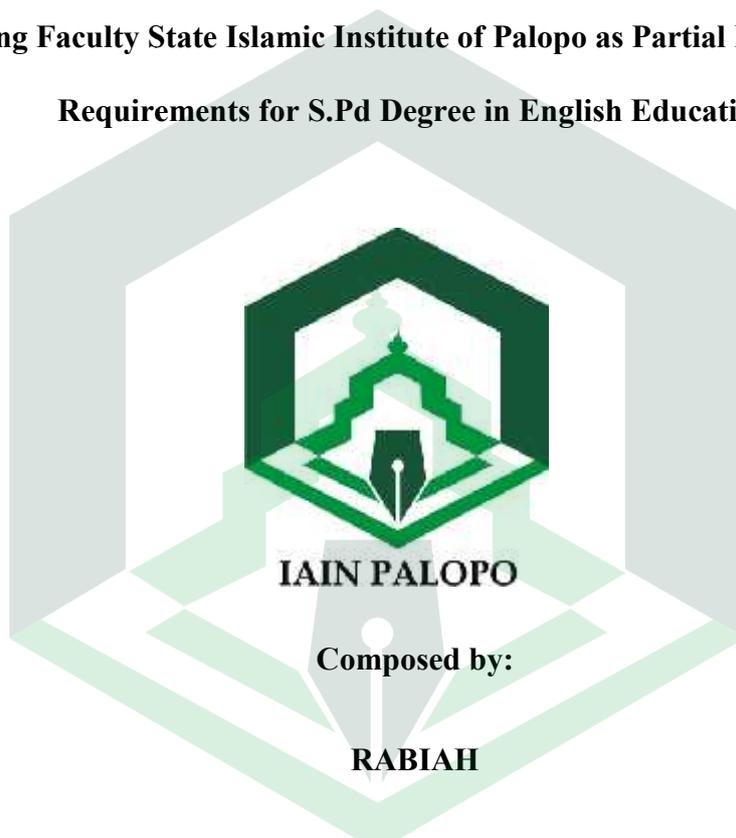


**THE USE OF CUP STACKING GAME TO IMPROVE STUDENTS'
SPEAKING SKILL AT ELEVENTH GRADE OF SMAN 6 LUWU**

A Thesis

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



REG. NUM. 16.0202.0050

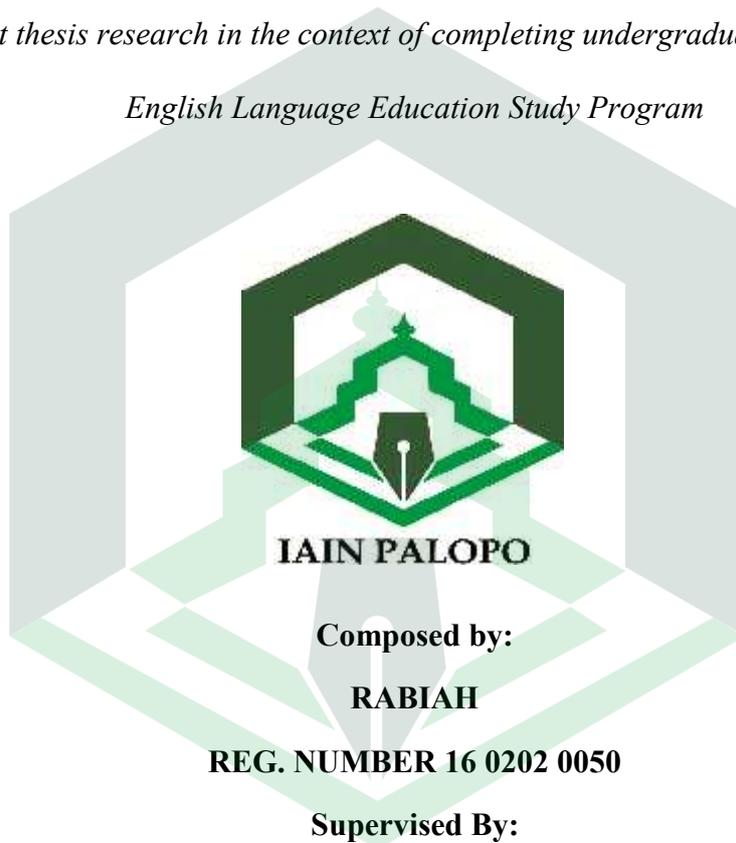
IAIN PALOPO

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF
TARBIYAH AND TEACHER TRAINING FACULTY OF THE STATE
ISLAMIC INSTITUTE PALOPO 2022**

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SPEAKING SKILL AT ELEVENTH GRADE OF SMAN 6 LUWU**

A THESIS

*Submitted to the Tarbiyah and Teacher Training Faculty of IAIN Palopo to
conduct thesis research in the context of completing undergraduate study at an
English Language Education Study Program*



- 1. Dr. Masruddin S.S., Hum.**
- 2. St. Hartina S.Pd., M.Pd.**

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
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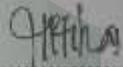
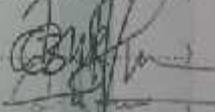
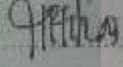
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This thesis entitled "The Use of Cup Stacking Game to Improve Students' Speaking Skill at Eleventh Grade of SMAN 6 LIWU" Which is written by Rabiuh, Reg. Number. 16.0202.0050, SI English Language Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out on Wednesday, 02nd of March 2022 M, coincided with 29 Rajab 1443 H, it is authorized and acceptable as partial fulfillment for S.Pd. degree in English language teaching.

Tuesday, 22nd of Februari 2022

21 Rajab 1443 H

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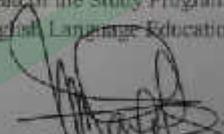
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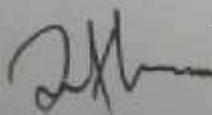
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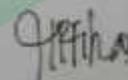
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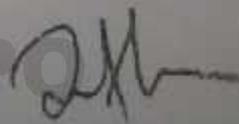
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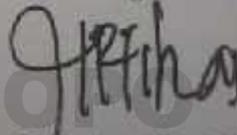
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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وَجَمَعِينَ أَمَّا بَعْدُ

Alhamdulillah Robbil Alamin, firstly let us pray to the Almighty Allah Swt. who has given us good health, guidance, blessing, and mercy so that this thesis can be completed as the requirement for the degree of Sarjana Pendidikan (S.Pd.) at the State Islamic Institute (IAIN) Palopo on the title “The Use of Cup Stacking Game to Improve Students’ Speaking Skill at Eleventh Grade of SMAN 6 Luwu”. Sholawat and salam are just for our beloved prophet Muhammad Saw. who has guided us from the darkness into the brightness.

The researcher express her appreciation and thank to all of the people who given motivation, support, encouregment, and suggestion to the researcher to finished this thesis, the special thanks to:

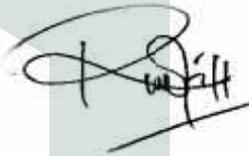
1. My appreciation and gratitude to my beloved parents, Sawedi and Jumrah, who have poured out all their love and affection and attention, both morally and materially.
2. Prof. Dr. Abdul Pirol, M.Ag, as the Rector of IAIN Palopo and all the staff of IAIN Palopo.

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Finally, the researcher prays to Allah Swt. who gives regard to all the people who helped the researcher. The researcher hopes this thesis can be useful and give a positive contribution to the readers and others.

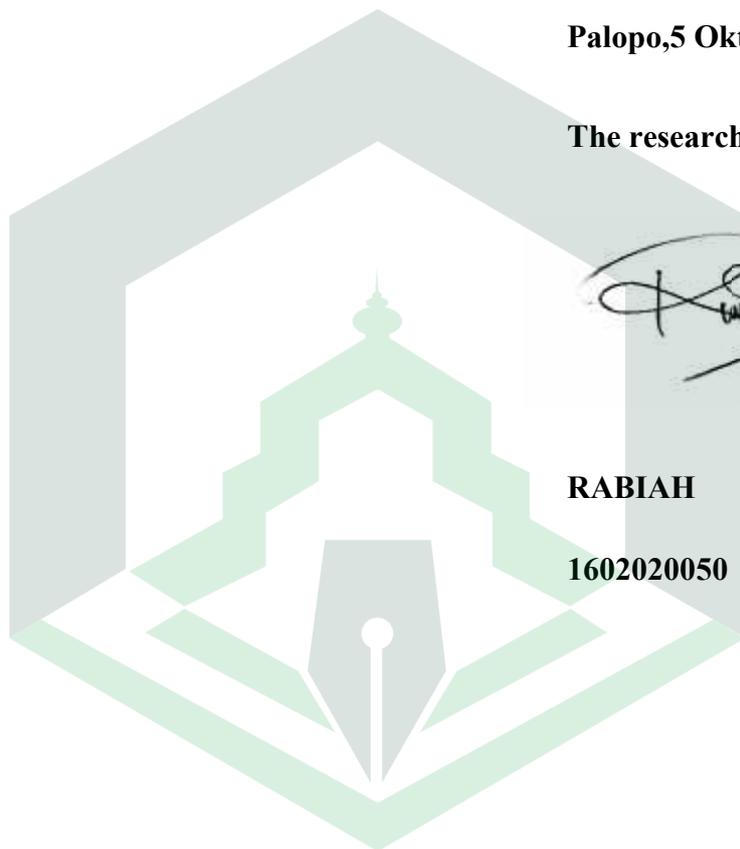
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TABLE OF CONTENTS

ACKNOWLEDGEMENT	i
TABLE OF CONTENT	iv
ABSTRACT	vi
CHAPTER I : INTRODUCTION	1
A. Background	1
B. Problem statement	3
C. Objective of Research	4
D. The significant of the Research	4
E. Scope of the Research	5
F. Limitation of Problem	5
CHAPTER II : REVIEW OF RELATED LITERATURE	6
A. Previous Study	6
B. Literature Review	8
1. Speaking	8
2. Game	17
3. CAR (Class Action Research)	18
CHAPTER III : RESEARCH METHOD	19
A. The Method of the Research	20
B. The Object of the Research	21

C. The Setting of the Research	21
D. The Instrument of the Research	22
E. The Procedure of Collecting Data.....	22
F. Technique of the Data Analysis	24
CHAPTER VI : FINDING AND DISCUSSION.....	31
A. Findings	31
B. Discussion.....	53
CHAPTER V : CONCLUSION AND SUGGESTIONS	56
A. Conclusions	56
B. Suggestion	57
REFERENCE	58
APPENDICES	60

IAIN PALOPO

ABSTRACT

Rabiah, 2021, “The Use of Cup Stacking Game to Improve Students’ Speaking Skill at Eleventh Grade of SMAN 6 Luwu”. *A Thesis of the English Department of Tarbiyah and Teacher Training Faculty State Islamic Institute (IAIN) of Palopo. Supervised by (I) Dr. Masruddin S.S., Hum. , (II) St. Hartina S.Pd., M.Pd.*

The purpose of this study was to find out the effective way to use the cup stacking game in improving students’ speaking skills at SMAN 6 Luwu. The Classroom Action Research was implemented in this research. The subject of the research was students in senior high school at SMAN 6 Luwu in class XI IPA1 which consisted of 20 students. This research was conducted in two cycles namely cycle I and cycle 2 and every cycle had four steps, namely planning, action, observation, and reflection. The result of the research found the effective way in using cup stacking media is to improve speaking skills for the student. After implementing the Cup Stacking Game, the students' mean score of the cycle 2 was higher than the mean score of cycle 1. The mean score of cycle I was 3,07 categorized as fairly good (only 45% got a good scores) and the mean score of cycle II was 4,65 categorized as very good (80% of students scored above average). Also the result of the observation in the first cycle is enough (only 20 % who got good scores), while in the second cycle it is categorized as good (85% of students got good scores). So the best implementation of cup stacking games is emphasize more on instructions of the game so that students can respond carefully to what is given. It is important to clarify the instructions for the cup stacking game rules. After that, re-checked the students' understanding of whether they had understood the rules of the game given.

Keyword: students' speaking skills, cup stacking game, Classroom Action Research

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CHAPTER I

INTRODUCTION

A. Background of the Research

Language is used as a communication tool. People certainly know how to express thoughts, opinions, feelings, and ideas through language. In this global era, English has an important role in establishing communication widely. As we know that English is the mother tongue, it's very important to improve the ability to learn English. In Indonesia, English is one of the compulsory subjects taught in senior high school. Speaking is considered an important skill to be accomplished by students.

English speaking skills can be improved from various sources. It can be taken from reading books, listening to music, increasing vocabulary, and most importantly the willingness to continue learning. In today's modern era we find many things related to the English language. For example, if we want to talk to business partners who are abroad, of course, most of them use English. Not only that, the media now almost use English in it. Furthermore, Bahadorfar and Omidvar (2015: 9) say that speaking skills can be categorized as good speaking skills when the listener can understand the words produced by the speaker.¹

As for the importance of speaking according to several experts, among others:

Bahadorfar, M. &Omidvar, R. (2015).Technology in teaching speaking skills. Acme InternationalJournal of Multidisciplinary Research, 2(4), 9-13.

- a. Referring to the opinion of De Vito (1994), there are several advantages that can be achieved by someone from learning Public Speaking as: (a) improve general communication, (b) improve public speaking skills, (c) Can improve in academic and career fields²
- a. According to Tarigan (1981:16), speaking has three general purposes, namely: (a) to inform, (b) to entertain, (c) To persuade.³

SMAN 6 Luwu is one of the secondary schools in Walenrang which studied English as their compulsory subject. However, the process of learning English needs more. From the preliminary observation conducted by the author, their facts showed that the students who studied English are passive, lacked interaction between students and teachers, also students and students. The learning activities did not motivate the students to speak. The teacher only provided material in the book and asked the student to read and did the assignment in the book. As the result, the process of learning English is ineffective because the process of learning is monotonous.

It can be a big problem if the learning activity does not modify or change. The teachers need to find a method to improve the students speaking ability. The students must increase their speaking practice if they want to develop English and can communicate well. To improve communication by using English, students need a method that can force them to speak. The situation of the class must give them an effective situation to practice their speaking skill.

²De Vito, Joseph A. (1994), *The Public Speaking Guide*. New York: Harper College
<https://www.psikologimultitalent.com/2015/11/sejarah-dan-perkembangan-public.html>

³Tarigan, Henry Guntur. 1981. *Berbicara Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.

Related to the speaking problem, the researcher offers a "cup stacking" game to improve students' ability to speak English. The stacking game cup is a kind of game by using a cup that can be used to improve students' speaking skills. In playing the game, the students will be divided into two groups to play it. Then, the cup gives a picture in the form of a profession or activity. The clue is written on a roll of paper that the students must answer or guess successfully. When successfully answered, the cup will be arranged into a tower. For the group that loses, the tower will be torn down.

The cup stacking game can improve speaking skills because of three points. The first is that students will feel happier because they are playing games. Second, it gives them the opportunities for all students to speak. The last, it encourages students' enthusiasm in learning English because they want to be the winner in playing the game. Therefore, this researcher is interested to conduct this research to improve the students speaking ability by using cup stacking games in SMAN 6 Luwu.

B. Problem Statement

The research question is formulated as follows:

"How is the appropriate way in teaching speaking skills by using cup stacking game at SMAN 6 Luwu?"

C. Objectives of the Research

The objective of this study is as followed:

1. To see whether using cup stacking media can improve the students' speaking skills in SMAN 6 Luwu
2. To find out the effective ways of cup stacking games to improve the speaking skill.

D. The Significances of the Research

There are two kinds of advantages, namely theoretical and practical benefits. The expected result of the research both theoretically and practical are as follows:

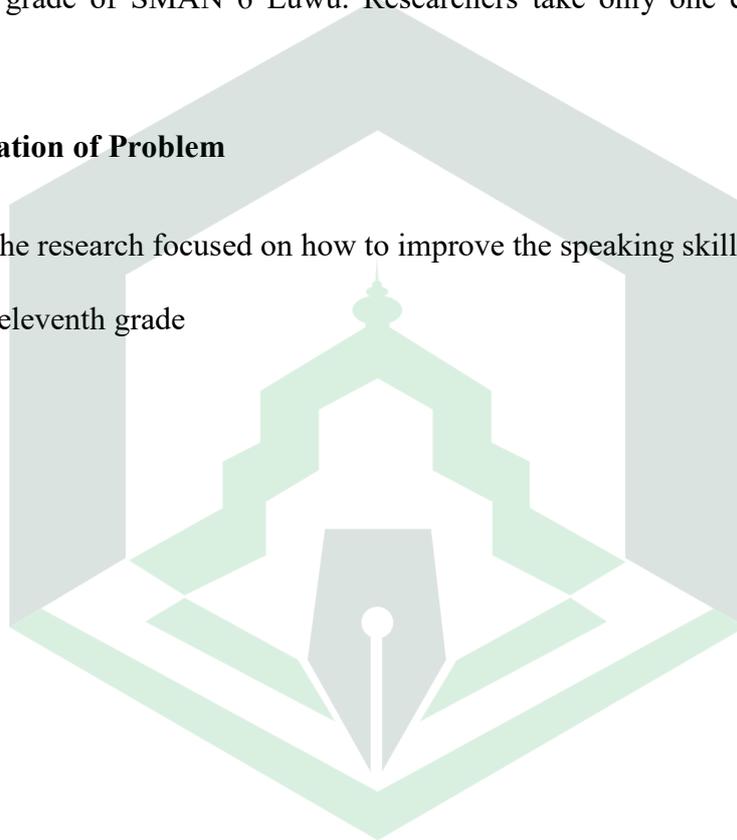
1. Theoretical Benefit
 - a. The research can be used as a reference for those who want to research teaching English by using the cup stacking game
 - b. The research can give a broader point of view for researchers in teaching English.
2. Practical Benefit
 - a. The research can help students to find the easy way of learning English
 - b. The research can help the researcher teach a better way of teaching speaking skills using the cup stacking game.
 - c. The research can be useful for English researchers in giving additional input to the teaching-learning process of speaking.

E. Scope of the Research

This research focuses on how to apply the learning model using cup stacking games as an effective way to create an effective learning process so students can show progress. It also focuses on improving the speaking skill at the eleventh grade of SMAN 6 Luwu. Researchers take only one class to conduct research.

F. Limitation of Problem

The research focused on how to improve the speaking skill at SMAN 6 Luwu at eleventh grade



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Findings

The researcher found some research that is closely related to this research as followed :

1. Yanpitherszon Liunokas 2021 found in their thesis with the title The Efficacy of Using Cup Stacking Game in Teaching Speaking to Indonesian English as Foreign Language (EFL) Students. Based on the result of data analysis, the researcher found out that the use of cup stacking game is effective in developing students' competence in speaking skill at the first semester students of the English study program of Nusa Cendana Univercity Kupang⁴
2. Banks, Jordan E.; McLean, Scott P.; and Smith, Jimmy (2015) "The Effects of Cup Stacking and Video Game Play on the Performance of a Manual Dexterity Task. Results suggest that cup stacking provides a greater effect on dexterity than video game play. This study suggests that completing a physical hands on activity is more beneficial to maintaining dexterity than playing a video game, although both types

⁴Yanpitherszon Liunokas 2021 found in their thesis with the title The Efficacy of Using Cup Stacking Game in Teaching Speaking to Indonesian English as Foreign Language (EFL) Students

of activities provide a significant effect on dexterity compared to the control group.⁵

3. Comparing Cup Stacking and Transcranial Direct Current Stimulation on Working Memory and Processing Speed. The goal of this study is to compare the effect of the Cup Stacking Method and Transcranial Direct Current Stimulation on the working memory and information processing rate on students with attention deficits.⁶

From the several studies above, it can be seen that there are similarities and differences between previous researchers and the author. The similarity lies in the method used, namely playing cup stacking. Meanwhile, the difference between previous researchers and the author is that they both use the same game, but in a different form or type to be applied to students. Here the researcher uses a cup stacking game to improve students' speaking skills.

B. Literature Review

1. Speaking

a. Definition of Speaking

Speaking is an important factor, both in the world of education and everyday life. Every human being needs good language to be able to talk to other people.⁷

⁵ Banks, Jordan E.; McLean, Scott P.; and Smith, Jimmy (2015) "The Effects of Cup Stacking and Video Game Play on the Performance of a Manual Dexterity Task," *International Journal of Exercise Science: Conference Proceedings*: Vol. 2 : Iss. 7 , Article 29. Available at: <https://digitalcommons.wku.edu/ijesab/vol2/iss7/29>

⁶ Peyman Hassani-Abharian, shirin Kooshaki *irinian journal of learning and memory vol.3* <https://iranjournals.nlai.ir/handle/123456789/770291>

⁷SukarirNuryanto, "peningkatanketerampilanberbicaraMahasiswa PGSD dalam perkuliahan Bahasa Indonesia Berbasis Konservasi Nilai-nilai Karakter Melalui Penerapan

Based on Competency Based Curriculum speaking is one of the four basic competencies that the students should gain well. It has an important role in communication. Speaking can find in the spoken cycle especially in Joint Construction of Text stage (Departmen Pendidikan Nasional, 2006)⁸. In carrying out speaking, students face some difficulties one of them is about language its self. In fact, most students get difficulties to speak even though they have a lot of vocabulary and have written them well. The problems are afraid for students to make mistakes.

Speaking is a productive skill. It could not be separated from listening. When we speak, we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message, and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

Speaking skill shows an indication that someone knows a language. In addition, speaking skills can also be used as a medium for learning, because these skills are closely related to :

- a. language skills
- b. pronunciation
- c. grammatical
- d. vocabulary

Metode Task Based Activity dengan media audio visual” jurnal penelitian pendidikan, vol 35, No. 1, (Universitas Negeri Semarang, 2018), hlm. 84

⁸Departemen Pendidikan Nasional. 2006. Kurikulum Tingkat Satuan Pendidikan (KTSP). Jakarta: Departemen Pendidikan Nasional.

e. discourse

f. listening skills etc⁹

Speaking has been regarded as merely implementation and variation, outside the domain of language and linguistic proper. Linguistic theory has mostly developed in abstraction from the context of use and source of diversity. Therefore, Clark and Clark said that speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their listeners. It is the result of the teaching-learning process. Students' skill in conversation is a core aspect in teaching speaking, it becomes a vital aspect in language teaching, learning success if the language function as a system for expressing meaning and the success in speaking is measured through someone's ability to carry out a conversation in the language. We confess that there are many proponent factors that influence teaching speaking success and there are many obstacle factors why it is not running well.

According to Ladouse (1991), speaking has described the activity as the ability to express oneself in the situation, or the activity to report acts or situations in precise words, or the ability to converse or to express a sequence of ideas fluently. Furthermore, Tarigan (1990: 8) said that “Berbicara adalah cara untuk

⁹SurwatiNingsih, “PeningkatanKeterampilanBerbicaraMelaluiMetodeBerceritaSiswaKelas PGSD Negeri 1 BeringinJyaKecamatanBumi Raya KabupatenMorowali”. *JurnalkreatifTadulaku Online*, vol 2 No 4 (UniversitasTadulaku, 2014), hlm. 244

berkomunikasi yang berpengaruh hidup kita sehari-hari". It means that speaking as a way of communication influences our individual life strongly.¹⁰

From the explanation above, the researcher concludes that speaking is what we say to what we see, feel and think. When we feel something, we want someone can hear us. So, in this process, we can call it is an interaction between two sides.

When someone speaks to another person, there will be a relationship. The relationship itself is communication. Furthermore, Wilson (1983:5) defines speaking as the development of the relationship between speaker and listener¹¹. In addition speaking, determining which logical, linguistic, psychological a physical rule should be applied in a given communicate situation". It means that the main objective of speaking is communication. In order to express effectively, the speaker should know exactly what he/she wants to speak or to communicate, he/she has to be able to evaluate the effects of his/her communication to his/her listener, he/she has to understand any principle that based his speaking either in general or in the individual.

Based on the statements above, the researcher infers that if someone speaks, he/she should understand what is he/she about. In this section, the writer should develop ideas or build some topics to be talked about and to make another respond to what speakers say.

¹⁰Tarigan, H. Guntur. 2008. *Berbicara: Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.

¹¹Wilson, S. 1983. *Living English Structure*. London: Longman.

Stern (in Risnadedi, 2001: 56-57) said to watch a small child's speech development. First, he listens, then he speaks, understanding always produces spoken. Therefore, this must be the right order of presenting the skills in a foreign language. In this learning of language included speaking, there is an activity of the speaker or learner and it has to have an effect to build speaker's or learner's desires and express how his/her feeling and acting out his/her attitudes through speaking. Thus the learning of speaking cannot be separated from language¹².

On the other hand, speaking can be called oral communication and speaking is one of the skills in English learning. This has become one important subject that teachers should give. That is why the teachers have big challenges to enable their students to master English well, especially speaking English in class or out of the class.

Wallace (1978:98)¹³ stated that oral practice (speaking) becomes meaningful to students when they have to pay attention to what they are saying. Thus, the students can learn better how to require the ability to converse or to express their ideas fluently with precise vocabularies and good or acceptable pronunciation.

Speaking ability is the students' ability in expressing their ideas orally, which is represented by the scores of speaking. Speaking is only an oral trail of abilities that it got from structure and vocabulary, Freeman (in Risnadedi, 2001:

¹²Risnadedi, (2001), "Developing Students' Speaking Ability". Journal of SMP Negeri 17 Pekanbaru. (7). 56-58

¹³Wallace, D'Arcy-Adrian. 1978. Junior Comprehension 1. England: Longman.

56-57) stated that speaking ability is more complex and difficult than people assume, and speaking study like study other cases in the study of language, naturalize many cases of language teachers. Speaking is a productive skill. It cannot be separated from listening. When we speak, we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message, and the feedback. Speaking cannot be separated from pronunciation as it encourages learners to learn the English sound.

Assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of students' performance. Written work-from jotted down a phrase to a formal essay is a performance that ultimately is assessed by the self, teacher, and possibly other students (Brown, 2003:4).

Brown (2003:141) states as with all effective tests, designing appropriate assessment tasks in speaking begins with the specification of objective or criteria. Those objectives may be classified in terms of several types of speaking performance:

1. Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, several prosodic, lexical, and

grammatical properties of language may be concluded in the criterion performance.

2. Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical phonological relationships (such as prosodic element-intonation, stress, rhythm, juncture). Examples of extensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion limited picture-cued tasks including simple sequences and relationships up to the simple sentence level.

3. Responsive

Responsive assessment tasks included interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.¹⁴

b. The Technique of Teaching Speaking

Bailey in Nunan (2003) states that there are five principles for teaching speaking; (1) be aware of the differences between second language and foreign-language learning contexts, (2) give the student practice with both fluency and accuracy, (3) provide opportunities for the student to talk by using group work or pair group, and limiting teacher talk, (4) plan speaking tasks that involve

¹⁴Brown, H. Douglas. 2001. *Language Assessment Principle and Classroom Practice*. New York: Longman

negotiation for meaning, and (5) design classroom activities that involve guidance and practice in both transactional and interactional speaking.¹⁵

When introducing a new language, the teacher should find out the genre of the text, which is meaningful. In this stage, the teacher can ask students to pronounce the unfamiliar words, find out the meaning of the expression used in the text.

Other techniques used for teaching speaking:

Information gap by using pictures

1. By using photographs
2. By using song
3. By using the mysterious thing
4. The educational drama covers miming, role play, the empty chair, simulation.

The educational drama covers miming, role play, the empty chair, simulation

c. The Types of Speaking

1. Interactive
 - a. Face to face conversations
 - b. Telephone calls
 - c. We are alternately listening and speaking

¹⁵ Bailey, K. M. 2003. Speaking. In Nunan, David (editor), *Practical English Language Teaching*. Singapore: McGraw-Hill.

- d. Chance to ask for clarification, repetition, or slower speech from our conversation partner.
2. Partially Interactive
 - a. Giving a speech to a live audience, where the convention is that the audience does not speak.
 - b. The speaker checks comprehension from the audience's faces.
 3. Non-Interactive
 - a. When recording a speech for a radio broadcast
 - b. performing in a play reciting a poem
 - c. reciting a poem
 - d. singing

d. The Problem of Speaking

The learners have difficulties in learning the language. Particularly in improving speaking skills is not easy for the students. The following are the problem of speaking skills (Munjayanah, 2004:17).¹⁶

1. Inhibition

Unlike reading, writing, or listening actives, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say a thing in the foreign language in the classroom: worried about mistakes or simply shy of the attention that their speech attracts.

2. Nothing to say

¹⁶(Munjayanah, 2004:17) The following are the problem of speaking skill

Even they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

3. Low or uneven participation

Only one participation can talk at a time if he is to be heard, and in a large group, this means each one will have only very little talking time. This problem is compounded of some learners to dominate, while others speak very little or not at all

4. Mother tongue use

It is easier for the students to use their mother tongue in their class because it looks natural. Therefore, most of the students are not disciplined in using the target language in the learning process.

2. Games

a. Definition of Game

A game is something that can be played with certain rules so that there are winners and losers, usually in a non-serious context or for refreshing purposes. (Dawang Muchtar, 2005).¹⁷

A game is a system in which players engage in artificial conflicts, defined by rules, that produce measurable outcomes. (Katie Salen and Eric Zimmerman: 2003)¹⁸

¹⁷Dawang Muchtar, 2005 definisi game

¹⁸Katie Salen and Eric Zimmerman: 2003 definition of game

b. Cup Stacking Game

1. Definition of Cup Stacking Game

Cup stacking is one of the games that made students fun in the study. Sport stacking, also known as cup stacking or speed stacking, is an individual and a team sport that involves stacking 9 or 12 (usually 12) specially designed cups in pre-determined sequences as fast as possible. The cups there are specially designed to allow for speedier times. Participants of sport stacking stack cups in specific sequences, by aligning the inside left lateral adjunct of each cup with that of the next (Wikipedia).

2. The Procedure of Using Cup Stacking Game

The cup stacking games can be played by following those procedures:

- a. Provide several cups that have been pasted with pictures in the form of nouns or professions
- b. Provide a roll of paper containing vocabulary
- c. The teacher divides the students into two groups
- d. Participants from the group that will play in the first session line up to the back
- e. A student will be on duty at the front to take a roll of paper containing instructions, then explain to his friend who is in the first row
- f. Students who are in the first line of assignments, answer the instructions intended to match the cups that have been attached to the picture

- g. After answering, the cup will be set one by one
- h. And so on until it is answered and the cups are set in the form of a tower
- i. The group, whose cups manage the higher form a tower is the winner

3. Classroom Action Research (CAR)

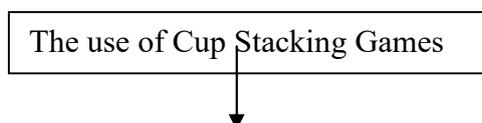
a. The Definition of CAR

Kemmis & Mc Taggart (1988) Classroom Action Research is a form of collective self-reflection undertaken by its participants in social situations to improve the reasoning and fairness of those practices and of the situations in which these practices are carried out.

b. The Model of Kemmis & Mc Taggart (1988)

The model proposed by Kemmis & Mc Taggart is a further development of Kurt Lewin's model. There is no difference in principle between the two. This model is widely used because it is simple and easy to understand. Kemmis & Taggart's designs can include several cycles, each consisting of the following stages: planning (plan), implementation and observation (act & observe), and reflection (reflect). These stages take place repeatedly until the research objectives are achieved¹⁹.

c. Conceptual Framework



¹⁹Jakni. 2017. Classroom Action Research. Bandung: Alfabeta.

Classroom Action Research



Improving Student Speaking Skill



IAIN PALOPO

CHAPTER III

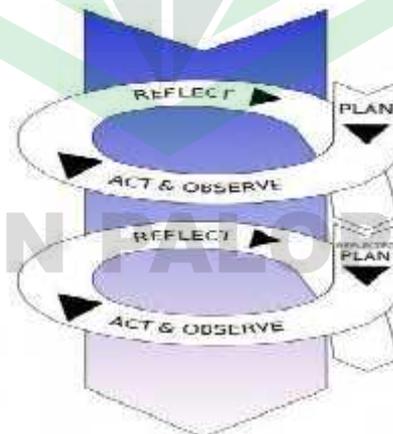
RESEARCH METHODOLOGY

A. The Method of Research

The research was conducted by using Classroom Action Research (CAR). In CAR, one action is called a cycle. What is meant by one cycle is a series of research activities consisting of four steps, namely planning, acting, observing, and reflecting. In CAR, a minimum of two cycles is carried out and in one cycle consists of at least two learning meetings. The number of cycles ended when the researcher felt that he had gotten an improvement as expected.

The model of CAR implemented in this research was Kemmis and Taggart model as followed:

Figure 1: Kemmis and Taggart model of CAR



It is a form of research that takes place in the classroom in the form of certain actions taken to improve the learning process of teaching to improve

learning outcomes better than ever before. Class action research can be used as an implementation of various programs in the school, by examining various indicators of the success of the process and learning outcomes that occur in students or the success of the process and the results of the implementation of various school programs.

B. The Subject of the Research

The subjects of this research are students of SMA 6 Luwu which was taken from class XI IPA 1 with 20 students consisted of 9 males and 11 females. The subject was taken by using purposive sampling. From 20 students there were several students who had abilities above the average because of self-taught, there were also some students who had intermediate abilities, and not many students who had abilities below the average.

C. Time and Place of the Research

The research was conducted at SMU 6 Luwu in class XI. It was conducted from 05 Oktober-05 November 2021.

Table 3.0 time and activity of the research

Cycle I	Day / date	Activity
Meeting 1	05/10/2021	Planning
Meeting 2	09 s/d 16/10/2021	Action and Observation
Meeting 3	18/10/2021	Reflection
Cycle II	Day/date	Activity
Meeting 1	23/10/2021	Planning

Meeting 2	25 s/d 30/10/2021	Action and Observation
Meeting 3	01 s/d 05/10/2021	Reflection

D. The Instrument of the Research

1. Observation Sheet

The observation was conducted by using the observation sheet. Observations are carried out in two parts. It carried out during the implementation of cup stacking games to determine the activities and abilities of students during the implementation of cup stacking games so that researchers know what actions should be taken. The observation sheet used to note all the activities during the action given. It was used again in the implementation of Cycle 2.

2. Speaking Test

The researcher gave the speaking test by asking the student to describe a topic given. The topics given are in the form of noun, profession, and animals when playing the cup stacking games.

E. The Procedure of Collecting Data

The procedure of collecting data was followed Kemmis and Taggart model which is divided into 4 steps: planning, acting, observing, and reflecting :

1. Planning (Develop a plan of action)
 - a. Choose a research class
 - b. Develop the lesson plan

- c. Makes playing instruments using cups. It takes about 12-15 cups, then a picture of the profession or activity, and a roll of paper with instructions.
 - d. Making research instruments in the form of observation sheet and speaking test
 2. Acting (Implementing the Cup Stacking games)
 - a. Provide materials about speaking
 - b. Introducing cup stacking game teaching materials
 - c. Applies the cup stacking game. The stage that the researcher did when taking over the class was. The researcher divided the students into 2 groups to play the game. Then the researcher explained again in detail how to play the given game. During the game, the researcher assessed the extent of the students' speaking skills.
 3. Observing

During the learning process the researcher observes the situation of the teaching and learning process and sees how the participation and evaluation of students during these three meetings.
 4. Reflection

At this stage, the researcher collected the results obtained in the observation stage for analysis. The researcher made conclusions about the use of cup stacking game in cycle I and cycle II. This classroom action research was successful if the following requirements are met:

- a. From the speaking test : There are 75% of students reach 3.1-4.0 score (good) as the minimum standard score
- b. From the observation : There are 75% of students have good (score :4) criteria in participation during class learning

F. Technique of Data Analysis

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

1. To analyze the students speaking test, there would be some criteria used criteria were as follows:

- Accuracy
- Fluency
- Comprehensibility

These all evaluated using the scoring rubric as follow:

Scoring student's speaking test

To analyze the data, the researchers determined the scoring classification uses profile J.B Heaton, *Writing English Language Test (Ed. 1: New York Inc, 1998), p. 100.* which includes Accuracy, Fluency, and comprehensibility.²⁰

Those assessment criteria are as follows:

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

Table 3.1 The Accuracy Criteria

	Rating	Accuracy
Excellent	6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical or lexical errors.
Very good	5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
Good	4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors are confusing.
Fair	3	Pronunciation is influenced by the mother tongue but only a few serious phonological and lexical errors, some of which confuses.
Poor	2	Pronunciation is seriously influenced by the mother tongue with errors causing a breakdown in communication. Many basic and grammatical errors.
Very poor	1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course. ²¹

Table 3.2 The Fluency Criteria

	Rating	Fluency
Excellent	6	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but not only one or two unnatural pauses.
Very good	5	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Fair	3	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. The range of expression is often limited.

²¹ J.B Heaton, Writing English Language Test (Ed. 1: New York Inc, 1998), p. 100.

Poor	2	Long paused while he researcher for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the efforts at the time. Limited range of expression.
Very poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

Table 3.3 The Comprehensibility Criteria

	Rating	Comprehensibility
Excellent	6	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarification are required.
Very good	5	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
Good	4	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message to seek clarification
Fair	3	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.
Poor	2	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
Very poor	1	Hardly anything of what is said can be understood. Even when the listener makes a great effort to interrupt, the speaker is unable to clarify anything he seems to have said. ²²

²² J.B Heaton, Writing English Language Test (Ed. 1: New York Inc, 1998), p. 100.

The following classification of used to determine the students level:

Table 3.4 Rating scale classification

Classification	Rating	Criteria
Excellent	6	5.1-6.0
Very good	5	4.1-5.0
Good	4	3.1-4.0
Fairly	3	2.1-3.0
Poor	2	1.1-2.0
Fail	1	0.1-1.0

2. The data from the speaking test will be analyzed by using this formula :

Where: \bar{x} = Mean Score

Σx = The sum of all score

N = The total number of subjects

$$\bar{x} = \frac{\Sigma x}{N}$$

(Gay, 1987: 361)

To measure the achievement of learning targets and the successful implementation of this method if there are 75% of students reach 3.1-4.0 score (good) as the minimum standard score.

Data analysis will be carried out during the observation and learning process. In this case, the researcher sees how the development of students who are doing learning by providing games that have been applied.

This analysis is used as an evaluation of the performance of the game whether it has an influence on the development of student's English speaking skills or not. In this stage of reflection, the researcher examines what has worked or has not been successful in applying the research, what was produced and why it happened. The main target of the writer in this research is the development in the learning process of improving speaking skills that occur in the classroom because it refers to the type of classroom action research.

a. Observation Sheet

The data from the observation sheet during activities in learning can be seen in the following table:

Table 3.5 Observation Sheet

No.	Indicators or aspects observed	5	4	3	2	1
1.	Listen to the teacher's explanation					
2.	Answer the teacher's questions					
3.	Asking questions					
4.	Responding to or working on student worksheets					
5.	Activities in learning to speak English					
6.	Discipline in participating in learning to speak English					
7.	Active participation of students in learning					
8.	The joy in students' enthusiasm in learning to speak English					

Criteria :

1. Very Poor
2. Poor
3. Enough
4. Good
5. Very Good

The data analyzed by using this formula :

Where: \bar{x} = Mean Score

$\sum x$ = The sum of all score

N = The total number of subjects

$$\bar{x} = (\sum x)/N$$

(Gay, 1987: 361)

The action is successful if there are 75% of students have good (score : 4) criteria in participation during class learning

b. Working Indicators

The classroom action research are successful if the following requirements are met:

- a. The speaking test : there are 75% of students reach 3.1-4.0 score (good) as the minimum standard score.
- b. The observation : there are 75% of students have good (score :4) criteria in participation during class learning.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

Cycle I

1. Planning

To carry out classroom action research, the researcher first made a lesson plan as a reference so that the implementation process in the cup stacking game in improving students' speaking was more focused. After making a lesson plan, the researcher prepares cup stacking media to be applied to the learning process

2. Action

The cycle 1 section was held off third – meetings. In the first meeting, the steps can be explained as follows:

Meeting I

a. Opening Class

The students first prepare the class and then pray before started the lesson and after that greet to the teacher, then the teacher checks the students' attendance.

b. Running Class

1. The researcher explains the material to be taught, starting with the understanding of speaking, before explaining about speaking, the

researcher first tries to explore the learner's knowledge about what speaking is.

2. After explaining the materials, the researcher then divides the learners into two groups.
3. The researcher explains what to do where students play the cup stacking game.
4. The researcher explains the procedure for using the cup stacking game.
5. Before the cup stacking game was applied, the researcher first tested the level of students' speaking by giving a picture of a cell phone and asking each student to describe the picture.
6. The next stage is the evaluation stage, at this stage, the researcher allows students to ask what are their obstacles in speaking

c. Closing Class

The teacher re-explains the material that has been given and provides conclusions before closing the class

Meeting 2

a. Opening Class

The students first prepare the class and then pray before started the lesson and after that greet to the teacher, then the teacher checks the students' attendance.

b. Running Class

1. The researcher explains the material to be taught, starting with the understanding of speaking, before explaining about speaking, the

researcher first tries to explore the learner's knowledge about what speaking is.

2. The researcher asked the students to come forward and introduce themselves in front of the class using English. The aim of the research is to make students more confident and accustomed to speaking in the class.

3. The next stage is the evaluation stage, at this stage, the researcher allows students to ask what are their obstacles in speaking

c. Closing Class

The researcher re-explain the material that has been given and provides conclusions before closing the class.

Meeting 3

a. Opening Class

The students first prepare the class and then pray before started the lesson and after that greet to the teacher, then the teacher checks the students' attendance.

b. Running Class

1. The researcher explains the material to be taught, starting with the understanding of speaking, before explaining about speaking.

2. At the third meeting, the steps were the same as the first meeting, but at the third meeting, the topic given was noun

3. After the cup stacking game was over, the researcher again tested the students' speaking ability by describing a picture of a laptop, and then

the students described the picture. After that, a joint evaluation was carried out in the form of questions and answers about what the students' obstacles were in speaking and doing reflection from the first to the third meeting regarding the improvement in speaking obtained by students.

c. Closing Class

The researcher conducts reflection from the first meeting to the third meeting

Table 4.0 The result of students speaking test in cycle I

Respondent	Accuracy	Fluency	Comprehensibility	Total	Final Score	Category	Result
R1	3	3	4	10	3,3	Good	Complete
R2	3	3	3	9	3	Fairly good	Incomplete
R3	3	3	3	9	3	Fairly good	Incomplete
R4	4	2	4	10	3,3	Good	Complete
R5	3	2	3	8	2,6	Fairly good	Incomplete
R6	3	3	4	10	3,3	Good	Complete
R7	3	3	4	10	3,3	Good	Complete
R8	2	4	4	10	3,3	Good	Complete

R9	4	3	3	10	3,3	Good	Complete
R10	4	3	3	10	3,3	Good	Complete
R11	3	3	3	9	3	Fairly good	Incomplete
R12	3	2	3	8	2,6	Fairly good	Incomplete
R13	4	3	3	10	3,3	Good	Incomplete
R14	3	3	3	9	3	Fairly good	Incomplete
R15	3	4	4	11	3,6	Good	Complete
R16	3	3	3	9	3	Fairly good	Incomplete
R17	4	3	3	10	3,3	Good	Complete
R18	2	3	4	9	3	Fairly good	Incomplete
R19	2	3	3	8	2,6	Fairly good	Incomplete
R20	2	3	2	7	2,3	Fairly good	Incomplete
Total	61	59	66	186	61,4		

The mean score of speaking test in the cycle 1

$$\begin{aligned}
 \bar{x} &= \frac{\sum x}{N} \\
 &= \frac{61,4}{20} \\
 &= 3,07
 \end{aligned}$$

From the table there was 9 students got complete category and 11 students got incomplete category

Table 4.1 from Speaking Test in Cycle 1

NO	Criteria	Category	Frequency	Percentage
1	5.1-6.0	Excellent	-	-
2	4.1-5.0	Very good	-	-
3	3.1-4.0	Good	9	45%
4	2.1-3.0	Fairly good	11	55%
5	1.1-2.0	Poor	-	-
6	0.1-1.0	Very poor	-	-
TOTAL				100%

The table 4.0 above showed that the highest score was 3,6 and the lowest score was 2,6. From the table 4.1 speaking test in cycle I was 45% which categorized as good and 55% which categorized as fairly good

The result of speaking test in cycle 1 was explained into three categories namely accuracy, fluency and comprehensibility as the following :

Table 4.2 Score Percentage Accuracy

Rating	Score	Category	Frequency	Percentage
6	5.1-6.0	Excellent	-	-
5	4.1-5.0	Very good	-	-
4	3.1-4.0	Good	5	25%
3	2.1-3.0	Fairly good	11	55%
2	1.1-2.0	Poor	4	20%
1	0.1-1.0	Very poor	-	-

Total score	20	100%
-------------	----	------

Table 4.2 shows that class action research students speaking skills, especially in the accuracy of speech most of the students got good to a poor score. There were 4 students (20%) who got poor scores. There were 11 students (55%) who got fair scores and was 5 students (25%) who got good scores.

Table 4.3 Score Percentage Fluency

Rating	Score	Category	Frequency	Percentage
6	5.1-6.0	Excellent	-	-
5	4.1-5.0	Very good	-	-
4	3.1-4.0	Good	2	10%
3	2.1-3.0	Fairly good	15	75%
2	1.1-2.0	Poor	3	15%
1	0.1-1.0	Very poor	-	-
Total score			20	100%

Table 4.3 shows that class action research students speaking skills, especially in the fluency of speech most of the students got fair to a poor and good score. There were 3 students (15%) who got a poor score. There were 15 students (75%) who got fair scores and was 2 students (10%) who got good scores.

Table 4.4 Score Percentage Comprehensibility

Rating	Score	Category	Frequency	Percentage
6	5.1-6.0	Excellent	-	-
5	4.1-5.0	Very good	-	-
4	3.1-4.0	Good	7	35%
3	2.1-3.0	Fairly good	12	60%
2	1.1-2.0	Poor	1	5%

1	0.1-1.0	Very poor	-	-
Total score			20	100%

Table 4.4 shows that class action research students speaking skills, especially in the comprehensibility of speech most of the students got fair to a poor and good score. There were 1 students (5%) who got a poor score. There were 12 students (60%) who got a fairly good score and was 7 students (35%) got a good score

3. Observation

Table 4.5 Observation Student' Scores

No	Student's Name	Observation Score's								Mean	Category	Result
		St. 1	St. 2	St. 3	St. 4	St. 5	St. 6	St. 7	St. 8			
1	S 1	4	2	2	3	2	2	3	2	2.5	Poor	Incomplete
2	S 2	4	2	2	3	2	2	3	2	2.5	Poor	Incomplete
3	S 3	4	2	2	3	2	2	3	3	2.6	Poor	Incomplete
4	S 4	4	2	2	3	2	2	3	3	2.6	Poor	Incomplete
5	S 5	4	2	2	3	3	4	3	4	3.2	Enough	Complete
6	S 6	4	2	2	3	2	2	3	3	2.6	Poor	Incomplete
7	S 7	5	3	2	3	2	2	3	4	3	Enough	Complete
8	S 8	4	2	3	3	3	4	3	4	3.2	Enough	Complete

9	S 9	5	3	2	3	4	4	5	4	3.7	Enough	Complete
10	S 10	5	3	4	3	5	4	3	5	4	Good	Complete
11	S 11	4	2	2	3	2	2	3	3	2.6	Poor	Incomplete
12	S 12	4	2	2	3	2	2	3	3	2.6	Poor	Incomplete
13	S 13	4	2	2	3	2	2	3	3	2.6	Poor	Incomplete
14	S 14	5	3	4	3	5	4	3	3	3.7	Good	Complete
15	S 15	4	3	3	3	2	2	3	3	2.8	Poor	Incomplete
16	S 16	4	2	2	3	2	2	3	3	2.6	Poor	Incomplete
17	S 17	4	2	2	3	2	2	3	3	2.6	Poor	Incomplete
18	S 18	5	3	4	3	5	4	3	3	3.7	Good	Complete
19	S 19	5	3	4	3	5	4	3	3	3.7	Good	Complete
20	S 20	4	3	3	3	2	2	3	3	2.8	Poor	Incomplete

The mean score of Observation Student' Scores in cycle I

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

$$= \frac{59,6}{20}$$

=2,98

From the table observation student scores is 2,98 as categorize enough.

Table 4.6 Frequency and Percentage of Student Scores from Observation in Cycle 1

NO	Criteria	Category	Frequency	Percentage
1	4.1-5.0	Very good		
2	3.1-4.0	Good	4	20%
3	2.1-3.0	Enough	4	20%
4	1.1-2.0	Poor	12	60%
5	0.1-1.0	Very poor		
Total				100%

Based on the table frequency and percentage of student scores from observation in cycle 1 was 20% which categorized as good, 20% which categorized as enough and 60% which categorized as poor.

4. Reflection

Before proceeding to cycle 2, the researcher first conducted an evaluation by interviewing students and discussing with collaborating teachers about what were the difficulties during the learning process and what were the shortcomings in cycle 1 so that there were improvements in cycle 2. As for the evaluation results or suggestions obtained: (1) a more detailed explanation of the procedure

for using cup stacking games (2) the application of the cup stacking game in cycle 1 is very less because it is only done once(3)should be given a reward for the winner of the game.

The implementation of learning in cycle 1 aims to improve students' speaking skills. When they first started learning by stacking cups, some students still seemed less focused and less interested because they were still unfamiliar with the game.

Returning to the purpose of this study, the researcher concluded that in the first cycle the implementation of learning to speak using cup stacking was still not good. This is what underlies the researcher to continue to cycle II because if the researcher only arrived at cycle I this research was declared unsuccessful because it did not achieve the predetermined goals and had not reached the student's KKM score. It can be seen from the result of observation which was categorized as enough (2,98) and the result of speaking test which was categorized as fairly (3,07).

Cycle II

At this stage, the researcher resumes the second cycle because in the first cycle the students have not reached the research target.

Cycle II lasted for three meetings, two face-to-face meetings, and one evaluation meeting at the end of the cycle. The purpose of cycle II is to repeat the activities in cycle I by making improvements in ways that are considered lacking in cycle 1.

Before proceeding to cycle 2, the researcher re-evaluated the strategy that would be used. In cycle II the researcher clarified the instructions for the cup stacking game rules. After that, the researcher re-checked the students' understanding of whether they had understood the rules of the game given. Then the researcher would give a reward to the winner.

1. Planning

To carry out action research in the next cycle, it is necessary to make a difference that has been made and developed previously, namely making lesson plans by referring to the forum group discussion conducted between researchers, teachers and students. Then make changes to the strategy for implementing the cup stacking game as follows:

1. Clarify game instruction
2. In cycle 2 the game of cup stacking is applied to every meeting
3. Check student understanding
4. Giving reward

2. Action

The cycle II, the section was held off third – meetings. In the first meeting, the steps can be explained as follows:

Meeting I

- a. Opening Class

The students first prepare the class and then pray before started the lesson and after that greet to the teacher, then the teacher checks the students' attendance.

b. Running Class

1. The researcher started the activities by greeting before starting the process in teaching and learning.
2. The researcher communicated the learning objectives that have taken place.
3. The researcher explains the material to be taught, starting with the understanding of speaking, before explaining about speaking, the researcher first tries to explore the learner's knowledge about what speaking is.
4. After explaining the materials, the researcher then divides the learners into two groups.
5. The researcher explains what to do where students play the cup stacking game.
6. The researcher explains the procedure for using the cup stacking game.
7. After explaining the procedure for using the media, the researcher distributed a media cup to each group, then each group was only given 4 minutes to play the game.
8. Re-check students' understanding of the cup stacking game by asking students to re-explain the procedure for the game

9. After playing the game, the researcher gave a post-test to each student, which was to describe a laptop to see how far the students' speaking ability was.
10. After learning the cup stacking game, the researcher conducted classroom observations to assess student activity during the learning process and then evaluated the results of the fourth to last meetings.
11. Giving rewards to the winners

c. Closing Class

The teacher re-explains the material that has been given and provides conclusions before closing the class

Meeting 2

a. Opening Class

The students first prepare the class and then pray before started the lesson and after that greet to the teacher, then the teacher checks the students' attendance.

b. Running Class

1. The researcher started the activities by greeting before starting the process in teaching and learning.
2. At the second meeting, the steps were the same as the fourth meeting of cycle II, but at the second meeting, the researcher again explained

the steps in the cup stacking game then return to playing the game to improve students' speaking skills with professional topics.

3. Re-check students' understanding of the cup stacking game by asking students to re-explain the procedure for the game
4. After learning the cup stacking game, the researcher conducted classroom observations to assess student activity during the learning process
5. Giving rewards to the winners

c. Closing Class

The teacher re-explains the material that has been given and provides conclusions before closing the class.

Meeting 3

a. Opening Class

The students first prepare the class and then pray before started the lesson and after that greet to the teacher, then the teacher checks the students' attendance.

b. Running Class

1. The researcher started the activities by greeting before starting the process in teaching and learning.
2. At the third meeting, the steps were the same as the second meeting, but at the third meeting, the material taught was cup stacking games with topic fruits.
3. Re-check students' understanding of the cup stacking game by asking students to re-explain the procedure for the game

4. After learning the cup stacking game, the researcher conducted classroom observations to assess student activity during the learning process
5. Giving rewards to the winners

c. Closing Class

The teacher re-explains the material that has been given and provides conclusions before closing the class. The researcher conducts reflection from the fourth meeting to the sixth meeting.

Table 4.7 The result of students speaking test in cycle II

Respondent	Accuracy	Fluency	Comprehensibility	Total	Final Score	Category	Result
R1	5	6	5	16	5,3	Excellent	Complete
R2	5	5	5	15	5	Very good	Complete
R3	5	5	5	15	5	Very good	Complete
R4	3	2	3	8	2,6	Fairly	Incomplete
R5	5	5	5	15	5	Very good	Complete
R6	5	6	6	17	5,6	Excellent	Complete
R7	5	5	5	15	5	Very good	Complete
R8	5	5	5	15	5	Very good	Complete
R9	5	5	5	15	5	Very good	Complete
R10	5	5	6	16	5,3	Excellent	Complete
R11	6	5	5	16	5,3	Excellent	Complete
R12	5	5	6	15	5,3	Excellent	Complete

R13	5	6	5	16	5,3	Excellent	Complete
R14	5	5	6	16	5,3	Excellent	Complete
R15	2	3	3	8	2,6	Fairly	Incomplete
R16	4	2	2	8	2,6	Fairly	Incomplete
R17	5	5	5	15	5	Very good	Complete
R18	5	6	5	16	5,3	Excellent	Complete
R19	3	2	3	8	2,6	Fairly	Incomplete
R20	5	5	5	15	5	Very good	Complete
Total	93	93	90	280	93,1		

The mean score of speaking test in the cycle 2

$$\begin{aligned}
 \bar{x} &= \frac{\sum x}{N} \\
 &= \frac{93,1}{20} \\
 &= 4,65
 \end{aligned}$$

From the table there was 4 students got incomplete category and 16 students got complete category.

Table 4.8 from Speaking Test in Cycle II

NO	Criteria	Category	Frequency	Percentage
1	5.1-6.0	Excellent	8	40%
2	4.1-5.0	Very good	8	40%
3	3.1-4.0	Good		

4	2.1-3.0	Fairly good	4	20%
5	1.1-2.0	Poor	-	-
6	0.1-1.0	Very poor	-	-
TOTAL				100%

The table 4.7 above showed that the highest score was 5,6 and the lowest score was 2,6. From the table 4.8 speaking test in cycle II was 40% which categorized as excellent, 40% which categorized as very good and 20% which categorized as fair.

The result of speaking test in cycle 1 was explained into three categories namely accuracy, fluency and comprehensibility as the following :

Table 4.9 Score Percentage accuracy

Rating	Score	Category	Frequency	Percentage
6	5.1-6.0	Excellent	1	5%
5	4.1-5.0	Very good	16	80%
4	3.1-4.0	Good	-	-
3	2.1-3.0	Fairly good	3	15%
2	1.1-2.0	Poor	-	-
1	0.1-1.0	Very poor	-	-
Total score			20	100%

Table 4.9 shows that class action research students speaking skills in the cup stacking (topic animals) especially in the accuracy of speech most of the students got fair, very good to an excellent score. There were 16 students (80%) who got very good scores, 15% got fair and there were 1 student (5%) who got an excellent score.

Table 4.10 Score Percentage Fluency

Rating	Score	Category	Frequency	Percentage
6	5.1-6.0	Excellent	4	20%
5	4.1-5.0	Very good	12	60%
4	3.1-4.0	Good	-	-
3	2.1-3.0	Fairly good	4	20%
2	1.1-2.0	Poor	-	-
1	0.1-1.0	Very poor	-	-
Total score			20	100%

Table 4.10 shows that class action research students speaking skills in the cup stacking game (topic animals) especially in the fluency of speech most of the students got very good to an excellent and poor score. There were 4 students (20%) who got excellent scores. There were 12 students (60%) who got very good scores and was 4 students (20%) who got fair.

Table 4.11 Score Percentage Comprehensibility

Rating	Score	Category	Frequency	Percentage
6	5.1-6.0	Excellent	4	20%
5	4.1-5.0	Very good	12	60%
4	3.1-4.0	Good	-	-
3	2.1-3.0	Fairly good	4	20%
2	1.1-2.0	Poor	-	-
1	0.1-1.0	Very poor	-	-
Total score			20	100%

Table 4.11 shows that class action research students speaking skills in cup stacking (topic animals) especially in the comprehensibility of speech most of the students got very good to an excellent and poor score. There were 4 students

(20%) who got excellent scores. There were 12 students (60%) who got very good scores and was 4 students (20%) who got fair.

3. Observation

Table 4.12 Observation Student' Scores

No	Student's Name	Observation Score's								Mean	Category	Result
		St. 1	St. 2	St. 3	St. 4	St. 5	St. 6	St. 7	St. 8			
1	S 1	4	3	2	5	4	3	3	5	3.6	Enou gh	Co mpl ete
2	S 2	4	4	3	4	3	5	5	4	4	Good	Co mpl ete
3	S 3	4	4	5	3	5	4	4	5	4,2	Good	Co mpl ete
4	S 4	4	4	5	4	5	4	4	5	4.3	Good	Co mpl ete
5	S 5	4	4	5	4	5	4	5	5	4.5	Good	Co mpl ete
6	S 6	4	5	5	4	5	4	5	5	4,6	Good	Co mpl ete
7	S 7	5	4	5	5	5	4	4	5	4,6	Good	Co mpl ete
8	S 8	4	5	4	4	5	5	5	5	4,6	Good	Co mpl ete
9	S 9	5	4	5	5	5	4	5	5	4,7	Good	Co mpl ete
10	S 10	5	3	4	3	5	4	3	5	4	Good	Co mpl

													ete
11	S 11	5	4	5	4	5	4	4	5	4,5	Good	Co mpl ete	
12	S 12	5	3	4	3	5	4	3	5	4	Good	Co mpl ete	
13	S 13	5	3	4	3	5	4	3	5	4	Good	Co mpl ete	
14	S 14	5	3	4	3	5	4	3	5	4	Good	Co mpl ete	
15	S 15	4	4	4	4	4	5	4	4	4,1	Good	Co mpl ete	
16	S 16	5	3	4	3	5	4	3	5	4	Good	Co mpl ete	
17	S 17	4	2	2	3	2	2	3	3	2.6	Poor	Inco mpl ete	
18	S 18	5	3	4	3	5	4	3	5	4	Good	Co mpl ete	
19	S 19	5	3	4	3	5	4	3	5	4	Good	Co mpl ete	
20	S 20	4	3	3	3	2	2	3	4	3.5	Enou gh	Co mpl ete	

The mean score of Observation Student' Scores in cycle II

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

$$= \frac{81,8}{20}$$

$$= 4,09$$

From the table observation student scores is 4,09 as good categorized.

Table 4.13 Frequency and Percentage of Student Scores from Observation in Cycle 2

NO	Criteria	Category	Frequency	Percentage
1	4.1-5.0	Very good		
2	3.1-4.0	Good	17	85%
3	2.1-3.0	Enough	2	10%
4	1.1-2.0	Poor	1	5%
5	0.1-1.0	Very poor		
Total				100%

Based on the table frequency and percentage of student scores from observation in cycle 2 was 85% which categorized as good, 10% which categorized as enough and 5% which categorized as poor.

4. Reflection

Based on the results of the speaking test and student observation scores, it can be seen in the first cycle that the mean score for the speaking test was 3.07 fair category (only 45% got a good scores) and for the mean student observation score was 2.98 enough category (only 20 % who got good scores). While in cycle 2 the mean score of speaking test was 4,65 very good category (80% of students scored above average) and for the mean students observation score was 4.09 as a good categorized (85% of students got a good scores).

The implementation of learning in cycle 1 aims to improve the speaking skill students by using cup stacking game, some learner's still looked less focused and less interested because they are still unfamiliar with the media used. When the researcher explains the material being taught, some learners do not focus on what the researcher says and only focus on their activities. Students also don't respond well when researchers ask questions because their speaking skills are still lacked. In the second cycle the students have started to be able to respond well and focus on the cup stacking game. students also feel more enjoy in the learning process because of the games provided

B. Discussion

In learning English, we learn about speaking, but most students don't or even have minimal learning to speak. Speaking in English is related to what is seen, felt, heard, and expressed in the form of words. If speaking is done by more than one person, it will lead to a conversation or interaction. The ability of class XI science students at SMAN 6 Luwu in using speaking during the English learning process is still low. It can be seen that they cannot express their ideas using English when interacting in a special class in English subjects. On the other hand, most of the students do not master the form of words because they rarely practice English in their life. In addition, students' knowledge of vocabulary is very little which hinders students in doing the speaking. The researcher then offered a solution based on this problem by using the cup stacking game to teach speaking in class XI IPA SMAN 6 Luwu.

The results of research that have been carried out in two cycles show that cup stacking games can be used in learning speaking in class XI IPA SMAN 6 Luwu. Based on these results, the average score in cycle 1 for cup stacking learning is 3,07 which is included in the fairly good category. Student scores in cycle 1 are still lacking. In addition, the results of observations showed that the category of student responses in learning activities with cup stacking games was "enough". Students do not understand how to play the game. This makes students confused and learning activities become noisy. Therefore, students are less serious about understanding the material. Cycle 1 has not been successful with student scores and the situation of students in learning activities is still low.

While at cycle 2 the average value of students is 4,65. The student's score in cycle 2 has increased to a very good category. Then, the results of observations showed that the category of student responses during learning activities in the stacking cup game was good. The students already know how to play the game and it makes them interested in learning activities. They become serious and active in speaking practice in English subjects. So, in cycle 2, the researcher concluded that there was an increase in students' understanding of speaking using the cup stacking game

The implementation of cycle 1 and cycle 2 is not much different. The difference lies in how to explain the role of the game and how to explain the material. In cycle 1 the researcher only explained how to play the game and then asked the students to play it. This makes students confused about how to play the game correctly. However, in cycle 2 the researcher allowed students to ask

questions if there was an unclear explanation about the role of the game. Then, about how to explain the material. In cycle 1, the researcher only explained the material without considering students' knowledge of the material being studied. However, in cycle 2 the researcher explained the material based on the student's situation or based on everyday life.

In cycle II the researchers change learning strategies by clarifying game instructions, checking students' understanding, and giving the reward. The point became the best implementation of cycle II.

Based on the explanation, here the researcher, teaches speaking skills by using the cup stacking game at SMAN 6 Luwu, students get significant results improvement in their speaking skill scores. Therefore, it can be stated that cup stacking in learning speaking has solved students' speaking problems and improved students' speaking skills for eleventh graders XI IPA 1 SMAN 6 Luwu. So, the hypothesis put forward in this case research that says "the use of cup stacking techniques is effective for teaching "speaking skills" is accepted.

IAIN PALOPO

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings, it can be concluded that the use of the cup stacking technique is effective to improve students' speaking ability in eleventh-grade students of SMAN 6 Luwu. In other words, it can be proven that significant difference in the learning outcomes of students who learn to speak through cup stacking games with students taking lessons without cup stacking games. This is evidenced by the result of the research followed:

1. The mean score of cycle 2 is higher than in cycle 1. The mean score in cycle 1 was 3,07 which was categorized as fair (only 45% got a good scores). Meanwhile the mean score achieved by students in the cycle 2 is 4,65 categorized very good (80% of students scored above average). In addition, the result of the observation scores in cycle 1 is enough (only 20 % who got good scores). While in the cycle 2 it is categorized as good (85% of students got good scores).
2. The best implementation of cup stacking game is clarify the game procedure before it is applied, check students' understanding of the cup stacking game whether it can be understood and gave rewards to the winners.

B. Suggestion

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

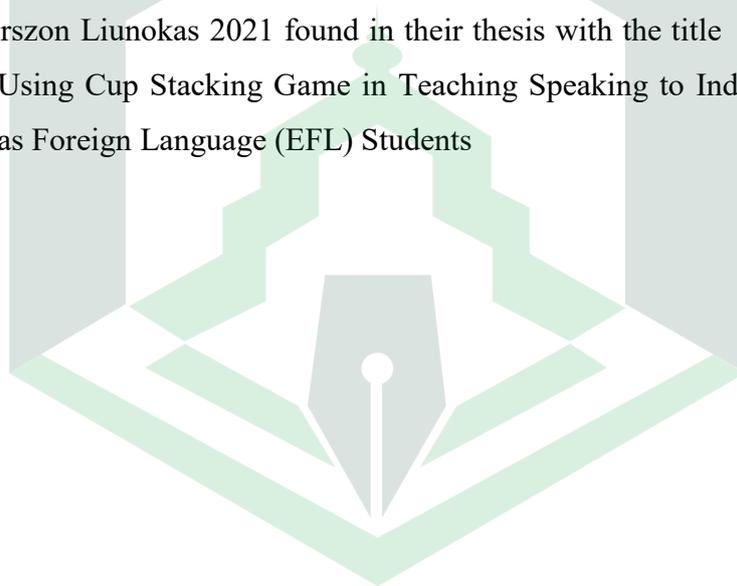
- a. For the Teacher, it is suggested to the teacher in other to use cup stacking game in teaching speaking as an effective to improve students speaking skills.
- b. For students, they can use cup stacking games to improve their speaking skill
- c. For researchers, in this thesis, the researcher hopes that the results of this study can be useful for the readers. Hopefully, It will be an improvement for the next research. Many sectors of tenses teaching are possible to optimize. They can make this research as a reference to conduct another researcher in the same field. Hopefully, It will be an improvement for the next research. Many sectors of tenses teaching are possible to optimize. They can make this research as a reference to conduct another researcher in the same field.

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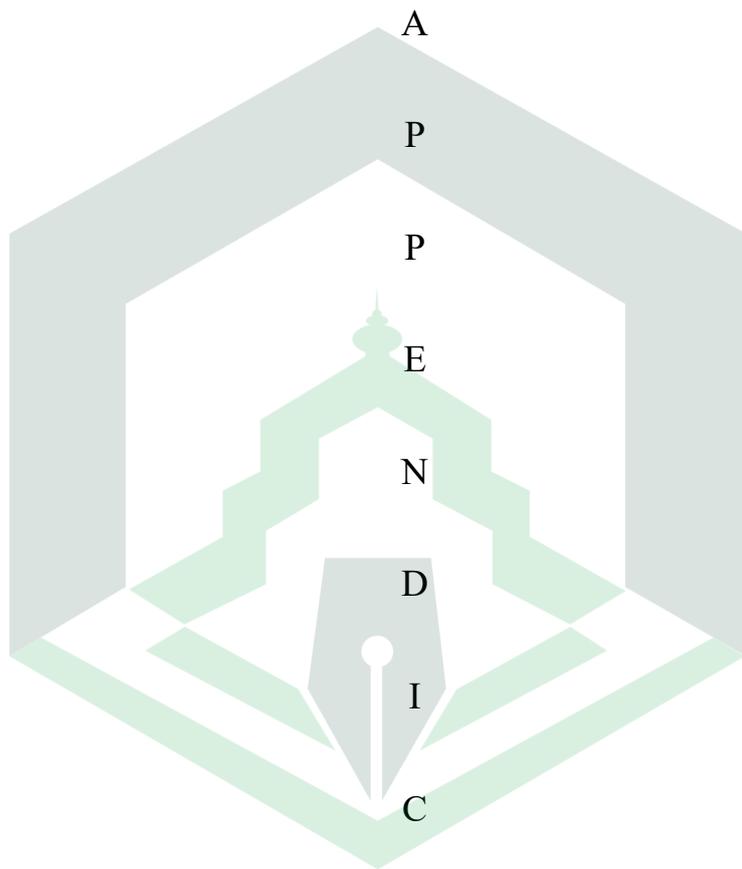
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IAIN PALOPO



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S

SURAT KETERANGAN VALIDASI

Petunjuk:

1. Berdasarkan pendapat bapak/ibu berilah tanda centang(✓) pada kolom yang tersedia.
2. Apabila ada yang perlu dikomentari, tulislah pada lembar catatan atau revisi instrument.
3. Isilah kolom berikut:

No	Indikator validasi	Skor			
		1	2	3	4
1.	Kesesuaian soal dengan kompetensi dasar dan indikator				✓
2.	Ketepatan penggunaan kata dan bahasa			✓	
3.	Kejelasan petunjuk				✓
4.	Soal tidak menimbulkan penafsiran				✓
5.	Kesesuaian tuntutan pertanyaan dari petunjuk yang diminta				✓

Keterangan :

4 = sangat baik/ sangat sesuai/ sangat tepat

3 = baik/ sesuai/ tepat

2 = cukup baik

1 = kurang baik

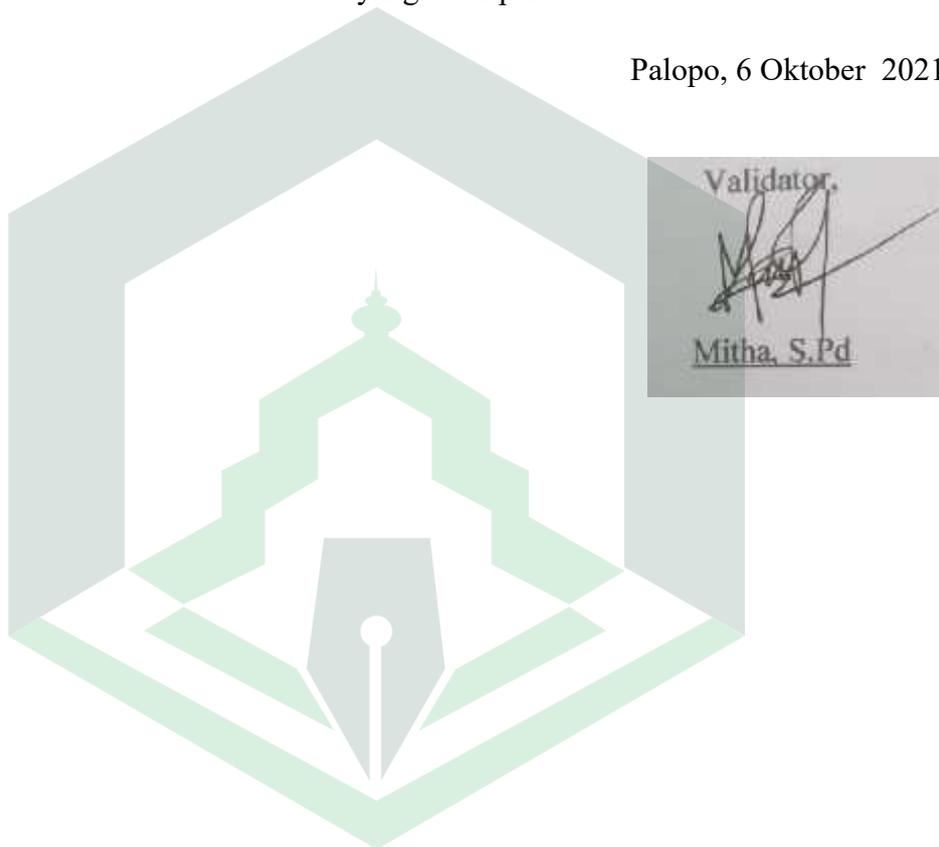
Berdasarkan validasi diatas, maka instrument ini (~~layak/belum layak~~)*

Untuk digunakan untuk mengaml data.

Catatan validasi:

*coret yang tidak perlu

Palopo, 6 Oktober 2021



IAIN PALOPO

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) LESSON PLAN

(Class Action Research) Cycle I

Nama Sekolah : SMAN 6 LUWU

Mata Pelajaran : Bahasa Inggris

Tahun Ajar : 2021/2022

Kelas : XI ipa 1

Topik Pembelajaran : speaking & describe the handphone

Pertemuan : 1 (Cycle I)

A. Standar Kompetensi

Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam kehidupan sehari-hari

B. Kompetensi Dasar

Mengungkapkan makna dalam percakapan transaksional dan interpersonal resmi dan tidak resmi secara akurat, lancar dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari

C. Indikator

1. Mendeskripsikan topik-topik yang diberikan
2. Menangkap informasi spesifik pada topik
3. Merespon argumen pada topik
4. Mengidentifikasi eksperimen-eksperimen yang digunakan pada saat menjelaskan sebuah topik

D. Tujuan Pembelajaran

1. Siswa diharapkan mampu mendeskripsikan topik-topik yang diberikan.
2. Siswa diharapkan mampu menangkap informasi spesifik dari topik tersebut.
3. Siswa diharapkan mampu merespon argumen pada topik
4. Siswa diharapkan mampu mengidentifikasi ekspresi-ekspresi yang digunakan pada saat menjelaskan sebuah topik.

E. Materi Pembelajaran :

speaking & describing the cell phone

F. Metode Pembelajaran

explanation & speaking test

G. Langkah-langkah Pembelajaran

1. Kegiatan awal (15 menit)
 - Salam dan tegur sapa
 - Berdoa sebelum belajar
 - Mengecek kehadiran siswa
2. Kegiatan inti (60 menit)
 - Guru menjelaskan tentang speaking dan cup stacking game beserta langkah-langkahnya
 - Guru membagi siswa menjadi dua kelompok
 - Guru menjelaskan prosedur permainan cup stacking game
 - Sebelum bermain, terlebih dahulu siswa akan dites kemampuan speakingnya dengan memberikan gambar berupa handphone kemudian siswa mendeskripsikannya
 - Siswa diminta untuk menjelaskan kembali apa yang mereka ketahui tentang speaking
3. Kegiatan akhir (15 menit)

- Guru menanyakan kesulitan siswa selama proses pembelajaran.
- Mengulangi kembali hasil jawaban siswa.

H. Sumber/Media Pembelajaran

- buku
- internet
- Kamus
- White board dll.

I. Penilaian Rubrik Penilaian

Element	Score
Accuracy	100
Fluency	100
Comprehensibility	100

Standard

Classification	Scale	Rating
Excellent	5.1-6.0	6
Very good	4.1-5.0	5
Good	3.1-4.0	4
Fairly good	2.1-3.0	3
Poor	1.1-2.0	2
Very poor	01.1.0	1

J. Tabel penilaian observation sheet

N o.	Indicators or aspects observed	5	4	3	2	1

-
1. Listen to the teacher's explanation

 2. Answer the teacher's questions

 3. Asking questions

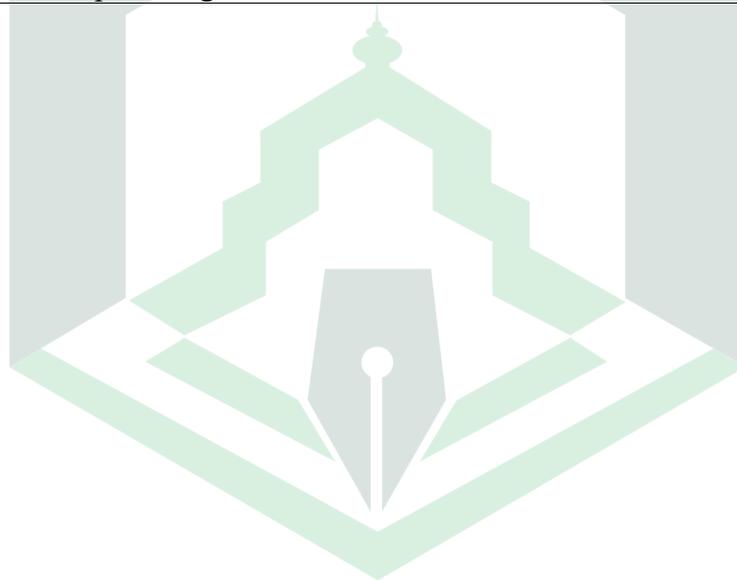
 4. Responding to or working on student worksheets

 5. Activities in learning to speak English

 6. Discipline in participating in learning to speak English

 7. Active participation of students in learning

 8. The joy in students' enthusiasm in learning to speak English
-



IAIN PALOPO

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) LESSON PLAN
(Class Action Research) cycle I

Nama Sekolah : SMAN 6 LUWU

Mata Pelajaran : Bahasa Inggris

Tahun Ajar : 2021/2022

Kelas : XI ipa 1

Topik Pembelajaran : Self introduction

Pertemuan : 2 (Cycle I)

A. Standar Kompetensi

Siswa diharapkan mampu menjelaskan apa yang dimaksud dengan speaking skill dan apa saja yang harus diterapkan dalam speaking

B. Kompetensi Dasar

Siswa mampu mengungkapkan kalimat-kalimat sederhana dalam kehidupan sehari-hari menggunakan bahasa inggris

C. Indikator

1. Mendeskripsikan topik-topik yang diberikan
2. Menangkap informasi spesifik pada topik
3. Merespon argumen pada topik
4. Mengidentifikasi eksperimen-eksperimen yang digunakan pada saat menjelaskan sebuah topik

D. Tujuan Pembelajaran

1. Siswa diharapkan mampu mendeskripsikan topik-topik yang diberikan.

2. Siswa diharapkan mampu menangkap informasi spesifik dari topik tersebut.
3. Siswa diharapkan mampu merespon argumen pada topik
4. Siswa diharapkan mampu mengidentifikasi ekspresi-ekspresi yang digunakan pada saat menjelaskan sebuah topik.

E. Materi Pembelajaran : Self introduction

F. Metode Pembelajaran

1. Speaking/practice

G. Langkah-langkah Pembelajaran

1. Kegiatan awal (15 menit)
 - Salam dan tegur sapa
 - Berdoa sebelum belajar
 - Mengecek kehadiran siswa
2. Kegiatan inti (60 menit)
 - Guru menjelaskan tentang speaking dan mencontohkan self introduction.
 - Guru memberikan kesempatan kepada masing-masing siswa untuk maju memperkenalkan diri menggunakan bahasa Inggris
 - Beberapa siswa diminta menjelaskan pendapatnya tentang speaking .
3. Kegiatan akhir (15 menit)
 - Guru menanyakan kesulitan siswa selama proses pembelajaran.
 - Mengulangi kembali hasil pembelajaran.

H. Sumber/Media Pembelajaran

- Buku
- Internet
- Kamus
- White board dll.

I. Penilaian Rubrik Penilaian

Element	Score
Accuracy	100
Fluency	100
Comprehensibility	100

Standard

Classification	Scale	Rating
Excellent	5.1-6.0	6
Very good	4.1-5.0	5
Good	3.1-4.0	4
Fairly good	2.1-3.0	3
Poor	1.1-2.0	2
Very poor	01.1.0	1

J. Tabel penilaian observation sheet

No.	Indicators or aspects observed	5	4	3	2	1
1.	Listen to the teacher's explanation					
2.	Answer the teacher's questions					
3.	Asking questions					
4.	Responding to or working on student worksheets					
5.	Activities in learning to speak English					
6.	Discipline in participating in learning to speak English					

-
7. Active participation of students in learning
-
8. The joy in students' enthusiasm in learning to speak English
-



IAIN PALOPO

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) LESSON PLAN

(Class Action Research) Cycle 1

Nama Sekolah : SMAN 6 LUWU

Mata Pelajaran : Bahasa Inggris

Tahun Ajar : 2021/2022

Kelas : XI ipa 1

Topik Pembelajaran : practice / noun

Pertemuan : 3 (cycle I)

A. Standar Kompetensi

Siswa diharapkan mampu menjelaskan apa yang dimaksud dengan speaking skill dan apa saja yang harus diterapkan dalam speaking

B. Kompetensi Dasar

Siswa mampu mengungkapkan kalimat-kalimat sederhana dalam kehidupan sehari-hari atau mendeskripsikan kata benda, hewan, dll menggunakan bahasa Inggris dengan menggunakan permainan cup stacking

C. Indikator

1. Mendeskripsikan topik-topik yang diberikan
2. Menangkap informasi spesifik pada topik
3. Merespon argumen pada topik
4. Mengidentifikasi eksperimen-eksperimen yang digunakan pada saat menjelaskan sebuah topik

D. Tujuan Pembelajaran

1. Siswa diharapkan mampu mendeskripsikan topik-topik yang diberikan.
2. Siswa diharapkan mampu menangkap informasi spesifik dari topik tersebut.
3. Siswa diharapkan mampu merespon argumen pada topik
4. Siswa diharapkan mampu mengidentifikasi ekspresi-ekspresi yang digunakan pada saat menjelaskan sebuah topik.

E. Materi Pembelajaran : Cup stacking game

describe the (Noun)?

F. Metode Pembelajaran

practice/speaking test

G. Langkah-langkah Pembelajaran

1. Kegiatan awal (15 menit)
 - Salam dan tegur sapa
 - Berdoa sebelum belajar
 - Mengecek kehadiran siswa
2. Kegiatan inti (60 menit)
 - Guru menjelaskan tentang speaking dan cup stacking game beserta langkah-langkah.nya
 - Siswa diminta untuk bermain cup stacking game dengan tema permainan yaitu noun (menebak kata benda)
 - Setelah bermain, guru kembali mengecek kemampuan speaking siswa dengan memberikan gambar laptop dan masing- masing siswa mendeskripsikan gambar tersebut
3. Kegiatan akhir (15 menit)
 - Guru menanyakan kesulitan siswa selama proses pembelajaran.
 - Mengulangi kembali hasil jawaban siswa.

H. Sumber/Media Pembelajaran

- Buku
- internet
- Kamus
- White board dll.

I. Penilaian Rubrik Penilaian

Element	Score
Accuracy	100
Fluency	100
Comprehensibility	100

Standard

Classification	Scale	Rating
Excellent	5.1-6.0	6
Very good	4.1-5.0	5
Good	3.1-4.0	4
Fairly good	2.1-3.0	3
Poor	1.1-2.0	2
Very poor	01.1.0	1

J. Tabel penilaian observation sheet

N o.	Indicators or aspects observed	5	4	3	2	1
1.	Listen to the teacher's explanation					
2.	Answer the teacher's questions					
3.	Asking questions					

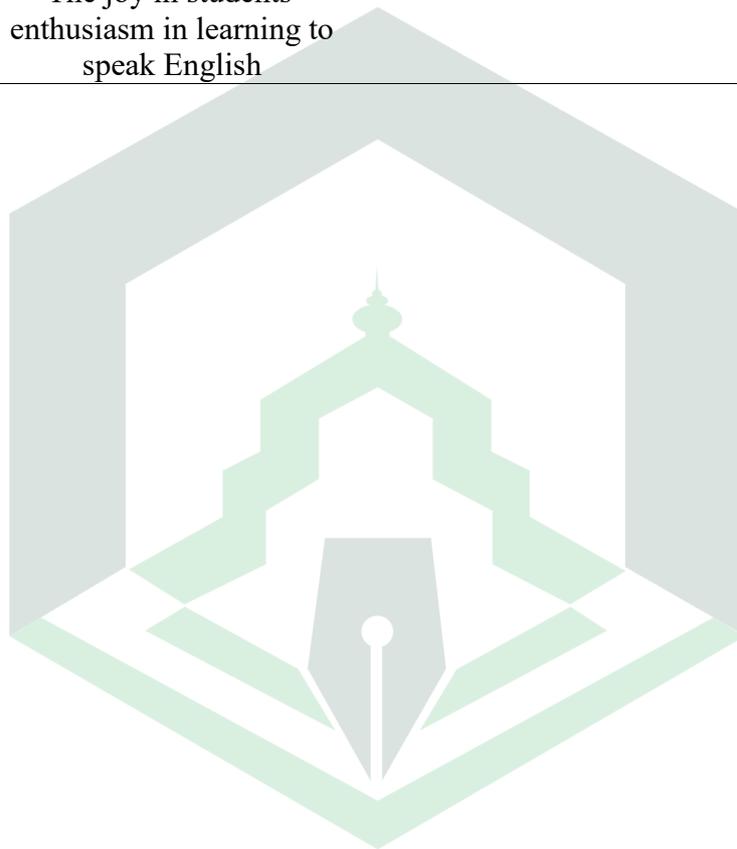
4. Responding to or working on student worksheets

5. Activities in learning to speak English

6. Discipline in participating in learning to speak English

7. Active participation of students in learning

8. The joy in students' enthusiasm in learning to speak English



IAIN PALOPO

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) LESSON PLAN
(Class Action Research) Cycle II

Nama Sekolah : SMAN 6 LUWU

Mata Pelajaran : Bahasa Inggris

Tahun Ajar : 2021/2022

Kelas : XI ipa 1

Topik Pembelajaran : Describe the animals

Pertemuan : 4 (Cycle II)

A. Standar Kompetensi

Siswa diharapkan mampu memahami speaking dengan baik dan dapat mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam kehidupan sehari-hari menggunakan bahasa inggris dengan permainan cup stacking game

B. Kompetensi Dasar

Siswa mampu meningkatkan speaking skill dengan menerapkan permainan cup stacking yang di ajarkan oleh guru

C. Indikator

1. Mendeskripsikan topik-topik yang diberikan
2. Menangkap informasi spesifik pada topik
3. Merespon argumen pada topik
4. Mengidentifikasi eksperimen-eksperimen yang digunakan pada saat menjelaskan sebuah topik

D. Tujuan Pembelajaran

1. Siswa diharapkan mampu mendeskripsikan topik-topik yang diberikan.
2. Siswa diharapkan mampu menangkap informasi spesifik dari topik tersebut.
3. Siswa diharapkan mampu merespon argumen pada topik
4. Siswa diharapkan mampu mengidentifikasi ekspresi-ekspresi yang digunakan pada saat menjelaskan sebuah topik.

E. Materi Pembelajaran : Cup stacking game

describe the (Animals)?

F. Metode Pembelajaran

play the cup stacking game and practice

G. Langkah-langkah Pembelajaran

1. Kegiatan awal (15 menit)

- Salam dan tegur sapa
- Berdoa sebelum belajar
- Mengecek kehadiran siswa

2. Kegiatan inti (60 menit)

- Guru menjelaskan tentang speaking dan cup stacking game beserta langkah-langkah.nya
- Guru kembali mengulangi/ memperjelas instruksi tentang permainan cup stacking game
- Beberapa siswa diminta untuk kembali mengulangi instruksi yang disampaikan untuk mengecek pemahaman siswa mengenai materi yang diajarkan
- Guru membagi siswa menjadi dua kelompok kemudian siswa bermain game yang telah di terapkan

- Setelah bermain game, guru mengevaluasi proses belajar mengajar apakah sudah efektif
3. Kegiatan akhir (15 menit)
- Guru memberikan hadiah kepada kelompok yang menang
 - Mengulangi kembali mengecek pemahaman siswa dengan menyuruh beberapa siswa menjelaskan kembali materi yang diajarkan

H. Sumber/Media Pembelajaran

- Internet
- Kamus
- White board dll.

I. Rubrik Penilaian

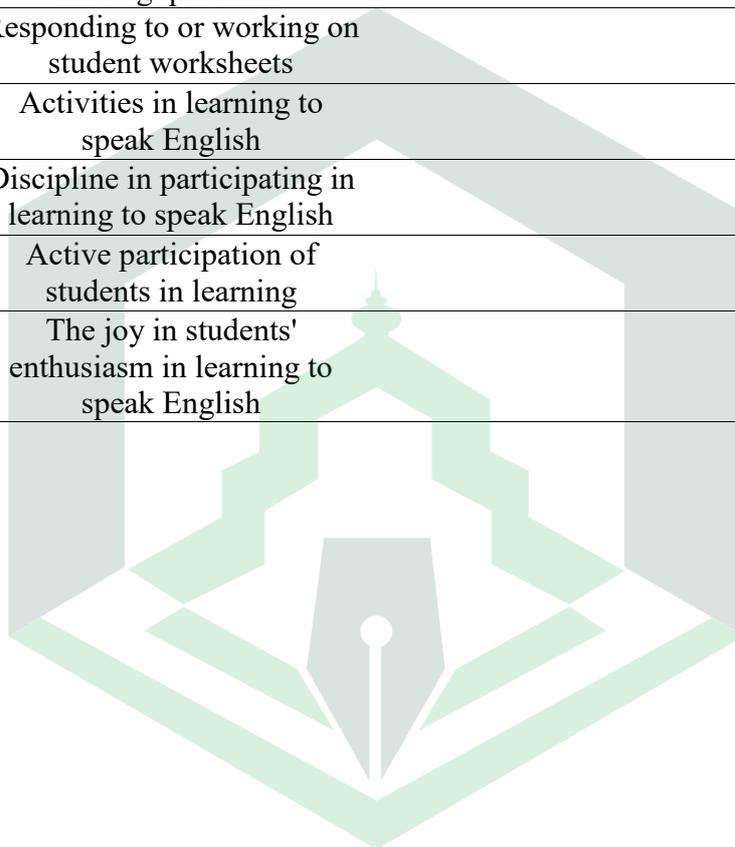
Element	Score
Accuracy	100
Fluency	100
Comprehensibility	100

Standard

Classification	Scale	Rating
Excellent	5.1-6.0	6
Very good	4.1-5.0	5
Good	3.1-4.0	4
Fairly good	2.1-3.0	3
Poor	1.1-2.0	2
Very poor	01.1.0	1

J. Tabel penilaian observation sheet

No.	Indicators or aspects observed	5	4	3	2	1
1.	Listen to the teacher's explanation					
2.	Answer the teacher's questions					
3.	Asking questions					
4.	Responding to or working on student worksheets					
5.	Activities in learning to speak English					
6.	Discipline in participating in learning to speak English					
7.	Active participation of students in learning					
8.	The joy in students' enthusiasm in learning to speak English					



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RENCANA PELAKSANAAN PEMBELAJARAN (RPP) LESSON PLAN
(Class Action Research) Cycle II

Nama Sekolah : SMAN 6 LUWU

Mata Pelajaran : Bahasa Inggris

Tahun Ajar : 2021/2022

Kelas : XI ipa 1

Topik Pembelajaran : Cup stacking game (profesi)

Pertemuan : 5 (Cycle II)

A. Standar Kompetensi

Siswa memahami dengan baik pengertian dan pengaplikasian speaking dalam kehidupan sehari

B. Kompetensi Dasar

Siswa mampu meningkatkan practice kalimat sederhana dalam kehidupan sehari-hari menggunakan bahasa inggris dengan bermain cup stacking game

C. Indikator

1. Mendeskripsikan topik-topik yang diberikan
2. Menangkap informasi spesifik pada topik
3. Merespon argumen pada topik
4. Mengidentifikasi eksperimen-eksperimen yang digunakan pada saat menjelaskan sebuah topik

D. Tujuan Pembelajaran

1. Siswa diharapkan mampu mendeskripsikan topik-topik yang diberikan.

2. Siswa diharapkan mampu menangkap informasi spesifik dari topik tersebut.
3. Siswa diharapkan mampu merespon argumen pada topik
4. Siswa diharapkan mampu mengidentifikasi ekspresi-ekspresi yang digunakan pada saat menjelaskan sebuah topik.

E. Materi Pembelajaran : Cup stacking game

describe the (Profesi)

F. Metode Pembelajaran

practice/speaking test

G. Langkah-langkah Pembelajaran

1. Kegiatan awal (15 menit)

- Salam dan tegur sapa
- Berdoa sebelum belajar
- Mengecek kehadiran siswa

3. Kegiatan inti (60 menit)

- Guru menjelaskan tentang speaking dan cup stacking game beserta langkah-langkahnya
- Guru kembali mengulangi/ memperjelas instruksi tentang permainan cup stacking game
- Beberapa siswa diminta untuk kembali mengulangi instruksi yang disampaikan untuk mengecek pemahaman siswa mengenai materi yang diajarkan
- Guru membagi siswa menjadi dua kelompok kemudian siswa bermain game yang telah di terapkan
- Setelah bermain game, guru mengevaluasi proses belajar mengajar apakah sudah efektif

3. Kegiatan akhir (15 menit)

- Guru menanyakan kesulitan siswa selama proses pembelajaran.
- Memberikan hadiah kepada kelompok yang menang

H. Sumber/Media Pembelajaran

- buku
- internet
- Kamus
- White board dll.

I. Rubrik Penilaian

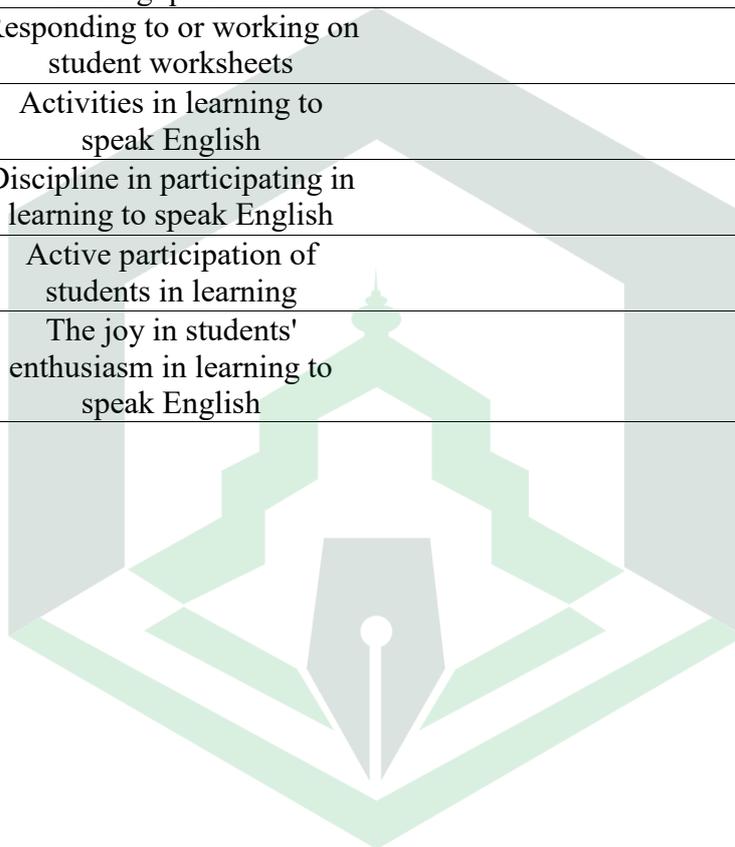
Element	Score
Accuracy	100
Fluency	100
Comprehensibility	100

Standard

Classification	Scale	Rating
Excellent	5.1-6.0	6
Very good	4.1-5.0	5
Good	3.1-4.0	4
Fairly good	2.1-3.0	3
Poor	1.1-2.0	2
Very poor	01.1.0	1

J. Tabel penilaian observation sheet

No.	Indicators or aspects observed	5	4	3	2	1
1.	Listen to the teacher's explanation					
2.	Answer the teacher's questions					
3.	Asking questions					
4.	Responding to or working on student worksheets					
5.	Activities in learning to speak English					
6.	Discipline in participating in learning to speak English					
7.	Active participation of students in learning					
8.	The joy in students' enthusiasm in learning to speak English					



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RENCANA PELAKSANAAN PEMBELAJARAN (RPP) LESSON PLAN
(Class Action Research) Cycle II

Nama Sekolah : SMAN 6 LUWU

Mata Pelajaran : Bahasa Inggris

Tahun Ajar : 2021/2022

Kelas : XI ipa 1

Topik Pembelajaran : describe the fruits

Pertemuan : 6 (Cycle II)

A. Standar Kompetensi

Siswa mampu practice kalimat sederhana dalam kehidupan sehari-hari menggunakan bahasa inggris dengan bermain cup stacking game

B. Kompetensi Dasar

Siswa diharapkan mampu menggunakan bahasa-bahasa sederhana atau menjelaskan sesuatu menggunakan bahasa inggris dalam permainan cup stacking

C. Indikator

1. Mendeskripsikan topik-topik yang diberikan
2. Menangkap informasi spesifik pada topik
3. Merespon argumen pada topik
4. Mengidentifikasi eksperimen-eksperimen yang digunakan pada saat menjelaskan sebuah topik

D. Tujuan Pembelajaran

1. Siswa diharapkan mampu mendeskripsikan topik-topik yang diberikan.

2. Siswa diharapkan mampu menangkap informasi spesifik dari topik tersebut.
3. Siswa diharapkan mampu merespon argumen pada topik
4. Siswa diharapkan mampu mengidentifikasi ekspresi-ekspresi yang digunakan pada saat menjelaskan sebuah topik.

E. Materi Pembelajaran : cup stacking game

F. Metode Pembelajaran

practice/speaking test

G. Langkah-langkah Pembelajaran

1. Kegiatan awal (15 menit)

- Salam dan tegur sapa
- Berdoa sebelum belajar
- Mengecek kehadiran siswa

3. Kegiatan inti (60 menit)

- Guru menjelaskan tentang speaking dan cup stacking game beserta langkah-langkahnya
- Guru kembali mengulangi/ memperjelas instruksi tentang permainan cup stacking game
- Beberapa siswa diminta untuk kembali mengulangi instruksi yang disampaikan untuk mengecek pemahaman siswa mengenai materi yang diajarkan
- Guru membagi siswa menjadi dua kelompok kemudian siswa bermain game yang telah di terapkan
- Setelah bermain game, guru mengevaluasi proses belajar mengajar apakah sudah efektif

3. Kegiatan akhir (15 menit)

- Guru menanyakan kesulitan siswa selama proses pembelajaran.
- Guru memberikan hadiah kepada kelompok yang menang

H. Sumber/Media Pembelajaran

- buku
- internet
- Kamus
- White board dll.

I. Rubrik Penilaian

Element	Score
Accuracy	100
Fluency	100
Comprehensibility	100

Standard

Classification	Scale	Rating
Excellent	5.1-6.0	6
Very good	4.1-5.0	5
Good	3.1-4.0	4
Fairly good	2.1-3.0	3
Poor	1.1-2.0	2
Very poor	01.1.0	1

J. Tabel penilaian observation sheet

No.	Indicators or aspects observed					
		5	4	3	2	1

-
1. Listen to the teacher's explanation

 2. Answer the teacher's questions

 3. Asking questions

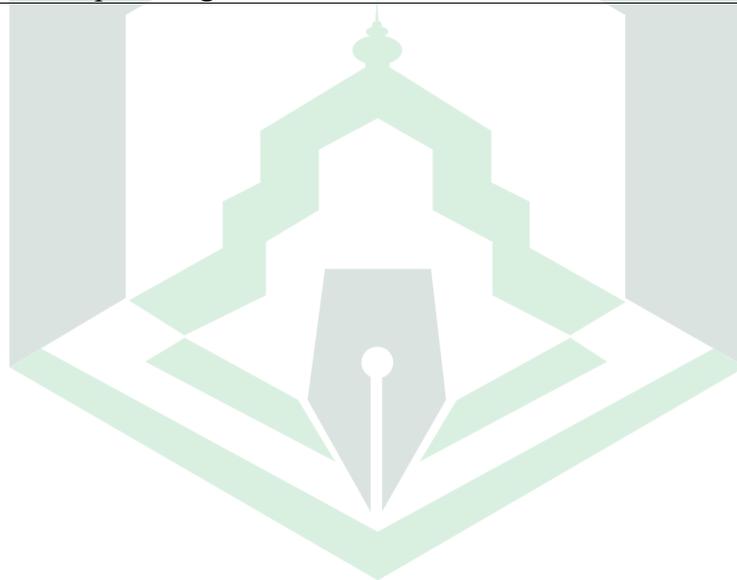
 4. Responding to or working on student worksheets

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-



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Speaking test cycle 1

Describe based on the following picture! What do you think about Mobile Phone?



Speaking test cycle II

Describe based on the following picture! What do you think about Laptop?

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Transcription of the students' speaking test cycle I

- R1 : Saya mau explain about hand phone vivo, the hand phone is kameranya good
- R2 : I will describe my favorite phone, saya have xiami phone because kameranya bagus
- R3 : My favorite phone is redmi fi, tidak ku tau jelaskan miss
- R4 : hand phone is important for every one
- R5 : Redmi is hand phone good kameranya dan jernih
- R6 : I want to describe this picture, and my favorite phone is Oppo
- R7 : Sedikit ji ku tau kak, Oppo is good camera
- R8 : My favorite phone is Oppo kak karena saya pake main game
- R9 : I will explain this picture, emm anu kak ee.. hand phone is very important for semua orang
- R10 : I like Oppo telephone because the telephone is good camera
- R11 : I will describe this picture, ee.. I have hp vivo kak color is blue
- R12 : The telephone eee..... good
- R1 : My favorite phone is Samsung eee yang banyak penyipmanannya untuk main game

- R14 : Assalamualaikum I want to explain about hand phone handphone is apa bahasa inggrisnya penting untuk di gunakan sebagai alat komunikasi
- R15 : I will describe the phone the phone is good, eee pas kak tidak ku tau mi
- R16 : I will explain the picture emm.. eee... my favorite picture ee eh salah kak. My favorite phone is Asus
- R17 : I will describe this picture ! I have new phone sama kayak di gambar kak
- R18 : I want to describe this phone ! this phone is beautiful and camera is good
- R19 : Favorite phone is Asus because ee RAMnya tinggi and good ee kalau di gunakan play game
- R20 : I will ee.. mmm kak tidak ku tau pake bahasa inggris. Oppo is beautiful phone

Transcription of the students' speaking test cycle 2

- R1 : I want to explain about laptop. I chose laptop Acer because my laptop is Acer
- R2 : I will describe this picture. Eee.. I chose laptop Asus and the color my laptop is black
- R3 : I have a laptop, the color is pink and i like it.
- R4 : Oke, I will eee apa lagi bahasa inggrisnya mendeskripsikan miss? emm this picture, laptop is very important for dunia kerja
- R5 : I wii describe this laptop, I have laptop the brand is Asus. It has 14 inch screen, the color is blue ee thank you
- R6 : Assalamualaikum Wr. Wb. Hello hello gays, but be correct I want to introduce my name. my name is Nur Indah I am from SMAN 6 Luwu. I stand here I want to explain about description a laptop.

The laptop is cammic laptop but before was her like to play game in laptop. Ok, ok, you to like play game as visior laptop the best laptop is Asus Predator. Because laptop have many advantages, karena laptop ini mempunyai banyak kelebihan, such as have thirty one size screen mempunyai lebar layar 21 inci have four cell memory dan have kipas pendingin

- R7 : I want to describe this this laptop. Laptop ku pilih le kak my laptop is axio ee,, my laptop the color is black and eee thank you very much
- R8 : I will describe my favorite laptop e e, my favorite laptop is Asus because the laptop Asus beautiful e e and bagus di pake, itu ji kak hehe
- R9 : Bismillah in this moment I will describe about laptop. Laptop is an electronic evice that has many uses the the of laptop is twer usually the color of laptop is black and you can use laptop for gaming and your homework and thanks my my describe our laptop thank you your attention assalamualaikum
- R10 : I choose laptop Acer because my laptop is Acer and good dipake play game because the screen is large
- R11 : I will explain oh iya this laptop. I choose laptop Apple because the modification is good and if you want to have this laptop you must e e e have much money. Ok
- R12 : I want to describe about this picture. I choose Asus laptop e e because my laptop is Asus. It is a nice laptop and the color is black. This laptop very important for everything
- R13 : I will describe this picture. My laptop is Lenovo and than the color of my laptop is blue and my laptop is 14 inci
- R14 : I choose Asus because a lot of people use Asus laptops, so definitely Asus laptops are very good laptop
- R15 : I will eee tidak ku tau miss and many people will memiliki ini laptop. Ok thankyou
- R16 : I will describe about laptop e e. sangat important for semua orang because e e setiap pekerjaan di kantor use laptop.
- R17 : assalamualaikum Wr. Wb. My favorite laptop is Asus because e e many people have e laptop Asus and I like the white color. I choose Asus laptop because it doesn't break easily.
- R18 : I will explain about laptop, e e I choose laptop Axio because my laptop is Axio and my laptop the color is black and e e emy screen laptop is 10 inci ok thank you
- R19 : laptop and saya pilih ehh.. I choose laptop Acer because laptop acer is good laptop and my laptop is Acer

R20 : I will explain about laptop. I choose laptop Asus because beautiful brand and good processor. Ok thank you

Transcription playing cup stacking game of cycle 1

R1 : empat roda and than have many colors.. ee biasa bawa penumpang

R2 : aku berputar ke kiri dan ke kanan make eee... people feel cold

R3 : aku aways digunakan for membersihkan lantai di dalam home

R4 : use to sit and have four legs tempat istirahat

R5 : tempat swimming

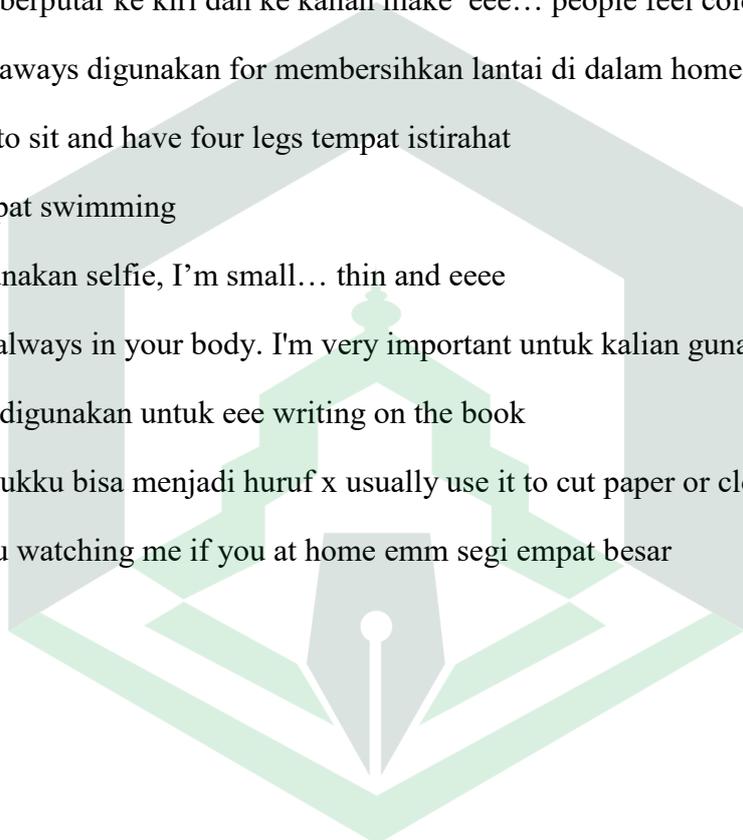
R6 : digunakan selfie, I'm small... thin and eeee

R7 : I'm always in your body. I'm very important untuk kalian gunakan setiap saat

R8 : aku digunakan untuk eee writing on the book

R9 : bentukku bisa menjadi huruf x usually use it to cut paper or cloth

R10 : you watching me if you at home emm segi empat besar



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Transcription playing cup stacking game of cycle 2

R1 : monkeys really like to eat me and my color is yellow

R2 : have a lot of water and seeds. skin is green, when opened it is red

R3 : my name is on a famous cellphone and laptop brand, my color are green and red

R4 : I am often referred to as the king of fruit. have many thorns

R5 : has a crown, is yellow and has a lot of pimples

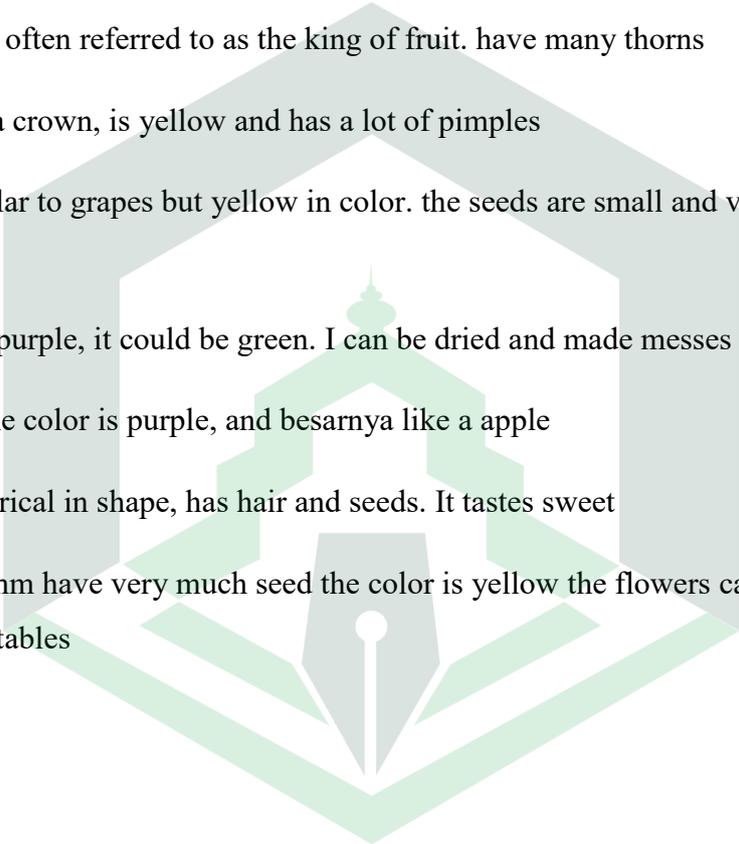
R6 : similar to grapes but yellow in color. the seeds are small and very bitter when bitten

R7 : i'm purple, it could be green. I can be dried and made messes

R8 : ee the color is purple, and besarnya like a apple

R9 : spherical in shape, has hair and seeds. It tastes sweet

R10 : eemm have very much seed the color is yellow the flowers can be cooked into vegetables

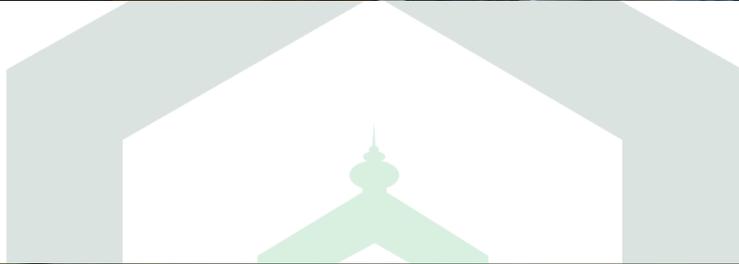


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Dokumentasi penelitian







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