THE EFFECT OF USING GAMES TOWARD STUDENTS' ENGLISH SPEAKING SKILL AT MA AL-JIHAD NGALI BIMA

By

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STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNEVERSITY OF MATARAM
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THE EFFECT OF USING GAMES TOWARD STUDENTS' ENGLISH SPEAKING SKILL AT MA AL-JIHAD NGALI BIMA

A THESIS

**Presented to State Islamic University of Mataram
to fulfill of the requirement for the attainment the degree of Sarjana
in English Language Education**

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ADVISORS' APPROVAL

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Assalamu'alaikum Wr. Wb.

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Wassalamu'alaikum. Wr. Wb.

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STATEMENT OF THE THESIS AUTHENTICITY

STATEMENT OF THE THESIS AUTHENTICITY

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State that a thesis entitled "The Effect of Using Games Toward Students' English Speaking Skill at MA Al-Ihad Ngali Bima" these are the results of my own research work, except for the parts where the sources are cited. If I am proven to have plagiarized of someone writing work, I am ready to accept the sanctions set by the institution.

Mataram, 10 May 2022

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THESIS RETIFICATION

THESIS RETIFICATION

Thesis by Dzurriyatun Thoyyibah, Reg. Number: 190107067 entitled "The Effect of Games Toward Students' English Speaking Skill at MA Al-Jihad Ngali Bima" has been defended in front of the examiners board of study program of English language education, faculty of Education and Teacher Training, State University of Mataram on_____

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MOTTO

عل إلمو بيلاء 'أمالين كازياجري بيلا تسامارين

Science without charity or practice like a
fruitless tree

Enjoy your live like your passed away
tomorrow, but you can happy like
your live forever.

- B.J. Habibie

it's nice to be important, but it's
most important to be nice.

- Mr. Najamuddin

When you do good to someone, never
expect them to repay your kindness.

- My father

Be dream and be pray
Because
Allah
Will hug your Dreams

DEDICATION

I dedicate this thesis to myself, who has struggled with all kind emotions and struggled to complete this thesis on time, and also to my beloved Mother Fatimah, my lovely Father Sailan and my late Brother Hariyono who have been motivation in doing this thesis and always give best prayer for me. For my classmates *B Squad18* who have become encouragement. for my special someone to support. And the last but not least for my best friend now and forever Yuniartin (almarhuma) thank you.

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THE EFFECT OF USING GAMES TOWARD STUDENTS' ENGLISH SPEAKING SKILL AT MA AL-JIHAD NGALI BIMA

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ABSTRACT

The objective this research was to find out the significant effects of using games toward students' English speaking skill. This research used quantitative approach. The research design was pre-experimental design with one group pretest-posttest. The sample in this research were 30 students. The sample was second grade students at MA Al-Jihad Ngali Bima. The instrument used by the researcher was test. The research finding showed that the Mean score of the pre-test before the treatment by using games was 63.00, while the Mean score of the post-test after treatment was 77.50. furthermore, based on the t-test, the result of the Mean score of the post-test was higher than the pre-test. It means that there was a different was students god treatment before and after. The sig value of paired sample t-test was 0,000, the value is lower than 0,05 (0,000<0,05). It concluded that the statistical hypothesis: the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It means that using games significantly effects toward students' English speaking skill. From the results of the study, it can also be concluded that games are able to improve students' English speaking skills by using treatment. In addition, it can be seen that the results of the applied methods are able to develop students' interest in learning to speak English.

Keyword: effect games, English speaking skill

THE EFFECT OF USING GAMES TOWARD STUDENTS' ENGLISH SPEAKING SKILL AT MA AL-JIHAD NGALI BIMA

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ABSTRACT

Pada awal abad kedua puluh satu, bahasa Inggris di dunia berada dalam keseimbangan yang genting. Pada saat ini, bahasa Inggris diakui sebagai bahasa internasional yang penting. Ada banyak ide bagus untuk mengajar bahasa Inggris. Di antaranya, menggunakan permainan di kelas bahasa Inggris adalah salah satu yang paling mudah diterima siswa dan juga merupakan bagian yang sangat berguna dan bermanfaat dari teknik komunikatif. Tujuan penelitian ini adalah untuk mengetahui efek signifikan dari penggunaan game terhadap keterampilan berbahasa Inggris siswa. Penelitian ini menggunakan pendekatan kuantitatif. Desain penelitian adalah desain pra-eksperimental dengan satu kelompok pretest-posttest. Sampel dalam penelitian ini adalah 30 siswa. Sampelnya adalah siswa kelas dua di MA Al-Jihad Ngali Bima. Instrumen yang digunakan oleh peneliti adalah tes. Temuan penelitian menunjukkan bahwa skor Rata-rata pra-tes sebelum perawatan dengan menggunakan game adalah 63,00, sedangkan skor Rata-rata pasca-tes setelah perawatan adalah 77,50. selanjutnya, berdasarkan t-test, hasil skor Mean dari post-test lebih tinggi dari pada pra-tes. Ini berarti bahwa siswa mendapat perlakuan yang berbeda sebelum dan sesudahnya. Nilai sig uji t sampel berpasangan adalah 0.000, nilainya lebih rendah dari 0,05 (0.000<0,05). Ini menyimpulkan bahwa hipotesis statistik: dan hipotesis alternatif (Ha) diterima dan hipotesis nol (Ho) ditolak. Ini berarti bahwa menggunakan game secara signifikan mempengaruhi kemampuan berbahasa Inggris

siswa. Dari hasil penelitian tersebut juga dapat disimpulkan bahwa permainan mampu meningkatkan kemampuan berbicara bahasa Inggris siswa dengan menggunakan pengobatan. Selain itu, dapat dilihat bahwa hasil dari metode yang diterapkan mampu mengembangkan minat siswa dalam belajar berbicara bahasa Inggris.

Keyword: pengaruh game, kemampuan berbicara Bahasa inggris

CHAPTER I

INRODUCTION

A. Background of Research

In the early twenty-first century, English in the world is in a precarious balance, or "unstable equilibrium," as physicists term it: While the majority of English speakers currently live in nations where the language is a foreign language, those who speak it as their first language retain power over the language's conventions.[1] The phrase " lingua franca " refers to "any linguistic medium of communication between people of different mother languages who speak it as a second language." At this time, English was recognized as an important international language. In globalization, English is widely used in various fields such as politics, economics, society, and most importantly, education. Because of this, English has become an international communication tool used by many people in various situations.[2] English is also a liaison language between different countries. English is more widely used in education because English is essential to learn in the current era of globalization. After all, the

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[1] Barbara Seidlhofer. 10. Research perspectives on teaching English as a lingua franca. *Annual review of applied linguistics*, (2004)). *24*, 209-239.

[2] Geta Aryani, *The effectiveness of using games in teaching english skills to the Fourth Grader of sd n Mukiran 03, Kaliwungu*, Semarang, (2010, Surakarta - FSSR)

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world's progress requires English as a liaison between one another. The use of social language sometimes affects everyone's speech. Slang and language borrowing are sometimes used instead of the original language itself. Lingua franca sometimes helps develop multi-function pronunciation of a new language in everyone.

English at MA Al-Jihad Ngali Bima, is one of the high schools that are not too deep in English where English is an enemy in the school because of the pronunciation, writing and how to use the words that are difficult for students to use in the madrasa. The ability to use the English of madrasa students is influenced by association, social, and gadged. English is also often considered an alien language or a language that is difficult to speak. English is also only a formality and only a subject of formality.

MA Al-jihad Ngali Bima is quite good compared to other plosok schools but the educational facilities are the same as the school in general, this school is located quite far from the local residents and is also the first school to cross the top with the same subjects as other schools. This school is located between the border of two villages close to the cemetery, forest, jan raya and rice fields, this school is quite good but English Education is less followed because the teaching teacher at

this school is very minimal and other teachers can be made English teachers because they only use books as teaching materials.

... قَوْلٌ مَّعْرُوْفٌ وَّمَغْفِرَةٌ خَيْرٌ مِّنْ صَدَقَةٍ يَّتْبَعُهَآ اَذًىۗ وَاللّٰهُ غَنِيٌّ حَلِيْمٌ

Good words and apology are better than almsgiving accompanied by hurtful acts. Allah Mahakaya, All-Guide.

Teaching English in nations where English is taught as a foreign language, such as Indonesia, is difficult because most learners have had no formal or casual exposure to the language.[3] English is a compulsory subject after Indonesian language lessons at schools in Indonesia. English is significantly developed in other countries, but some small or remote areas are not very fluent in the knowledge of English. For example, in Indonesia itself, some remote schools and small villages still lack an understanding of the English language. We can see that whole English language teaching in urban schools is adequate and easy to understand, while rural schools sometimes don't. The village madrasa, which the author will study, is far from good when teaching English at the school due to the lack of English teachers and their radar knowledge of the outside world. In this day of rising technology, access to higher education and the capacity to communicate in a global

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[3] M Rahmanita, N Mukminatien, Teaching English as A Foreign Language: Making Use of Spontaneous Language. *Jurnal Pendidikan Humaniora*, 2019, 7(1), 26-29.

language, such as English, are becoming increasingly important.[4] Another reason for mastering English in Indonesia is to prepare Indonesian workers to enter the international market with a higher standard than the current one, allowing them to compete with English-speaking workers from other countries and speed up economic and technological transformation. The importance of English in Indonesia is highlighted by its inclusion in the basic to the tertiary education curriculum and the requirement of the TOEFL for admittance and graduation at several universities. However, English is still treated as a field of science, similar to other courses and a foreign language, ostensibly as a medium of communication.[5] Darker. They are stating that a curriculum is a tool in achieving educational goals. So, the curriculum is an educational program and not a teaching program, so the program is planned and designed as teaching material and a learning experience. Learning English is both a must and a requirement for Indonesians in today's world. What is the reason for this? Because we live in a globalized environment, we must be able to develop internationally and be open to a wide range of fresh experiences from

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[4] Farah, Rafika Rabba, & Sumarsono, Puji. The English needs of Islamic Studies learners: ESP speaking course model. In *Proceedings of the 6th International Conference on Community Development (ICCD 2019)* (Vol. 349, pp. 563-566). Proceedings of the 6th International Conference on Community Development (ICCD 2019).

[5] ibid

around the globe. The globalization age is a worldwide process in which all aspects of contemporary life, notably modernization, have become more accessible. As a result, being able to communicate effectively in English is essential.[6] English, like any language, is full of rules. Either it's grammar or use it to help spell. There are many of them. And there are many ways for them to be changed, refuted, or proven wrong. Why is English also considered very difficult because the writing and pronunciation of each word are different?

ESL students must expand their English vocabulary to improve their speaking ability. That is why teachers try to teach their students as many vocabularies as possible. Teachers traditionally provide pupils with English terms together with their literal meanings. The kids are then instructed to memorize the words. This method of learning is ineffective since remembering words is difficult. Even if the pupils can recall the words, it won't last long since they will become bored. This is why this research aims to assist students in improving their speaking skills in a novel method.[7] As a result, games assist students in remembering new vocabulary, associating new knowledge with their

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[6] article
[7] Maisarah. Aims for Using Fun Games to Improve the Esl Students' Speaking Ability. *Educate*, *3*(2), 241315.

environment, and developing their language and communicative skills.[8] Another goal of this research is to examine the feasibility and effectiveness of fun activities in fulfilling the primary obligation of educational systems for students, which is to pave new paths for their future and continuing development and guide them.[9]

There are a lot of good ideas for teaching English. Among these, employing games in English class is the one that students accept the most readily and is also a highly useful and beneficial part of the communicative technique. As everyone knows, a game is an activity that provides pleasure or amusement; it is also a competitive activity or sport in which people compete against one another according to a set of rules.[10] So researchers offer games as a way to develop students' ability to speak English, which provides learning motivation, so that classroom learning is not monotonous with one method provided by teachers. Furthermore, having fun satisfies an inborn propensity toward attentiveness in human subjects, making it easier to keep students' attention through playing games. The use of games and enjoyable

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[8]Yasmin Shabaneh, Mohammed Farrah. The effect of games on vocabulary retention. *Indonesian Journal of Learning and Instruction*, (2019). *2*(01)..
[9]Richard Sandford, Mary Ulicsak, & Keri Facer. Teaching with Games: using computer games in formal education. *Futurelab, Bristol*, (2006).
[10] Deguang Zhu. Using Games to Improve Students' Communicative Ability. *Journal of Language Teaching & Research*, (2012). *3*(4).

activities as an instructional tool isn't new, and it has a long history in dialect education.[11]

Speaking is the most important ability that learners will be evaluated on in real-life situations. It is a vital element of daily interaction, and most people's initial impressions are based on their ability to talk smoothly and understandably.[12] Speaking English diera is now one of the rten or keep up with the times that mix several languages in communicating

On the other hand, Based on the description above, the researchers are interested in finding out how the Effect of games on students at MA Al-Jihad Ngali Bima with the method of playing games offered by the researchers. This is why the researcher chose the title "The Effect of Using Games Toward Students' English Speaking Skill at MA Al-Jihad Ngali." In this study, researchers will describe how to effect games for students learning with this method.

[11] Farideh Bavi. The effect of using fun activities on learning vocabulary at the elementary level. *Journ,* (2018).
[12] Nirmawati, L. A. (2015). Improving Students' Speaking Skills Through Speaking Board Games Of Grade Viii Of Smp N13 Yogyakarta In The Academic Year Of 2013/2014. *Yogyakarta State University. Yogyakarta*.

B. The Statement of Problem and Research Limitation

Based on the background above, the research question is How the Effect of Using Games Toward Students' English Speaking Skill at MA Al-Jihad Ngali Bima?

C. The Objectives of Research

Based on the statement problem research above, the objective of this research is to know The Effect of Using Games Toward Students' English Speaking Skill at MA Al-Jihad Ngali Bima.

D. Purpose and Significance of Research

1. Theoretical Significance

a. This study researcher hopes to explain the Effect of using Games Toward Students' English Speaking skill at MA Al-Jihad Ngali Bima.

b. The results of this study are to know the Effect of using Games Toward Students' English Speaking skill.

2. Practical Significance

The writer hopes this research can give a contribution to English teaching and learning with some short description as follow:

1. For the students: The writer hopes this research is expected to increase students' motivation to learn English and increase their speaking skills development.

2. For the Teacher: The writer hopes this research can help teachers be one of some alternatives in developing students' English Speaking skill.

3. For future researchers: The researcher hopes this research will be one reference in conducting some research for better results.

E. Definition of Key Terms

Some definitions are put forward to clarify the key terms used in this study.

1. Speaking Skill

According to Parupalli Srinivas Rao, "The most crucial skill for learning a foreign or second language is speaking ability. Learn. Speaking is the most crucial of the four main language abilities. The ability to acquire a foreign or second language".[13] Furthermore, Argawati Speaking is one of the productive talents, which shows how proficient a learner is in a

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[13] Parupalli Srinivas Rao. The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal (ACIELJ)*, (2019). *2*(2), 6-18.

language.[14] speaking English in modernizing is one of the abilities that can be highlighted when talking to other olda speaking.

2. **Games**

According to Mahmoud & Tanni, Games can attract a large number of pupils in the classroom since they are entertaining and allow them to study while having fun.[15] So the game is an alternative way to continue students' interest in learning because the game is the reason students compete in learning when using the game.

Games are also one of the alternative paths when boredom when learning in the era of students who are not too fond of learning using old methods. Game methods are also widely used in schools abroad with a variety of games designed.

[14] Ningtyas Orilina Argawati. (2014). IMPROVING STUDENTS'SPEAKING SKILL USING GROUP DIS CUSSION (Experimental study on the First Grade Students of Senior High School). *ELTIN JOURNAL: Journal of English Language Teaching in Indonesia*, (2014). *2*(2).

[15]Dalvinder Kaur, & Azlina Abdul Aziz. The Use of Language Game in Enhancing Students' Speaking Skills. *International Journal of Academic Research in Business and Social Sciences*, (2020). *10*(12), 687-706.
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CHAPTER II

REVIEW OF RELATED LITERATURE AND HYPOTHESIS

The main points of the review of related literature consist of review of pervious research, theoretical bases, and research hypothesis

A. Review of Previous Research

The First Research entitled "Communication Games: Their Contribution to Developing Speaking Skills" by Hernández-Chérrez Elsa, Hidalgo-Camacho Cynthia, and Escobar-Langanate Paulina. The current initiative was based on a project that attempted to improve the development of English speaking skills in tenth graders at a public high school in Ambato, Ecuador's Andean Region. A total of 145 students were polled to determine how they felt about implementing Communication Games in the English as a Foreign Language (EFL) classroom.[16] The correct in this study were the same using surveys to determine how much percent of student development, while the difference in this study was a game offered by researchers to students.

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[16] Hernández-Chérrez Elsa, Hidalgo-Camacho Cynthia., & Escobar, P. Communication games: Their contribution to developing speaking skills. *International Journal of Instruction*, (2021). *14*(4), 643-658.

Quasi-experiments, such as the one used in this study, are thought to be a middle ground between correlational studies and true experiments. The current study employed various instruments, including surveys, a pre-test, and a post-test, to assess the dependent variable: speaking skills development before and after the intervention, which included communication games for tenth grade EFL classes (independent variable).

The similarity in the above study is the same as using games in students to develop student's ability in speaking learning, while the difference in the study is in the design of the study where the author's research uses qualitative experimental one group for pre-test and post-test while the researcher uses quasi-experiment that uses many participants and groups.

The second research entitles "Developing Students' Speaking Skills through Task-based Learning." Hilma Safitri, Zainal Rafli, and Ratna Dewanti's The goal of this study are to improve the pupils' speaking abilities. The first data revealed that the pupils had difficulty speaking due to a lack of language skills in grammar,

vocabulary, pronunciation, fluency, and comprehension. They had no experience with various communicative duties".[17]

This concern prompted the creation of a study design as an action research study consisting of three cycles carried out in a single semester course using task-based learning. The participants were 15 English Department students. Data were gathered from pre-test to post-test results, interviews, and observations. SPSS was used to analyze quantitative data into descriptive statistics. In terms of words, qualitative data were elaborated. The findings indicated that task-based learning can help students improve their speaking skills. The pre-test score indicates that the value of learning completion was only 20%. The post-test score reveals that the students' speaking skills improve satisfactorily, as 86.6 percent of the 15 students completed the lesson. In pair and group work, the students complete various tasks and evaluate their learning. This learning experience will help students significantly improve their speaking skills in the future.

So, the same thing in this study is the same as wanting to see students' ability to use vocabulary understanding used by speakers,

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[17]Hilma Safitri, Zainal Rafli, & Ratna Dewanti. Developing Students' speaking skills through task-based learning. In *Proceedings of the International Conference on Education, Language and Society (ICELS 2019)*, (2020). (pp. 210-217)..

data collection using SPSS, and participants who followed a little, the difference in this study is not using properly arranged grammar which is important they speak with the vocabulary they master and design research on this wait using CAR whereas the author uses quantitative experimental.

In the last Research article "Aims Using Fun Games to improve the students' Speaking Ability" Maisarah where the author explains that Games can be an effective language learning technique. A student not only competes with other students to reach the learning goal during the games but also collaborates with them.[18] This article does not preempt special schools and special classes where games and methods are common.

In this study, there are similarities with the author's research that is the same using games and students. Still, the difference in this study is that the authors use a relaxing gaming method that tests a one percent increase in student ability.

The previous findings above show that there were similarities with this research. Maisarah, Aims Using Fun Games to improve the students' Speaking Ability in the study, and from various researchers

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[18] Maisarah. Aims for Using Fun Games to Improve the Esl Students' Speaking Ability. *Educate*, *3*(2), 241315.

are quite the same. But researchers researched conducting Research in MA Al-Jihad Ngali Bima, which is still far from the name of adequate English educational facilities. Here researchers offered the method of games as a change in methods in the ability to speak

B. Theoretical Framework

1. Speaking

a. Definition of Speaking

Speaking may appear to be an intriguing topic to explore. Kids must develop speaking abilities to communicate effectively. Speaking has an important part in delivering messages in spoken language, which differ from those conveyed in written language. Voice potentials, facial languages, signals, pitch, articulation, stress, rhythm, and halting could all be used to demonstrate this. In truth, it may be difficult for novices to speak English, particularly EFL learners such as Indonesian undergraduate students at the State Islamic Institute of Kudus' English language instruction department. As a result, individuals may have difficulty speaking. English appears to be more difficult

than their tongue.[19] Many language learners consider speaking ability a criterion for proficiency in a language. In this case, Allah SWT. says in the Qur'an Surah Al-Baqarah verse 83.

… وَ قُوْلُوْا لِلنَّاسِ حُسْنًا

"... and say you all to men with good words..."

According to Thonbury, speaking is the process of transforming ideas into words. Speaking is a daily behavior that we employ to communicate. As a result, people are unconcerned about the process that occurs in order for someone to be able to talk. In general, a person can write tens of thousands of words each day, if not more. In comparison to other kinds of communication, this makes speech the most effective and widely used communication method.

According to these students, fluency is the ability to converse with people rather than read, write, or comprehend oral language. They consider speaking the most important skill they can learn, and they measure their

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[19]Sri Wahyuningsih, & Muhamad Afandi. Investigating English Speaking Problems: Implications for Speaking Curriculum Development in Indonesia. *European Journal of Educational Research*, (2020). *9*(3), 967-977.

success in terms of their ability to communicate verbally.[20] Teachers' most critical obstacles are material selection and the physical environment for language acquisition. Many publishers/publishing companies import textbooks for schools in Turkey, although public school teachers do not have the choice to choose their course books. All students receive books from MoNE, and English textbooks are written by a group of specialists, which may present issues in EFL sessions.[21]

Speaking is the most popular way for people to express their thoughts and opinions to others on a regular basis. It is a two-way process that requires both productive and receptive comprehension skills from both the speaker and the listener. In other words, the listener will strive to comprehend the speaker's first-person viewpoints through discussion between them.[22]

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[20] *Ibid.*

[21] Eray Kara, Aycan Demir Ayaz, & Tuğba Dündar. Challenges in EFL speaking classes in Turkish context. *European Journal of Language and Literature*, (2017). *3*(2), 66-74..

[22] Silviani Mareta, HeryYufrizal, and Huzairin, "Improving the Self Confidence in Speaking Practice by Using Self-Directed Dialogue Technique at Second Grade Students' of SMP Negeri 1 Kalirejo Lampung Tengah" (2017): 1–11.

Speaking, according to Harmer, is a type of communication mechanism. When speaking, the speaker must successfully deliver the message to the interlocutor.[23] This allows for more effective and productive communication. Speaking methodically necessitates the capacity to sequence ideas. The goal is to convey a clear message and gain the other person's comprehension.

According to Thonbury, speaking is the process of transforming ideas into words. Speaking is a daily behavior that we employ to communicate. As a result, people are unconcerned about the process that occurs in order for someone to be able to talk. In general, a person can write tens of thousands of words each day, if not more. In comparison to other kinds of communication, this makes speech the most effective and widely used communication method.[24]

When it comes to using games in the classroom, teachers should consider a few things. The first is the learners' traits, and the second is the setting. A learner's

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[23] Jeremy Harmer, *How to Teach English*, *Pearson /Longman* (London: Pearson ELT, 2010), 14

[24] Scott Thornbury, "How to Teach Speaking" (London: Longman, 2005), 1–2.

characteristic defines and identifies a person or a group of people. Consider the pupils' age, whether they are young or old, as an example of taking into account their qualities. When the game is monotonous and overly easy, the older pupils will quickly become bored.

On the other hand, the game would be extremely difficult for children to play. As a result, the teacher should observe the game to see if it is appropriate for the pupils' age.[25] Several problems affecting EFL learners' speaking skills have been examined concerning internal and external variables.[26]

Speaking is an important skill. In a break down, it is one of four skills in English should be mastered. Speaking is considered a advanced complex skill. In order to master it needs high-order thinking skills to create and compile the right words.

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[25] Maisarah. Aims for Using Fun Games to Improve the Esl Students' Speaking Ability. *Educate*, *3*(2), 241315.

[26] Vo Phuong Quyen, Pham Thi My Nga, and Ho Thao Nguyen. Challenges to speaking skills encountered by English-majored students: A story of one Vietnamese university in the Mekong Delta. *Can Tho University Journal of Science*, (2018). *54*(5), 38-44.

b. **General concept speaking skill**

Specifically, those most useful in gaining advanced conversational abilities in a foreign language. At each stage of the learning process, the complex nature of spoken discourse must be considered and reflected upon. As a result, the paper addresses the challenges of selecting an acceptable framework and strategy and the typical patterns of interaction in a foreign language classroom. Based on the initial theoretical concerns, it also looks at several types of control and evaluation and specific speaking tasks that seem most appropriate for advanced language learners.[27]

According to research, speaking is an important communication skill, but it also plays a key role in promoting and facilitating the acquisition of a second language.[28] Speaking abilities are extremely important in language learning. Speaking abilities, according to Sari Louma, are considered and have become an important part in language

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[27]Aleksandrzak, Mangdalena. Problems and challenges in teaching and learning speaking at advanced level. (2011).

[28] ALESSANDRA FAZIO & CLAUDIA CREMASCO. Distance learning and the development of speaking skills: Challenges and opportunities, (2021).

acquisition curriculum.[29] When it comes to language lessons, the main focus is on speaking. As a result, speech must play an essential role in language lessons.

c. **Aspects of Speaking**

Speaking has several aspects including:

1) Grammar

The first aspect of speaking skills that must be evaluated is grammar or grammar in the sentence to be delivered. Grammar, as it is possible and polite to say, is a rule governing the structure of sentence preparation in English.[30] The main feature of speaking skills in this grammar portion is the right use of tenses and parts of speech. You should be able to discuss past, present, and future events using various tenses.

2) Fluency

The second factor that must be evaluated is fluency, which will support how you utter a word.[31] The

[29] Sari Louma, *Assessing Speaking*, *Annual Review of Applied Linguistics* (Cambridge: Cambridge University Press, 2004), 1.

[30] Pfaltz, J. L., & Rosenfeld, A. Web grammars. In *Proceedings of the 1st international joint conference on Artificial intelligence.* (1969, May) (pp. 609-619).

[31] G. Shahini., & F., Shahamirian., Improving English speaking fluency: The role of six factors. *Advances in Language and Literary Studies*, (2017) *8*(6), 100-104.

benefit of public speaking in English that should be noted is the high level of fluency.

3) Pronunciation

The following sentence's pronunciation the pressure of a particular word on a sentence to make it simpler to understand. One of the assessments in the pronunciation aspect is the way certain words merge and are spoken.[32] This component of word repetition or word linkage is related to how the merged vowels and consumers are pronounced. Intonation is another crucial factor to consider when speaking English so that others can understand.

4) Vocabulary

Mastery of the word city or vocabulary will also be examined in English speaking because it will demonstrate how far the knowledge has progressed. The mastery of this language includes not just pronunciation, but also meaning and application. In English, one word is divided into three parts: past,

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[32] A. Burns, & Seidlhofer, B. Speaking and pronunciation. *An introduction to applied linguistics*, (2010)197-214.

present, and future, which must be understood by each person who uses it.[33]

d. Component of speaking skill

Students must understand the "language features" and be able to process them in conversation. When the speaker has mastered these linguistic features, the student will be better able to fulfill their communication goal.

there are three components when speaking as follows:

1. Speakers

Speakers are persons who create sound. They are useful for communicating one's thoughts or feelings to the audience. So, if no one speaks, no one's viewpoint, feelings, or sentiment is expressed.

2. The audiences

Audience are persons who receive or experience the speaker's opinion or feeling. If there are no listeners, the speakers will write down their thoughts.

3. Pronunciation

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[33] R. Koizumi, Vocabulary and speaking. *The encyclopedia of applied linguistics.*(2012). 1-7.

23

Pronunciation are words or phrases used by speakers to describe their thoughts. If it is not pronounced, both the speaker and the listener employ a sign.[34]

e. **Goal of Speaking**

According to Jim Scrivener, confidence and fluency are critical points that have become the goal of the speaking class.[35] The fundamental objective of mastering speaking skills is to foster self-confidence and train students to talk effectively, according to this statement. Confidence demonstrates that a person has handled and believed in his thoughts, which are expressed through speech. Fluency is a term used to describe speaking fluency. If these two components are met, someone's speaking abilities can be considered good. The goal of teaching speaking skills is to help students enhance their ability to articulate and share ideas. Furthermore, verbal fluency should be practiced.

f. **Public speaking skill**

Every public speaker should be able to do the following:

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[34] Vanderkevent, T. "Teaching Speaking and Component of Speaking." (1990).

[35] Jim Scrivener, "Learning Teaching A Guidebook for English Language Teacher" (Oxford: Macmillan, 2005), 146.

1. Investigate a topic — Effective speakers stick to what they know. Great presenters do their homework to ensure they have all they need to deliver their message.

2. Focus - Help your audience understand your message by concentrating on it. Stories, humour, or other "sidebars" should be related to the main concept. Anything that does not belong should be cut.

3. logically organize ideas A well-organized presentation can be easily comprehended. Bridging is crucial.

4. Use quotes, facts, and figures – Include these not for the purpose of including them, but rather to supplement your ideas.

5. Master metaphors, Metaphors improve message comprehension in ways that direct language often cannot.

6. Everyone enjoys a good story. Points that are wrapped in a tale are also more memorable!

7. Start strong and end strong - Your presentation's body should be strong as well, but your audience will

remember your first and last statements (if, indeed, they remember anything at all).

8. Include humour - Knowing when to utilize humour is critical. Developing the comedic timing to deliver it with maximum effect is also important.

9. Variate your vocal cadence, tone, and loudness - a monotone voice is like chalk on a chalkboard.

10. Use motions to punctuate your speech - Gestures should complement your words in harmony. Tell them the size of the fish and demonstrate with your arms.

11. Make use of three-dimensional space – tying oneself to the lectern limits the amount of energy and enthusiasm you can show. If the notes are lost, the chain is lost.

12. Visual aids should be used to supplement words, not to replace them.

13. Analyze your target audience and deliver the message they desire (or need).

14. Make eye contact with the audience - This is merely the first step. Aim for the audience to exclaim, "This

speaker is exactly like me!" The sooner you start, the better.

15. Engage with the audience – Pose questions (and care about the answers). Recruit volunteers. Make your presentation a conversation.

16. Hold a Q&A session — While not every speaking situation allows for one, learn how to lead one effectively. Use the Q&A to demonstrate that you are an expert, not just a speaker.

17. Be coherent when speaking impromptu - Impromptu speaking (before, after, or during a presentation) also creates an impression. Doing it successfully conveys to the audience that you are approachable and knowledgeable beyond the slides and planned speech.

18. Demonstrate confidence and composure — These attributes can be difficult for a speaker to achieve, but they are easy for an audience to detect.

19. Handle unforeseen situations calmly - Perhaps the lights will go out. Perhaps the projector has died. Make a plan to deal with any event that may arise.

20. Listen critically and analyze other speakers' strengths and weaknesses.[36]

g. Benefit of Speaking

Foreign language instruction is becoming increasingly popular in a variety of seemingly unrelated fields. Foreign language students gain not only technical language skills, but also concrete advantages in the job market due to their improved communication skills. Language proficiency also improves the enjoyment of international travel and lessens frustration and isolation while visiting other nations.[37]

Apart from those described above speaking English also has other benefits such as:

1) Make it easier to communicated with others.

We are all aware that English is a global language. As a result, English is one of the most

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[36] Alison Doyle, important to public speaking skill for workplace success. Important Public Speaking Skills for Workplace Success (thebalancecareers.com). Updated on August 27, 2021

[37] Weatherford, H. J. Personal Benefits of Foreign Language Study. (1986). ERIC Digest.

commonly spoken languages on the planet.[38]We can't merely meet people from the same country as us in life. We shall eventually encounter strangers. If we know English, we'll be able to speak with strangers much more easily. Speaking in English language acquisition provides considerable communication benefits in the AEC era. Furthermore, because English Study Program students take Speaking courses numerous times during the academic year, this is a prerequisite. They will also require this talent to assist their professionalism in the future.[39]

2) Makes you looked cool

For Indonesians, those who insert the word in everyday chats, certainly make them look cooler than others. That is why this can be included in the list of benefits of learning English in the Era

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[38] A. Kirkpatrick, *World Englishes hardback with audio CD: Implications for international communication and English language teaching*. (2007) Cambridge University Press.
[39] Megawati, F., & Mandarani, V. Speaking problems in english communication. (2016).

of Globalization as it is today, like: by the way, any way, seriously, act.

h. **Benefits of Games for Speaking**

There are several benefits of games in the development of students in learning to speak in education and daily life; here, researchers would explain that games are not just for fun when playing with friends and others also play games are used as tools or methods that will float students' interest in learning.

Students' speaking abilities have improved significantly. Most students like the game while laughing; nevertheless, some students become confused when they are abruptly asked questions, causing their replies to spin round and round; students are obliged to leave the scenario and succeed. Furthermore, students have extremely positive sentiments toward the significance of games in boosting their speaking skills.[40]

The teacher used five games to promote students' speaking spontaneity, including the Bingo Game, Stars

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[40] Rahmadhani, N. P., Asfar, S., & Authar, NThrowing the Ball Game Improves Students' Speaking Skills. *Child Education Journal*, (2021). *3*(3), 156-161.

Game, Dorr Game, Jumping Game, and Line Game, and the students' response to the implemented game chose the Stars Game as the most interesting game among the others due to the use of realia such as stars in the learning process.[41]

2. Games

a. Definition of Games

Games are not merely challenges or puzzles; they are microworlds. In such a context, students better understand how various social processes are linked and how diverse bodies of knowledge connect. In that respect, they mimic classic word problems, where students are urged to separate the material they need from a far more extensive field of knowledge and then apply it toward specific tasks. In the conventional word problem, however, most of that additional information is seen as clutter or distraction that throws pupils off their pursuit of what they need to respond to an assigned problem. Here, students can naturally extract

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[41] Abdulah, D. RPromoting students' speaking spontaneity through games. *Journal of Applied Linguistics*. (2019). *(ALTICS)*, *1*(1).

meaning from every environment element to solve challenges from their own goals and interests.[42]

The board game is an effective technique for increasing learner participation in class and improving the speaking abilities of low-proficiency ESL students.[43] Games are designed to entertain, and youngsters generally prefer them to adults. Games are beneficial for brain growth, improving concentration, and teaching us how to handle problems accurately and fast since they provide a variety of conflicts or difficulties that we must resolve quickly and precisely.

b. **Character of Games**

1. Games are Motivation

Students will always compete with one another in a variety of games. Games work in the same way in language learning exercises. Students are often encouraged or stimulated to use language through games Prasad in Chen. The pupils will try to concentrate during the activities and be encouraged to

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[42] kurt squire & H. Jenkins Harnessing the power of games in education. *Insight*, (2003). *3*(1), 5-33.

[43] Fung, Y. M., & Min, Y. L.) Effects of board game on speaking ability of low-proficiency ESL learners. *International Journal of Applied Linguistics and English Literature* (2016) .*5*(3), 261-271

use English.[44] Games are also one of the reasons students want to float their ability in learning, and games are also one of increasing their motivation. With the method of the student, games will be more motivated to learn in different shutters.

2. Games are Relaxing

One of the non-stressful ways to learn a language is to play games Uberman in Chen. The kids do not pay much attention to the linguistic form when playing the games, but they will speak up and do everything for the sake of winning.[45] Games are one way to eliminate boredom in a thing, so games are used as an excuse to relax and eliminate boredom when an unwelcome lesson becomes something exciting.

c. **Kind of Games**

1. Games for self

a. Speech using body language

In this game, a player will demonstrate several words using body language, but before that, he will tell with

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[44]Maisarah. Aims for Using Fun Games to Improve the Esl Students' Speaking Ability. *Educate*, *3*(2), 241315.

[45] ibid

33

body language how much vocabulary he will show. Then the vocabulary must be arranged into sentences by other students.

Example: (I DRINK WATER), (YOU HEAR ME)

b. Tell me a Story.'

The second game concept offered by researchers is to tell me a story where these games train students to focus. In this game, a keyword such as a place, name, object, and others will be shared, and they will scatter short stories and then bear when they have finished telling stories. Example: was placed in a story? What is the character of a story, and any questions?

2. Games for Group

a. Puzzle guide

Puzzle guide is a very tight game, but this game is rarely used in schools using English. It is a game while learning. In one class divided into three teams to four teams, the team will do a puzzle that will be a matter for the other team if the correct answer gets a score.

b. Sharing paper

The paper dividing game is a game that will be done by creating a group of all students where this group will play outside the class. The game divides paper is a game that no one has ever done. This game will share a paper containing two words, namely truth or dare, and after being selected, the player who has the paper will give directions on what he will do next.

d. **Steps/ techniques in implementing games**

1. Games for self

In these individual games, researchers used games with one person or alone as presenters of a game that will be done. One person will read or tell you about something they will get on a paper that the facilitator will give. Then a student tells a story according to his imagination, and then, at the end of the story, a student will ask all the students who listen to the story. In individual games, yes, we will create a style with several words that will be sentences that will be demonstrated and will be guessed by other friends.

Step of game:

1) The first game is guided by one student as a story guide or actor.

2) Students will tell stories or will demonstrate the style they will convey.

3) then the student will ask the audience about the story or about what they are showing.

4) After the student asks the teacher will start the game by passing the word to the student, the student who cannot continue will answer the student's previous questions.

5) If you are missed, you will get the punishment of retelling.

2. Games for groups

In this games group, researchers divide students into several teams, where the team will work together to find answers to challenges offered by friends from other teams. The team's function is to help each other and work together in completing challenges or problems that other teams will make.

Steps games of group:

1) Teachers create groups with a count of 1-4 so that students know where the group is.

2) Then they look for the same friend as their number.

3) Once they find a friend who has the same number they will become a group.

4) The teacher will explain the game in great detail.

5) then a trial will be conducted for the game before used.

6) The game is also done by the way the teacher tells the story and the students become listeners.

7) After the teacher tells the story, students will write down the questions contained in the story conveyed by the teacher.

8) All groups will get one paper containing an answering question or challenge.

9) If the group chooses to answer, it will get questions from other groups, and what if you

choose a challenge then the other group will provide a challenge that they think is good.

C. Research Hypothesis

Based on the theory and research objectives, it can be estimated that there is a significant effect of using games on the development of students speaking skills of the second-grade students of MA Al-Jihad Ngali Bima.

Hypotheses are used to know and find the answer to the research and draw a conclusion about the research. The hypotheses of the research could be analyzed as follows:

1) HA (Alternative Hypothesis): There is a significance of using game toward students' English speaking skill.

2) **Ho** (Null Hypothesis): There is not a significance of using games toward students' speaking skill.

D. Conceptual Framework

EFFECT GAMES

Toward Student' English speaking skill
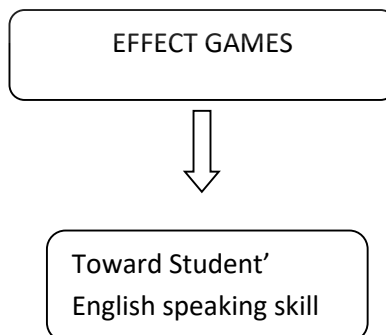
From the conceptual framework above, research was conducted to determine the effect of using games. After that, whether the games are able to improve students in English. Comparisons are made to find out and ascertain whether the games have an impact on students' English speaking ability.

CHAPTER III

RESEARCH METHOD

A. Approach and Type of Research

The approach utilizes by the Researchers is quantitative approach. A quantitative approach is one that collects some type of numerical data to answers a research question.[46]

Then, the types of this research utilizes and experimental (pre-experimental design), in this research the pre-experimental design used a one-group pretest-posttest. Pre-experimental design is an experimental that has not control group as a comparison and not random subject. According to Gay said that "the pre-experimental design does not have a random assignment of the subjects to groups or other strategies to control extraneous variable".[47] Furthermore, experimental research is a study of the effect of the systematic manipulation of one variable(s) on another variable.[48]

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[46] Christensen, L. B., Johnson, B., Turner, L. A., & Christensen, L. B*., Research methods, design, and analysis,* Twelwfth edition, 2011, university of south alabama,p.26

[47] Mills, G. E., & Gay, L. R. *Educational research: Competencies for analysis and applications*. Pearson. One Lake Street, Upper Saddle River, (2019). New Jersey 07458.

[48] D., Ary, Jacobs, L. C., Irvine, C. K. S., & Walker, D, *Introduction to research in education*, Cengage Learning.(2018).P 249

B. Population and Sample

1. Population

The research population is all students of the 2nd grade of MA Al-Jihad Ngali Bima. The total number of 2nd graders is 30 in the 2nd grade of the school. Researchers used simple random sampling to select samples. Simple random sampling is a method to select participants randomly regardless of their ability.[49] This study sample is a 2nd grade MA consisting of 30 students as an experimental class.

2. Sample

A sample is a set of elements take from a large population. It is a subset of the population. Then, a element is the primary unit of sampling.[50] Sampling techniques are a strategy or way to determine the sample and population that will be used as a sample in this research. The researcher using paired sampal to this researcher.

C. Setting and time of research

[49] Sugiono.*metode Penelitian kuantitatif dan kualitatig R&D*. PENERBIT ALPHABETA BANDUNG.2018. p.128

[50] Barbieri, P. Caravaggio's' Denial of St Peter'acquired by Guido Reni in 1613. *The Burlington Magazine*. (2012), *154*(1312), 487-489.

The research will be conducted at MA Al-Jihad Ngali Bima, located on traffic Tente Karumbu Bima district, Belo subdistrict, NTB why did researchers choose the school for research. After all, school is a good word in English education because many think that English is a difficult language to speak and understand. Hence, researchers examined the place as a trial of students with new methods.

MA Al-Jihad Ngali Bima is a school far from local residents, but this school is close to the public nets that are often passed from one village to another. This school is also located in the foothills of accommodation and transportation is also quite adequate for the school. The school has B accreditation which is the foundation of Pak Yaman who is a native Ngali person. The teachers of the school are quite friendly and all honore teachers. This school is established for children who cannot afford the economy by their parents for a fairly cheap fee from the usual school.

The research conducted the research in second semester. Therefore, this research was conducted on 14 April- 14 May,2022. This study was conducted in the month of Ramadhan.

D. Variables of Research

This study used two types of variables.

1. The first variable is the use of games as independent variables that will give an effect to depend on the variable.

2. The second variable is the Effect of students' English speaking skill as dependent variables that will get the Effect of independent variables.

E. Design of Research

In this study, the authors used quantitative experimental and pre-experimental designs. This research approach that used one group. In one group pretest-posttest design, the researcher at least knows a change has occurred. However, the researcher has not ruled out other possible explanations for the change.[51] In this case, students of class 2 MA use ga mes that train focus in the learning process. Researchers used Class XI IPS as a class that will be experiment research where this class does not have branches in general because in the school one major one class. Students must be active and focused when

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[51] Paul D Leedy,&, Jaenne Ellis Ormrod. *Practical research: Planning and design*. Pearson. One Lake Street, Upper Saddle River, New Jersey 07458. (2019).p.

the game starts because, in this experiment class, all 2nd grade MA students will play without determining the level of achievement and grades pseudo experiments have two types of design, pre-testing, and post-testing design. Pre-test and post-test designs are used in investigations

O_1	X	O_2
Pretest	Treatment	Posttest

O_1: Score of pretest, before applying the learning of "using games toward students' English speaking skill"
x: treatment, on process learning of "using games toward students' English speaking skill"
O_2: score of postest, that score after student got tested of learning "using games toward student' English speaking skill

F. Instrument of Research

The instrument used in the study was a test that researchers made for the experimental group. The test material for pre-tests and post-tests came from the English instruction syllabus of second-grade high school students and was then expanded by the researchers to several indicator points to establish the test, which was then documented as a specification or test grid. This test consists of ten questions and each meeting has a different question and a different game.

1. Observation

    Observation is a tool for gathering information on how the conditions for school, particularly in the classroom, are. During the observation, the researcher employed the instrument to determine the condition and situation of students' activities in the learning process of speaking English.

2. Test

The researcher took the test by speaking test that about funny story and valuable story, for the instrument that pretest and posttest, before and after then researcher knew the learners skill on speaking. The researcher gave 20 questions of essay. (Test could be seen in appendix 2)

The researcher

G. Procedure and Data Collection

Data for the study was collected by pre-test and post-testing. Prior to therapy, pre-tests are performed to determine and measure group homogeneity and improve students' English language skills. This test is given to the group as a reference for their learning and attracts them to participate in learning. Treatment is also implemented in a trial class when pre-tests are completed. The treatment consists of his talking to a friend for a few minutes to build a communication method in English. After the therapy is finished, a post-test will be administered. The question format for postal testing is the same as for pre-tests, but the order of the questions will be scrambled. Furthermore, the students are unaware that the questions on the pre-test are the same as those on the post-test.

The pre-test and post-test results were then compared to see if speaking or conversing with a friend impacted the student's English speaking skills.

H. The technique of Data Analysis

This research, research utilizes a quantitative technique of data analysis. The experimental design describes experimental one group. Forward, this research analyzes by using a statistical method. The data analysis in this research is using a *T-test.*

The expert Gay states that the ***T-test*** uses to determine whether two groups of the score are significantly different from are selected probability level.[52]

Furthermore, to analyze the data from the pretest and post-test, the researcher utilizes a t-test by using Microsoft Exel to find out the effect of using games toward students' speaking skill, step to measure this research is giving a pretest without using games, and giving treatment that using games, and the last step that the researcher gives posttest after gaining

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[52] Gay, L. R., Mills, G. E., & Airasian, P. W). *Educational research: Competencies for analysis and applications*. (2011 Pearson Higher Ed. P351

the game of English speaking skill then, the researcher compares both tests to find out the significance.

The researcher utilizes of t-test as follow:

$$t = \frac{\frac{\Sigma D}{n}}{\frac{s}{\sqrt{n}}}$$

Σd = sum of different both of pretest and posttest

N= total number of students

S= stand for standard deviation

The research finds the standard deviation, the formula is:

$$S = \sqrt{\frac{1}{n-1}} \, x \, \Sigma D^2 - \sqrt{\frac{(\Sigma D)^2}{n}}$$

S= stand for standard deviation

N= total number of students

ΣD^2= sum different between pretest and posttest of quadrate deviation

$(\Sigma d)^2$= deviation quadrate

n-1 = degree of freedom

I. Validity and Reliability

The null hypothesis is accepted if the p-value or sig (2 tailed) is greater than the significance criterion of sig a=0.05 (5 per cent). The alternative hypothesis is accepted if the p-value or sig (2 tailed) is less than the significance criterion of sig a=0.05 (5 per cent). The chosen text is adjusted to the students' level. The chosen text is adjusted to the students' level. After conducting a piloting study, the test is analyzed for validity and reliability. Validity is the criteria of an excellent test. The test with validity means it measures what is measured.[53] This study was valid if the student's English speaking skills were assessed. Also necessary is dependability. The degree to which an assessment tool generates reliable and consistent test results on a particular occasion is reliability.[54] The test must be valid and reliable before being used in grade 2 to 30 students. To determine whether or not the test was valid and reliable.

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[53] JB. Heaton, *Writing English Language Tests,* (New York: Longman Inc, 1990), p.

[54] *Ibid*., p. 162.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter particularly presents the research finding and discussion. The research finding described the description of data, hypothesis testing, and data analysis.

A. Research Findings

1. The Description of Data

In this section, the data were collected from pretest and posttest indeed, the pretest was given after the treatment. As the objective of the research is "to find out is the significant effect of using games toward students' English speaking skill"

Furthermore, the test given by the researcher was 20 questions, consisting of all the questions in essays. Before administering the treatment, the researcher gives the pretest to the students to know how far they understand *sentences to speak and sentences for questions.* Then, the result when the students got the pretest was not bedded. Then, the researcher gave one meeting for treatment about English speaking by using games. The students were interested to apply the games in their class.

Subsequently, the researcher gave the posttest to the students after they got the treatment by using games. Thus, the result when the students got post-test described that students' English speaking skill by using games were significant.

Afterward, the researcher described the criteria for the score of the students' test results, mean percentage of the test. Then, the criteria for the score as follow:

Table 4.1

Criteria of Score

No	Interval Class	Criteria
1	85-100	Very good
2	75-84	Good
3	56-74	Enough
4	41-55	Poor
5	0-40	Low/ bad

Table 4.2

Students' score of pretest and posttest

No	Name	Pretest	Posttet	Total	Average
1	S1	75	85	160	80
2	S2	60	75	135	67,5
3	S3	70	80	150	75
4	S4	55	75	130	65
5	S5	55	75	130	65
6	S6	65	80	145	72,5
7	S7	55	75	130	65
8	S8	75	75	150	75
9	S9	60	75	135	67,5
10	S10	65	65	130	65
11	S11	75	85	160	80
12	S12	70	75	145	72,5
13	S13	75	75	150	75
14	S14	70	80	150	75
15	S15	75	75	150	75
16	S16	65	75	140	70
17	S17	55	75	130	65
18	S18	55	80	135	67,5
19	S19	55	75	130	65
20	S20	65	80	145	72,5
21	S21	75	80	155	77,5
22	S22	75	75	150	75
23	S23	55	75	130	65
24	S24	45	80	125	62,5
25	S25	45	75	120	60
26	S26	45	80	125	62,5
27	S27	55	75	130	65
28	S28	65	85	150	75

29	S29	75	85	160	80
30	S30	60	80	140	70
Total				4215	2107,5

Based on the table 4.2 above, the Researcher described there are 11 students got 45 (three students) and 55 (eight students), it means that the students score are the poor in English speaking skill. Next, there are 11 students who got 60 (three students), 65 (five students), 70 (three students). It means that the students score are the enough in English speaking skill. Then, there are 8 students got 75, it means that the students have good in English speaking skill.

Based on the table it described that only one student got 65, it means that the student got enough score on English speaking skill. Next, the students got 75 (fourteen students) and 80 (eleven students), It means that the students got the good score on English speaking skill. Then, there are four students who got 85 score which the very good score on English speaking skill.

Furthermore, there are some differences on data that applied between before and after treatment by using the game on

English speaking skill. It described that the score after treatment by using games is better than before treatment by using games on English speaking skill

Table 4.3

The finding sum of pretest and posttest

No	Name	Pretest X_1	Posttest X_2	$D=X_1-X_2$	D^2
1	S1	75	85	-10	100
2	S2	60	75	-15	225
3	S3	70	80	-10	100
4	S4	55	75	-20	400
5	S5	55	75	-20	400
6	S6	65	80	-15	225
7	S7	55	80	-25	625
8	S8	75	80	-5	25
9	S9	60	75	-15	225
10	S10	65	65	0	0
11	S11	75	85	-10	100
12	S12	70	75	-5	25
13	S13	75	75	0	0
14	S14	70	80	-10	100
15	S15	75	75	0	0
16	S16	65	75	-10	100
17	S17	55	75	-20	400
18	S18	55	80	-25	625
19	S19	55	75	-20	400
20	S20	65	80	-15	225
21	S21	75	80	-5	25

22	S22	75	75	0	0
23	S23	55	75	-20	400
24	S24	45	80	-35	1225
25	S25	45	75	-30	900
26	S26	45	80	-35	1225
27	S27	55	75	-20	400
28	S28	65	85	-20	400
29	S29	75	85	-10	100
30	S30	60	80	-20	400
	TOTAL			-445	9375

So the percentage of the count that has been done in the second portion where in the data section is collected with the theory of paired t-test samples with a number of 30 students with fairly high grades can be observed. In the quadrate deviation computation, the result that appears high at the beginning or end of the quadrate deviation test is the final number determined by adding all existing values.

It can be concluded that the initial value and the final value if subtracted will get a different result in each value in the fifth column, namely column D = x1-x1, and if ranked with 2 get satisfactory results like some students in each section. With the results of the two exams get a final result of -445 with the value of the number of grades in the quadrant turned out to be higher.

2. **Hypothesis Testing**

The Hypothesis Testing of this research, as follows:

a. If the significance value (2 tailed) is lower than the t-table < 0.05, the alternative hypothesis (Ha) is retained and the null hypothesis (Ho) is rejected. This means that there are different scores before and after treatment using the game.

b. If the significance value (2 tailed) is higher than >0.05 null hypothesis (Ho) is maintained and the alternative hypothesis (Ha) is rejected. This means that there are no different scores before and after treatment using the game. Researchers analyzed the data using Microsoft Exel and SPSS 24.

3. **Data Analysis**

The researcher utilized the statistical test using paired sample T-test and analyzed the data by using SPSS 24 to know the effect of using games toward students' English speaking skills. The result of the data is as follows:

Table 4.4

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre test	63.00	30	9.879	1.804
	post test	77.50	30	4.305	.786

56

Based on table 4.4 above, the output paired sample statistics describes that the Mean of the pretest is 63,00 and the Mean of the post-test is 77,50, then, N of the class is 30 students. Meanwhile, the standard deviation of the pretest is 9.879 and the standard deviation of the posttest is 4,305. The standard Error Mean of the pretest is 1,804 and the standard Error Mean of the posttest is .786.
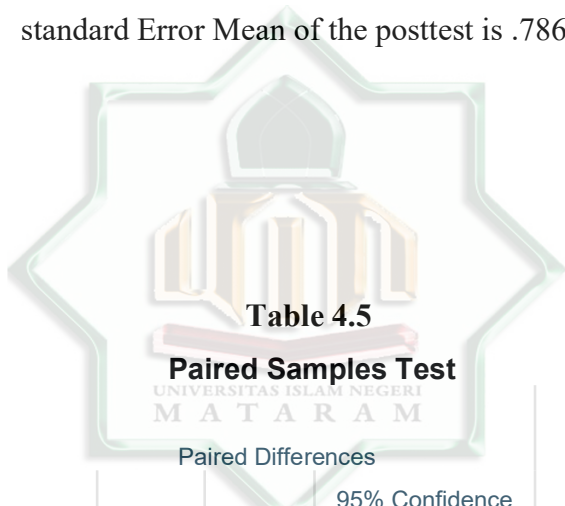
Table 4.5

Paired Samples Test

					95% Confidence Interval of the Difference				Sig. (2-tailed)
			Std. Deviation	Std. Error Mean					
		Mean			Lower	Upper	T		
Pair 1	pre test – post test	-14.500	9.857	1.800	-18.181	-10.819	-8.057	29	.000

¶ Based on table 4.5 above, it can be concluded that the sig. (2 tailed) is .000, sig (2 tiled)< 0,05 . it means that using games was enough to improve students' English speaking skills.

Therefore, students' English speaking skill is significant before and after treatment was concluded. The sig value of paired sample t-test was 0,000, the value is lower than 0,05 (0,000<0,05), it is concluded that there is a significant influence or mean of the difference between pretest and post-test.

From the calculation above, the statistical hypothesis: and the alternative hypothesis (Ha) were accepted and the null hypothesis (Ho) was rejected. It means that the use of games significantly affects students' at MA Al-Jihad Ngali Bima

B. Discussion

Based on the findings of the experimental result, it can be concluded that using games was an effective for students of MA Al-Jihad Ngali Bima on English speaking skill. It helped the students to improve their skill on English speaking. It was calculated from the score of pretest and posttest and the result was different. Then, the Mean score of the pretest is 63.00 and the Mean score of the posttest was 77.50. It is concluded that there was a significant different of the score between pretest and posttest.

Furthermore, based on the T-test, the result of the Mean score of the posttest was higher than the pretest. It means that there was a

difference when the students got treatment before and after. The sign value of paired sample t-test was 0,000, the values is lower than the significance 0,05(0,000<0,05). It is concluded that the statistical hypothesis: the alternative hypothesis (Ha) was retained and the null hypothesis (Ho) was rejected. It means that the using games significantly effect on English speaking for students to improve their skill.

Then, using game is a brilliant learning tool as students are constantly being offered a change to learn and then test themselves.[55] It was worthwhile tu increase students' on English speaking skill. Hence, teaching English speaking using games can reinforce learners to get the knowledge more easily and they can practice speaking. Then, advantages of using games are slightly "friendlier" interface that the rest, learners can take the point of what they have done in the game and the students able to resume after playing the game. It was in line with the previous research which was conducted by Uberman in chan. It be concluded that using games is one of non-stressful ways to learn a language is to play game.

From the results of the study, it can also be concluded that games are able to improve students' English speaking skills by using treatment. In

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[55] Benbassat, *op. cit*

addition, it can be seen that the results of the applied methods are able to develop students' interest in learning to speak English.

pretest has a fairly comparable average value result with a fairly satisfactory posttest value, so it can be concluded that the posttest value is higher than the pretest value. Pretest is the first step of trying students' abilities before being given treatment and students on ma Al-Jihad Ngali Bima is far from perfect. before using the game method on Learning English.

In fact, learn English speaking by using game has a great benefit for students. Thus, there are benefit why game able to increase students' on English speaking skill. First, the learners can't feel sleepy because they make a move. Then, the learners will be hands down to remember the lesson. Last, the learners will build partnership to help their friends.

$$NP = \frac{F}{N} X100$$

Note:

NP　　: The Score of Student Ability

F　　: Students Score

N　　: Maximum Score

$$Mean = \frac{\sum}{n}$$

N o	Students	Questions										Score	Conversion	Category
		1	2	3	4	5	6	7	8	9	1 0			
1	S-1													
2	S-2													
3	S-3													
4	S-4													
5	S-5													
6	S-6													
7	S-7													
8	S-8													
9	S-9													
10	S-10													
11	S-11													
12	S-12													
13	S-13													
14	S-14													
15	S-15													
16	S-16													
17	S-17													
18	S-18													

19	S-19										
20	S-20										
21	S-21										
22	S-22										

So MA Al-Jihad Ngali Bima students have an increase of 5-10% on the ability to speak English when they have been treated so that enough pretest scores become posttest scores that are quite satisfactory for researchers and students themselves.
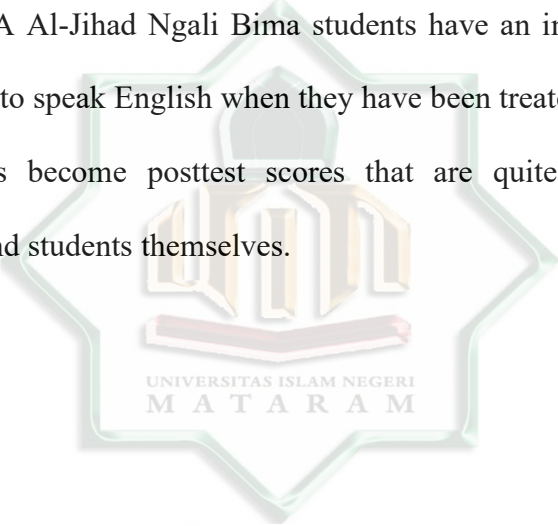
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on discussion in the previous chapter, it can be concluded that there was a different average before students got treatment on English speaking skill between students after got treatment on English speaking skill by using games. Based on data presented previously, the used of games has a significant effect on students at MA Al-Jihad Ngali Bima.

Furthermore, based on the t-test, it was calculated from the score Mean of pretest and posttest and the result was different. Then, the score of pre-tests was 63.00 and the posttest was 77,50. It means that there was a significant different score between pretest and posttest. Then, the result of the Mean score of the posttest was higher than the pretest. The sig value of paired sample t-test was 0,000, the value is lower than 0,05 (0,000<0,05). It is concluded that the statistical hypothesis: the alternative hypothesis (Ha) was retained and the null hypothesis (Ho) was rejected. It means that the using games significantly effects to speaking to increase students' English Speaking skill.

The implementation of games in students is quite an improvement compared to before using this method. methods offered on improving English speaking using the method of playing games.

B. **Suggestion**

based on the resulted of the research, the researcher gives some suggestions addressed to the English teachers, students, and the next researchers

1. To the English Teacher

   By using games, the researcher hopes that the teachers can apply the game on speaking in the learning process in the classroom to improve students' English speaking skill.

2. To the Students

   The researcher hopes that the students to be self-confident in the learning English speaking in the classroom.

3. To the next Researcher

   The researcher hopes that the result of this research is advantageous for those who want to apply the games on English speaking skill.

4. To University

   researchers hope that this research can be applied to universities and can be used when learning is unstable at a certain time

5. To school research

   researchers hope that the school can develop this research even better than what researchers have used before
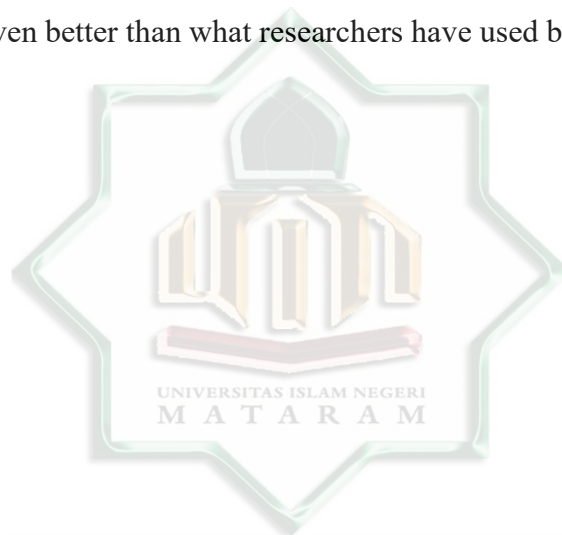
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APPENDICES

Appendix 1

Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah   : MA Al-Jihad Ngali

Mata Pelajaran   : Bahasa Inggris

Kelas / Semester   : XI IPS

Alokasi Waktu   :   2 x 45 menit (2 kali pertemuan)

Materi Pokok   : Valuable Story and Funny Story
                (speaking)

A. KOMPETENSI INTI

KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di

sekolah dan sumber lain yang sama dalam su dut pandang/teori.

B. KOMPETENSI DASAR

Kompetensi dasar	Indikator
3.1 Menghafal kalimat bahasa inggris dan maknanya yang berkaitan dengan topik yang dipelajari	• Menghafal kalimat yang ada dalam topic dengan benar • Menghafal kosa kata bahasa inggris dengan baik
4.1 Menceritakan sebuah cerita dan maknanya secara akurat, lancar yang berkaitan dengan topik	• Menjelaskan cerita yang ingin di sampaikan dalam bahasa inggris dengan baik dan benar • Menjelakan makna dari cerita dalam bahasa inggris dengan baik dan tepat

C. TUJUAN PEMBELAJARAN

- Melalui teks yang disediakan, peserta didik diharapkan dapat menemukan membaca dan menyempaiakan isi dari teks tersebut beserta maknanya.
- Peserta didik diharapkan dapat berbicara menggunakan bahasa inggris beserta maknanya yang terdapat dalam teks tersebut dengan baik dan benar.

D. MATERI PEMBELAJARAN

Teks Bacaan:

My Father-My Hero

My father is one of the most important and respected people in my life. He made a big impact not only on me, but on our entire family. He has worked so hard his entire life to ensure that we have everything we need and don't lack anything. He has taught me important values that I apply in my everyday life. He is my hero and a pillar that makes our family strong. He made sure we were comfortable. We usually have family gatherings where we are supposed to broadcast any issues we may face.

My father is understanding, caring, and patient and he diligently listens to any ideas or issues we are facing and decides the best way to solve it. He is always cool and collected in any situation. Family is an

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important part of my father's life, though he is a busy many he always makes time for us. My father was one of the strongest people I know I remember when his mother died. Although I could see he was not okay, he tried his best to stay strong for his younger brother.

My father was not a rich man but from him we learned that life is simple. Dad is just a farmer who works hard, he is a man who is unfortunately very responsible. Not thinking about himself. I love my father so much, he was my first love and my father is my soulmate, cause he like my friend, my mood, my motivation and he is my breath.

Sentences

- My father is a hero for he chilled
- My family is the pillar
- My father is a strong man
- My father is a patient
- My father is first love

E. METODE PEMBELAJARAN

1. Pendekatan : Scientific approach
2. Model Pembelajaran : Cooperative learning

3. Metode   : using gaming method

F. MEDIA PEMBELAJARAN

1. Media

   ➢ Teks bacaan tentang valuable story

   ➢ lembar kerja siswa

   ➢ Lembar penilaian

2. Alat

   ➢ Papan tulis

   ➢ Spidol

G. SUMBER BELAJAR

➢ Buku Penunjang Bahasa Inggris untuk kelas XI IPS

➢ Lembar Kerja Siswa

➢ Internet

➢ Kamus Bahasa Inggris Indonesia

➢ Pengalaman guru dan peserta didik

H. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

Pertemuan Pertama

Kegiatan Pembelajaran	Deskripsi	Waktu
Pendahuluan	• Guru mempersiapkan peserta didik	10

	dalam pembelajaran dengan kebersihan kelas, berdoa, absensi. • Guru memotivasi peserta didik. • Guru memberi informasi tentang kompetensi dan tujuan pembelajaran yang akan dicapai.	Menit
Inti	**Mengamati** • Peserta didik mendengarkan penjelasan guru tentang materi mengenai metode pembelajaran menggunakan games dan topic pembelajaran yang akan diajarkan. • Peserta didik mendengarkan instruksi guru untuk membaca teks. • Peserta didik mengamati story yang akan mereka sampaikan. **Menanya** • Guru membimbing peserta didik untuk berani berbicara Bahasa inggris di depan teman temanya	40 Menit

	dan memperbaiki beberapa pronunciation	
	Mengeksplorasi	
	• Peserta didik mengeksplorasi kemampuan berbicara Bahasa inggris ataupun kosa kata yang belum meraka ketaahui artinya dengan bertanya dan mencarinya di kamus Bahasa inggris.	
	Mengasosiasi	
	• Guru meminta peserta didik menceritaka valuable storyn tentang apa saja namun memiliki pesan pada sebuah cerita yang akan di sampaikan.	
	• Dengan teman satu kelas menjadi pendengar dan penjawab Ketika guru	

	bertanya isi dari cerita yang telah disampaikan siswa yang bercerita. **Mengomunikasi** • Peserta didik mencatat apa saja yang telah diceritakan yang ditemukan ke buku tulis masing-masing. • Guru meminta peserta didik untuk menjelaskan apa saja yang mereka temukan valuable pada cerita temanya.	
Penutup	• Guru memberikan evaluasi dan meminta peserta didik untuk menghafal kembali kosa kata yang sudah dipelajari. • Peserta didik memberikan umpan balik dengan mengajukan pertanyaan. • Peneliti menjelaskan rencana	10 Menit

	kegiatan pembelajaran pada pertemuan selanjutnya. • Guru memotivasi peserta didik dan memberikan pujian. • Guru menutup pelajaran dan memberikan salam.	

Do you know who I am?

One day a famous old celebrity went to a nursing home to see all of his friends again and see how everyone was doing. When he got there he was immediately greeted by everyone because they recognized him instantly. He said hi to all of his friends warmly, but then noticed one man didn't say anything to him, or even give him a glance.

This was puzzling. Didn't the man know who he was? Surely he'd seen some of his movies or his TV show! He finally decided to talk to the man.

The celebrity went up to the old man and stood in front of him, asking, "Do you know who I am?"

The old man looked at him, and quickly "No, but you can go to the front des and they'll tell you."

Pertemuan Kedua

Kegiatan Pembelajaran	Deskripsi	Waktu
Pendahuluan	• Guru mempersiapkan peserta didik dalam pembelajaran dengan kebersihan kelas, berdoa, absensi. • Guru memotivasi peserta didik. • Guru memberi informasi tentang kompetensi dan tujuan pembelajaran yang akan dicapai.	10 Menit
Inti	**Mengamati** • Peserta didik mendengar dengan seksama arahan guru tentang langkah-langkah serta peraturan dalam menjawab soal.	40 Menit

	Menanya • Peserta didik menanyakan hal-hal yang belum dipahami terkait cara menjawab tes. **Mengeksplorasi** • Peserta didik mengikuti arahan guru dalam menjawab test yang diberikan. **Mengasosiasi** • Guru mengawasi cara kerja siswa dalam menjawab test yang diberikan. **Mengomunikasi** • Guru memberikan informasi kepada peserta didik bahwa waktu sudah habis dan jawaban mereka harus	

	dikumpulkan.	
Penutup	• Peserta didik memberikan umpan balik dengan mengajukan pertanyaan. • Guru memotivasi siswa dan memberikan pujian. • Guru menutup pembelajaran dan memberikan salam.	10 Menit

I. PENILAIAN

    a. Teknik Penilaian   : Unjuk kerja

    b. Bentuk   : Tes tulis dan tes lisan

Rubrik Penilaian Speaking Peserta Didik

Aspek yang dinilai	Kriteria	Indikator	Nilai
Menjawab pertanyaan tentang tentang cerita yang disampaikan.	Baik	Siswa dapat menjawab semua pertanyaan dengan sangat baik	3
	Baik	Siswa dapat menjawab semua pertanyaan dengan baik	2

	Memuaskan	Siswa dapat menjawab beberapa pertanyaan dengan baik	2
	Kurang	Siswa tidak dapat menjawab semua pertanyaan dengan baik	1
berbicara dan bercerita menggunakan Bahasa inggris	Memuaskan	Siswa dapat berbicara menggunakan Bahasa inggris dengan sangat baik	2
	Memuaskan	Siswa dapat berbicara Bahasa inggris dengan baik	2
	Memuaskan	Siswa dapat bercerita menggunakan Bahasa inggris dengan cukup baik	2
	Kurang	Siswa kurang dapat bercerita menggunakan Bahasa inggris dengan	1

Aspek yang dinilai	Kriteria	Nilai
	pengucapan yg benar	

2. Aspek Sikap

Aspek yang dinilai	Kriteria	Nilai
Sopan santun	Sering menunjukkan sikap sopan santun	4
	Beberapa kali menunjukkan sikap sopan santun	3
	Pernah menunjukkan sikap sopan santun	2
	Tidak pernah menunjukkan sikap sopan santun	1
Bertanggung jawab	Sering menunjukkan sikap bertanggung jawab	4
	Beberapa kali menunjukkan sikap bertanggung jawab	3
	Pernah menunjukkan sikap bertanggung jawab	2
	Tidak pernah menunjukkan sikap	1

	bertanggung jawab	
Jujur	Sangat sering menunjukkan sikap jujur	4
	Beberapa kali menunjukkan sikap jujur	3
	Pernah menunjukkan sikap jujur	2
	Tidak pernah menunjukkan sikap jujur	1
Disiplin	Sangat sering menunjukkan sikap disiplin	4
	Beberapa kali menunjukkan sikap disiplin	3
	Pernah menunjukkan sikap disiplin	2
	Tidak pernah menunjukkan sikap disiplin	1
Percaya diri	Sangat sering menunjukkan sikap disiplin	4
	Beberapa kali menunjukkan sikap disiplin	3
	Pernah menunjukkan sikap disiplin	2
	Tidak pernah menunjukkan sikap disiplin	1

Mataram, 10 may 2022

Guru Mata Pelajaran,

<u>Dzurryatan</u>

NIM: 180107067

<u>Thoiyyibah</u>
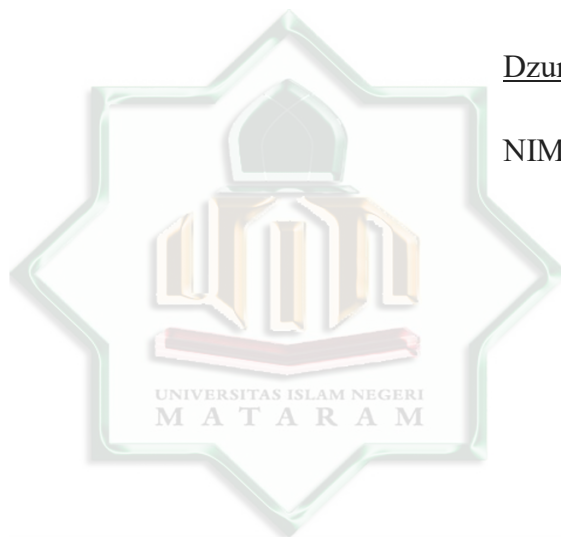
Appendix 2

Instrument of Pretest

Name   :

Class   :

Date   :

HAVING A BEST FRIEND

A story tell that is two friends were walking through the desert. During some point of the journey, they argued, and one friend slapped the other one in the face. The one who got slapped was hurt, but without saying anything, wrote in the sand;

Friend 1:   Today <u>my best friend</u> slapped me in the face.

They kept on walking until they found an oasis, where they decided to take a bath. The one who had been slapped got stuck in the mire and started drowning, but the friend saved him. After he recovered from the near drowning, he wrote on a stone;

Friend 2:   today my friend saved my life

The friend who had slapped and saved his best friend asked him;

Friend 1:   After I hurt you, you wrote in the sand, and now, you write on a stone, why?

The other friend replied;

> "When someone hurts us we should write it down in sand where winds of forgiveness can erase it away. But, when someone does something good for us, we must engrave it in stone where no wind can ever erase it."

1. What is the topic about?

2. After he hurt his best friend what did his best friend do?

3. What is the meaning of a friend in the story?

My Father-My Hero

My father is one of the most important and respected people in my life. He made a big impact not only on me but on our entire family. He has worked so hard his entire life to ensure that we have everything we need and don't lack anything. He has taught me important values that I apply in my everyday life. He is my hero and a pillar that makes our family strong. He made sure we were comfortable. We usually have family gatherings where we are supposed to broadcast any issues we may face.

My father is understanding, caring, and patient and he diligently listens to any ideas or issues we are facing and decides the best way to solve them. He is always cool and collected in any situation. Family is an important part of my father's life, though he is a busy many he always makes time for us. My father was one of the strongest people I know I remember when his mother died. Although I could see he was not okay, he tried his best to stay strong for his younger brother.

My father was not a rich man but from him, we learned that life is simple. Dad is just a farmer who works hard, he is a man who is unfortunately very responsible. Not thinking about himself. I love my father so much, he was my first love and my father is my soulmate, cause he like my friend, my mood, my motivation and he is my breath.

4. What is the meaning of her father?

5. Who was her first love?

6. What is her father's job?

7. What makes her know that her father is the strongest person?

8. what is the family meaning of the story?

Short Hair Models

A wife who had just returned from a hair salon,

Wife: (With great pride) "Honey, look at me, today I have cut my hair with such a short model. Just now after the salon a lot of people were saying now I don't seem like a grandmother anymore."

Husband: (Calmly) "They are not wrong, you are now very similar to a grandfather."

9. Why does she want to change her hairstyle?

10. How her husband respond to the story?

Appendix 3

Instrument of Posttest

Name :

Class :

Date   :

MY FAMILY

Family is the most comfortable place back for some people, I myself feel that the family is the most comfortable place to share stories. My family can be said to be a well-off family with all kinds of needs and stories. I am very proud of my family with a mother who loves her children, a father with all his humor and understanding, brother who has a story in each episode.

Not many people are able to be grateful with pleasure, we are grateful to live among enough families with needs. Our small family is a family with military upbringing even though we are not the same age or not one type but the work and portions are the same as all kinds of arrangements at home. When we cook rice that is not cooked or so porridge we are obliged to eat it until it runs

out. I am very grateful to be born and educated in this family because from there I understand that daring to do means daring to be responsible.

Our father and mother taught us that be kind to anyone regardless of background and who the person is. Because we have principles even if it is not the person who repays your kindness but there are times when God will entrust more people than that to help you.

1. What can be learned from this story?
2. How many characters are in the story?
3. What is the nature of the father in the story?
4. What does family mean to you?
5. Why was the family in the military?

Motorcycle

That morning, Petruk who was bought a new motorcycle by his father intends to learn to ride his motorcycle. His father who saw his son learn motorcycles so surprised because from earlier the bike was only pushed without being started. Then his father approached Petruk,

Father: "Why did you learn that?"

Petruk: "Do you remember when you learned to ride a bicycle? It's pushed first sir."

Father: "You Bego! How to learn to ride a bike is different from how to learn to ride a motorcycle."

Petruk: "How do you keep going if you ride a motorcycle?"

Father: "You go up first, let's the father who pushed the bike from behind."

Petruk: (Directly riding his bike while shouting) "PUSH COY! UNTIL OLD!"

1. What do you know about funny story?

2. How many character of the story and whos name?

3. When patruk talking with his father?

4. What do you think about the story, funny or not and why?

5. Do you think what Petruk and his father did is right or wrong? (if it is true to give the reason and if you give it wrong)

Appendix 4

Documentations

DOKUMENTATION OF PRETEST AT MA AL-JIHAD NGALI
BIMA

DOCUMENTATION TREATMENT CLASS

DOCUMENTATION POSTTEST

SITUATION AND CONDITION OF MA AL-JIHAD NGALI BIMA