

**USING BOARD GAMES TO TEACH SPEAKING SKILL FOR THE  
ELEVENTH GRADE STUDENTS OF SMKN 2 LUWU UTARA**



**IAIN PALOPO**

**THESIS**

*Submitted to the English Study Program of S1 Tarbiyah Department and  
Teacher Training Faculty of State Islamic Institute of Palopo in Partial  
Fulfillment of Requirement for S.Pd Degree of English Study Program*

By,

**SULASTRI**

**REG. NUM: 15 0202 0018**

**ENGLISH STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
THE STATE ISLAMIC INSTITUTE (IAIN) PALOPO  
2019**

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**ENGLISH STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
THE STATE ISLAMIC INSTITUTE (IAIN) PALOPO  
2019**

## THESIS APPROVAL

This thesis, entitled “Using Board Games to Teach Speaking Skills for the Eleventh Grade Students of SMKN 2 Luwu Utara” written by Sulastri, Reg. Number 15.0202.0018, English Education Study Program of Tarbiyah and Teachers Training Faculty at State Islamic Institute of Palopo, has been examined and defended in MUNAQASYAH session which is carried out on **Monday, September 22<sup>nd</sup> 2019 M**, coincided with **Muharram 22<sup>nd</sup> 1441 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English education.

Palopo, October 9<sup>th</sup>, 2019 M  
Safar 10<sup>th</sup> 1441 H

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Palopo, 12<sup>nd</sup> September 2019

The Researcher



**SULASTRI**

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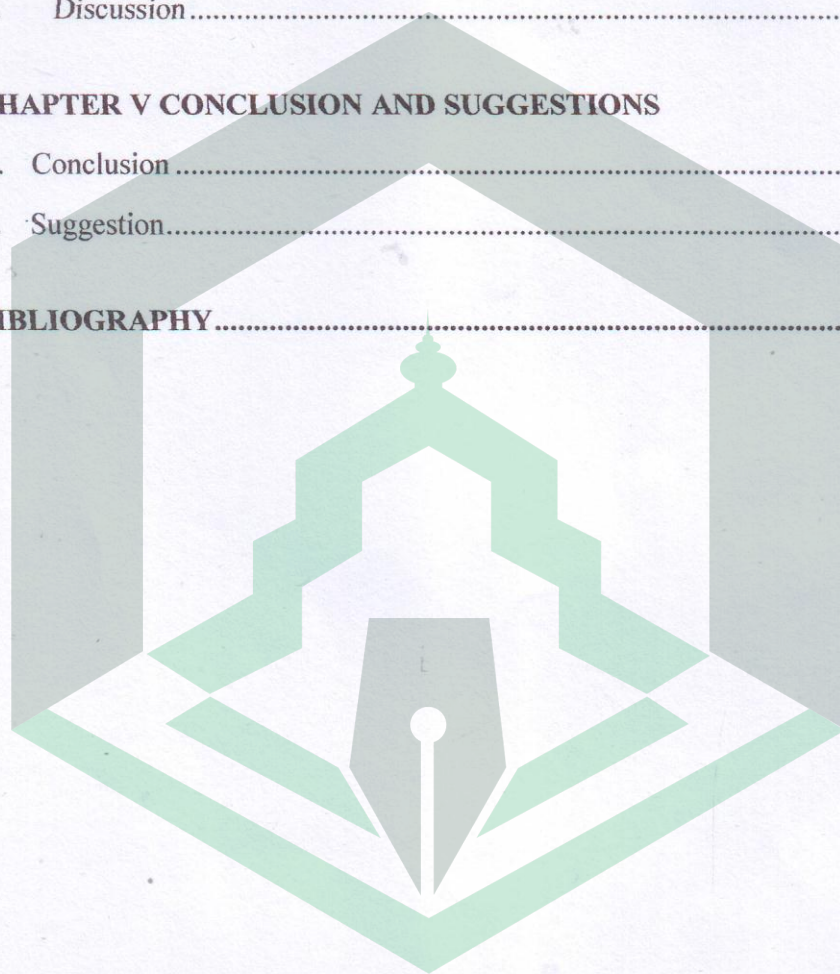
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## ABSTRACT

**SULASTRI, 2019. Using Board Games To Teach Speaking Skills For The Eleventh Grade Students of SMKN 2 Luwu Utara. English Study Program Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies (IAIN) Palopo. Under the supervisors (1) Dr. Sahraeni, M.Hum (2) Andi Tenrisanna Syam, M.Pd**

**Key Word:** *Board Games, Speaking Skills*

The thesis dealt with using board games to teach speaking skills for the eleventh grade students of SMKN 2 Luwu Utara. The problem statement of this thesis: Does the used board games improve students' speaking skills effectively?

The research used pre-experimental. The population of this research was the eleventh grade students of SMKN 2 Luwu Utara. The number of population was 20 students. The sample of the research was class Accountant A consisted of 20 students. The sampling technique in this research was purposive sampling. The instrument of the research was speaking test. The research gave pretest and posttest to the students. The data analyzed by using SPSS 20.

The result of this research showed that the used of board games improves students speaking skill effectively. It could be seen from the result of calculation that the mean students' score of posttest was higher than the mean score of pretest ( $7.764 > 2.093$ ). Based on the data analysis it can conclude that teaching speaking skill by using board games is effective at the eleventh grade students at SMKN 2 Luwu Utara.

## CHAPTER I

### INTRODUCTION

#### A. Background

Learning media is one of instrument how to give information or material for students. In order, students can understanding more easily about the material. Learning media according to experts. According to Ali (1992) “Media is kinds of component in student’s environment that can give learning stimulation”. According to Arif S. Sadirman (1984) “Media is all of the physical instrument that can provide the information and stimulation for students to learning book and cassette”. And then according to National Education Association (1969) learning media is means of communication in print and listening, including hardware technology. Hamalik (1986) argues that the use of teaching media in teaching and learning can generate new desires and interests, generate motivation and stimulation of learning activities, and even bring psychological influences on students. The based on opinion from the expert it can conclude that media is the things that can encourage the students for learning more easily.

Speaking is one of the skills in English language that should be the students understand. The based on observations made on 27 February 2019 at SMKN 2 Luwu Utara, there are many problems faced by students who are the object of research by researchers. In class when a teacher teaches English. Many of them do not pay attention when the teacher gives instruction and the reason for students is lack of interest in the learning process. So according to researchers with the board game will eliminate the boredom of students in following the

learning process in class. Then, students are never given the task of memorizing vocabulary so students are never motivated to add to their English vocabulary. Only a matter of lack of vocabulary and never being taught about correct pronunciation, students feel inappropriate to speak in English. Sometimes students are embarrassed to use English when dealing with teachers. Only use English with classmates, but they are embarrassed to talk when outside the classroom. When they speak in English, you never pay attention to whether the pronunciation in speech is right or wrong.

In conducting this researcher, there were no very serious obstacles. However, some students who become a sample researcher were lack of memorization of students' vocabulary and sometimes more concerned with food than following the learning process in class. The method used by researcher was to threaten students who do not participated in the learning process on time can be subject to sanctions as follows: the students were not allowed to follow the learning process until the end of an English, the students cannot got a daily grade and the students can be declared truant. After the researcher gave direction and conveys how to play board games, all the students want to moved and immediately look for their group friends who have been shared by researcher. As for the situation in learning, researcher can describe students' learning styles as follows: the students becoming active and getting excited in following the learning process in class.

The teacher can used Board Games as a method in teaching and learning. According to (Hornby; 1995, p. 486) games are activities that you do for fun.



Board games can be defined as something or instruments used to attract students' motivation to follow the teaching and learning process because board games can make students more focused in learning, because they do not feel compelled to learn. The teachers also allow students to gain new experiences in foreign languages which are not always possible during ordinary lessons. Board games can be a method that will provide many benefits for teachers and students.

In this case the researchers argue that one technique that can be applied in speech teaching is Board Games. Board Game is one of the best methods for improving students' speaking skills. Using learning "Board Games" in the classroom will work more effectively because it maximizes students talk time. This is a board game that will be used as teaching material in the English learning method. So that later with this game students will be more interested in speaking with the correct pronunciation. So, it was concluded to submit the title *"Using Board Games to Teach Speaking Skill For The Eleventh Grade Students of SMKN 2 Luwu Utara"*. In order to increase the attractiveness of students in learning to use English properly and correctly.

## **B. Problem Statement**

Based on the background in composing this thesis, the researcher can formulate of the research question as follow does the used board games improve students' speaking skills effectively?

### **C. Objective of the Research**

As for the purpose of this research to find out whether or not board games improve students' speaking skills effectively?

### **D. Significance of the Research**

The result of this research is expected to be useful information for the students, especially to the students of SMKN Luwu Utara to improve their speaking skill by using Board Games.

The results of research at this researcher can be useful for:

1. Teacher

To develop learning strategies, so as to motivate students to be more active in learning. This makes a teacher easier to teach English, especially speaking skills. So that it can improve quality of learning.

2. Students

To improve students' speaking skills by fostering theirself confidence in expressing ideas and opinions, as well as increasing students learning motivation so that they can be more active in talking with friends.

3. Further Research

Finally, findings of this research can be used by other researchers who are interested in researching speaking skills.

### **E. Scope of the Research**

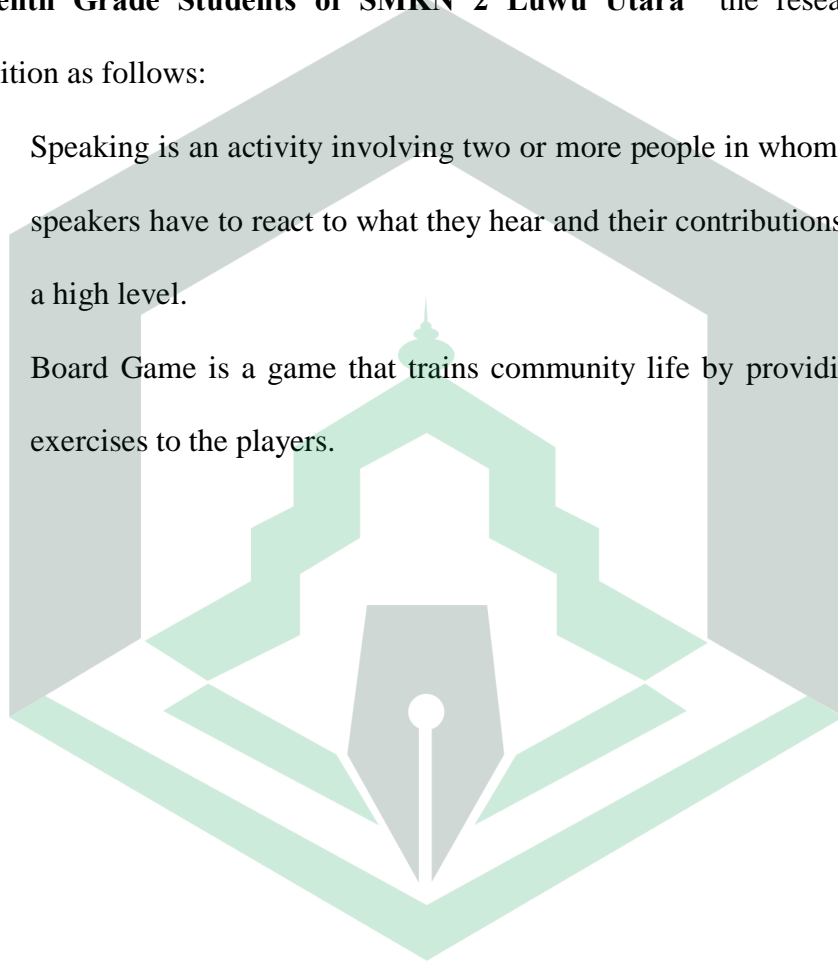
The scope of the research is limited on improving students speaking skill through Board Games, focused on three aspects of speaking, they are: Accuracy,

Fluency and Comprehensibility and students' responses on the used Board Games.

#### **F. Definition of Term**

Based on the title **“Using Board Games to Teach Speaking Skill for the Eleventh Grade Students of SMKN 2 Luwu Utara”** the researcher gives definition as follows:

1. Speaking is an activity involving two or more people in whom heaters and speakers have to react to what they hear and their contributions at speed of a high level.
2. Board Game is a game that trains community life by providing situation exercises to the players.





## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Related Study

In this thesis, the researcher found some researchers which are closely related to this research, those researchers:

Jumiasni (2015) stated that the effectiveness of using Board Games to improve students speaking skill at the tenth class students of SMA Negeri 2 Palopo. In this research she focused on the effectiveness of using Board Games to improve students' Speaking skill.<sup>1</sup>

Nur Saqinah Galugu (2011), stated that improving students' is speaking skill through Board Games of the third semester students of English department of STAIN Palopo". This thesis focused on two research question: can Board Games improve students speaking skill? And how is the students' interest toward Board Games?<sup>2</sup>

Risky AmaliaAzzahroh (2015), stated that the effectiveness of using Board Games towards students' speaking skill for the tenth grade students of SMAN 1 Parung Academic Year 2014/2015. In this researcher, she focused on the effectiveness of using Board Games to students' speaking skill.<sup>3</sup>

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<sup>1</sup> JUMIASNI, *the effectiveness of using Board Games to improve students' speaking skill at the tenth class students of SMA Negeri 2 Palopoa* thesis (IAIN Palopo,2015),..

<sup>2</sup>NurSakinah, Galugu improving students' speaking skill through Board Games of the third semester students of English department of STAIN Palopo (STAIN Palopo, 2011).

<sup>3</sup>Risky AmaliaAzzahroh, *The Effectiveness of Using Board Games Towards Students' Speaking Skill at The Tenth Grade Students of SMAN 1 Parung* (UIN Jakarta, 2015).

Based on some research results from the researchers above, I as the research this proposal can conclude that with the presence of learning media, teachers and students can take advantage of the learning process. Effectiveness in improving student speaking skills can occur when using learning media such as board games. So, from the third researchers above included in this study using learning media in the form of games to improve students' speaking skills, but in this proposal researchers used different games between the researchers above in improving students' speaking skills.

## **B. Theoretical Review**

### **1. Definition of speaking**

There are four important skills in English language; reading, listening, writing, and speaking. All those skills are very important for English learner. Each skill has different function in English. So it is better for English learner to master all of those skills. One of those skills is speaking, speaking is the same as oral interaction which are conventional ways of information, expressing ideas, and thought have in our mind (Robert Lado, 1983: 143). Speaking is not same as singing, speaking use language in simplest way by producing ordinary sound. Then, singing is using the language by rhythmic. Speaking is not only used to communicate with other people but we can get new information, share our ideas with other. Language just processed by human to interact each other.

Communication can be done at least by two people; speaker and hearer. The hearers must listen and understand what speakers say, then giving responses.<sup>4</sup>

Cameron (2001:40) stated that speaking is the active use of language to express meanings so that other people can make sense of them. She adds that attention to precise details of language is required to speak in foreign language in order to share understandings with other people. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organize the discourse so that the listener will understand.

According to Richards and Willy A. Renandya (2002) stated that speaking is one of element of communication. Where communication is first of all exchanging opinion, information, nation and social, cultural, political, and other aspect of everyday life. Speak is talk to someone about something (Victoria Bull, 2008) In additional, Tarigan (1990: 15) stated that, speaking is the ability to pronounce articulation of sounds or words for expressing, stating and conveying thought, ideas, or feeling. It is very complex, because it includes many aspects such as, grammar, pronunciation, fluency, and vocabulary. The object of speaking are various; discussion, speech, debate, dialog, and conversation. So, it can be considered as the most important of human tool for social control.<sup>5</sup>

Harmer (2007:284) stated that speaking in the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to

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<sup>4</sup><http://autodidactm.blogspot.com/2017/02/pengertian-komponen-dan-fungsi-speaking.html>

<sup>5</sup> Ibid., p 7



process information and language “on the spot”. While Nunan (2006:1) defines speaking as the use of language quickly and confidently with few unnatural pauses, which is called as fluency.<sup>6</sup>

Yanto (2015), Speaking for most people is considered the most difficult skill because it covers many aspects of English language skills including pronunciation, listening, grammar and vocabulary as well. But really what is needed is just a little courage and great motivation to be able to speak English fluently. Apart from all aspects that must be considered in mastering the ability to speak. The most important thing is that someone must have confidence in mastering the ability to speak. Feeling shyness when speaking English is the same as putting shame in place. This embarrassment that is not in place has killed many dreams of thousands and even millions of people who want to learn English. As a result, later they were sorry, why should they be ashamed to learn English.<sup>7</sup>

Henry Guntur Tarigan (2008: 3), Speaking is a language skill that develops in the life of a child who is only preceded by listening skills, and at that time is the ability to speak.<sup>8</sup>Nuraeni (2009: 1), speaking is the process of delivering information from the speaker to the listener with the aim of changing the knowledge, attitudes, and skills of the listener as a result of the information received.<sup>9</sup>

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<sup>6</sup>[http://repository.ump.ac.id/1119/3/CHAPTER%20II\\_ANI%20DWI%20WAHYUNI\\_PB\\_I%202716.pdf](http://repository.ump.ac.id/1119/3/CHAPTER%20II_ANI%20DWI%20WAHYUNI_PB_I%202716.pdf)

<sup>7</sup><https://fadlan90.wordpress.com/2017/04/21/speaking-skill-dalam-bahasa-inggris/>

<sup>8</sup><https://www.trigonalmedia.com/2014/12/pengertian-berbicara-menurut-para-ahli.html>

<sup>9</sup>Nuraeni. 2009. “Penerapan Teknik Cerita Berantai Untuk Meningkatkan Kemampuan Berbicara Siswa”, Dalam <http://tarmizi.wordpress.com/>,

Based on some views by experts related to speaking skills. In writing this proposal a researcher will try to describe some of the differences and similarities in define. Beginning with Robert Ludo's view, he said that there was a difference between talking and singing. When speaking us use the simplest language while singing uses rhythmic language. In contrast to Cameron, Richard, and Tarigan they understand that the speaking skills are the express of meaning, information elements, and the pronunciation of sound articulation in expressing a thought. Besides that Harmer and Nuraeni argue that speaking ability is the process of conveying information so as to achieve fluency in speaking. Likewise also with Nunan and Yanto who shared the same view of speaking skill, they argued simply, that speaking skills only had high confidence. However, it is different from Guntur who says that speaking skills are language skills that begin with listening.

So, the researcher conclude that speaking is the ability of human to express their ideas, feeling, and thoughts by using oral speech in which it usually involves speaker and interlocutor. Speaking is not only used in conversation, we can speak for interaction, transaction, performance, persuading other people, and sharing information, knowledge, and our ideas each other. It is very useful in our association, social context, and many other. And according to researcher, theories that can strengthen this proposal are the theories of Cameron, Richard and Tarigan. They understand that speaking skills are expressions of meaning, elements of information, and the articulation of sounds in expressing thoughts.

Many people believe that speaking skill is an important aspect to acquire when learning a second or foreign language and the success of learning the language is measured from the performance of learners to speak the language learned. However most people learning a language have a goal to be able to speak so that they can communicate. State the nature of language is a principle means for communication among human beings. Noticing the process of communication, it is assumed that two main activities occur in it, namely speaking and listening.

Skill in language is difficult especially for foreign language learners because effective oral communication requires the ability to use the language in social interaction. Even in speaking needed something that can make the foreign language learners enabling to speak fluently. According to Richard and Willy A. Renanda said that speaking is one of the elements of communication. Where communication is the output modality and learning is the input modality of the language acquisition.<sup>10</sup> Even expect speaking, there are still aspects that very support to help the foreign language learners is communicating each other such as: analyzing, listening, etc

## **2. Speaking skills teaching technique**

According Morris (1976:1321), technique is "*The systemic procedure by which a complex scientific task is accomplished or degree of skill or command of fundamentals exhibited in any performance*". This limitation suggests that a technique is a systematic procedure as a guide to carrying out complex or scientific tasks, is a skill level or demand to carry out standards of creation

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<sup>10</sup>H Douglas Bown.2001.*Teaching by principles: An Interactive Approach to Language Pedagogy* 2 ed. New York: Long Man Inc.



bases. As for learning techniques classified by Knowles (1977: 292-293) into six types, namely:

- a. Presentation techniques, which include: lectures, television broadcasts and videos, films and slides, debates, dialogues, and question and answer, symposiums, panels, group interviews, demonstrations, conversations, dramas, recordings, radio broadcasts, performances, visits , and reading review.
- b. Techniques for fostering student participation in large groups, which include: Questions and Answers, forums, groups of listeners, reacting panels, buzz groups, role playing and sequential panels.
- c. Discussion techniques, which include: guided discussions, book discussions, problem solving discussions, and case discussions.
- d. Simulation techniques consisting of among others: role playing, still critical solving, case studies, and basket training (basketball).
- e. T-group training techniques (sensitivity training).
- f. Training techniques without speaking.

### **3. The Main Aspect of Assessing Speaking Skill**

The aspects of the speaking skill assessment presented by experts are as follows:

**Table 2.1****Aspects Assessing Speaking Skill**

No	Author	Assessing Speaking Skill	References
1.	Depdiknas 2015	<ul style="list-style-type: none"><li>➤ Pronunciation</li><li>➤ Grammar</li><li>➤ Vocabulary</li><li>➤ Fluency</li></ul>	file:///C:/Users/gama/Downloads/ BAB%20II.pdf
2.	Lee 2019	<ul style="list-style-type: none"><li>➤ Grammar</li><li>➤ Vocabulary</li><li>➤ Fluency</li><li>➤ Criticality</li></ul>	<a href="https://caridokumen.com/download/menganalisis-aspek-aspek-penilaian-dalam-keterampilan-speaking-_5a46db38b7d7bc7b7a235e43_pdf">https://caridokumen.com/download/ menganalisis-aspek-aspek-penilaian- dalam-keterampilan-speaking- _5a46db38b7d7bc7b7a235e43_pdf</a>
3.	Nurgiyantoro 2015:156	<ul style="list-style-type: none"><li>➤ Pressure</li><li>➤ Grammar</li><li>➤ Vocabulary</li><li>➤ Fluency</li><li>➤ Understanding</li></ul>	<a href="https://caridokumen.com/download/menganalisis-aspek-aspek-penilaian-dalam-keterampilan-speaking-_5a46db38b7d7bc7b7a235e43_pdf">https://caridokumen.com/download/ menganalisis-aspek-aspek-penilaian- dalam-keterampilan-speaking- _5a46db38b7d7bc7b7a235e43_pdf</a>
4.	J.B Heaton	<ul style="list-style-type: none"><li>➤ Accuracy</li><li>➤ Fluency</li><li>➤ comprehensibility</li></ul>	J.B Heaton, Writing English Language Test (Ed. 1:New York Inc,1998),p.100



From some of the authors above, there are differences and similarities opinion in to aspects in the assessment of speaking skill. Between Depdiknas and Lee both argued that there are 4 aspects that must be considered in the assessment of speaking skill, but on the other hand the Depdiknas is more agreeable when evaluating grammar, vocabulary, fluency and pronunciation, while Lee's opinion is not so, Lee is more inclined to criticality than with pronunciation. In addition to the Depdiknas and Lee, Nurgiyantoro also had the same opinion, but in addition to grammar, vocabulary, and fluency Nurgiyantoro added in his assessment such as pressure and understanding.

So, in this research, the researcher focus more on the theories revealed by J.B Heaton consists which 3 aspects of students' speaking ability assessment.

## **C. Learning Media**

### **1. Definition learning media**

Marajo (2004: 2), Learning Media is everything that is used to channel messages, it can also convey thoughts, feelings, attention, and willingness to learn that can encourage the learning process. Munadi (2008: 7), Understanding learning media is everything that can convey and channel messages from a planned source so as to create a conducive learning environment where the recipient can carry out the learning process efficiently and effectiveness.<sup>11</sup>

Azhar (2011), learning media is a tool in the learning process both inside and outside the classroom. Further explained that learning media is a component

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<sup>11</sup><https://www.zonareferensi.com/pengertian-media-pembelajaran/>

of learning resources or physical vehicles that contain instructional material in the student's environment that can stimulate students to learn.

Based on some views by experts related to learning media. In writing this proposal a researcher will try to describe some of the differences and similarities in define. So, Marajo and Munadi had the same opinion related to the learning media itself. They argue that learning media is everything that can be used to convey and deliver messages so that they can encourage the learning process and create a conducive learning environment. Whereas Azhar has opinions that are different from Marajo and Munadi. Azhar argues that learning media is a tool used in the learning process as a physical vehicle that can stimulate students to learn. From the similarities and differences of opinion above, a researcher in this proposal can draw conclusions about the media of learning itself. So learning media is one of the tricks used in the learning process that can attract students' interest in learning media that can create effectiveness in the learning process.

## **2. The purpose of learning media**

Akhmad Sudrajat, 2008: states that the purpose of using media is considered as follows.

- a. So that the ongoing teaching and learning process can run correctly.
- b. To facilitate the teacher / educator in providing information to students.
- c. To facilitate students in absorbing or receiving as well as the material that has been delivered by the teacher / educator.
- d. In order to encourage participants to know more and contain material or messages delivered by the teacher / educator.



- e. To avoid misunderstanding between students with one another about the material or message conveyed by the teacher / educator.<sup>12</sup>

Sudjana (2002:2), states that the purpose media of learning are:

- a. Effectiveness and efficiency in teaching and learning activities.
- b. Increasing students learning motivation.
- c. Variations in learning methods.
- d. Increasing student's activation in teaching and learning activities.<sup>13</sup>

Among the two different opinions above, we can conclude that the purpose of learning media is to encourage students to know a lot of material. In addition, the presence of teacher learning media is easier in teaching because students will be more enthusiastic in learning and more motivated to study harder so that a good learning process is achieved.

### **3. Benefit learning media**

Arief (2009: 17), learning media has the following benefits:

- a. Clarify the presentation of a message so that it is not too verbalistic.
- b. Overcoming the limitations of space and time.
- c. By using learning media appropriately and varied, it can overcome students' passivity.
- d. With the unique nature of students also with different environments and experiences, while the curriculum and learning materials are the same for

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<sup>12</sup><http://allabout-pendidikan.blogspot.com/2010/10/pengertian-manfaat-dan-tujuan.html>

<sup>13</sup><https://saptohadiwibowo.wordpress.com/2017/03/26/tujuan-fungsi-manfaat-media-pembelajaran/>

each student, this problem can be overcome by learning media in its abilities:

- Provide the same stimulus.
- Equate experience.
- Raises the same perception.<sup>14</sup>

Kemp and Dayton (1985), identified several benefits about learning media such as:

- a. Submission of subject matter can be uniformed.
- b. The learning process becomes more clear and interesting.
- c. The learning process becomes more interactive.
- d. Efficiency in time and energy.
- e. Improve the quality of student learning outcomes.
- f. The media allows the learning process to be carried out anywhere and anytime.
- g. The media can foster a positive attitude towards the material and the learning process.
- h. Change the teacher's role in a more positive and productive direction.

When Arief said that the benefits of learning media are so that the learning process becomes clearer and attracts students' attention so as to improve learning quality. So Kemp and Dayton suggested that the benefits of learning media can overcome the limitations of space and time in the implementation of student learning in the classroom and overcome the passivity of students. Whereas in my

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<sup>14</sup> <https://goenable.wordpress.com/tag/manfaat-media-pembelajaran/>

opinion the existence of learning media can motivate student learning, eliminate boredom and boredom in following the learning process and as a very effective teaching material.

#### **4. Types of learning media**

Djamarah(2002: 140), states that there three kinds of media learning:

- a. Audio media, namely media that only rely on sound capabilities (radio, cassette recorders).
- b. Visual media, namely media that only rely on the senses of vision because they only display still images (film, frame, photo, picture, or paintings).
- c. Audiovisual media is media that has sound elements and image elements. This type of media has better capabilities.

Sadirman, (2008: 28), states that there three kinds of media learning:

- a. Graphic Media (visual media such as pictures / photos, sketches, diagrams, charts / charts, graphics, cartoons, posters, maps, and globe).
- b. Media Audio that is related to the sense of hearing (radio, magnetic chord recorder, language laboratory dish).
- c. Silent Projection Media (frame films (slides), series of films (film strips), transparent media, films, television, and videos).

From the two opinions above, there are similar opinions. Both agreed that there are three types of learning media including visual / graphic, audio and audiovisual. And there are still many other people's opinions regarding various



types of learning media, but I agree more with the opinions of both. Because their opinions are explained in detail and more clearly, and are easily understood.

## **5. Game as a learning media**

Game as a media of learning is highly recommended by the psychologist, because it is very beneficial for the development of cognitive and creative students. The Game is one of the activities that cause pleasure playing for participants<sup>15</sup>. And the play contains aspect of excitement, relief, pleasure intensive, free from tension or grief and freeing the soul.

Game as a learning media has several advantages:

- a. Game is the something that fun to do, that is something entertaining and interesting
- b. Game allows the active participation of students to learn
- c. Game can immediate feedback
- d. Help students to improve their communicative abilities
- e. Help students to solve the real problems.

## **D. Definition of Game**

M. Fahrul (2010:2) stated that game is something that can be played with certain rules so that someone wins and someone loses, usually in context not serious with the aim of seeking entertainment.<sup>16</sup> While Mayke Tedjasaputro

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<sup>15</sup> Husaini Umar and R.Purnomo Setiadi Akbar, (2007).Pengantar Statistik in Indar Susanti Thesis "*The Influence of Attending English Course Toward English Speaking Skill at the Eight Year Students of SLTPN 8 Palopo*" (Palopo: Sekolah Tinggi Agama Islam Negeri).

<sup>16</sup>Megawati, (2018). "*Improving Students' Speaking Ability Through Problem Solving Method at the SMPN 14 Palopo*": IAIN PALOPO

(2000: 15) stated that learning by playing provides an opportunity for children to manipulate, practice, and get a variety of innumerable concepts and understandings.

Sadiman (2009: 76), states that each game must have four main components, namely:

- a. There are players, usually more than two people.
- b. There is an environment where players interact.
- c. The existence of rules of the game, and
- d. There are certain goals to be achieved

Among some of the opinions of the experts above, the author of this proposal can draw the conclusion that the understanding of the game is something that can attract attention and interest in student learning. And with the game in the learning process can provide opportunities for students to manipulate practice and be more active in the classroom so they can achieve goals in playing.

#### **E. Board Game**

Mike Scoviano (2010), *Board Game* is a type of game where the tools or parts of the game are placed and moved on a surface that has been marked or divided according to a set of rules. The game may be based on pure strategy, opportunity or a mixture of the two and usually has goals to be achieved. Here are the benefits of Board Game that teach rules, social interaction, Education, risk and simulation, and level of generation. While Nelson Gustav Wisana (2011), *Board*

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*Game* is a game that trains community life by providing situation simulation exercises to the players. *Board Games* is a game that is tight with socialization features among players and can be played by various ages.<sup>17</sup>

According to Dave Moursund (2007) says that *Board Game* have some of the same characteristics. Players deal with set of rules, with money, dice, making decision, and striving to win game the game. It is also about taking turn, rules in gaming and communicating the language with other players. While according Hornby (2001) *Board Game* is something or an instrument that is used to attract student's motivation to follow the teaching and learning process because board game can make the students more focus in learning, because they do not feel that they are forced to learn. They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson.<sup>18</sup> This is the list of steps in using Board Games for teaching speaking:

1. The Researcher prepares the material to play the games like board, dice, pawn and the tables.
2. Students are grouped into 4 groups. Each group has 5 members.
3. The researcher lays the board games on the table for each group.
4. Each group should sit around the boards.
5. Each member has one pawn to walk over the board.
6. The students choose the first one to shake the dice.

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<sup>17</sup> Jbptunikompp-gdl-abdulumubar-30317-7-babir-v.pdf

<sup>18</sup> AnggiAnandaPutri. "The Implementation of Board Game In Improving Students' Speaking Skill In The First Year of SMAN 7 Bandar Lampung" thesis of UNIVERSITY LAMPUNG 2018



7. The number in the dice decides how many columns that the member should walk. If the dice shows two, the number walks two columns.
8. Each member has his/her turn to shake the dice.
9. The students should say what the board games instruct.
10. The students use English to break the challenge.
11. After the games ended, the students should represent what they got in playing board games then.<sup>19</sup>

#### **F. Theoretical framework**

Speaking is an interactive activity between two or more people as a speaker and listener by using language that is understood by both speaker and listener. Although teaching speaking is not an easy job to do, many techniques that are appropriate in learning process can be good helpers to make it easy and fun. One of the techniques is by using communicative games.

Board game is one of communicative games that can be used as a technique in teaching productive skill like speaking. Through board games, the students can explore their ideas and force themselves to use English in interacting with other people in classroom activities. By using board games in teaching speaking, the researcher expects that the students' speaking skill can be achieved. Games can be used to promote speaking activities. Sometimes students cannot speak up their ideas because they do not know what they should say. By using board games, the students can speak according to the instruction that they must say. It can make easy for student to know what sentence that they can speak up for

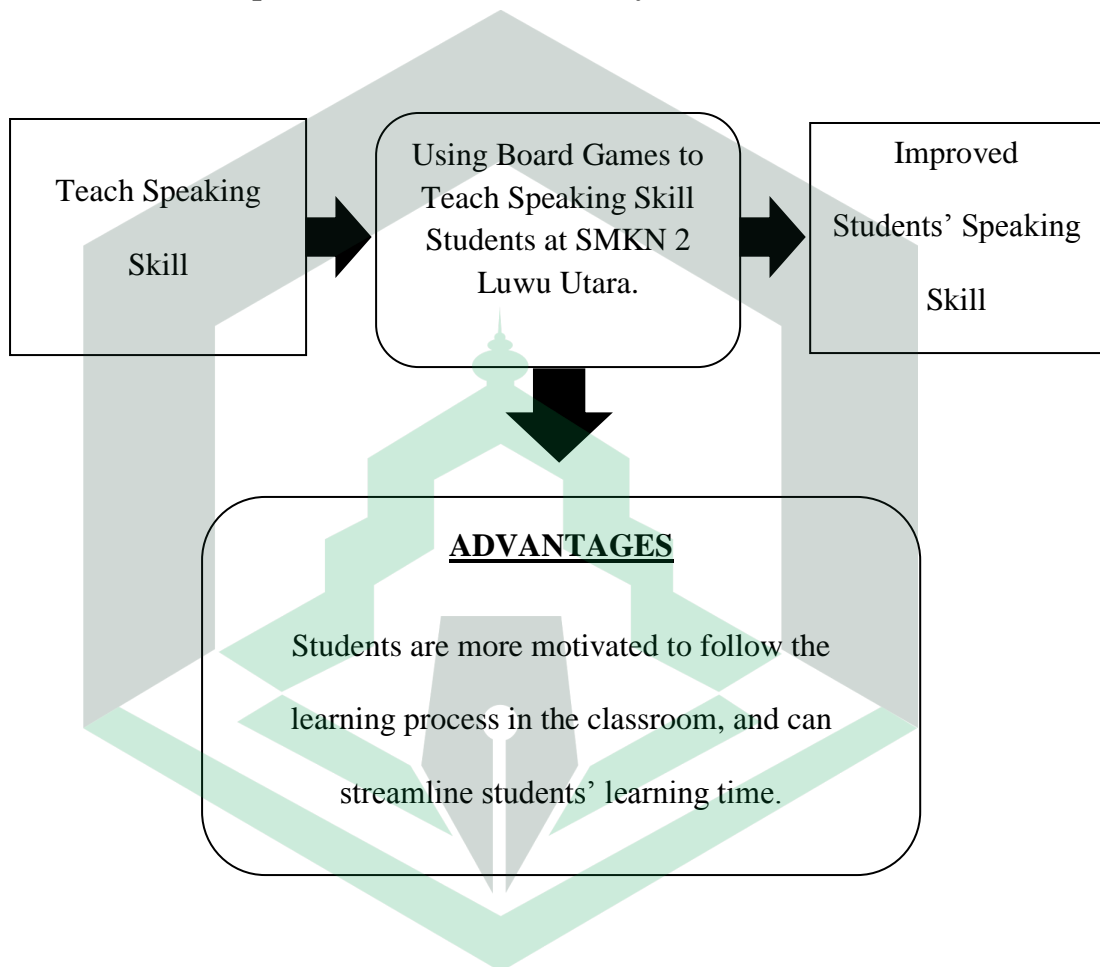
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<sup>19</sup> Scott Nicholson, *Everyone Plays at the Library*. (New Jersey: Scott Nicholson.2010). p.56.

each material. According to the statement of the problem, this study is conducted to find out the effectiveness of board games towards students' speaking skill.

**Table 2.2**

**The conceptual framework of the study is described as follows**



The main component above will be described as follows:

1. It refers to students Speaking Skill ability
2. The students will be given treatment by using Board Games.
3. The output is students' achievement in Speaking Skill.

## **G. Researcher Hypotheses**

$H_1$  = Board games significantly to improved students' speaking skills?

$H_0$  = Board games does not significantly to improved students' speaking skills?





## CHAPTER III

### METHOD OF THE RESEARCH

#### A. Design of the Research

The researcher applied a pre-experimental research design with one group pre-test and post-test design. The comparison between the pre-test and post-test scores depended on the success of the treatments.

This research involved one class of students with pre-test, treatment, and post-test design. This design of research can be described as follow:

**Table 3.1**  
**One Group Pretest-Posttest Design**

Pre-Test	Treatment	Post-Test
O <sub>1</sub>	X	O <sub>2</sub>

Where:

**O<sub>1</sub>** : Pre-test

**X** : Treatment

**O<sub>2</sub>** : Post-test

#### B. Variable of the research

In this research, the researcher classified two kinds of variable.

1. Dependent variable was students' speaking skill.
2. Independent variable was Advice Board Games.

### **C. Population and Sample**

#### **Population**

The population of this research was the XI grade students of SMKN 2 Luwu Utara in 2018/2019 academic year. The total population of 78 students from 4 classes, including 20 students in accountant A class, 20 students in accountant B class, 21 students in accountant C and 17 students in accountant D.

#### **Sample**

The researcher applied purposive sampling technique. The researcher chose one class with purpose is the researcher wants to give more opportunities for all of the students to practice their speaking in the class without shamelessly and fearlessly, the researcher wanted to make the students take part in speaking. The researcher chose accountant A class it consists of 20 students to be sample.

### **D. Instrument of the Research**

In this research, the researcher used speaking test as an instrument to collect all information and data during the research. In this case, the intended test is an oral test to ascertain and to know the ability of students on speaking.

### **E. Procedure of Collecting Data**

Data collections were a systematic and standard procedure for obtaining the required data. The data collection technique used in this study was by observation then documentation until the researcher give a test of the object being targeted. And the most important thing in this study is also collecting data that can

determine the results of research. Some techniques that will be used in collecting data in this study are:

## 1. **Pre-test**

To know students' ability before giving treatment, the researcher did pre-test. In this pre-test, the researcher gave one topic to the students and asked their opinion about it. It was done to know the basic ability of the students in speaking.

## 2. **Treatment**

### ➤ **The treatments**

The researcher provided treatment for nine-meetings. The steps were as follows:

- a. The first meeting, the researcher provided introductory material in starting the learning process in class such as greetings and self-introduction. After that the researcher explained material about what the descriptive text.
- b. At the next meeting, the researchers provided teaching materials to students about how to describe things such as describing places and objects using Board Games. The steps of teaching describing places and objects were explained follows:
  - The Researcher prepared the material to play the games like board, dice, pawn and the tables.
  - Students were grouped into 4 groups. Each group has 5 members.
  - The researcher laid the board games on the table for each group.
  - Each group should sit around the boards.



- Each member had one pawn to walk over the board.
  - The students choose the first one to shake the dice.
  - The number in the dice decided how many columns that the member should walk. If the dice showed two, the students should walked two steps.
  - Each member had his/her turn to shake the dice.
  - The students should say what the researcher instructed on board games
  - The students used English to break the challenge.
  - After the games ended, the students should represent what they got in playing board games then.
- c. In the next meeting, the researcher provided further teaching material to students on how to describing people and objects used Board Games. The steps of teaching describing places and objects were explained as follows:
- The Researcher prepared the material to play the games like board, dice, pawn and the tables.
  - Students were grouped into 4 groups. Each group has 5 members.
  - The researcher laid the board games on the table for each group.
  - Each group should sit around the boards.
  - Each member had one pawn to walk over the board.
  - The students choose the first one to shake the dice.
  - The number in the dice decided how many columns that the member should walk. If the dice showed two, the students should walked two steps.
  - Each member had his/her turn to shake the dice.
  - The students should say what the researcher instructed on board games

- The students used English to break the challenge.
  - After the games ended, the students should represent what they got in playing board games then.
- d. In the next meeting, the researchers provided teaching materials to students on how to describe animals and places using Board Games. The steps of teaching describing places and objects were explained as follows:
- The Researcher prepared the material to play the games like board, dice, pawn and the tables.
  - Students were grouped into 4 groups. Each group has 5 members.
  - The researcher laid the board games on the table for each group.
  - Each group should sit around the boards.
  - Each member had one pawn to walk over the board.
  - The students choose the first one to shake the dice.
  - The number in the dice decided how many columns that the member should walk. If the dice showed two, the students should walked two steps.
  - Each member had his/her turn to shake the dice.
  - The students should say what the researcher instructed on board games
  - The students used English to break the challenge.
  - After the games ended, the students should represent what they got in playing board games then.
- e. In the next meeting, the researchers provided teaching materials to students on how to describe animals and people using Board Games. The steps of teaching describing places and objects were explained as follows:

- The Researcher prepared the material to play the games like board, dice, pawn and the tables.
- Students were grouped into 4 groups. Each group has 5 members.
- The researcher laid the board games on the table for each group.
- Each group should sit around the boards.
- Each member had one pawn to walk over the board.
- The students choose the first one to shake the dice.
- The number in the dice decided how many columns that the member should walk. If the dice showed two, the students should walked two steps.
- Each member had his/her turn to shake the dice.
- The students should say what the researcher instructed on board games
- The students used English to break the challenge.
- After the games ended, the students should represent what they got in playing board games then.

So, the concluded in each gave material to students. The researcher needs 2 meetings in completed the material to see the conditions of many students and were limited by time.

### **3. Post-test**

After giving treatments to the students for nine- meetings, the researcher gave post-test. In the post-test the researcher gave different test from pre-test to the students. The researcher tested the students' one by one, whether students



speaking have improved or just the same before, the students explain about the topic given by the researcher.

#### **F. The Technique of Data Analysis**

In this research, the data of the test was analyzed by using the following techniques:

To analyze the students speaking test, there would be some criteria used by the researcher for the students' score. The criteria were as follows:

- Accuracy
- Fluency
- Comprehensibility

The all evaluated used the scoring rubric as follows:

To analyze the data, the researcher used the following steps:

1. Speaking test
  - a. Scoring student's speaking test

To analyze the data, the researcher determined the scoring classification which include of Accuracy, Fluency and Comprehensibility. Those criteria as follows<sup>20</sup>:

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<sup>20</sup> J.B Heaton, Writing English Language Test (Ed. 1:New York Inc,1998),p.100

**Table 3.2 The Accuracy Criteria**

Rating	Accuracy
6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical or lexical errors.
5	Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterance are corrects.
4	Pronunciation is still moderately influenced by the mother-tongue. But not serious phonological errors. A few grammatical and lexical errors causing confusion.
3	Pronunciation is influenced by the mother-tongue but only a few serious phonological errors, some of which cause confusion.
2	Pronunciation seriously influenced by mother-tongue with errors causing a break-down in communication. Many 'basic' grammatical and lexical errors.
1	Serious pronunciation errors as well as many 'basic' grammatical and lexical errors. No evidence of having mastered any the language skill and areas practiced in the course.

**Table 3.3 The Fluency Criteria**

<b>Rating</b>	<b>Fluency</b>
<b>6</b>	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
<b>5</b>	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
<b>4</b>	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
<b>3</b>	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary range of expression often limited.
<b>2</b>	Long pauses while he searches for the desired meaning. Frequency fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression.
<b>1</b>	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times up making the effort. Very limited range of expression.

**Table 3.4 The Comprehensibility Criteria**

<b>Rating</b>	<b>Comprehensibility</b>
<b>6</b>	Easy for listener to understand the speaker's intention and general meaning. Very few interruptions or classifications required.
<b>5</b>	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
<b>4</b>	Most of what speaker says is easy to follow. Hits intention is always clear but several interruptions are necessary to help him to convey the message or to seek classification.
<b>3</b>	The listener can understand a lot of what is said, but he must constantly seek clarification. Can-not understand many of the speaker's more complex or longer sentences.
<b>2</b>	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is used to listening to the speaker.
<b>1</b>	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.

**Table 3.5 Rating scale classification**

Classification	Scale	Rating
Excellent	86-100	6



Very good	71-85	5
Good	56-70	4
Fairly good	41-55	3
Poor	26-40	2
Very poor	25	1

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- b. Looking for mean score by using Statistical Product and Service Solution program (SPSS) ver.20 for Windows.
- c. Looking for standard deviation by using Statistical Product and Service Solution program (SPSS) ver.20 for Windows.
- d. Looking for “ $t_0$ ”, by using Statistical Product and Service Solution program (SPSS) ver.20 for Windows.

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter included two sections. The first is finding of the research. It deals with the result of the data analysis from the field. The second is discussion section deals with argument and further explanation of the findings.

#### A. Findings

The finding of the research showed the result of the data that have been analyzed statistically and the tabulating of data. It compares of the students' score in pre-test and post-test, classification percentage of students score in pre-test and post-test, the mean score and standars deviation of the students' pre-test and posttest.

#### Students Score

##### a. Students' Pretest Result

In this section, the researcher has shown the complete score of the students in speaking ability (accuracy, fluency, comprehensibility) in pretest, the mean score and standard deviation of students, and the rate percentage of students' score in pretest. The researcher would present them in the tables and calculated the score by using Statistical Product and Service Solution program (SPSS) ver.20 for Windows.

**Table 4.1 The Score of Students' Speaking Skill Pretest**

<b>Respondents</b>	<b>The aspects of Speaking Skill</b>		
	<b>Accuracy Ketepatan</b>	<b>Fluency</b>	<b>Comprehensibility kelengkapan</b>
R1	2	2	2
R2	1	2	2
R3	2	1	1
R4	1	1	1
R5	1	2	2
R6	1	1	1
R7	2	2	2
R8	2	2	1
R9	1	2	2
R10	1	2	1
R11	2	2	2
R12	2	1	2
R13	1	1	2
R14	2	2	1
R15	2	1	2
R16	1	2	1
R17	1	1	1
R18	2	1	1
R19	2	2	1
R20	1	1	1

Speaking skill consisted of three aspects; namely accuracy, fluency and comprehensibility. The researcher would present and tabulated the mean score of

the students speaking ability one by one. All of those would explain by the following tables:

## 1. Accuracy

Accuracy is one of the most important aspects to be assessed in speaking test. To know the students speaking accuracy, the researcher will present it in the following table.

### Table 4.2 The Rate Percentages Score of Students' Accuracy in Pretest

Classification	Rating	Frequency	Percentage
Excellent	86-100	-	0%
Very good	71-85	-	0%
Good	56-70	-	0%
Average	41-55	-	0%
Poor	26-40	10	50%
Very poor	25	10	50%

Table 4.3 describes the percentage of the students' accuracy score in the pre-test. It is show from the table that the most percentage score got by the students is 50% which is classified into very poor, and none of them are classified into fairly good, good, very good and excellent.

**Table 4.3 the mean score of students' accuracy in pretest**

[illegible]



Accuracy	20	1	1	2	30	1.50	.115
Valid N (listwise)	20						

Table 4.3 illustrates the mean score of accuracy got by the students in the pretest. It can be seen clearly from that table the mean score is 1.50 and it indicates that the speaking ability of the students of SMKN 2 Luwu Utara is categorized into very poor.

## 2. Fluency

The other aspect assessed in speaking test was fluency. It related to the used of pause, whether the students used natural or unnatural pauses in their speaking. The tale below will be shown the percentage got by the students in fluency.

**Table 4.4 The Rate Percentage Score of the Students' Fluency in Pretest**

Classification	Rating	Frequency	Percentage
Excellent	86-100	-	0%
Very good	71-85	-	0%
Good	56-70	-	0%
Average	41-55	-	0%
Poor	26-40	12	60%
Very poor	25	8	40%

Table 4.4 illustrates the rate percentage of the students' speaking fluency score in pre-test. It can be seen clearly from the table that the most score got by the students are 2 which is categorized into poor category and it is followed by

score 1 but unfortunately there is no students gets score 3, 4 and 5. It proves that the students' ability in fluency is in the poor category.

**Table 4.5 The Score of Students' Fluency in Pretest**

Descriptive Statistics							
	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Fluency	20	1	1	2	32	1.60	.112
Valid N (listwise)	20						

Table 4.5 can be seen that the highest score of students was 2 and the lowest score was 1. It also indicated that the mean score of students' fluency in pretest was 1.60 and standard deviation error was 0.112.

### 3. Comprehensibility

Beside accuracy and fluency, comprehensibility was also one of the important aspects that should be included into the assessment of speaking. In this part, the researcher presented the result of the students' speaking comprehensibility in pre-test.

**Table 4.6 The Rate Percentage Score of the Students' Comprehensibility in Pretest**

Classification	Rating	Frequency	Percentage
Excellent	86-100	-	0%
Very good	71-85	-	0%
Good	56-70	-	0%
Average	41-55	-	0%
Poor	26-40	10	50%

Very poor	25	10	50%
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Table 4.6 describes the percentage of the students' speaking comprehensibility in the pre-test. It can be seen from the table that most of the students get same the score between poor score and very poor score.

**Table 4.7 The Mean Score of Students' Comprehensibility in Pretest**

	Descriptive Statistics						
	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Comprehensibility	20	1	1	2	30	1.50	.115
Valid N (listwise)	20						

Table 4.7 can be seen that the highest score of students was 2 and the lowest score was 1. It also indicated that the mean score of students' comprehensibility in pretest was 1.50 and standard deviation error is 0.115

**b. Students' Posttest Result**

After knowing the students' in pre-test, the researcher gave them treatment by using board games. The results of the students' score in post-test presented in the following table by dividing them into three aspect, they are accuracy, fluency and comprehensibility.

**Table 4.8 The Score of Students' Speaking Skill Posttest**

Respondents	The aspects of Speaking Skill		
	Accuracy	Fluency	comprehensibility
R1	3	2	3

R2	2	3	2
R3	2	2	3
R4	2	4	2
R5	4	2	2
R6	5	2	3
R7	2	4	2
R8	3	2	2
R9	2	2	2
R10	4	2	2
R11	2	2	3
R12	3	3	2
R13	4	5	3
R14	3	2	3
R15	2	3	2
R16	3	2	2
R17	3	4	2
R18	3	2	4
R19	2	2	2
R20	2	2	2

In other side, the researcher had classified based on English speaking assessments that consisted of accuracy, fluency, comprehensibility and it was presented through the table distribution frequency and percentage. It can be seen as follows:

### 1. Accuracy

Accuracy was one of the assessment aspect assessed in this post-test. For the clear illustration, it illustrated in the following table.

**Table 4.9 The Rate Percentages Score of Students' Accuracy in Post-test**

Classification	Rating	Frequency	Percentage
Excellent	86-100	-	0%
Very good	71-85	1	0%
Good	56-70	3	20%
Average	41-55	7	40%
Poor	26-40	9	40%
Very poor	25	-	0%

This table 4.9 describes the percentage of the students' speaking accuracy score after having treatment. It the highest percentages of the students' accuracy score was in poor category that is score 9. It means that most of the students' score get improved after the treatment but even so, there is still no student is classified into very good and excellent score.

**Table 4.10 the mean score of students' accuracy in posttest**

Descriptive Statistics							
	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Accuracy	20	3	2	5	56	2.80	.200
Valid N (listwise)	20						

Table 4.10 it can be seen that the highest score of students' accuracy was 5 and the lowest score were 2. It also indicated that the mean score of students' accuracy in posttest were 2.80 and standard deviation error was 0.200



## 2. Fluency

Another aspect included into students' speaking assessment in this post-test was fluency. It related to the used of paused in the speaking. The following table explained clearly about it.

**Table 4.11 The Rate Percentage Score of the Students' Fluency in Posttest**

Classification	Rating	Frequency	Percentage
Excellent	86-100	-	0%
Very good	71-85	1	5%
Good	56-70	3	15%
Average	41-55	3	15%
Poor	26-40	13	65%
Very poor	25	-	0%

Table 4.11 illustrates the percentages of students' speaking fluency score after having treatment. It can be seen that the highest percentage of the score got by the students was in poor level that was score 2 then it followed by score 3 and 4. There was no student get score 6 and 1.

**Table 4.12 The Score of Students' Fluency in Posttest**

Descriptive Statistics							
	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Fluency	20	3	2	5	52	2.60	.210
Valid N (listwise)	20						

Table 4.12 can be seen that the highest score of students were 5 and the lowest score were 2. It also indicated that the mean score of students' fluency in posttest were 2.60 and standard deviation error was 0.210.

### 3. Comprehensibility

The last aspect to be assessed in this speaking post-test was comprehensibility. It related to how well the speaking product by the students can be understood by the listener. In this following table, it can be described clearly speaking comprehensibility score got by the students.

**Table 4.13 The Rate Percentages Score of Students' Comprehensibility in Posttest**

Classification	Rating	Frequency	Percentage
Excellent	86-100	-	0%
Very good	71-85	-	0%
Good	56-70	1	5%
Average	41-55	6	30%
Poor	26-40	13	65%
Very poor	25	-	0%

Table 4.13 describes the percentage of the speaking comprehensibility score got by the students in posttest. It was clearly illustrated that the highest percentage of the score got by the students was in poor category, then it is followed by average category and it was followed by very good.

**Table 4.14 The Mean Score of Students' Comprehensibility in Posttest**

Descriptive Statistics							
	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Comprehensibility	20	2	2	4	48	2.40	.134
Valid N (listwise)	20						

Table 4.14 can be seen that the highest score of students were 4 and the lowest score were 2. It also indicated that the mean score of students' comprehensibility in posttest were 2.40 and standard deviation error was 0.134.

**c. The comparison Pre-test and Post-test**

In this table the research was comparing the students speaking score between Pre-test and Post-test, after and before having treatment through Board Games.

**Table 4.15 The Comparison means score in pretest and posttest**

Respondents	Accuracy		Fluency		Comprehensibility	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
R1	2	3	2	3	2	3
R2	1	2	2	3	1	3
R3	2	2	1	2	2	2
R4	1	2	1	2	1	2
R5	1	2	2	3	1	3

R6	1	4	1	3	1	3
R7	2	3	2	2	2	3
R8	2	2	2	4	2	3
R9	1	3	2	2	1	4
R10	1	3	2	4	1	3
R11	2	3	2	4	2	5
R12	2	2	1	4	2	2
R13	1	4	1	4	1	2
R14	2	3	2	3	2	2
R15	2	4	1	3	2	3
R16	1	3	2	3	1	3
R17	2	3	1	3	2	4
R18	2	4	2	3	2	2
R19	1	2	2	3	1	2
R20	1	2	1	2	1	3
<b>Total</b>	<b>30</b>	<b>56</b>	<b>32</b>	<b>60</b>	<b>30</b>	<b>57</b>

**Table 4.16 Comparison of Students Score in Pretest and Posttest**

Classification	Score	Rating	Accuracy		Fluency		Comprehensibility	
			Pre	Post	Pre	Post	Pre	Post
Excellent	86-100	6	-	-	-	-	-	-
Very good	71-85	5	-	1	-	1	-	-
Good	56-70	4	-	3	-	3	-	1
Average	41-55	3	-	7	-	3	-	6
Poor	26-40	2	10	9	12	13	10	13
Very poor	≤25	1	10	-	8	-	10	-

**d. The Mean Scores and Standard Deviation of The Students' Pre-test and Post-test**

**Table 4.17 Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	7.80	20	1.436	.321
	Pretest	4.65	20	.875	.196

**Table 4.18 Paired Samples Correlations**

	N	Correlation	Sig.
Pair 1 Posttest & Pretest	20	-.184	.437

The table paired samples statistics of pretest and posttest above can be seen that the mean score of students' speaking skills before (pretest) and after giving treatments (posttest) board games. Before giving treatments (pretest), the mean score were 4.65, besides after giving treatment, the mean score were 7.80

The table paired samples correlation of pretest and posttest above can be seen that the correlation of the students' speaking ability before and after treatments were 0.184. It means that there was a significant correlation of



students' speaking skills in teaching speaking board games before and after treatments.

**Table 4.19 The Paired Samples Test of Pre-Test and Post-Test**

Paired Samples Test									
		Paired Differences				T	df	Sig. (2-tailed )	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Posttest - Pretest	3.150	1.814	.406	2.301	3.999	7.764	19	.000

The table above can be seen that df (Degree of Freedom) was 19. Based on the table 't<sub>table</sub>' standard signification was 0.05 or 5% with degree of freedom (df) = 19, the value of T-test = 0.000. Based on the result, it concluded that T-test was lower than  $\alpha = 0.05$ .

Related to the result that T-test lower than alpha. It concluded that there was a significant difference in teaching speaking before and after using Board Games. Because of that, the researcher assumes believed that the Board Games were effective in teaching speaking at the second grade SMKN 2 Luwu Utara.

## **B. Discussion**

In this part, the researcher presents the discussion of the data based on the findings. The researcher discusses does the used board games improve students' speaking skills effectively in teaching speaking skill to the eleventh grade students of SMKN 2 Luwu Utara.

In this research, the researcher treated the students for nine meetings. On the first meeting, the researcher didn't directly use Board Games since based on the result of the pre-test, the students' score was very poor and most of them didn't have good self-confidence to speak. They are also very difficult in pronunciation, they spoke unnatural and what they said was meaningless. The researcher taught those greetings and self-introduction and asked them to practice it but most of them were shy to practice and they needed more time to prepare for the practice. On the second and the third meetings, the researcher taught them about how to describe things such as describing places and objects using board games. On the fourth and the fifth meetings, the researcher taught them about how to describe people and objects by using board games. On the sixth and the seventh meetings, the researcher taught them about how to describe things such as describing animals and places by using board games. On the eighth and the ninth meetings, the researcher taught them about how to describe animals and people by using board games.

The researcher started teaching the students using Board Games on the second meeting until the ninth meeting. During these meetings, the researcher gave some problems to the students and asked them to speak out how to solve the problem, but it needed hard working to force them to speak. When they were given a topic to be solved, they need more time to think about it and write them down on the paper and then read them when they are asked to speak out the solution even sometimes they didn't have something to say and if they spoke, most of them used their mother tongue (bahasa Indonesia). They were also still

very difficult in pronunciation. These problems support the theory proposed by Ur (1996) that some factors may affect speaking problems, two of them were nothing to say and they used mother tongue. This problem also supported the theory proposed by Dave Moursund (2007) that one of the disadvantages of using board games in teaching is it depends on how well the students' knowledge about the problem being discussed.

Based on the finding, it is found that most of the students get very poor score in the pre-test. From three aspect assessed, the lowest score accuracy and comprehensibility where most of the students get score 1 in this aspect which classified into very poor. It is then followed by fluency. In fluency, most of the students get score 2 but if we compare to those two aspects assessed before, fluency is highest on since in fluency score 2 appears most. After looking all the assessed aspects, then it can be concluded that in the pre-test, students' skill in speaking is categorized into very poor. The problem might effect this low score caused by some factors, they are the students have very limited basic vocabulary, no idea on the given problem, and they have no self-confidence in practicing.

After having for eight meetings, students' speaking skill is improved. In the post-test, in the all of aspect assessed most of students get same score for very poor and poor score, it means that it improves one point from pre-test. While in the post-test, there was student get score 5 and so is fluency and accuracy. There was also one student get score 4 in comprehensibility.

It can also concluded that from the  $T_{\text{table}} \geq T_{\text{test}}$  of the Pre-test and Post-test was ( $T_{\text{table}} \geq T_{\text{test}} = 7.764 \geq 2.093$ ).



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusions

The used of board games was effective in improving students' speaking skills at the SMKN 2 Luwu Utara. From this result, the researcher interpreted that T-test was lower than  $\alpha = 0.05$ . It means that  $H_1$  was accepted and  $H_0$  was rejected.

The students' used of board games in learning English speaking to the eleventh years students of SMKN 2 Luwu Utara was very positive, where the student is learning speaking skill fell enjoyment, relax, happiness, and board games can encourage the students to participate in learning speaking.

#### B. Suggestions

Based on the conclusion of the research, the researcher suggest for the following parties:

1. For the Teacher, it is suggested to teacher in other to used Board games in teaching speaking, but it is recommended to applied it to the students who have had basic speaking, so it will not take time.
2. For the students, they can used board games to improved their speaking skills and they should be brave to practice speaking.
3. For the researcher, for those who were interested to conduct research on problem statement, it is suggested to applied it to the students who have basic speaking language skill and they can also apply it to other skills like writing and the researcher hoped that the result of this research could be useful for the readers.



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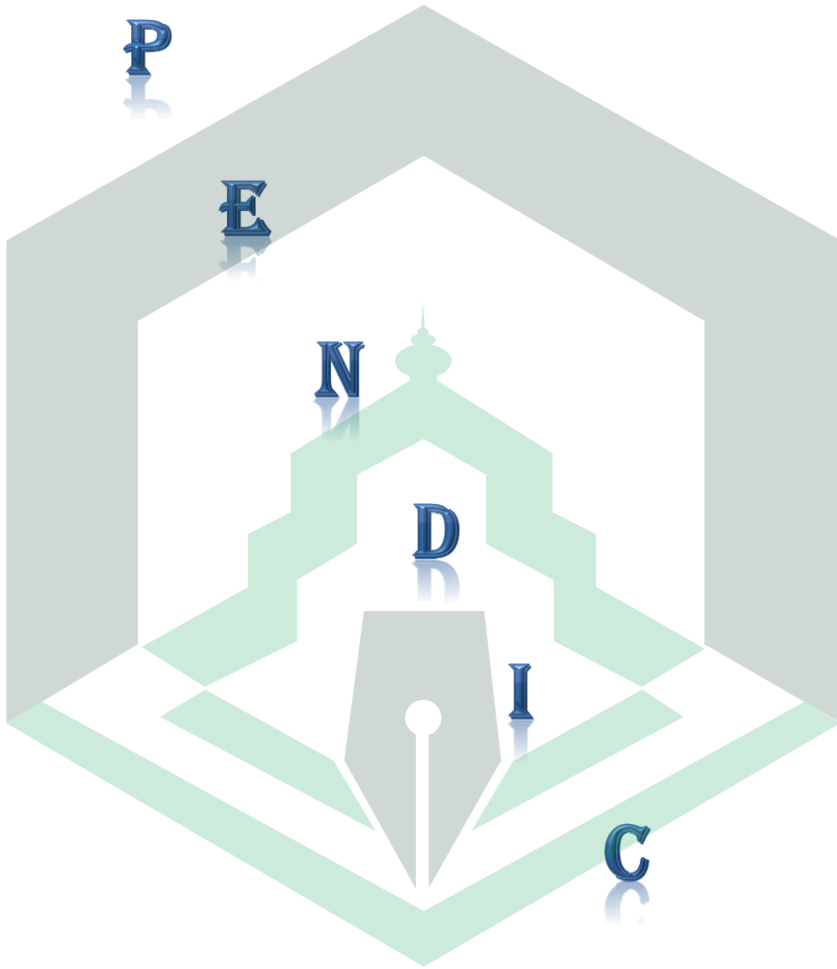
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### T-table Distribution<sup>21</sup>

A table is a table showing probabilities (areas) under the probability density function of the  $t$  distribution for different degrees of freedom.

Degree of freedom	<u>P (level of significance Two Tailed Test)</u>			
	0.1	0.05	0.01	0.001
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.533	3.182	5.841	12.924
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.869
6	1.934	2.447	3.707	5.959
7	1.895	2.365	3.499	5.408
8	1.960	2.306	3.355	5.041
9	1.833	2.262	3.250	5.781
10	1.812	2.228	3.169	5.587
11	1.796	2.201	3.106	4.37
12	1.782	2.179	3.055	4.318
13	1.771	2.160	3.012	4.221
14	1.761	2.1443	2.977	4.140
15	1.753	2.131	2.947	4.073
16	1.746	2.120	2.921	4.015

<sup>21</sup> Tigor Hutapea, Statistik:Teori dan Aplikasi, Bandung. Cet. 1©STIE-IBEK).1995.P.316

17	1.740	2.110	2.989	3.965
18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.861	3.883
20	1.725	2.086	2.856	3.850
21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	3.792
23	1.714	2.069	2.807	3.767
24	1.711	2.064	2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	2.056	2.779	3.707
27	1.703	2.052	2.771	3.690
28	1.701	2.048	2.763	3.674
29	1.699	2.045	2.756	3.659
30	1.670	2.042	2.750	3.646
40	1.640	2.021	2.704	3.551
60	1.571	2.000	2.660	3.460
120	1.558	1.980	2.617	3.373



## PRE-TEST

Name :

Class :

Choose one picture below and make description based on the pictures.

1. What the employee does?



2. What is this woman does it?



Illustration by Chris Gash

3. Describe about the picture bellow.



## POST-TEST

Name :

Class :

Choose one picture below and make description based on the pictures.

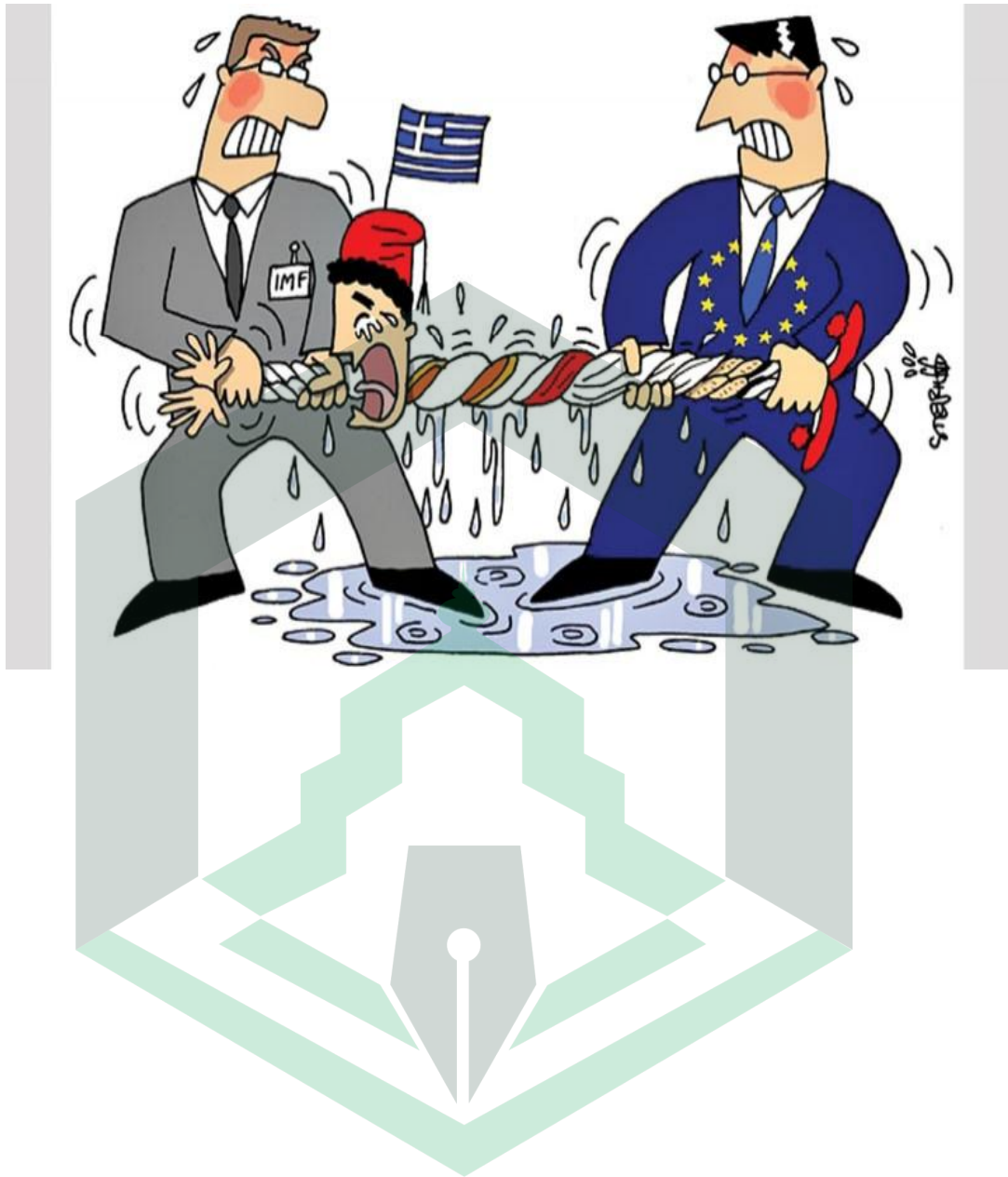
1. Explain about this picture.



2. Not prospering society.



3. What happen it?



### **Transcription Pre-Test of the students' speaking**

1. Respondent 1 : I will describe about the woman does, the woman is writing someone.
2. Respondent 2 : I want to explain about the employee does, the employee does it beautiful shit, ehkk cocok mi gah itu kak? Hehehehe itu ji kak.
3. Respondent 3 : I feel this is the girl smart.
4. Respondent 4 : I will ceitakan about the employee dos. Ok, the employee does is melayani costumer which come.
5. Respondent 5: this the girl lagi call is the boss, and she is (apa bahasa inggrisnya mengatakan kak?) say there new costumer for coming.
6. Respondent 6: I want to describe this picture, she is the smart girl. Itu ji kak
7. Respondent 7: Ehhh mulai mi le kak, assalamualaikum warahmatullahi wabarakatu I will explain about the picture. The woman said welcome to this office, and can I help you?
8. Respondent 8 : this the woman called the boss, and say ehhh heheheh tidak ku tau kak.
9. Respondent 9 : I will explain about this picture, hm hm hm this picture there desk and there shit woman there pen and maps, book e e apalagi? ehh and she is good job girl. Hehehe itu ji kak.
10. Respondent 10 : So, jadi woman that sedang menemukan cara (maaf kak tidak ku tau ma bahasa inggris hehehehe) lanjut for do something

11. Respondent 11 : I will describe this picture. Eeeeeeee this woman is called her customer. And she is ask the her new customer, welcome to my office, can I help you?
12. Respondent 12 : I will explain e ee... about this picture, she is get some idea for make something.
13. Respondent 13 : My explain this picture is the woman is give salam to people for come to office.
14. Respondent 14 : assalamualaikum, I think picture is eeeee calling the customer or called to her boss and say something for her.
15. Respondent 15 : I stand up here ee.. I will describe about the picture. This the picture is the woman get idea for to the something, cocok mi kak? hehehe
16. Respondent 16 : bu, apa bahasa inggrisnya saya akan menjelaskan, I will explain in picture. Eee... mmm.. hehehe this is the girl and she is bekereja in BANK Indonesia, she always smile and give greeting for the all people.
17. Respondent 17 : I will describe the picture. eee this is the girl smart. Itu ji bu.
18. Respondent 18 : I want to describe this woman. This woman is beautiful and eee,, apa pi lagi ee she is busy but she is always smile.
19. Respondent 19 : I will explain this picture. She is the good and smart woman because she is always having cara for finish problem.
20. Respondent 20 : I will ee.. mmm.. explain in this picture. tidak ku tau mi kak. Hehehhe itu ji



### **Transcription Post-Test of the students' speaking**

1. Respondent 1 : I want to explain about the number one picture. I choose eee..  
this picture because I like for looking the pictures I feel this picture is funny.  
So, this is place there many people make a line and one of the mad men, but  
the cashier always smile.
2. Respondent 2 : I will describe this picture. I choose this the picture for I  
describe because the picture is tell about tax accounting. itu ji kak. Makasih
3. Respondent 3 : I choose the picture number 1 for explain because this picture  
teach us for always to pay the tax, and eee sudah mi kak.
4. Respondent 4 : I apa kalau pilih kak? I choose gambar nomor 3 for I explain  
because this picture tell about all the employee meeting in the room.
5. Respondent 5 : I want to explain this picture because this picture very funny.  
There the men angry may be he wants to feel that he is for the first to service.
6. Respondent 6 : Assalamualaikum Wr. Wb. Hello hello gays, but be correct I  
want to introduce my name. My name is Akbar, I am from SMKN 2 Luwu  
Utara. I stand here, because I want to explain about the picture number 3  
because they are to do meeting in the office.
7. Respondent 7 : I want to describe this, eee this picture number 1. Ok, the  
picture number 1, many people do make a line and there people to angry  
because he is want to the first service. My be like that... eee thank you
8. Respondent 8 : I will describe about the number three picture, what happened  
at number three was the bad. Want of the people who to part in the a bad

express his opinion with on the science, but the people around him respondent with know and the seems... hehehe thank you.

9. Respondent 9 : I will describe about the number one picture, explain about this picture. this picture explain some test about this, shake to are quality in front of the cashier. In the picture there is an angry person behind the person talking to be cashier, ok thank you.

10. Respondent 10 : assalamualaikum warahmatullahi wabarakatu, my name is wahyuni. I choose the picture number two for the explain because

11. Respondent 11 : I will explain apa kalau ini kak, oh iya this laptop. I choose laptop Apple because modifikasinya bagus and banyak data bisa na simpan and if you want to have this laptop you must e e e have many eh salah much money. Ok

12. Respondent 12 : assalamualaikum warahmatullahi wabarakatu, I will describe about the picture number three, there are incising how to improve employee for men's, for men is process by which manager and employee work together. The men monitor and pure curses and conclusion. Thank you assalamualaikum warahmatullahi wabarakatu

13. Respondent 13 : I will describe about the number two picture. I think the picture on number two is always work for to that office, itu ji bu. Thank you.

14. Respondent 14 : I will describe about the number three picture. is mine opinion about the picture number three is always write the job and always smile with the all of costumer which come to the office.

15. Respondent 15 : I will describe about the number two in this picture. this picture there woman is always stay sit in the office and she is always wait the costumer for coming. In the picture there are desk, laptop, books and other things.
16. Respondent 16 : I will describe about the picture number 1 e e. for the picture number 1 there woman stand up and many people come to the office and there one of people angry but the cashier always be given smile to those men. So, I think this woman very well.
17. Respondent 17: assalamualaikum Wr. Wb. I will describe about the number 1 in this picture. because this on picture teach us how to sabar menghadapi the angry people. As the beautiful cashier, she is always smile for menghadapi costumer which always angry with us.
18. Respondent 18 : I will explain about the picture number 1, this picture story about cashier and the other people. There many people doing make a line in the front of cashier and one the man angry with cashier. But I think that cashier is good woman, she is always smiling with the all of costumer. I think just that I say thanks for you all.
19. Respondent 19 : assalamualaikum warahmatullahi wabarakatu, halo friend, I want to explain about this picture and I choose this picture because this picture is good woman and she is always give smile with the her customer. I think just like that. Wassalamualaikum warahmatullahi wabarakatu.
20. Respondent 20 : well, I will explain about this the picture, I choose this picture to my explain because she is beautiful girl and always be given to smile

for the her customer which to come to the her office. And I feel this woman  
very cocok to have worked for the office or BANK. Thanks for your attention.



## RENCANA PELAKSANAAN PEMBELAJARAN

### (RPP)

Satuan Pendidikan : SMKN 2 LUWU UTARA  
Mata Pelajaran : Bahasa Inggris  
Materi Pokok : Describing Places and Objects  
Kelas/semester : XI/Ganjil  
Tahun Pelajaran : 2018/2019  
Alokasi Waktu : 2 x 90 Menit (2 Pertemuan)

#### A. Kompetensi Inti (KI)

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, procedural dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian Bahasa Inggris pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari
4. Melaksanakan tugas spesifik dengan menggunakan alata, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian Bahasa Inggris. Menampilkan kinerja dibawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar

kompetensi kerja. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif dan solutif dalam ranah abstrak terkait dengan pengembangan yang dipelajarinya.

## **B. Kompetensi Dasar**

Memahami dan merespon percakapan transaksional dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: memberi/menerima penjelasan terhadap orang lain, menceritakan, dan mengekspresikan tindakan.

## **C. Indikator Pencapaian**

1. Menangkap informasi yang disampaikan oleh speaker.
2. Dapat menerima dan memberi penjelasan terhadap orang lain.
3. Dapat mendengar, memuji dan memberi selamat kepada orang lain.
4. Mengidentifikasi eksperimen-eksperimen ragam bahasa lisan yang digunakan dalam tutur kata.

## **D. Tujuan Pembelajaran**

1. Siswa dapat menyusun dan mengekspresikan cara memberi dan menerima penjelasan dalam penyelesaian masalah terhadap orang lain dengan benar didepan kelas.
2. Siswa dapat melatih diri berbicara didepan kelas menggunakan bahasa lisan dan kosa kata yang tepat dan benar.
3. Audiences dapat memaknai isi yang disampaikan oleh speaker.



4. Siswa dapat mengekspresikan setiap kalimat yang disampaikan.

## **E. Materi Pembelajaran**

### **1. Describing Places and Objects**

Setiap siswa terlebih dahulu harus memahami tema pembelajaran dalam setiap kali pertemuan. Berikut contoh pembelajaran menggunakan Board Games:

<b>1</b> <i>Describe about your this school today.</i>	<b>2</b> <i>What do you think about your home yard?</i>	<b>3</b> <i>Tell us, what do you think about my new bag today?</i>
<b>4</b> <i>What do you think of the new building behind our class?</i>	<b>5</b> <i>Explain about your house to us, please.</i>	<b>6</b> ...

Adapun contoh sapaan-sapaan umum yang digunakan adalah sebagai berikut:

- *Hi/hallo...*
- *Good (Morning, afternoon, evening, night, everybody, and bye...)*
- *I have (a, an, the, etc.)*

## **F. Metode Pembelajaran**

- Descriptive text
- How to play the games

- Seorang peneliti mempersiapkan bahan ajar games seperti: papan, dadu, pion dan meja.
- Siswa dikelompokkan menjadi 5 kelompok. Setiap kelompok memiliki 5 anggota.
- Seorang peneliti meletakkan permainan papan diatas meja yang telah disediakan untuk masing-masing kelompok.
- Setiap kelompok harus duduk mengelilingi board games.
- Setiap anggota memiliki 1 pion untuk berjalan diatas papan.
- Parah siswa memilih 1 orang pertama untuk mengocok dadu.
- Nomor dalam dadu menentukan berapa banyak kolom yang harus dilalui anggota. Jika dadu menunjukkan angka 2, maka jumlahnya akan bejalan dua kolom.
- Setiap anggota mendapat giliran untuk mengocok dadu.
- Para siswa harus melakukan setiap kalimat perintah yang ada pada board games.
- Para siswa menggunakan bahasa inggris untuk memecahkan masalah.
- Setelah permainan berakhir, siswa harus menampilkan/menceritakan apa yang mereka dapatkan dalam bermain board games itu.

#### **G. Media/Alat, dan Sumber Pembelajaran**

##### ➤ Media :

- Spidol
- Writeboard
- Papan
- Dadu
- Pion
- Meja

##### ➤ Sumber :

- Modul/bahan ajar
- Internet
- Buku pembelajaran

- Sumber lain yang relevan.

## **H. Langkah-langkah Pembelajaran.**

### ➤ Pendahuluan (15 menit)

- Guru menyiapkan peserta didik secara fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, dan mengajak peserta didik untuk mengawali kegiatan dengan berdo'a serta guru memeriksa kehadiran peserta didik.
- Guru memberi salam dan menyapa siswa.
- Sebelum memulai pada pembelajaran inti, seorang guru hendak memberikan motivasi kepada siswa.
- Kemudian guru menyampaikan tujuan pembelajaran

### ➤ Inti (60 menit)

#### 1. Mengamati

- Dengan bimbingan guru, siswa belajar mengaplikasi games yang disiapkan
- Siswa harus mampu mengamati dan memahami apa yang disampaikan oleh guru didepan kelas.

#### 2. Menanya

- Dengan bimbingan guru, siswa dapat mempertanyakan kata-kata yang sulit.
- Dengan bimbingan dan arahan guru siswa dapat mempertanyakan fungsi dari board games kiranya ada yang masih sulit dan belum dipahami.

#### 3. Mengasosiasi data/informasi

- Siswa mengekspersikan kalimat-kalimat yang akan disampaikan sesuai dengan tema yang mereka dapatkan didalam permainan tersebut.
- Siswa memahami tema perintah yang ada pada permainan.
- Siswa menggunakan bahasa inggris ketika berbicara.

#### 4. Mengomunikasikan

- Siswa maju dan mempresentasikan kalimat perintah/nasehat yang mereka dapatkan dalam permainan tersebut.
  - Siswa lain mengamati setiap kalimat yang disampaikan oleh speaker, kemudian masing-masing kelompok mengoreksi jika terdapat kesalahan dalam penyampaian.
- Penutup (15 menit)
- Guru dan siswa membuat ringkasan bahan yang sudah diajarkan pada setiap pertemuan.
  - Guru memberikan tugas kepada siswa untuk mencari contoh kalimat perintah dan nasehat.
  - Guru menjelaskan rencana pembelajaran yang akan datang.

## I. Penilaian

Teknik Penilaian : Rubrik penilaian

Element	Score
Accuracy	100
Fluency	100
Comprehensibility	100

Standar

Classification	Scale	Rating
Excellent	86-100	6
Very Good	71-85	5
Good	56-70	4
Average	41-55	3
Poor	26-40	2
Very Poor	25	1

Palopo, 7 april 2019

**MENGETAHUI**

Kepala Sekolah

Peneliti

( \_\_\_\_\_ )

( \_\_\_\_\_ )

## RENCANA PELAKSANAAN PEMBELAJARAN

### (RPP)

Satuan Pendidikan : SMKN 2 LUWU UTARA  
Mata Pelajaran : Bahasa Inggris  
Materi Pokok : Describing Peoples and Objects  
Kelas/semester : XI/Genap  
Tahun Pelajaran : 2018/2019  
Alokasi Waktu : 2 x 60 Menit (2 Pertemuan)

#### A. Kompetensi Inti (KI)

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, procedural dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian Bahasa Inggris pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari
4. Melaksanakan tugas spesifik dengan menggunakan alata, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian Bahasa Inggris. Menampilkan kinerja dibawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar



kompetensi kerja. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif dan solutif dalam ranah abstrak terkait dengan pengembangan yang dipelajarinya.

#### **B. Kompetensi Dasar**

Memahami dan merespon percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: memberi/menerima penjelasan terhadap orang lain, menceritakan, dan mengekspresikan tindakan.

#### **C. Indikator Pencapaian**

1. Menangkap informasi yang disampaikan oleh speaker.
2. Dapat menerima dan memberi penjelasan terhadap orang lain.
3. Dapat mendengar, memuji dan memberi selamat kepada orang lain.
4. Mengidentifikasi eksperimen-eksperimen ragam bahasa lisan yang digunakan dalam tutur kata.

#### **D. Tujuan Pembelajaran**

1. Siswa dapat menyusun dan mengekspresikan cara memberi dan menerima penjelasan terhadap orang lain dengan benar di depan kelas.
2. Siswa dapat melatih diri berbicara di depan kelas menggunakan bahasa lisan dan kosakata yang tepat dan benar.
3. Audiens dapat memaknai isi yang disampaikan oleh speaker.
4. Siswa dapat mengekspresikan setiap kalimat yang disampaikan.

## E. Materi Pembelajaran

### 1. Describing People and Objects

Setiap siswa terlebih dahulu harus memahami tema pembelajaran dalam setiap kali pertemuan. Berikut contoh pembelajaran menggunakan Board Games:

1 <i>Describe about your Teacher today.</i>	2 <i>What do you think about your seatmate today?</i>	3 <i>Tell us, what your mother did in the morning.</i>
4 <i>Tell us about our headmaster in this school.</i>	5 <i>Explain your father for us, please.</i>	6 ...

Adapun contoh sapaan-sapaan umum yang digunakan adalah sebagai berikut:

- *Hi/hallo...*
- *Good (Morning, afternoon, evening, night, everybody, and bye...)*
- *I have (a, an, the, etc.)*

### 2. Metode Pembelajaran

- Descriptive text
- How to play the games
  - Seorang peneliti mempersiapkan bahan ajar games seperti: papan, dadu, pion dan meja.

- Siswa dikelompokkan menjadi 5 kelompok. Setiap kelompok memiliki 5 anggota.
- Seorang peneliti meletakkan permainan papan diatas meja yang telah disediakan untuk masing-masing kelompok.
- Setiap kelompok harus duduk mengelilingi board games.
- Setiap anggota memiliki 1 pion untuk berjalan diatas papan.
- Parah siswa memilih 1 orang pertama untuk mengocok dadu.
- Nomor dalam dadu menentukan berapa banyak kolom yang harus dilalui anggota. Jika dadu menunjukkan angka 2, maka jumlahnya akan bejalan dua kolom.
- Setiap anggota mendapat giliran untuk mengocok dadu.
- Para siswa harus melakukan setiap kalimat perintah yang ada pada board games.
- Para siswa menggunakan bahasa inggris untuk memecahkan masalah.
- Setelah permainan berakhir, siswa harus menampilkan/menceritakan apa yang mereka dapatkan dalam bermain board games itu.

### 3. **Media/Alat, dan Sumber Pembelajaran**

#### ➤ Media :

- Spidol
- Writeboard
- Papan
- Dadu
- Pion
- Meja

#### ➤ Sumber :

- Modul/bahan ajar
- Internet
- Buku pembelajaran
- Sumber lain yang relevan.

#### 4. Langkah-langkah Pembelajaran.

➤ Pendahuluan (15 menit)

- Guru menyiapkan peserta didik secara fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, dan mengajak peserta didik untuk mengawali kegiatan dengan berdo'a serta guru memeriksa kehadiran peserta didik.
- Guru memberi salam dan menyapa siswa.
- Sebelum memulai pada pembelajaran inti, seorang guru hendak memberikan motivasi kepada siswa.
- Kemudian guru menyampaikan tujuan pembelajaran

➤ Inti (90 menit)

5. Mengamati

- Dengan bimbingan guru, siswa belajar mengaplikasi games yang disiapkan
- Siswa harus mampu mengamati dan memahami apa yang disampaikan oleh guru didepan kelas.

6. Menanya

- Dengan bimbingan guru, siswa dapat mempertanyakan kata-kata yang sulit.
- Dengan bimbingan dan arahan guru siswa dapat mempertanyakan fungsi dari board games kiranya ada yang masih sulit dan belum dipahami.

7. Mengasosiasi data/informasi

- Siswa mengekspersikan kalimat-kalimat yang akan disampaikan sesuai dengan tema yang mereka dapatkan didalam permainan tersebut.
- Siswa memahami tema perintah yang ada pada permainan.
- Siswa menggunakan bahasa inggris ketika berbicara.

8. Mengomunikasikan

- Siswa maju dan mempresentasikan kalimat perintah/nasehat yang mereka dapatkan dalam permainan tersebut.
- Siswa lain mengamati setiap kalimat yang disampaikan oleh speaker, kemudian masing-masing kelompok mengoreksi jika terdapat kesalahan dalam penyampaiannya.

➤ Penutup (15 menit)

- Guru dan siswa membuat ringkasan bahan yang sudah diajarkan pada setiap pertemuan.
- Guru memberikan tugas kepada siswa untuk mencari contoh kalimat perintah dan nasehat.
- Guru menjelaskan rencana pembelajaran yang akan datang.

**F. Penilaian**

Teknik Penilaian : Rubrik penilaian

Element	Score
Accuracy	100
Fluency	100
Comprehensibility	100

Standar

Classification	Scale	Rating
Excellent	86-100	6
Very Good	71-85	5
Good	56-70	4
Average	41-55	3
Poor	26-40	2
Very Poor	25	1

Palopo, 7 april 2019

**MENGETAHUI**

Kepala Sekolah

Peneliti

(\_\_\_\_\_)

(\_\_\_\_\_)



## RENCANA PELAKSANAAN PEMBELAJARAN

### (RPP)

Satuan Pendidikan : SMKN 2 LUWU UTARA  
Mata Pelajaran : Bahasa Inggris  
Materi Pokok : Describing Animals and Places  
Kelas/semester : XI/Genap  
Tahun Pelajaran : 2018/2019  
Alokasi Waktu : 2 x 45 Menit (2 Pertemuan)

#### A. Kompetensi Inti (KI)

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, procedural dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian Bahasa Inggris pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari
4. Melaksanakan tugas spesifik dengan menggunakan alata, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian Bahasa Inggris. Menampilkan kinerja dibawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar

kompetensi kerja. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif dan solutif dalam ranah abstrak terkait dengan pengembangan yang dipelajarinya.

## **B. Kompetensi Dasar**

Memahami dan merespon percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: memberi/menerima penjelasan terhadap orang lain, menceritakan, dan mengekspresikan tindakan.

## **C. Indikator Pencapaian**

1. Menangkap informasi yang disampaikan oleh speaker.
2. Dapat menerima dan memberi penjelasan terhadap orang lain.
3. Dapat mendengar, memuji dan memberi selamat kepada orang lain.
4. Mengidentifikasi eksperimen-eksperimen ragam bahasa lisan yang digunakan dalam tutur kata.

## **D. Tujuan Pembelajaran**




1. Siswa dapat menyusun dan mengekspresikan cara memberi dan menerima penjelasan dalam penyelesaian masalah terhadap orang lain dengan benar didepan kelas.
2. Siswa dapat melatih diri berbicara didepan kelas menggunakan bahasa lisan dan kosa kata yang tepat dan benar.
3. Audiences dapat memaknai isi yang disampaikan oleh speaker.

4. Siswa dapat mengekspresikan setiap kata dan kalimat yang disampaikan.

## **E. Materi Pembelajaran**

### **1. Describing Animals and Places**

Setiap siswa terlebih dahulu harus memahami tema pembelajaran dalam setiap kali pertemuan. Berikut contoh pembelajaran menggunakan Board Games:

<div data-bbox="319 672 363 745">1</div>  <p><i>What do you think about this picture?</i></p>	<div data-bbox="718 672 762 745">2</div> <p><i>Explain this class with us about your think.</i></p>	<div data-bbox="1058 672 1102 745">3</div>  <p><i>What do you think about this picture?</i></p>
<div data-bbox="319 1093 363 1167">4</div> <p><i>Tell us about what do you think about the toilets in our school?</i></p>	<div data-bbox="718 1093 762 1167">5</div>  <p><i>Tell us about this picture.</i></p>	<div data-bbox="1058 1093 1102 1167">6</div> <p>...</p>

Adapun contoh sapaan-sapaan umum yang digunakan adalah sebagai berikut:

- *Hi/hallo...*
- *Good (Morning, afternoon, evening, night, everybody, and bye...)*
- *I have (a, an, the, etc.)*

## 2. Metode Pembelajaran

- Descriptive text
- How to play the games
  - Seorang peneliti mempersiapkan bahan ajar games seperti: papan, dadu, pion dan meja.
  - Siswa dikelompokkan menjadi 5 kelompok. Setiap kelompok memiliki 5 anggota.
  - Seorang peneliti meletakkan permainan papan diatas meja yang telah disediakan untuk masing-masing kelompok.
  - Setiap kelompok harus duduk mengelilingi board games.
  - Setiap anggota memiliki 1 pion untuk berjalan diatas papan.
  - Parah siswa memilih 1 orang pertama untuk mengocok dadu.
  - Nomor dalam dadu menentukan berapa banyak kolom yang harus dilalui anggota. Jika dadu menunjukkan angka 2, maka jumlahnya akan bejalan dua kolom.
  - Setiap anggota mendapat giliran untuk mengocok dadu.
  - Para siswa harus melakukan setiap kalimat perintah yang ada pada board games.
  - Para siswa menggunakan bahasa inggris untuk memecahkan masalah.
  - Setelah permainan berakhir, siswa harus menampilkan/menceritakan apa yang mereka dapatkan dalam bermain board games itu.

## 3. Media/Alat, dan Sumber Pembelajaran

- Media :
  - Spidol
  - Writeboard
  - Papan
  - Dadu, Pion dan Meja
- Sumber :
  - Modul/bahan ajar

- Internet
- Buku pembelajaran
- Sumber lain yang relevan.

#### 4. Langkah-langkah Pembelajaran.

##### ➤ Pendahuluan (15 menit)

- Guru menyiapkan peserta didik secara fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, dan mengajak peserta didik untuk mengawali kegiatan dengan berdo'a serta guru memeriksa kehadiran peserta didik.
- Guru memberi salam dan menyapa siswa.
- Sebelum memulai pada pembelajaran inti, seorang guru hendak memberikan motivasi kepada siswa.
- Kemudian guru menyampaikan tujuan pembelajaran

##### ➤ Inti (60 menit)

##### 9. Mengamati

- Dengan bimbingan guru, siswa belajar mengaplikasi games yang disiapkan
- Siswa harus mampu mengamati dan memahami apa yang disampaikan oleh guru didepan kelas.

##### 10. Menanya

- Dengan bimbingan guru, siswa dapat mempertanyakan kata-kata yang sulit.
- Dengan bimbingan dan arahan guru siswa dapat mempertanyakan fungsi dari board games kiranya ada yang masih sulit dan belum dipahami.

##### 11. Mengasosiasi data/informasi

- Siswa mengekspersikan kalimat-kalimat yang akan disampaikan sesuai dengan tema yang mereka dapatkan didalam permainan tersebut.

- Siswa memahami tema perintah yang ada pada permainan.
- Siswa menggunakan bahasa Inggris ketika berbicara.

#### 12. Mengomunikasikan

- Siswa maju dan mempresentasikan kalimat perintah/nasehat yang mereka dapatkan dalam permainan tersebut.
- Siswa lain mengamati setiap kalimat yang disampaikan oleh speaker, kemudian masing-masing kelompok mengoreksi jika terdapat kesalahan dalam penyampaiannya.

#### ➤ Penutup (15 menit)

- Guru dan siswa membuat ringkasan bahan yang sudah diajarkan pada setiap pertemuan.
- Guru memberikan tugas kepada siswa untuk mencari contoh kalimat perintah dan nasehat.
- Guru menjelaskan rencana pembelajaran yang akan datang.

## 5. Penilaian

Teknik Penilaian : Rubrik penilaian

Element	Score
Accuracy	100
Fluency	100
Comprehensibility	100



Standar

Classification	Scale	Rating
Excellent	86-100	6
Very Good	71-85	5
Good	56-70	4
Average	41-55	3
Poor	26-40	2
Very Poor	25	1

Palopo, 7 april 2019

**MENGETAHUI**

Kepala Sekolah

Peneliti

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## RENCANA PELAKSANAAN PEMBELAJARAN

### (RPP)

Satuan Pendidikan : SMKN 2 LUWU UTARA  
Mata Pelajaran : Bahasa Inggris  
Materi Pokok : Describing Animals and People  
Kelas/semester : XI/Genap  
Tahun Pelajaran : 2018/2019  
Alokasi Waktu : 2 x 45 Menit (2 Pertemuan)

#### J. Kompetensi Inti (KI)

5. Menghargai dan menghayati ajaran agama yang dianutnya.
6. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
7. Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, procedural dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian Bahasa Inggris pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari
8. Melaksanakan tugas spesifik dengan menggunakan alata, informasi, dan prosedur kerja yang lasim dilakukan serta memecahkan masalah sesuai dengan bidang kajian Bahasa Inggris. Menampilkan kinerja dibawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan

standar kompetensi kerja. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif dan solutif dalam ranah abstrak terkait dengan pengembangan yang dipelajarinya.

#### **K. Kompetensi Dasar**

Memahami dan merespon percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: memberi/menerima penjelasan terhadap orang lain, menceritakan, dan mengekspresikan tindakan.

#### **L. Indikator Pencapaian**

5. Menangkap informasi yang disampaikan oleh speaker.
6. Dapat menerima dan memberi penjelasan terhadap orang lain.
7. Dapat mendengar, memuji dan memberi selamat kepada orang lain.
8. Mengidentifikasi eksperimen-ekspresi ragam bahasa lisan yang digunakan dalam tutur kata.

#### **M. Tujuan Pembelajaran**


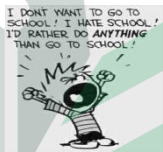
5. Siswa dapat menyusun dan mengekspresikan cara memberi dan menerima penjelasan dalam penyelesaian masalah terhadap orang lain dengan benar didepan kelas.
6. Siswa dapat melatih diri berbicara didepan kelas menggunakan bahasa lisan dan kosa kata yang tepat dan benar.
7. Audiences dapat memaknai isi yang disampaikan oleh speaker.

8. Siswa dapat mengekspresikan setiap kata dan kalimat yang disampaikan.

## N. Materi Pembelajaran

### 2. *Describing Animals and People*

Setiap siswa terlebih dahulu harus memahami tema pembelajaran dalam setiap kali pertemuan. Berikut contoh pembelajaran menggunakan Board Games:

1 <i>What do you think about your teacher today?</i>	2 <i>Tell us about your family story.</i>	3 <i>What do you think about your classmate?</i>
4  <i>What do you think about this picture?</i>	5  <i>Tell us about this picture.</i>	6 ...

Adapun contoh sapaan-sapaan umum yang digunakan adalah sebagai berikut:

- *Hi/hallo...*
- *Good (Morning, afternoon, evening, night, everybody, and bye...)*

- *I have (a, an, the, etc.)*

#### **O. Metode Pembelajaran**

- Descriptive text
- How to play the games
  - Seorang peneliti mempersiapkan bahan ajar games seperti: papan, dadu, pion dan meja.
  - Siswa dikelompokkan menjadi 5 kelompok. Setiap kelompok memiliki 5 anggota.
  - Seorang peneliti meletakkan permainan papan diatas meja yang telah disediakan untuk masing-masing kelompok.
  - Setiap kelompok harus duduk mengelilingi board games.
  - Setiap anggota memiliki 1 pion untuk berjalan diatas papan.
  - Parah siswa memilih 1 orang pertama untuk mengocok dadu.
  - Nomor dalam dadu menentukan berapa banyak kolom yang harus dilalui anggota. Jika dadu menunjukkan angka 2, maka jumlahnya akan bejalan dua kolom.
  - Setiap anggota mendapat giliran untuk mengocok dadu.
  - Para siswa harus melakukan setiap kalimat perintah yang ada pada board games.
  - Para siswa menggunakan bahasa inggris untuk memecahkan masalah.
  - Setelah permainan berakhir, siswa harus menampilkan/menceritakan apa yang mereka dapatkan dalam bermain board games itu.

#### **P. Media/Alat, dan Sumber Pembelajaran**

- Media :
  - Spidol
  - Writeboard
  - Papan
  - Dadu, Pion dan Meja

- Sumber :
- Modul/bahan ajar
  - Internet
  - Buku pembelajaran
  - Sumber lain yang relevan.

**Q. Langkah-langkah Pembelajaran.**

- Pendahuluan (15 menit)
- Guru menyiapkan peserta didik secara fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, dan mengajak peserta didik untuk mengawali kegiatan dengan berdo'a serta guru memeriksa kehadiran peserta didik.
  - Guru memberi salam dan menyapa siswa.
  - Sebelum memulai pada pembelajaran inti, seorang guru hendak memberikan motivasi kepada siswa.
  - Kemudian guru menyampaikan tujuan pembelajaran

➤ Inti (60 menit)

13. Mengamati

- Dengan bimbingan guru, siswa belajar mengaplikasi games yang disiapkan
- Siswa harus mampu mengamati dan memahami apa yang disampaikan oleh guru didepan kelas.

14. Menanya

- Dengan bimbingan guru, siswa dapat mempertanyakan kata-kata yang sulit.
- Dengan bimbingan dan arahan guru siswa dapat mempertanyakan fungsi dari board games kiranya ada yang masih sulit dan belum dipahami.

15. Mengasosiasi data/informasi

- Siswa mengekspresikan kalimat-kalimat yang akan disampaikan sesuai dengan tema yang mereka dapatkan didalam permainan tersebut.
- Siswa memahami tema perintah yang ada pada permainan.
- Siswa menggunakan bahasa inggris ketika berbicara.

#### 16. Mengomunikasikan

- Siswa maju dan mempresentasikan kalimat perintah/nasehat yang mereka dapatkan dalam permainan tersebut.
- Siswa lain mengamati setiap kalimat yang disampaikan oleh speaker, kemudian masing-masing kelompok mengoreksi jika terdapat kesalahan dalam penyampaiannya.

#### ➤ Penutup (15 menit)

- Guru dan siswa membuat ringkasan bahan yang sudah diajarkan pada setiap pertemuan.
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### R. Penilaian

Tehnik Penilaian : Rubrik penilaian

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Palopo, 7 april 2019

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Peneliti

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## CURRICULUM VITAE



Sulastri, was born on 14 July 1996 in Palu-Sulteng, as the last child of a happy and simple family. Her father's name is Rahman and her mother's name is Dati Djafar. She has two brothers (Abdul Rahman and Mahmud) who always give support to continue her studying.

She was starting her studying at the Elementary School (SD) Num. 103 Karawak in 2003 and graduated in 2009 and continued it in Junior High School 5 Masamba, in 2012 she graduated it and then continued her studying in Senior High School 2 Masamba and she graduated in 2015. After that, she continued her studying at the State Islamic Institute (IAIN) Palopo and taking English Department because English was her favorite subject. She finished her studying at the State Islamic Institute (IAIN) in 2019.