test and post-test.

Tabel 2. Score of pre-test students speaking ability

Number	Name of students	Accuracy	Pronunciation	Fluency	Comprehension
1	ABDUL ENDANG	10	20	20	10
2	ABDUL KHOLIK	10	10	10	10
3	ALIA	10	20	10	10
4	ALIMUDIN	20	10	10	10
5	AMELIA	10	10	10	10
6	ANDRE SEPTIANA	10	10	10	10
7	BILQIS FATIN YUANITA	10	10	10	10
8	DEDE SETIAWAN	20	10	10	10
9	GUGUN GUNAWAN	20	20	10	10
10	HAMDAN HAMIDI	20	10	10	10
11	HAMDAN TANTIO	10	10	10	10
12	ILAH SUSILAWATI	10	10	10	10
13	INA MARLINA	20	20	10	20
14	INTAN AYU LESTARI	10	10	10	20
15	MOHAMAD HAMZAH	20	10	10	10
16	MUHAMAD PADLI	20	20	10	20
17	NINAWATI	10	10	10	10
18	NURUL KHOTIMAH	10	10	10	10
19	PIRDA AGUSTIN	10	10	10	10
20	PURWATI	10	10	10	10
21	SAEPULLOH	10	10	10	10
22	SAHRUL AL AZMI	20	20	10	10
23	SAHRUL ROMDON	10	10	10	10
24	SITI LUFIA	10	20	10	10
25	SITI MARIAM	20	10	10	10
26	SITI NURHASANAH	10	20	20	10
27	SRI MURNI	20	10	20	10

Tabel 3. Score of post-test students speaking ability

Number	Name of students	Accuracy	Pronunciation	Fluency	Comprehension
1	ABDUL ENDANG	20	20	20	20
2	ABDUL KHOLIK	30	10	10	20
3	ALIA	20	20	20	10
4	ALIMUDIN	30	30	20	20
5	AMELIA	30	40	10	20
6	ANDRE SEPTIANA	20	20	20	20
7	BILQIS FATIN YUANITA	30	20	30	20
8	DEDE SETIAWAN	40	20	20	10
9	GUGUN GUNAWAN	20	20	20	20
10	HAMDAN HAMIDI	30	20	20	40
11	HAMDAN TANTIO	40	30	20	20
12	ILAH SUSILAWATI	30	30	30	30
13	INA MARLINA	20	30	20	20
14	INTAN AYU LESTARI	30	30	30	30
15	MOHAMAD HAMZAH	30	30	30	30
16	MUHAMAD PADLI	20	20	20	20
17	NINAWATI	20	30	20	20
18	NURUL KHOTIMAH	30	40	30	20
19	PIRDA AGUSTIN	40	30	30	20
20	PURWATI	30	20	20	20
21	SAEPULLOH	20	20	20	30
22	SAHRUL AL AZMI	40	20	20	30
23	SAHRUL ROMDON	20	20	20	30
24	SITI LUFIA	30	20	20	40
25	SITI MARIAM	30	40	30	20
26	SITI NURHASANAH	30	20	40	30
27	SRI MURNI	30	30	20	20

Table 4.The result of the students' pre-test and post-test

Number	Name of students	Score of pre-test	Score of post-test
1	ABDUL ENDANG	60	65
2	ABDUL KHOLIK	40	70
3	ALIA	50	55
4	ALIMUDIN	55	80
5	AMELIA	40	89
6	ANDRE SEPTIANA	40	55
7	BILQIS FATIN YUANITA	45	85
8	DEDE SETIAWAN	50	87
9	GUGUN GUNAWAN	60	65
10	HAMDAN HAMIDI	55	89
11	HAMDAN TANTIO	40	89
12	ILAH SUSILAWATI	45	84
13	INA MARLINA	70	75
14	INTAN AYU LESTARI	50	80
15	MOHAMAD HAMZAH	55	80
16	MUHAMAD PADLI	70	79
17	NINAWATI	40	75
18	NURUL KHOTIMAH	40	82
19	PIRDA AGUSTIN	45	80
20	PURWATI	45	81
21	SAEPULLOH	40	75
22	SAHRUL AL AZMI	60	82
23	SAHRUL ROMDON	45	79
24	SITI LUFIA	55	89
25	SITI MARIAM	55	85
26	SITI NURHASANAH	60	85
27	SRI MURNI	60	79
Total		1,370	2,119
Mean		50,7	78,4

- **Students speaking ability before the treatment**

Abdul Endang, he was description about banana

“The color yellow, *monkay* (it is mean monkey) like it, the shape long and sweat (it means sweet)”.

Abdul kholik, he was description about durian

“King *prut* (it is means fruit), sweet, ran (it is means round) and smells good”.

Alia, she was description about orange

“It is round, have vitamin C, sometimes sweat (it is mean sweet) or sour, and can *mik* (it is means make) jus”.

Alimudin, he was description about dragon fruit

“The color is purple, have seed black title (it is means little), round, the *sekin* (it is means skin) like animal and sweet”.

Amelia, she was description about pineapple

“Yellow, the *sis* (it is means size) is little and it is house spongebob”.

Andre Septiana, he was description about papaya

“Long, the color *prut* (it is means fruit) is orange but the skin is green and can cook *sayur asem*”.

Fatin Bilqis Yuanita, she was description about strawberry

“Live on the *monten* (it is means mountain), red, little and sour”.

Dede Setiawan, he was description about apple

“The sis (it is means size) is tittle (it is means little), red, round and the meat fruit is wet (it is means white)”.

Gugun Gunawan, he was description about grape

“The color is green or red, little, many, and can be drink wen (it is means wine) or alcohol”.

Hamdan Hamidi, he was description about lemon.

“Like orange but the color yellow and our (it is means sour)”.

Hamdan tantio, he was description about manggo

“Skin fruit green, the meat orange and sweet but if young is white and people like eat be *rujak*”.

Ilah Susilawati, she was description about melon

“Big, ran (it is means round), green young and swep (it is means sweet)”.

Ina Marlina, she was description about rambutan

“The color is red, tittle (it is means little), and have hair and sweet”.

Intan Ayu Lestari she was description about duku

“Small, the skin brown and from Palembang.”

Mohamad Hamzah, he was description about watermelon

“The size big, skin green, meat fruit red and many water and have seed black”.

Muhamad Padli, he was description about Starfruit

“The color is yellow, sweet or sour and if the cut like a star.”

Ninawati, she was description about guava

“The shape is oval, skin color is green and yellow, and meat color can white, yellow, red and pink and can be drug for *DBD (Demam Berdarah)*”.

Nurul Khotimah, she was description about cat.

“Mamalia animal, cute, soft father (it is means feather), have legs four and eat salt fish”.

Pirda Agustin, she was description about horse

“The legs is four, strong animal, can fast run and use delman”.

Purwati, she was description about lizard

“Walk on wall and eat moskit (it is means mosquito) live in house”.

Saepulloh, he was description about bird

“Size small and big, can fly and have father (it is means feather)”.

Sahrul Al Azmi, he was description about giraffe

“Herbivora, have long *nak* (it is means neck), tall, big and four legs”.

Sahrul Romdon, he was description about frogg

“The skin is green, can jump, live in water or grun (it is means ground) and sign before ren (it is means rain)”.

Siti Lufia, she was description about to merak

“Like bird but can not play (it is means fly) and father (feather) tail is beautiful and big and colorful”.

Siti Mariam, she was description about chicken

“For human live stock, meat and eggs can eat for human and have 2 legs”.

Siti Nurhasanah, she was description about lion

“King animals, four legs, have hair in het (it is means head), like eat meat and ran fast”.

Sri Murni, she was description about belut

“Good protein, long body, skin slippery, hide and live in mud or greenflied”



- **Students speaking ability after the treatment**

Abdul Endang, he was description about book

“The shape is square, it can be red (it is means read) or write and always has cover”.

Abdul Kholik, he was description about television

“The shape is square or flat, you can watch any program and it can be everywhere”

Alia, she was description about table

“Has four legs, met (it is means made) from wood, the shape is square or round and you can be eat on it or place to put anything”.

Alimudin, he was description about spoon

“Made from iron and tool for eat”.

Amelia, she was description about window

“Square and from wood and glass, and you can see from inside the room”.

Andre Septiana, she was description about handphone

“Everyone has it (it is means must be have it), tool for call, send massege and expensive”.

Bilqis Fatin Yuanita, she was description about bottle

“The shape is long, made from plastic or glass, has a lid and to save water”.

Dede Setiawan, he was description about frame

“Square, the size is small or big, made from wood or plastic, and to put photo”.

Gugun Gunawan, he was description about door

“The size is big, made from wood, Flywood (it is means plywood) or glass and people can in and out”.

Hamdan Hamidi, he was description about pen

“It is small and long, tool for *wret* (it is means write), it can be use by anyone”.

Hamdan Tantio, he was description about straw

“It is tool for drink, long, made from plastic and has color”.

Ilah Susilawati, she was description about wallet

“It is square or *ritenjel* (rectangle), has many color and to save you (it is means your) money”.

Ina Marlina, she was description about towel

“It can be small big, the *col* (it is means cloth) is thick and it use after bath”.

Intan Ayu Lestari, she was description about calculator

“Has many numbers, the size is square and small, and it is a tool for counting”.

Mohamad Hamzah, he was description about plate

“Made from glass or plastic, the shape is round and tool for place food”.

Muhamad Padli, he was description about bag

“It made from cloth, *leter* (it is means leather), plastic or paper, and it for hold or bring things”.

Ninawati, she was description about chair

“It is furniture for sit and has four legs”.

Nurul Khotimah, she was description about noodle

“It is a food, made from flower (it is means flour), the shape is long and waves, and it cook in boiling water or cooking oil”.

Pirda Agustin, she was description about bread

“This food made from flour and water, eat when breakfast and sometimes this food use jam”.

Purwati, she was description about rice

“Indonesia people *stempel* (it is means staple) food, the color is white and grow in the ricefield”.

Saepulloh, he was description about *cilok*

“This food made from *strek* (strach), the size this food is small ball, mix with peanut sauce or chili sause and has meat in it”.

Sahrul Al Azmi, he was description about satay

“This food made from chicken, goat or mutton, it is grilled food, it skewekrs with bamboo, and mix with peanut sauce”.

Sahrul Romdon, he was description about fried rice

“This food mix with *kecap* (it is means ketchup) , vegetables, seasoning, and egg. This food usuallly eat for breakfast or dinner”.

Siti Lufia, she was description about meatball

“It made from meat, the size is small ball, and mix with vegetable, *bihun*, noodle, chilli sauce, *kecap* (it is means ketchup) and broth”.

Siti Mariam, she was description about sushi

“Made from rice, seaweed, mix with fresh salmon, avocado, and crab, it all rolled and this food from Japan.”

Siti Nurhasanah, she was description about pizza

“It made from flower (it is means flour), egg, mi with beef, mushroom and tomato sauce, and this food from Itali”

Sri Murni, she was description about *bajigur*

“This drink is from sunda, it is hot and sweet drink, it made from coconut milk, aren and ginger.

- **Analysis of pre-test**

From the table above, it can be senn the highest score of pre-test is 80, and the lowest score of pre-test is 40. Meanwhile, total of students score is 1,765. Next step is to find the means score of pre-test.

$$M = \frac{\sum x}{N}$$
$$\frac{1,370}{27} = 50,7$$
$$M = 50,7$$

Then, to get the class precentage which pas Minimum Mastery Criterion – *Kriteria Ketentuan Minimal (KKM)* 70 (seventy) of 27 students, the writer used the formula:

$$P = \frac{F}{N} \times 100\%$$
$$P = \frac{2}{27} \times 100\%$$
$$P = 7,4 \%$$

From the classification above, it can be seen that there is no students who got excellent score and most of them got bad score. Also, the score of the mean is 50. That is categorized as bad score. Therefore, we can concluded that the avarage of the young learners speaking ability before the writer gave treatment were bad. Basd on the result of pre-test, the data showed that the mean score of pre-test was 50,7.

There were two students who passed the score of Minimum Mastery Criteria – *Kriteria Ketentuan Minimal (KKM)*. Meanwhile, the other students were below that minimum mastery criteria. It can be seen the highest score of pre-test is 80, and the lowest score of pre-test is 40.

- **Analysis of post-test**

From the table 2 shows that the students' score are range from 70 to 89.

The following is the mean score of the result of post-test.

$$M = \frac{\sum x}{N}$$

$$\frac{2,119}{27} = 78,4$$

$$M = 78,4$$

Then, to get the class precentage which pas Minimum Mastery Criterion – *Kriteria Ketentuan Minimal (KKM)* 70 (seventy) of 27 students, the writer used the formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{23}{27} \times 100\%$$

$$P = 85,1 \%$$

Meanwhile, based on the table above, it can be concluded that students' post-test is higher than pre-test. It means that, there are differences in both tests. Therefore, teaching English using game helps students in improving their speaking skills. It can be seen the highest score of pre-test is 70, and the lowest score of pre-test is 89.

The following table is data interview rranscript, there are four questions that helped to find the result of teaching English using game in improving speaking skills.

<i>Tanya</i>	<i>: Apa pendapat Bapak setelah melihat metode belajar Bahasa Inggris khususnya dalam meningkatkan kemampuan berbicara Bahasa Inggris siswa dengan menggunakan permainan? (What do you think after seeing the method of learning English, especially in improving students' speaking skills by using game?)</i>
<i>Jawab</i>	<i>: Bagus, para siswa jadi lebih semangat dan antusias dalam belajar. Biasanya mereka terlihat cuek dan tidak semangat ketika akan belajar Bahasa Inggris. (Good, the students be more enthusiastic in learning English. Usually they looked ignorant and not enthusiastic when learning English)</i>
<i>Tanya</i>	<i>: Bagaimana pendapat Bapak melihat kegiatan belajar mengajar Bahasa Inggris dengan menggunakan game? (How is your opinion seeing the teaching and learning activities by using game?)</i>
<i>Jawab</i>	<i>: Suasana belajar dikelas jadi menyenangkan. Para siswa juga jadi</i>

*lebih aktif dalam belajar Bahasa Inggris. Sehingga kemampuan berbicara Bahasa Inggris mereka sedikit demi sedikit terlihat perubahannya. (The atmosphere of learning in the classroom was more fun. The students also became more active in learning English. Thus, their ability in speaking gradually changes).*

In the first category, it was found that the situation during the action was good enough. In this sense, the atmosphere of teaching and learning process in the classroom was more fun. The students also became more active in learning English. Thus, their ability in speaking gradually changes.

*Tanya : Menurut pendapat Bapak, apakah dengan menggunakan permainan dapat meningkatkan kemampuan bicara Bahasa Inggris para siswa? (In your opinion, is the game can improve students' speaking skills?).*

*Jawab : Menurut bapak sih iya, karena mereka jadi antusias dan aktif dalam belajar Bahasa Inggris. Dengan kondisi seperti itu, kemampuan berbahasa Inggris mereka, khususnya kemampuan berbicara dalam Bahasa Inggris menjadi lebih baik sebelum belajar menggunakan permainan. (I think yes, because they became enthusiastic and active in learning English, Without such of conditions, their English language skills, especially the ability of speaking became better before learning English using game).*

*Tanya : Menurut pendapat bapak, apakah belajar Bahasa Inggris dengan menggunakan permainan efektif diterapkan dalam meningkatkan kemampuan berbicara Bahasa Inggris para siswa?(In your opinion, whether learning English by using gamee is effectively applied in in improving the ability of students' speaking skills?)*

*Jawab : Menurut Bapak, cukup efektif yah karena para siswa jadi lebih mudah diatur sehingga guru akan dengan mudah meningkatkan kemampuan berbicara siswa. (I think, it is effective enough, because the students became more managanle. Thus, the teacher will easily improve students speaking skills.).*



The second category is about the opinion about teaching English using game. The teacher said teaching English using is effective enough to improve students speaking skill because the students became enthusiastic and active in learning and the students became more manageable. Thus, the teacher will easily improve students speaking skills.

## **4.2 Findings**

The section of research finding tried to answer the research question that have been explained in the first chapter. The questions are how are the procedures of teaching English using game to improve speaking skills, what are the learning media of teaching English using game to improve speaking skills and the last one, how are the results of teaching English using game to improve speaking skill

### **4.2.1 The Procedures of Teaching English Using Game to Improve Speaking Skills.**

- Planning

In the planning phase, the writer just modified the method, media and the steps in the lesson plan but the material is still the same. Teaching English using game was used in the lesson in this cycle.

- Acting

In this phase, the writer implemented teaching and learning process based on lesson plan. The writer implemented game in teaching English to improve students' speaking skills. The writer gave a game to stimulate students' speaking

ability. The writer divided students into 5 groups which contains of 5 students or could be more 5 students.. One of group member sit behind the whiteboard and the writer wrote the name of object, name of animal, name of fruit, etc. Then, the rest member of the group must describe it as well as possible. In 45 seconds, one of group member must guess what their have described.

- Observing

In this phase, the writer observes all the activities that happen in the class. The observing to see the condition during the teaching and learning process and to control which cycle was better in the teaching English using game. The class condition in learning process was better in the second cycle. It could be seen from result of post-test,

The mean score of post-test was 78,4 and there were 85,1% who passed the Minimum Mastery Criterion – *Kriteria Ketuntuan Minimum (KKM)* and there were four students who did not pass the Minimum Mastery Criterion – *Kriteria Ketuntuan Minimum (KKM)*.

- Reflecting

The reflecting was carried out after getting the result of post-test. The result of post-test was 85,1% of students who passed the Minimum Mastery Criterion – *Kriteria Ketuntuan Minimum (KKM)*. It can be concluded that the implementation of teaching English using game can improve students' speaking ability of 7<sup>th</sup> A students of SMPN 2 Pedes Karawang based on the result test.

#### **4.2.2 Learning Media of Teaching English Using Game to Improve Speaking Skills**

In implementation the action, the writer used some media in the teaching and learning process. There are flash card and video which used laptop and projector.

#### **4.2.3 Results of Teaching English Using Game to Improve Speaking Skills.**

The mean score in post-test which used teaching English using game in the teaching and learning process was 78,4. There four students who did not pass the Minimum Mastery Criterion – *Kriteria Ketentuan Minimum (KKM)*. Meanwhile, the class percentage which passed Minimum Mastery Criterion – *Kriteria Ketentuan Minimum (KKM)* before used game was 7,4% and after used game is 85,1%.

Result from the interview transcript with the English teacher of SMPN 2 Pedes Karawang. He said that teaching English using game was effective in speaking class and teaching English using game was able to improve students speaking skills, because the students became more managanle. Thus, the teacher will easily improve students speaking skills and teachig English using game could be the alternative way for teacher in teaching English, especially in improving students' speaking in the learning process.

It can be concluded that the result of teaching English using game is succes because the score after used game in teaching English is higher than not using game in teaching English.

## Chapter V

### Conclusion and Suggestion

This chapter contains conclusions and suggestions. After describing data analysis and finding, the writer finally make some conclusions to this study and make some suggestions to the further researchers in order to get the better one.

#### 5.1 Conclusion

The writer takes “The Use of Game in Improving Speaking Skills (A study toward the 7<sup>th</sup> A grade students of SMPN 2 Pedes Karawang academic year 2017 - 2018)” as the title of this research. There are four steps in implementing teaching English using game to improve students’ speaking skills. There are: planning, acting, observing and reflecting.

In implementing teaching English using game to improve students speaking, the writer used some media such as flash card and video. The implementation of teaching English using game to improve students’ speaking skills in the 7<sup>th</sup> A students of SMPN 2 Pedes karawang in academic year 2017 – 2018 can be concluded that teaching English using game is able to improve students’ speaking skills. It can be seen of following fact. The improvement from the first cycle was 50,7 or 7,4 % of the class percentage which passes Minimum Mastery Criterion – *Kriteria Ketuntuan Minimum (KKM)*. The improvement of the second cycle was 78,4 or 85,1% of the class percentage which passes Minimum Mastery Criterion – *Kriteria Ketuntuan Minimum (KKM)*. It can be

concluded that the score after implementing teaching English using game is higher than teaching English does not use the game.

## **5.2 Suggestions**

After carrying out the study and obtaining the conclusion of the study, the writer hopes that the suggestions will be useful for the English teacher, the students, and other researcher. Some suggestions can be put forward as follow :

- For the teacher

The teacher should know the characteristic of students include the psychological condition before conducting the teaching and learning process. They must also be creative to use various methods in teaching learning English. The class should be a good environment that promotes speaking. Thus, the teacher provides opportunities for the students to work together or individually in doing their tasks or answering the question.

- For the students

The students can study English in everywhere, such as they can study English by watching English movie, sing English song, do the simple conversation with their friends, watching speech videos, etc. Therefore, the students should always be active in learning English in the classroom.

- For the other researcher

This study is just one effort in improving students' speaking skills. Teaching English using game as a one of reference to conduct the similar study related to the use game in improving speaking skills. The writer hopes that the findings of this research will be useful to conduct the next research.

- For the school

The school has to provide the facilities for example the modern English laboratory that can improve the quality of teaching English for their students and manage the instructional time in teaching speaking.



