

**DEVELOPING GAMES BOOK FOR TEACHING SPEAKING AT
EIGHTH GRADE OF JUNIOR HIGH SCHOOL 2 MASAMBA**

A Thesis

Submitted as a part of the Requirements for S.Pd. Degree

In English Language Education Study Program Tarbiyah and Teacher Training

Faculty State Islamic Institute of Palopo



IAIN PALOPO

By

FEBRIANTI ARNITA

REG. NUMBER 16 0202 0077

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

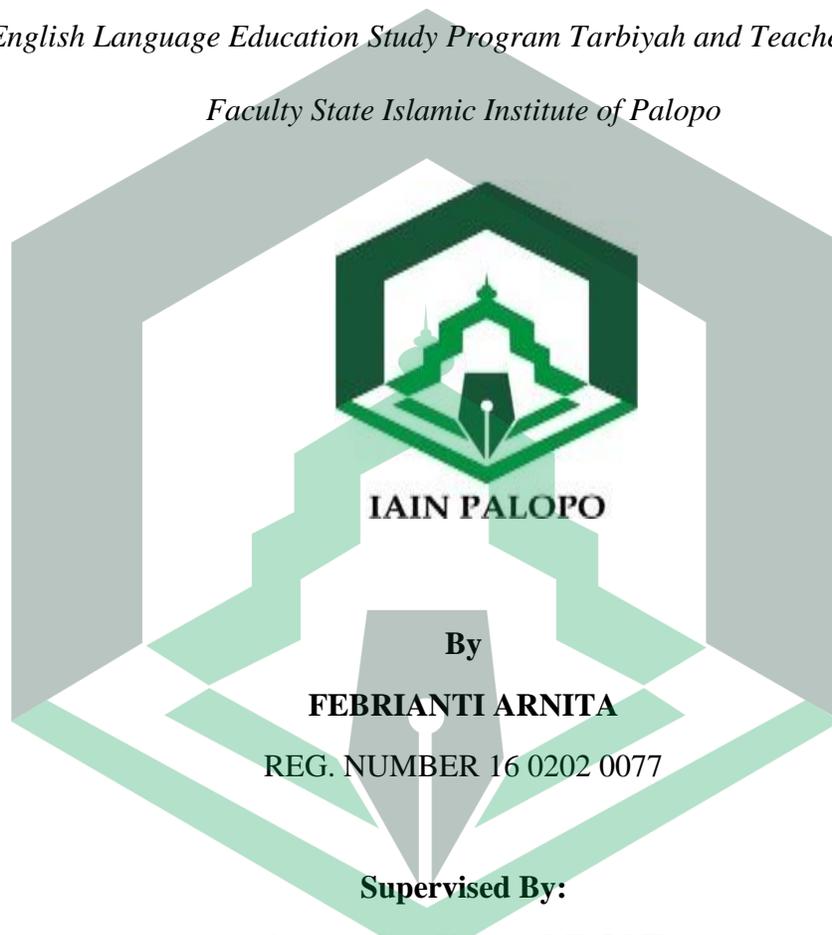
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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2022

THESIS APPROVAL

This thesis entitled “Developing Games Book for Teaching Speaking at Eighth Grade of Junior High School 2 Masamba” Which is written by Febrianti Arnita, Reg. Number. 16.0202.0077, S1 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 Monday, 9th of May 2022 , coincided with 08th Syawal 1443 H, it is authorized and acceptable as partial fulfillment for S.Pd. degree in English language teaching.

Monday, 31th of October 2022
06th Rabiul akhir 1444 H

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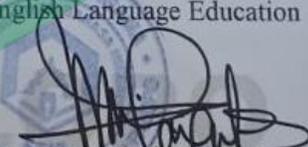
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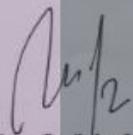
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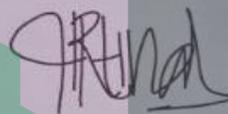
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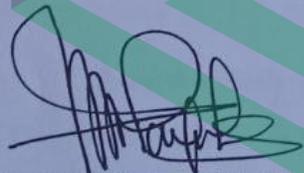
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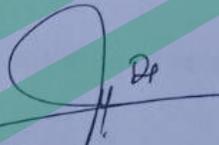
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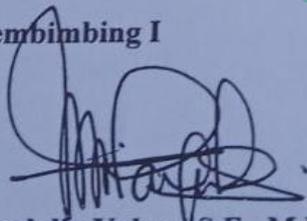
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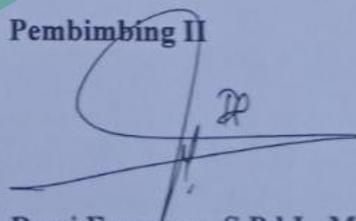
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Palopo, October 07th, 2021

The Researcher

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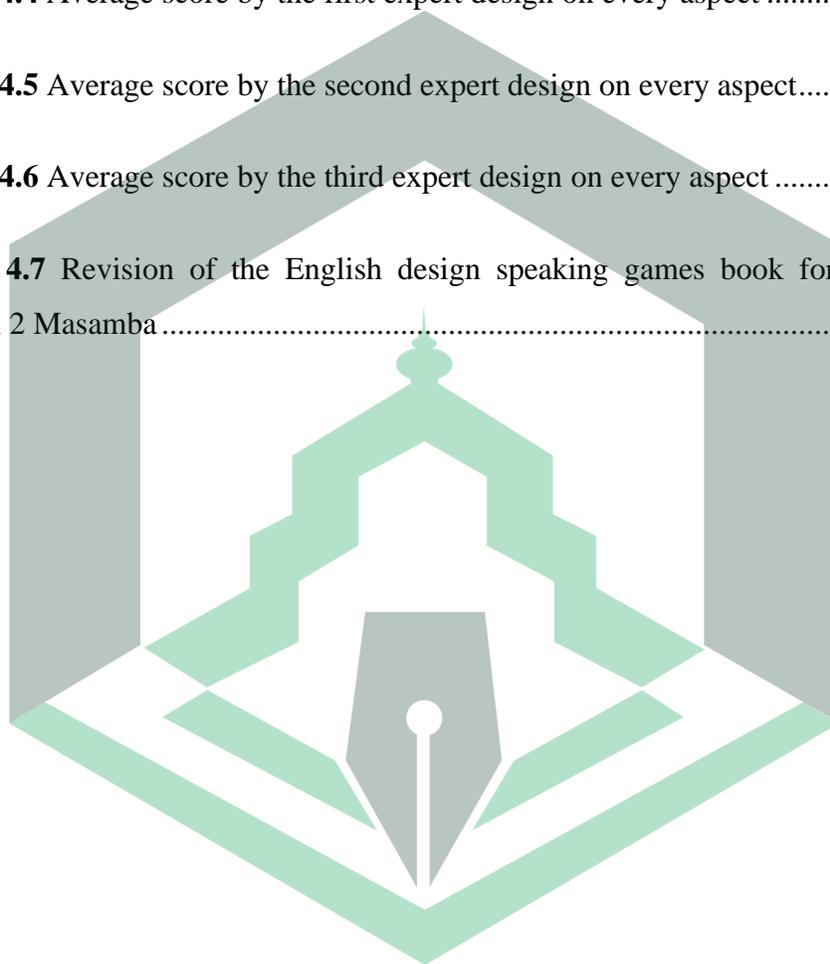
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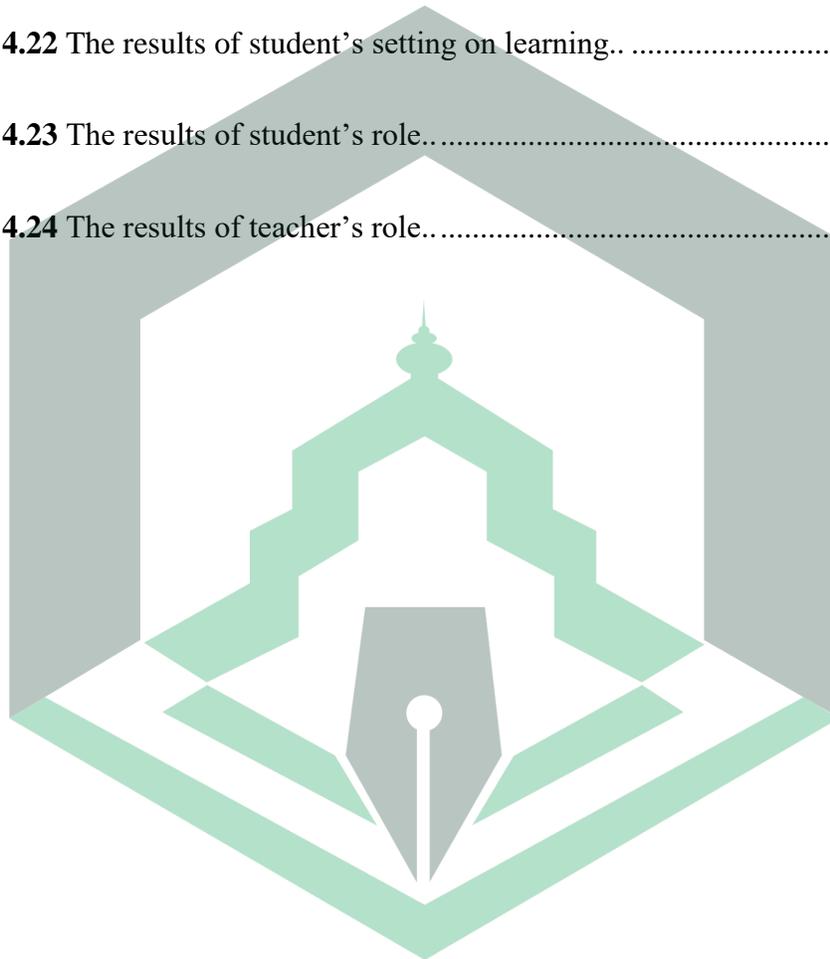
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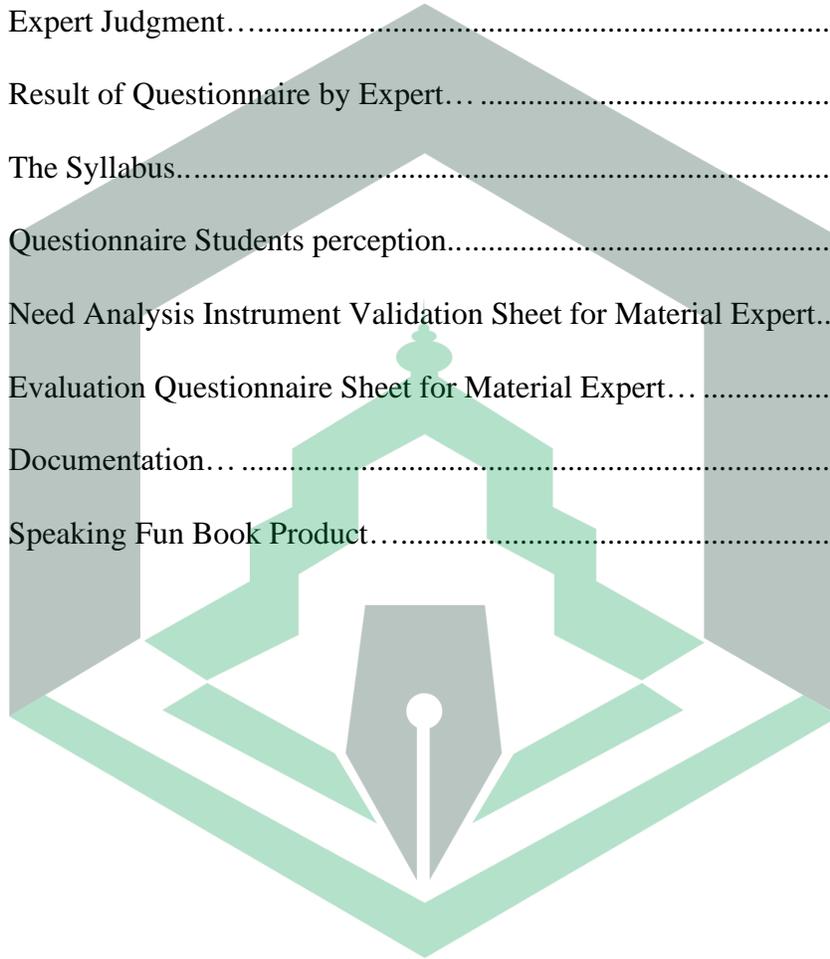
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ABSTRACT

Febrianti Arnita, 2022, “*Developing Games Book for Teaching Speaking at Eighth Grade of Junior High School 2 Masamba*”. Thesis English Education Study Program of Tarbiyah and Teacher Training Faculty Faculty the State Islamic Institute of Palopo. Supervised by: Amalia Yahya and Dewi Furwana.

Speaking games is one of the essential approaches to improve students' speaking. Therefore to improve students' speaking, the development of speaking games book product is very necessary. Recently, researcher revealed that the problem statement of this research was “How to develop the appropriate games book in teaching speaking at eighth grade of junior high school 2 Masamba?”. The research goal was to develop if games books successfully taught speaking in the eighth grade of junior high school 2 Masamba. The research design used in this research was Research and Development (R&D) utilized 4D model. It consist of (1) Define; Conduct observation and interviews with students and teachers and a need analysis questionnaire to determine which method will be used to examine the curriculum, learning materials, and goal definition. (2) Design; The researcher began working on the design gamebook. (3) Development; The researcher experimented with the product (a games book) and began teaching classes to students. That book has 6 chapters and 14 speaking games. As a result, the researcher taught students used those games one by one. Before gaining the students' opinion, a few games must be devised. (4) Disseminate. There are 15 students in eighth grade of Junior high school 2 Masamba participated in this research, 10 from class A and 5 from class B. The result showed The average score by expert 1 material and design is 3,91 which is mean good. The second expert judgment is 3,94 which is mean good and the last expert judgment is 4.00 which is mean very good. While the result of students' perception is there are 15 students by 10 statement in that questionnaire of speaking games book after calculated all there are 80% agree on that speaking games book. The result's suggest that speaking games book has potential successfully taught speaking in the eighth grade of junior high school 2 Masamba and this research will be beneficial for others English teacher.

Keywords: Speaking Games, 4-D model, Research and Development

CHAPTER I

INTRODUCTION

A. Background

English helps people to communicate, interact and build international relations. English can be easily found in articles, television programs, magazines, books, and job vacancies. The English language is essential, especially one of the skills is speaking that the student must comprehend. Although English is a second language that we rarely use as the first language, it does not mean we can ignore it. To have a good master ¹

Speaking capability is considered essential Indonesian EFL students need this competence because in Indonesia is emphasized in the student's ability to write and read is. So, Many Indonesian schools are aware of the importance of speaking ability. Some schools have an additional program such as an English club or English extracurricular to help students enhance their speaking skills, which they usually do not do in a formal class. Richards and Renandya stated that "Many language learners worldwide study English to improve their speaking skills."²

Game Book is a media solution teaching the teacher to understand material for students through play. The game is tucked into a book. Inside the book is a variation of various types of games that students like and follow. Games Book is a book inside. A series of exciting games will allow learning to know, study to understand, track,

¹Miftakhul Jannah, "Using Games in Improving Students' Vocabulary," *repository.uinjkt.ac.id* (2011): 1.

²Ahmad Zubaidi Amrullah, "Developing Language Games To Teach Speaking Skill for Indonesian Senior High School Learners," *JEELS by IAIN Kediri* 2, no. 2 (2015): 13–14, <https://jurnal.iainkediri.ac.id/index.php/jeels/article/view/94>.

and learn to do. Form and game inside Games Book are adjusted to the material and the concept of the material being taught. Teacher participation is needed in the Games Book implementation of the learning process. The teacher needs to make a concept Games Book tucked in with the eye lessons to be taught. For example, the teacher will teach additional material. Chess game, guess the date of birth, can be made a supporting method learning, the chess article, and think the picture will allow you on problem-solving, number recognition, and the other addition process.³

The problem generally occurs in eighth grade in junior high school 2 Masamba speaks or speaks English. However, for various reasons, many students find it challenging to communicate in English. The most typical issue is that pupils are not fluent in English since they are not in the habit of conversing in English. The second is that students often think first about what to talk about, and the third reason is a lack of vocabulary. From the problem above, it can be concluded that practice is essential in speaking. Being used to talking in English will help a lot of speaking problems. In teaching speaking skills, one of the good ways is a teacher should create the lesson become fun and enjoyable by applying some games in teaching speaking. There is a technique to tackle the challenges mentioned above by looking for appropriate speaking games in English classes. Prophet Muhammad SAW is said to have given a message to Mu'adz bin Jabalr when sending him to the area of Yaman.

لَأَنَّ يَهْدِيَّ اللَّهُ بِكَ رَجُلًا وَاجِدًا خَيْرٌ لَكَ مِنَ الدُّنْيَا وَمَا فِيهَا

" And if Allah SWT sends someone a hint as a result of your instruction. Then it is preferable to the world and its contents for you.."

³Acep Rahmat Saeful, "Games Book Sebagai Media Peningkatkan Minat Membaca Pada Pembelajaran Indonseia SD Kelas Tinggi," *Indonesian Journal of Primary Education* 1, no. 1 (2017): 30.

In this case, the researcher will develop speaking games. This research is expected to fix the student's weaknesses in speaking and provide students with want and necessities, especially in speaking skills. Therefore, the researcher wants to conduct the Research and Development Method (RnD) in this research. The title is "**Developing Games Book for Teaching Speaking at Eighth Grade of Junior High School 2 Masamba.**"

B. Research Question

For various reasons, many students find it challenging to communicate in English. The most typical issue is that pupils are not proficient in English because they have not developed the habit of communicating in English. In teaching speaking skills, one of the good ways is a teacher should create the lesson become fun and enjoyable by applying some games in teaching speaking. Developing games books can help the teacher to find games in teaching speaking. Using this game's book, the teacher can interact with students by speaking English. Furthermore, students can always be active in speaking English.

C. The Formulation of the Problem

The researcher established the study question based on the issue statement: "How to develop the appropriate games book for teaching speaking to eighth-grade students of junior high school 2 Masamba?"

D. The Objective of the Research

This research aims to create and develop a games book for teaching speaking to eighth-grade students using the 4D model to become more interested and active in speaking English. This gamebook can help teachers' strategy in education speaking to students to improve their speaking.

E. The Specification of the Research

The book developed in this research is a speaking games book for students at the eighth-grade junior high school 2 Masamba, consisting of six chapters. They are: It's English time, We can do it and we will do it, we know what to do, Come to my birthday, please!, I am so happy for you and Our busy roads. In designing those chapters, the schemas are the same. They are designed based on needs analysis.

F. Scope of the Research

The research scope is focused on developing gamebooks, especially grade-eighth junior high school 2 Masamba. This game book's limitation concentrates just on the games for teaching speaking, of course, accommodate what games are suitable with the English book in the eighth grade of junior high school 2 Masamba the title is "When English rings a bell." In this research, the researcher will use the 4D development model. The steps of the 4D design model are define, design, develop and disseminate.

CHAPTER II

LITERATURE REVIEW

A. Previous Study

Here is several research that is pertinent to the design of learning materials. They are as follows:

1) Ahmad Zubaidi Amrullah "Developing Language Games to Teach Speaking Skill for Senior High School Learners."

The research findings showed that the preliminary observation findings showed that students face some English problems, especially speaking. The research aims to develop language games for students joining English study as extracurricular programs. So, it will help students' speaking ability. The researcher tried to create a suitable games book and its response to that developing game. This research and development (R&D) are conducted by adapting Thiagarajan's model called 4D, which consists of *Defining, Designing, Developing, and Disseminating*.⁴

2) Hestri Wuriyani "Developing A Communicative Game-Based Book for Teachers for Teaching Speaking to The Eleventh Grade Students of SMA Negeri 11 Yogyakarta".

This research used RnD (Research and Development), which was 1) conducting a needs analysis, 2) creating a coarse grid, 3) creating materials, 4) evaluating materials, and 5) revising materials. The interview guideline was also used in

⁴Amrullah, "Developing Language Games To Teach Speaking Skill for Indonesian Senior High School Learners."

conducting need analysis by interviewing the English teacher. The data from the needs analysis was quantitatively evaluated using frequency and percentage, whereas the data from the materials evaluation was studied using descriptive statistics. To meet the needs, the researcher developed a three-unit communicative game-based book for teachers containing games that were put into two stages, namely pre-communicative games focusing on linguistic practices and communicative games focusing on communication practices⁵

3). Ika Trisnantasari" *Developing a Communicative Supplementary Speaking E-Book for Junior High School Teachers.*"

The focus of this research was to create a communicative supplemental speaking e-book for English teachers at SMPN 3 Batu. This product made tasks or some communicative speaking material applied to the teaching-learning process. This research was used for Borg and Gall's research and development (R & D) was updated (1983). The instruments utilized to collect data (need analysis), questionnaire for the students, and interviews with the teachers, concerning the existing materials. The results of the requirements assessment were used to create a communicative speaking material product. Three specialists then validated the product. This product was created for junior high school 8th students., 2013/2014, in SMPN 3 Batu.⁶

⁵Hestri Wuriyani, "Developing a Communicative Game-Based Book for Teachers for Teaching Speaking to Eleventh Grade Students Od SMA Negeri 11 Yogyakarta" (n.d.): 484–494.

⁶Rachmajanti, Ika Trisnantasari Sri, and Hj. Nur Mukminatien, "Development a Communicative Supplementary Speaking E-Book for Junior High School Teachers," *School of Graduate Studies, State University of Malang, East Java* 5, no. 1 (2018): 86.

Those three previous research above has some purpose: developing a book for teaching speaking. The first research used Defining, Designing, Developing, and Disseminating are the four dimensions of Thiagarajan's 4D model. While the second research used followed the materials development process proposed by Jolly and Bolitho that was adapted into 1) identifying the needs, 2) designing the course grid, 3) developing the materials, 4) evaluating the materials, and 5) revising the materials. The previous research used Borg and Gall (1983).

These researchers were more confident to continue this research to the next steps. This research taught speaking by games to the eight students in junior high school 2 Masamba. This research will apply the *Research and Development (R & D)* development model to develop the speaking games book using the *Defining, Designing, Developing, and Disseminating (4D)* model. Interviews, questionnaires, and observation are the three methods that the researcher will utilize to gather information.

B. Literature Review

1. The curriculum in junior high school 2 Masamba

Ija Try Saputri Kadir, Curriculum is the premise of the instructing learning measure. In this way, every educating learner needs to follow the educational program. It is planned with instructional materials, contents, methods, and resources to evaluate educational objectives.⁷ Nur Humairatul Ulya A's curriculum is primary in schooling's instructing and learning measures. Without

⁷Ija Try Saputri Kadir, "Developing of English Language Printed Material Based on 2013 Curriculum: On Giving Expression About Congratulating and Complimenting Others for TheTenth Grade Students in SMAN 16 Makassar" 4, no. 1 (2018): 86.

a curriculum, education can't efficiently, effectively, and run well by the objective of education itself.⁸

The current curriculum applied in junior high school 2 Masamba Curriculum 13. Since the improvement of innovation, the students must meet the requirements of English's primary and content competence for seventh-grade students. So, that was the reason understudies gave appropriate learning material too.

2. English syllabi

In this part, the researcher presents the syllabi of Junior High School 2 Masamba. Speaking is one of the Basic English subjects at the eighth grade Junior High school 2 Masamba. Toward the finish of the course, the understudies relied upon having the ability to (1) Speaking with a decent structure of grammar, (2) understand English speaking, (3) Getting the main idea to be able to speak through game strategy, (4) Can improve their speaking with good pronunciation, (5) To be fluent in speaking English. Communicative Learning and Critical Thinking are the methods employed in this syllabus.

⁸Nur Humairatul Ulya A, "The Effects of the Implementation of 2013 Curriculum To Students' English Learning Achievement At Sman 1 Alla' Enrekang," *ETERNAL (English, Teaching, Learning and Research Journal)* 1, no. 1 (2015): 145.

3. Material Development

a. Definition of Material Development

Materials development is a topic of study as well as a practical endeavor. It investigates the methods and principles for developing, designing, and evaluating language teaching resources. We can see the writer of material for distribution and the teachers for their classrooms. These two viewpoints are intuitive in theoretical investigations advised and educated by the turn of events and utilization of study hall materials.⁹

Maryam Azarnoosh, Materials development is a viable endeavor including the creation, variation, assessment, and abuse of materials expected for improvement and work with language securing. It is a field of procedures or design, writing, implementation, evaluation, examination of learning materials, and an academic study investigating the principles.¹⁰

b. Principles in Developing Material

Tomlinson summarizes sixteen principles for SLA researchers to agree to that basic principle relevant to language teaching material development. This section highlights these standards: 1) Materials should facilitate learner self-investment. 2) It is essential that what is taught is current and valuable for the student. 3) Have the language in genuine use to the students. 4) Help learners to

⁹Bryan Tomlinson, *Developing Materials for Language Teaching*, ed. Bryan Tomlinson, Second. (London: Bloomsury, 2013).

¹⁰Maryam Azarnoosh et al., *Issues in Materials Development*, ed. Maryam Azarnoosh et al., *Issues in Materials Development* (Netherlands: Sense Publishers, 2016).

understand well. 5) Achieve impact. 6) Should take constructive outcomes of the exercises typically postponed. 7) Learners should be able to gain confidence due to the materials. 8) It ought to consider that understudies contrast in learning styles. 9) The materials should provide a tranquil moment around the start of the direction. 10) language materials to achieve communicative purposes. 11) Students or understudies should be prepared to get the focus being instructed. 12) Students' consideration ought to draw into the etymological elements of the info. 13) Materials ought to consider that understudies contrast in passionate attitudes. 14) Learners should be allowed to use the target in the materials. 15) Materials should give freedom to result from the input. 16) Materials should optimize learning potential by appealing to the eye, fostering intellectual and emotional engagement, and engaging appropriate left and right brain processes.¹¹

Most authors on the interaction of materials advancement center around need investigation as to their beginning. Be that as it may, a few essayists are articulating their standards. For instance, Bell and Gower began by expressing the accompanying principles which they needed to direct their composition: adaptability, engaging content, natural language, personal practice, from text to language, analytic approaches, coordinated abilities, learning to learn, individual practice, emphasis on review, professional respect, the balance of techniques, focus on review¹²

¹¹Y. M. Harsono, "Developing Learning Materials for Specific Purposes," *TEFLIN Journal - A publication on the teaching and learning of English* 18, no. 2 (2007): 170–173.

¹²Tomlinson, *Developing Materials for Language Teaching*.

4. Game

a. Definition of Game

Language games are not exercises, for the most part, intended to kill time or loosen things up between understudies. Byrne gave "the definition to games as a type of different play represented by rules." They ought to be pleasant. They are not simply a break from routine exercises or redirection. However, it's a method of getting the student to utilize the language in the game.

Additionally, Jill Hadfield characterized games as "an action with rules, an objective, and a fun component." There are two sorts of games: Cooperative games, in which players or groups cooperate toward a shared objective, and serious games, in which players or groups compete to be quick to arrive at the goal. Toth said, "The emphasis in the games is not prioritizing the correctness of language but rather prioritizing successful communication."¹³

b. Purpose of Games

Abdul Muin said, "Games are habitually utilized in the homeroom to give a cheerful language practice, either with moderately free language or where a specific design is being rehashed. In either case, the emphasis is playing the game, and there is a little room for correction during the activity."¹⁴ While Mahmoud & Tanni said that game could be an answer, as expressed by Prank, a game is utilized to give severe and energetic inclusion or make fun in

¹³Angkana Deesri, "Games in the ESL and EFL Class," *Khon Khaen University VII*, no. 9 (2002).

¹⁴Abd. Muin, "Teaching Speaking through Games," *Adabiyah XIV*, no. 1 (2014): 92.

correspondence. So that the student can feel pleasure and enjoyment in learning."¹⁵

c. Types of Game

According to Wright, there are several types of games:

a). Magic Trick Redundancy is genuine because the wizardry stunt consistently appeals to individuals and welcomes their consideration and remark.

b). They are caring and Sharing Games All the games in this segment request to energize trust and interest in others. These games' trouble is students' modesty or hesitance to impart xxxvi individual sentiments and encounters to other class individuals. Just the educator can choose when and how to acquaint the students with sharing and caring exercises.

c). Picture Games is a game where the utilization of pictures has a critical influence. These games include looking into pictures and thinking about a potential connection between images and differences or similarities.

d). Psychology Games This game has included different games that may prompt more considerable attention to the working of human personalities and faculties. Much assessment and involvement with brain science games support focus and language use.

e). Story Games This game gives a system to the student to talk and compose instead of participating in short trades. The educator ought to conclude that it may be helpful to address explicit mistakes. They carefully consider the errors during the narrating but delay deferring until a while later.

¹⁵Ahmed Awad Amin Mahmoud and Ziyad Ahmed Tanni, "Using Games to Promote Students' Motivation towards Learning English," *Al-Quds Open University Journal for Educational and Psychological Research and Studies* 2, no. 5 (2014): 16–17.

f). Word Games this present game's focal point of aims is first on the Word instead of the sentence: spelling, implications, names as deduced from settings, words as arranged by syntactic utilization, or terms for sentence-production. Notwithstanding, students are needed by and large to go past the underlying concentration and to xxxvii impart in entire sentences, here and there, to seek afterthoughts and contend at some length.

g). This is a true/false game to choose which individual offers a valid or bogus expression.

h). Card and board games The instances of these games are snakes and stepping stools. We can make varieties of significant worth for accomplishment.

i). Sound Games Sound impacts can make an impression on individuals, places, and activities in the audience's brain. There is a greeting for the audience to contribute through a creative mind. This game is about singular translation and individual perspectives and offering viewpoints and thoughts.

j). Guessing and speculating games, this game is about someone finding out what someone knows. It is helpful for learners who lack English

k). Miscellaneous Games is about a fortune teller. The instances of this game set up how you can manage it, situations, and zip.

l.) *Memory Games* essentially, these games are about memory. These games put the player to the test or the learners' ability to remember. Amount what players can recollect the lead to conversation, where assessment, and what data is traded.

m.) Question and answer game this part is an assortment of games intended to make settings in which the student needs to pose an inquiry to discover something, generally associated with linguistic focuses¹⁶

d. The Advantages of Games

Qiaoyan Yang said, "Games can animate learning and inspiration, and understudies get extremely assimilated in games, some of which are reasonable for undergrads in examining English as their subsequent language." DwiNurulFajariyah Games draw in students to become dynamic in the study hall. Show the language usually and advance familiarity. They should utilize this because they help students see the excellence in an unknown dialect and do not think again that foreign language is harsh."¹⁷

e. The Good Characteristic Games Book

The teacher must be careful in adopting games because it used for education. So games must fulfill the criteria set in the learning objectives. Here is the excellent characteristic of games book are:

- a). Games book is a current idea and alternative to improve student's interest in learning
- b). Through the games book, students can be exciting and motivated to develop their interests

¹⁶Andrew Wright, David Betteridge, and Michael Buckby, "Games for Language Learning," *IEEE Computer Graphics and Applications* 4, no. 2 (2015): 71.

¹⁷DWI NURUL FAJARIAH, "Improving Students' Speaking Proficiency Using Games (A Classroom Action Research on the Eight Grade Students of SMP Negeri 2 Baki Sukoharjo 2008/2009 Academic Year)" (2009): xvii.

c). The games book is unique in English learning. Learning will be exciting and increase the interest of students always to learn and understand the concept of the material

d). There is a wide variety of games which is exciting students will learn to know, learn to understand and learn to follow, and do

e). The forms of games are adapted to the concept material that the teacher will teach¹⁸

f). The games should meet students' expectations and make them excited. Because mostly in junior high school, students aged 12-15 belong to adolescent learners. Harmer said that "those groups of adolescent learners will be excited as long as they are engaged with the learning process."¹⁹

f. Strategies in teaching speaking

The language learning procedures utilized by the understudies in talking were exchanging, tracking down the good routes in talking, choosing the theme, going to English gatherings, using time for working on, focusing, further developing articulation by reading, self-evaluating, lowering anxiety, asking friends, repeating, reading English books, mastering vocabulary, singing the English tune, talking aloud so anyone might hear, watching English movies, making sentences, making sentences, practice pronouncing words with a native speaker to get the idea of it. The most predominant language dependent

¹⁸Saeful, "Games Book Sebagai Media Peningkatkan Minat Membaca Pada Pembelajaran Indonesia SD Kelas Tinggi."

¹⁹Nurin Afifah, "Designing ' Good at English' as an English Conversation Book for Speaking Class Activities Outside the Class for Grade VII Students of the Junior High School," *English Language Teaching* (2016): 16.

on Oxpords' hypothesis about language learning methodologies, using time for rehearsing alludes to metacognitive systems. This system assists understudies with getting sorted out and planning their language learning.²⁰

5. English for Academic Purpose (EAP)

a. What is EAP

English refers to associated practices and language rehearses that individuals need to work and concentrate on in English medium-advanced education for scholarly purposes. An EAP course's goal is to assist these individuals with learning the semantic and social – fundamentally working thanks to English, practice involved in studying, or disciplinary and institutional. The showing content is coordinated with the student's language practices and study needs. ESP is a type of EAP that is often considered an ELT branch, albeit not all EAP educators have gotten through the EIT course.

English for academic purposes (EAP) covers guidance that spotlights people's open necessities, rehearses in instructive settings, and language research. Consequently, it incorporates a scope of exercises, from planning listening materials to portraying the talk of doctoral safeguards. While often characterized as a practical affair, it goes past preparing students for the English examination to comprehend the sort of proficiency found in the institute. EAP is then a part of applied etymology, comprising a critical group of tests for effective teaching and assessment, descriptions of academic texts'

²⁰Dewi Furwana, "Language Learning Strategies of EFL College Students," *Ethical Lingua: Journal of Language Teaching and Literature* 4, no. 1 (2017): 79–80.

linguistic and discursal structures, and analysis of academics' textual practices.²¹

b. The concept of EAP

Speculations in EAP are sometimes confounding because there are disputes about characterizing EAP, fights between banter over guidance, and schools blended utilization of language and a broad scope of ideas related to EAP. Notwithstanding ELT speculations, it has, since its creation, been affected by assorted views, including communicative language teaching, sociolinguistic, applied linguistics, linguistic, learning theories and writing across the curriculum, Writing in Discipline (WID), critical theory, new literacies, register analysis, American second-language composition, genre analysis, and systematic functional linguistics. When defining EAP regarding the problems encountered, claims that the EAP definition is constantly changing in the scope and content.²²

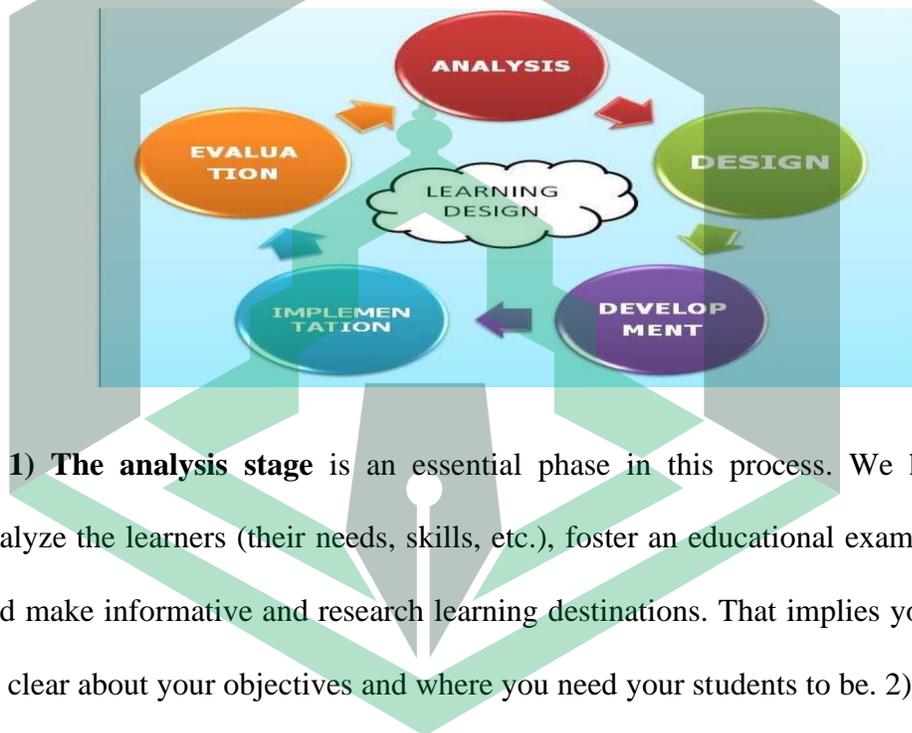
²¹Ken Hyland, *English for Academic Purposes*, ed. Ken Hyland, *Routledge* (London and New York: Taylor & Francis e-Library, 2006).

²²Yulong Li, *Educational Change Amongst English Language College Teachers in China*, ed. Yulong Li, *Educational Change Amongst English Language College Teachers in China* (China: Springer Nature Singapore Pte Ltd, 2020).

6. Models in Developing

a. ADDIE

The most common model utilized in the informative plan field guide is creating a reasonable plan called ADDIE. This model is a way to deal with making a difference in any instructional design or even teacher to make a productive or content developer. Analysis, design, development, implementation, and evaluation (ADDIE) are acronyms for analysis, design, development, implementation, and evaluation. Each level of the ADDIE model works together and is related.

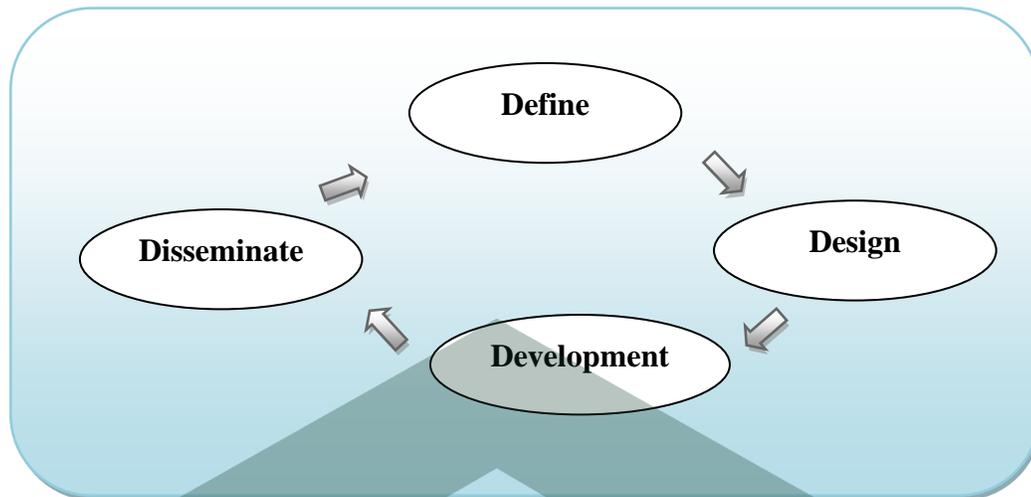


1) **The analysis stage** is an essential phase in this process. We have to analyze the learners (their needs, skills, etc.), foster an educational examination, and make informative and research learning destinations. That implies you must be clear about your objectives and where you need your students to be. 2) Design this stage is tied in with applying the guidance. The architect of training ponders plan guidance that can discover powerful approaches to learning and communication with the materials you have given and made. Moreover, We have to focus on designing assessments for learners' topics, selecting a course form, and then creating an instructional strategy. 3) **The development of this stage** relies upon the initial two stages: the examination and configuration stage. That

implies that if we did these stages accurately, the item would be more available. In this third stage, the global creators coordinate the innovation with the instructive setting and interaction. Then, at that point, a reinforcement plan off chance that the innovation we have picked doesn't work. **4) The implementation** of this stage is tied in with changing our objective right into it. We should think about tremendous advances: preparing the teachers, setting up the students, and coordinating the learning climate. We can show our course in exceptionally accurate approaches to accomplish the execution stage with these three stages. **5) Evaluations** are essential to assess each progression to guarantee we accomplish our objectives utilizing the educational plan and materials to address the student's issues. There are two sorts of assessment, which are summative and developmental assessment. The first is summative assessment assists us with seeing the genuine incentive for our educational plan when the course's entire guidance is done. The summative evaluation can evaluate the learner's outcomes and all design components' effectiveness after completing the course or design. The second type, formative evaluation, measure our educational materials in each ADDIE model stage. There are three fundamental valuable assessment measures: short assessment, bunch balanced, and preliminary in the field. We pick students with comparative provisions to our regular students in assessment and assess the materials.²³

²³Nada Aldoobie, "Addie Model," *American International Journal of contemporary Research* 5, no. 6 (2015): 68–71.

b. 4Dmodel there are:

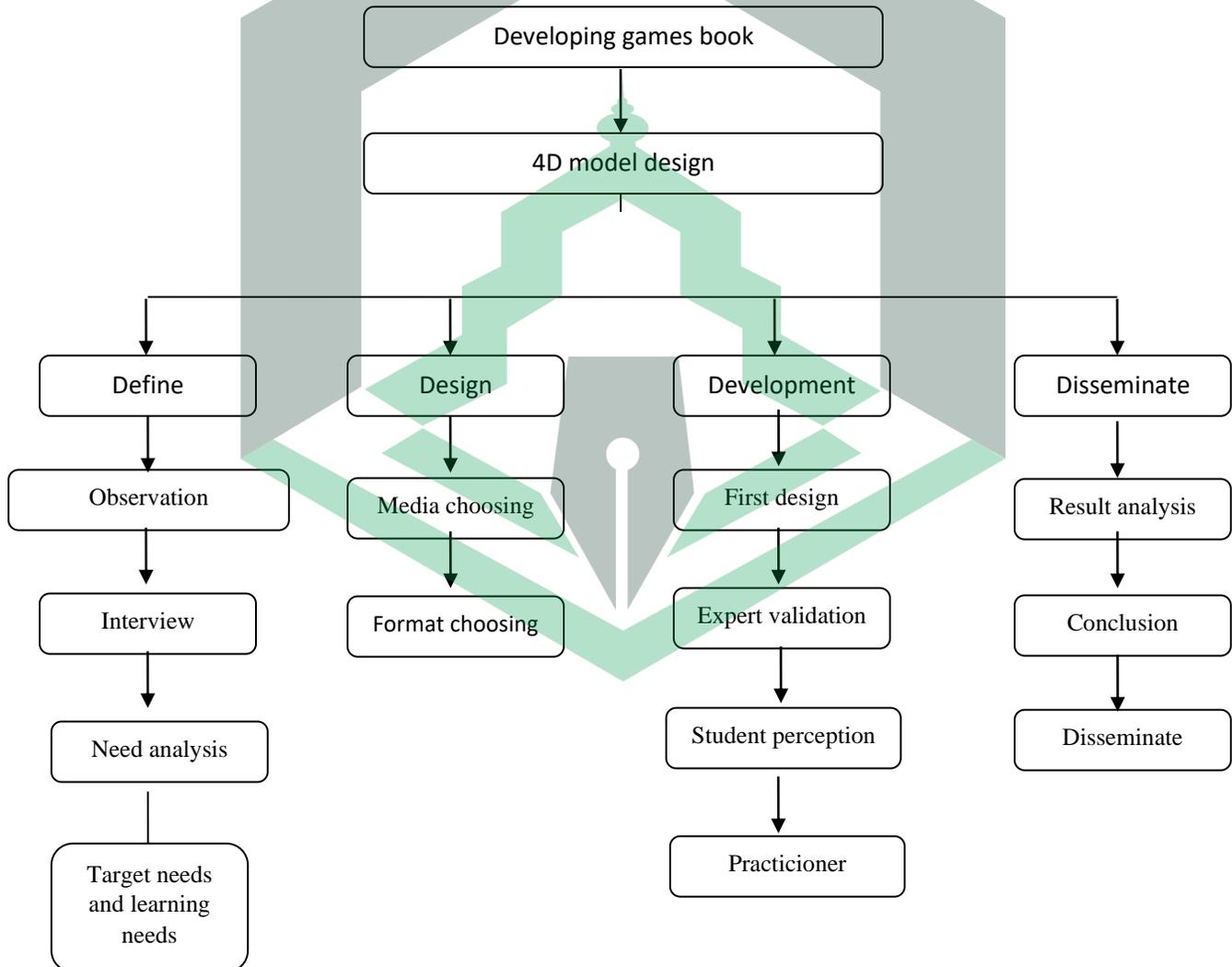


1) Defining Phase (Define) Preliminary analysis - end, student analysis, material analysis, task analysis, and objective specifications learning are all activities at this level. **2) Design Phase (Design)** This stage aims to design learning devices. A result of this design stage is called the initial draft. **3) Development Stage (Develop)** The development phase aims to produce a final draft of the learning device, the good one. **4) Dissemination Stage (Disseminate)** This stage aims to test the validation of learning devices tested and changed before being deployed in the field.²⁴

²⁴Dian Kurniawan and Sinta Verawati Dewi, "Pengembangan Perangkat Pembelajaran Dengan Media Screencast- O-Matic Mata Kuliah Kalkulus 2 Menggunakan Model 4-D Thiagarajan," *Jurnal Siliwangi* 3, no. 1 (2017): 217.

C. Conceptual Framework

This study utilized the R n D approach to create a games book for a junior high school teacher in the eighth grade Masamba. The background of this book is helping the teacher find some games in teaching speaking. This research's findings should have a teacher's solution as a game strategy in education. In this research, the researcher will use the 4D model in developing a games book for teaching speaking at the eighth-grade junior high school 2 Masamba. Below is the schema:



CHAPTER III

RESEARCH METHOD

The analyst in this research used the Research and Development (R&D) system to create a games book for teaching speaking at Masamba Junior High School in eighth grade. The researcher used the 4D model in this study.

A. Development Model

The researcher used the Research and Development (R&D) strategy. Research and development were utilized to create a specific item. Moreover, an exploration strategy fabricated a particular item and tested its effectiveness. In making the product, Firstly, the researcher needs to identify the needs (used qualitative). Second, develops a product. The last test was the product's effectiveness (used an experiment). The product can be a model, a procedure, a module, a program, a pattern, a book, or a package.²⁵

The 4D Thiagarajan design model was used in this development investigation. The following are some of the reasons why the 4D Thiagarajan design model was chosen: (1) it is better to develop learning media such as books, worksheets, lesson plans, and so on; (2) it is more complete and systematic; and (3) the developing was engaging the expert, so the product was revised by the expert's evaluation and suggestions before being tried out. In this research, there are four stages in fostering the talking games book from the 4D model and turned into the scientist's aide in

²⁵Sri Haryati, "Research and Development (R&D) Sebagai Salah Satu Model Penelitian Dalam Bidang Pendidikan" 37, no. 1 (2012): 11–26.

promoting the speaking games book.4D stands for *Defining, Designing, Developing, and Disseminating*.²⁶

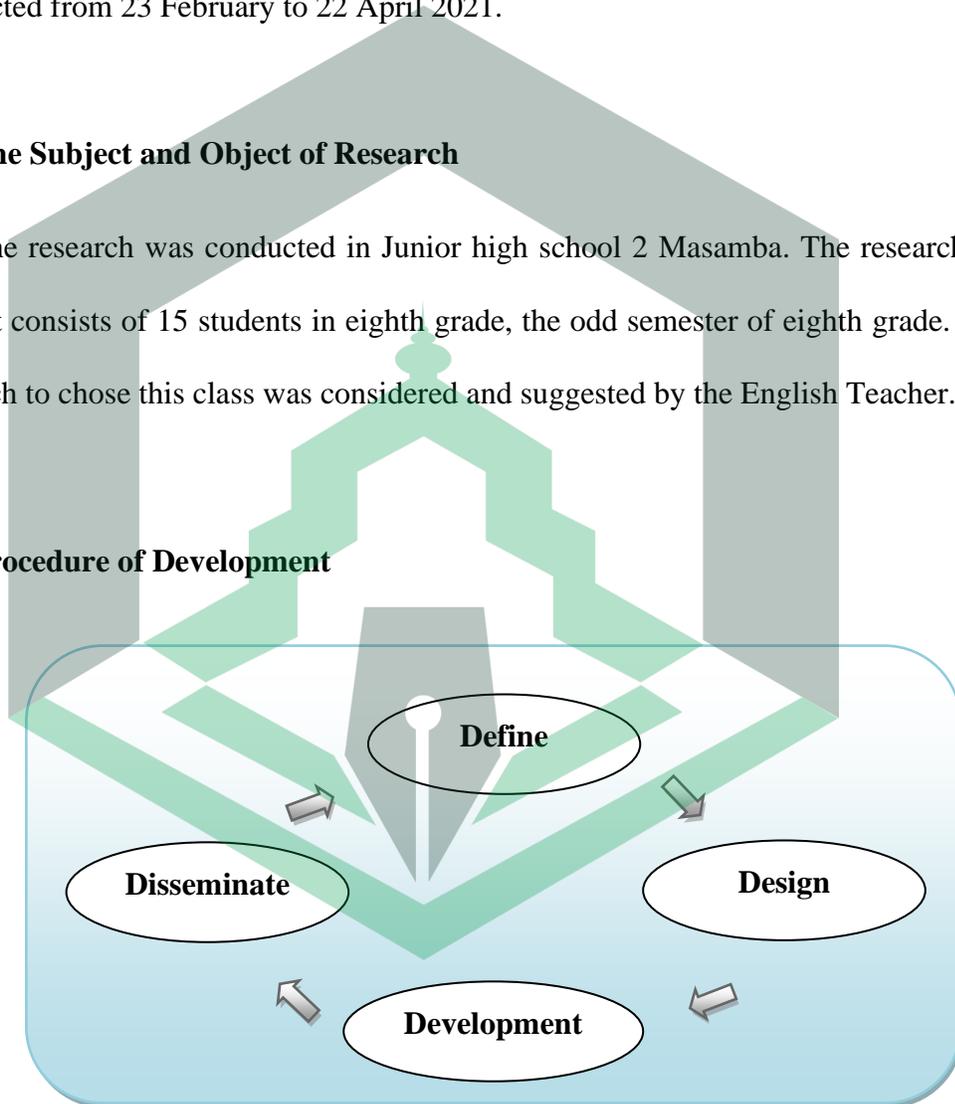
B. Location and Time of Research

This research was conducted in junior high school 2 Masamba addressed: Jln. Pendidikan, Kel.Baliase, Kec. Masamba, Kab. Luwu Utara. This research was conducted from 23 February to 22 April 2021.

C. The Subject and Object of Research

The research was conducted in Junior high school 2 Masamba. The researcher's subject consists of 15 students in eighth grade, the odd semester of eighth grade. The research to chose this class was considered and suggested by the English Teacher.

D. Procedure of Development



²⁶Dr.H. Punaji Setsoyasari, *Metode Penelitian Dan Pengembangan*, ed. Dr. H Punaji Setyosari, Third. (Malang: Kencana Prenada Media Group, 2013).

The following is the diagram of the 4D model used to foster the speaking games book:

1. Define

This step aims to determine the requirement for development. Analyze the appropriate product and model of the research used by the user. In developing the learning equipment such as a book, the steps in the definition were:

a. observation

The researcher's first step was to analyze the curriculum, syllabus, and materials the English teacher taught in class. That observation made the researcher easier compose the learning equipment that develops

b. Interview

The interview was relevant to what students require, particularly for developing a speaking games book. It also analyzed the student's characteristics, such as the background and the development of the student's cognition.

c. Need analysis

The target needs and learning needs were identified during the need analysis. The pupils were given questionnaires by the researcher at this point in the process. The surveys were designed to gather information about students' needs, wants, and deficiencies. It likewise expects to know data about the plan, info, and learning activities—the result of student analysis was used as a consideration for the development speaking games book.

2. Design

The purpose of the design was to produce the prototype of the learning equipment development. The step in this stage was:

a. Choosing the media

The media appropriately chose the result of the previous analysis.

b. Format choosing

Format choosing designed the content of the games, the characters, and the facilities for learning.

c. First design

The first design (first draft) was a game list designed before trying out.

3. Develop

This stage results in the final product design, which is then revised and validated by an expert before being tested. The step in this stage was:

a. Valuation of the expert

This step validated the content. The experts validated the product. All of the experts' suggestions were considered, and the base revised the product. We got the second draft after fixing the first draft.

b. Student's Perception

The games portrayed the students as limited treatment with the actual students in this step.

4. Disseminate

This step tried out the result of the third prototype. And the product was used to develop the final prototype as the games book's final development.

E. Technique and Data Collection

Observation, interviews, and questionnaires were used to collect data in this study. The researcher next used an interview technique to ask students and English teachers specific questions, and finally, the researcher used a questionnaire to collect data. The first was a questionnaire for need analysis, the second was a questionnaire for expert opinion, and the third was a questionnaire for the prior student's viewpoint.

F. Data Analysis Technique

1. Data Analysis in the questionnaire

The descriptive data analysis used in this part was dissected by ascertaining the appropriate response. The following is an example of the need analysis from the questionnaire:

$$X = \frac{\sum x}{N} \times 100\%$$

X = Score

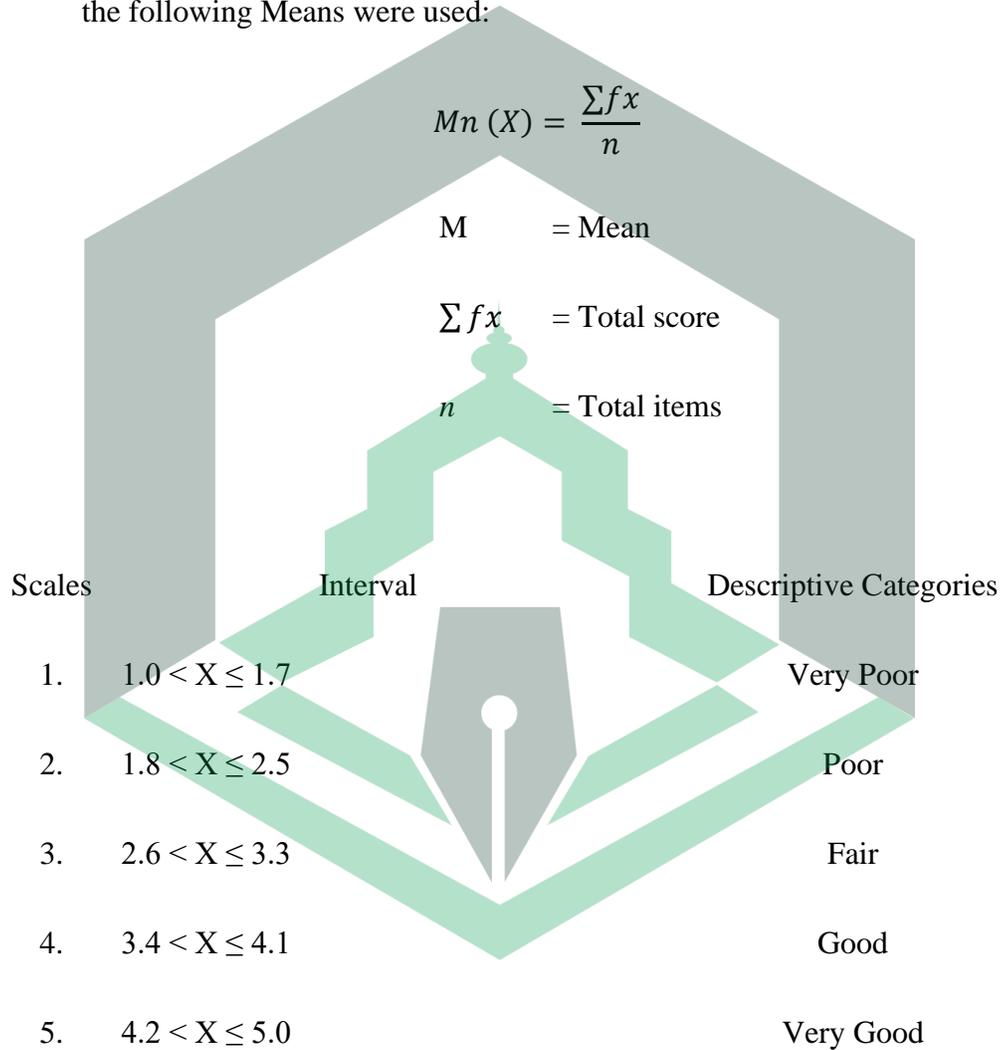
$\sum x$ = The same answer of students

N = Total number of students

The decisions made by the students (necessity, lack, and desire) form a researcher's experience in creating the worksheet.

2. Data Analysis based on expert judgment

The data was transformed into a descriptive analysis by the researcher. The Mean was used to assess the effect (X). Using conversion pattern data, the following Means were used:

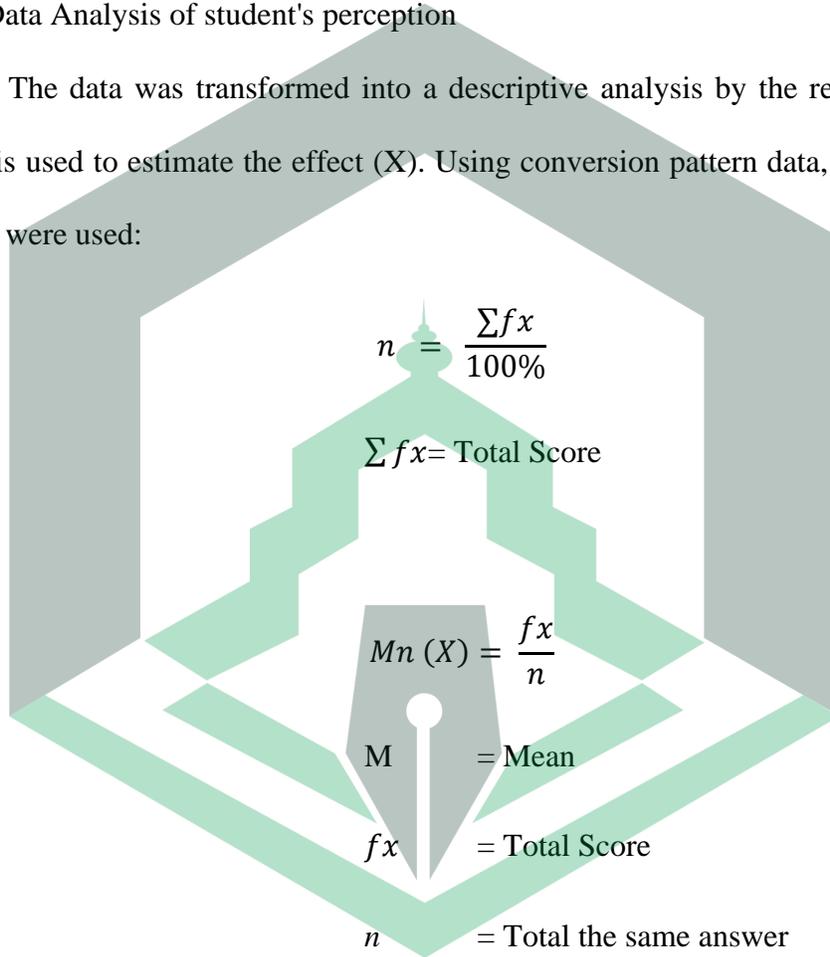


The example of table Expert Judgment

No.	Indicators	Score	Expert Suggestion

3. Data Analysis of student's perception

The data was transformed into a descriptive analysis by the researcher. The Mean is used to estimate the effect (X). Using conversion pattern data, the following Means were used:



The example of table Student's Perception

No.	Indicators	Score	Students Suggestion

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presented and examined the discoveries of the research. The initial segment of this chapter offers the requirements investigation results, and the next part shows the conversation of the findings.

A. Research Findings

1. Define

There were three steps for the researcher to determine the information: observation, interview, and need analysis.

A. Observation

The researcher observed the school curriculum and what the teacher taught in the English learning book. The researcher discovered that SMPN2 Masamba was using the 2013 curriculum due to the observation. In the 2013 curriculum, character education aims to increase the quality of educational processes and academic results, resulting in students' character and noble character. Implementing the 2013 curriculum based on personality and competence obliges students to actively learn thematic and contextual approaches. From the observation, the researcher knew the teacher's English learning book in SMPN 2 Masamba in eighth grade was "When English rings a bell." In class, the teacher taught from a general English textbook.

B. Interview

The researcher concentrated on the needs and desires of the students. And knew students' characteristics in the interview section. The researcher interviewed the teacher about the feature of a student in the eighth grade that she taught. The interviewed teacher said that "The students of eighth grade were not active on learning English because the students were still very new in English that is because of an absence of propensity to communicate in English, the subsequent understudy frequently assumes first about what to discuss, the third point to consider was their lack of vocabulary. We can see from just a few students active in English lessons. Based on an interview, some students were not involved in class because English is challenging, and they were not interested in learning English and silence. Most of the students want to be involved in English learning. The researcher now knew what students want in English learning to be dynamic in the exercise from the interview. The researcher was looking for an excellent way to increase student's motivation to learn English. So the researcher concluded that need to develop an appropriate English games book for eighth-grade students to make students more active in learning English

C. The result of the need analysis

The population in this need study consisted of 96 pupils, while the sample consisted of 15 eighth-grade students

a) Necessities

1. Target Needs

The first item analyzed was the target needs. Here, the researcher wanted to know the student's necessities, lacks, and enjoyment in learning English.

a) Necessities

The data shows that the following chart depicts the students' ultimate goal in learning English:

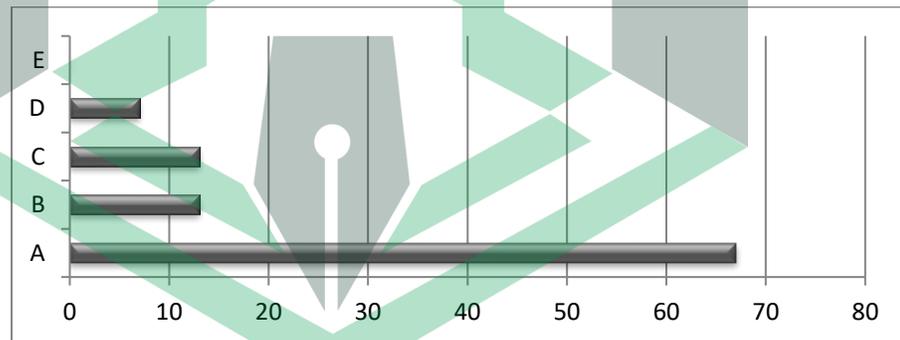


Chart 4.1 The results of student's necessities on purpose

In the percentage of this question, the majority of the students picked option A, which is their goal in learning to speak. It shows from 15 students, 67% or 10 of students decide to habituate talking in

English. The researcher made appropriate games to make the students speak of their habituates based on the result.

In addition, students who responded to a questionnaire about the number of student necessities on media content at this time can see in the following chart:

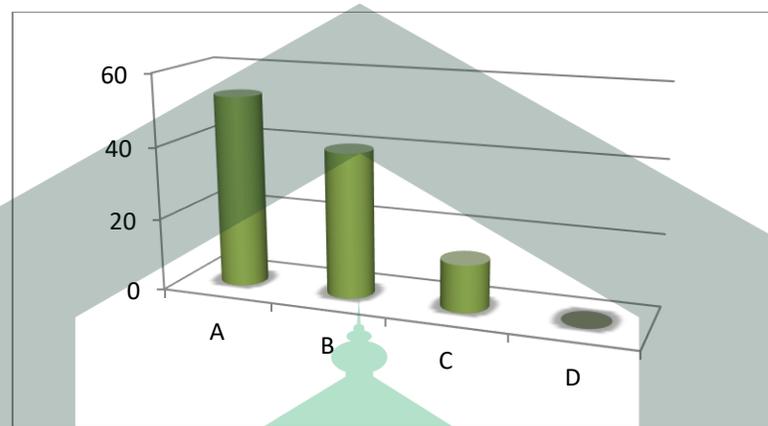


Chart 4.2 The results of student's necessities on media content

In this question, most students chose option A, which lacks new media in learning English. Of 15 students, 53% or 7 of students answered the media does not build confidence to speak. The researcher tried to make appropriate games to encourage students to speak from the result.

b) Lack

After the *necessities*, the next aspect was lack. Two things in the questionnaire acquired data about the students' English capability in shortage. The result can see as follow:

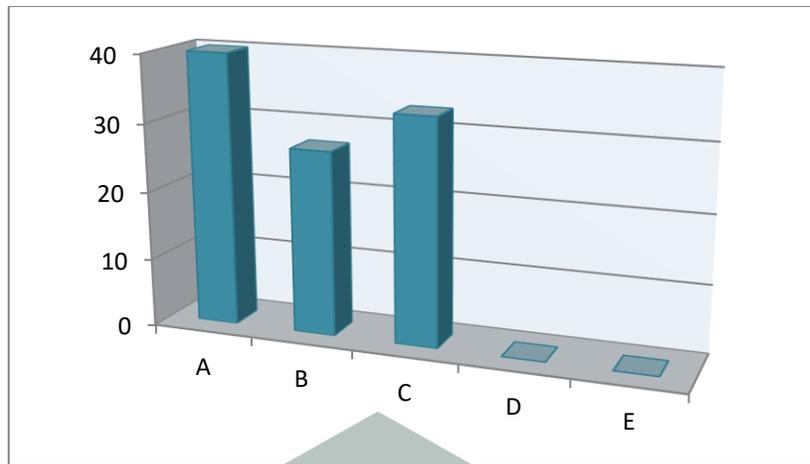


Chart 4.3 The results of student's lack of learning English

In this question, most of the students with difficulties in speaking did not have a strong mentality speaking. It shows that six students, or 40% of students, chose option A. The researcher tried to make appropriate games to increase students' confidence to speak in light of the outcome.

Furthermore, the students that responded to the survey indicated that they lacked English proficiency can see in the following chart:

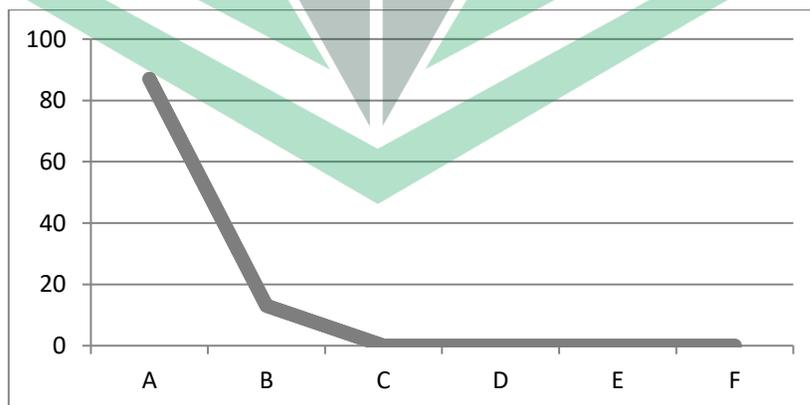


Chart 4.4 The results of student's lack of English proficiency

The percentage in this question, most of the student's level of English is basic (lower). It shows that 13 students, or 87% of students, chose option A. Based on the result, the researcher tried to make suitable games for the basic level

Furthermore, the students who responded to the survey expressed a lack of speaking activity can see in the following chart:

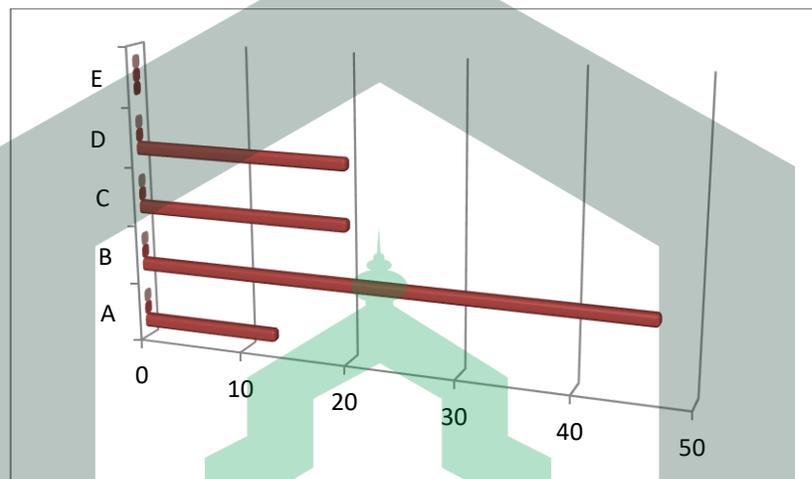


Chart 4.5 The results of student's lack of speaking activity

The percentage in this question was that most of the student's difficulty in speaking activity is quickly translated and answered by the other person. It shows seven students, or 47% of students, chose option B. Refers to the previous question. It could be a cause of a lack of vocabulary. The researcher tried to make games that improve speaking skills and students' vocabulary based on the result.

c) Wants

The last part of the objective requirements that should be distinguished is the topic of needs. The students got some information about English learning materials that they want to improve their English. The following is an example of a possible outcome::

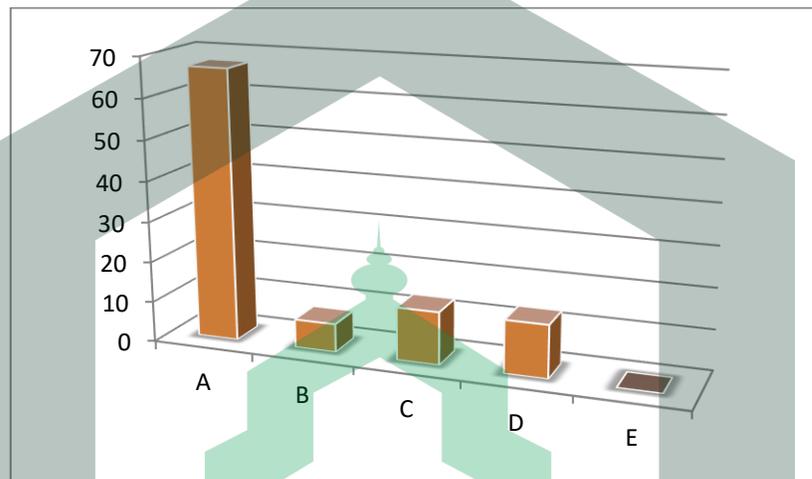


Chart 4.6 The results of student's wants on speaking English

The percentage of the question shows that the eighth-grade level is known speaking is speaking actively in all conditions. The percentage of students who chose option A shown 67% of students are in this situation know speaking activity as speaking actively in all conditions is their opinion about telling. The researcher knew that students wanted to act by speaking based on the outcome. So, the researcher tried to make suitable speaking games that would make students active in speaking.

The following graph depicts the students' desire to enhance their speaking skills based on the findings of the questionnaire:

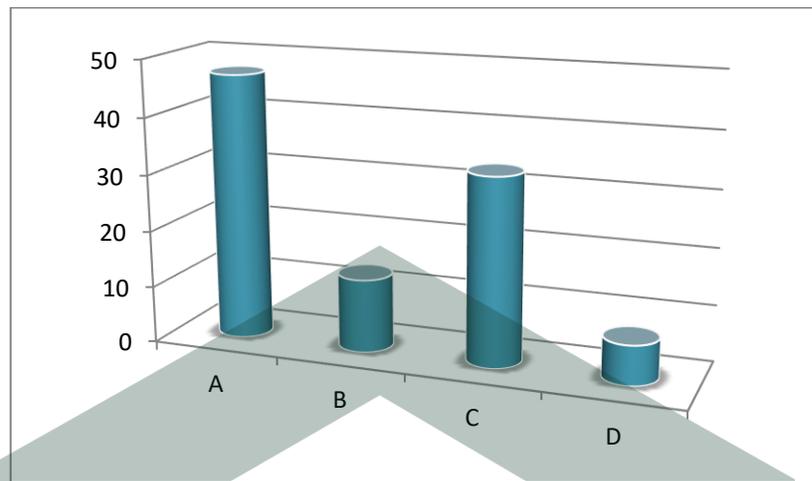


Chart 4.7 The results of student's wants to improve their speaking

The percentage of the question shows that students in eighth grade chose vocabulary as a kind of language knowledge that can help improve their speaking skills. The percentage of students who chose option A is shown as seven students. It means that 47% of students know that their vocabulary has to be improved. Based on the result, the researcher besides made appropriate speaking games. The researcher also made exciting games to improve students' vocabulary.

Based on the outcome of the questionnaire, the students' wants on speaking competency can see in the following chart:

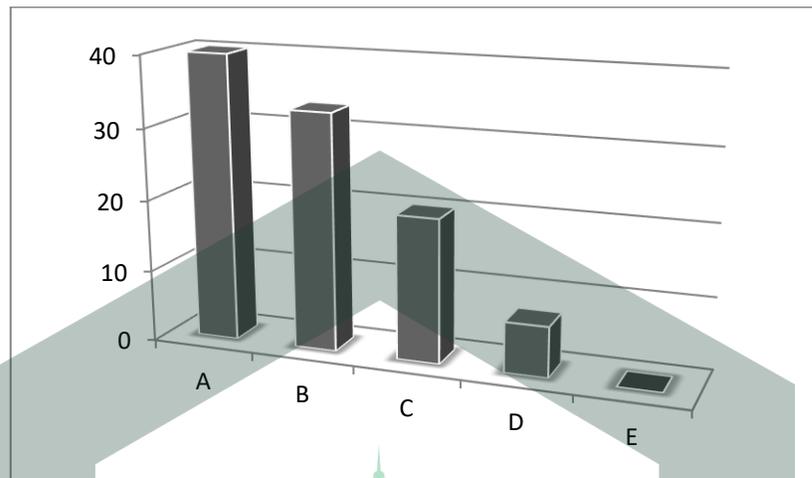


Chart 4.8 The results of student's wants on speaking competency

The percentage in this question, speaking competence that students want to master after learning English, can give multiple English instructions. It shows that the number of students who opted for option A is 40%, or six of 15 students. As a result of the findings, the researcher attempted to make some appropriate games to train students to make instruction in English learning.

The students' desires are based on the results of the questionnaire on the game's content can see in the following chart:

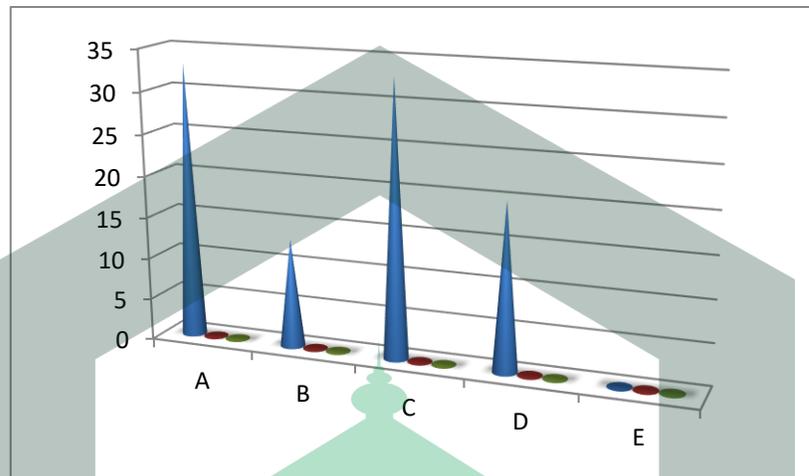


Chart 4.9 The results of student's wants on the game's content

In this question, the percentage of the use of games book that students want there were 2. These can encourage them to discuss with other friends and awaken their passion for learning English. Five students chose A, and five students chose C. it shows A and C are the same 53%. Based on the result, the researcher tried to make suitable games that encourage students to discuss with their friends, and the games can also increase students' enthusiasm for learning English.

2. Learning Needs

a) Input

Based on the questionnaire, the topic of the games which students wanted to input can see as follow:

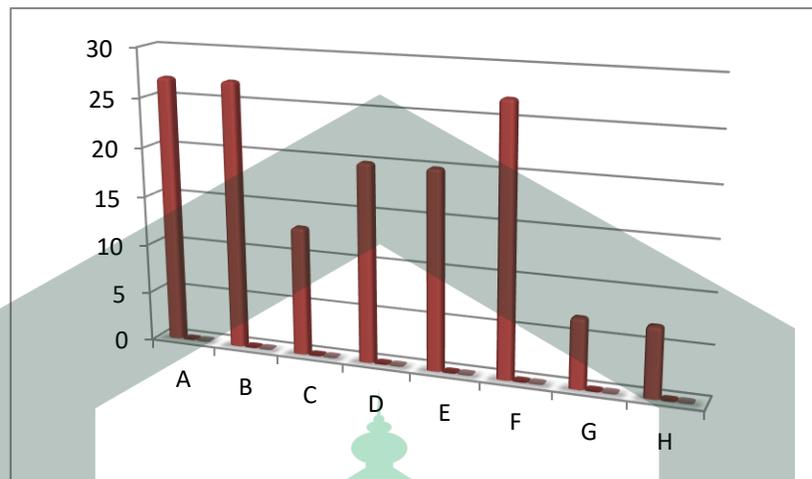


Chart 4.10 The results of student's input on the topic

In this question, the percentage of these questions, the students chose options A, B, and F as kinds of games that students like in learning speaking: memory games, picture games, and guessing. It shows A, B and F are the same 27%. The researcher tried to make games suitable for memory games, picture games, and guessing games based on the result.

Based on the questionnaire, student's input on the interlude games book can see as follow:

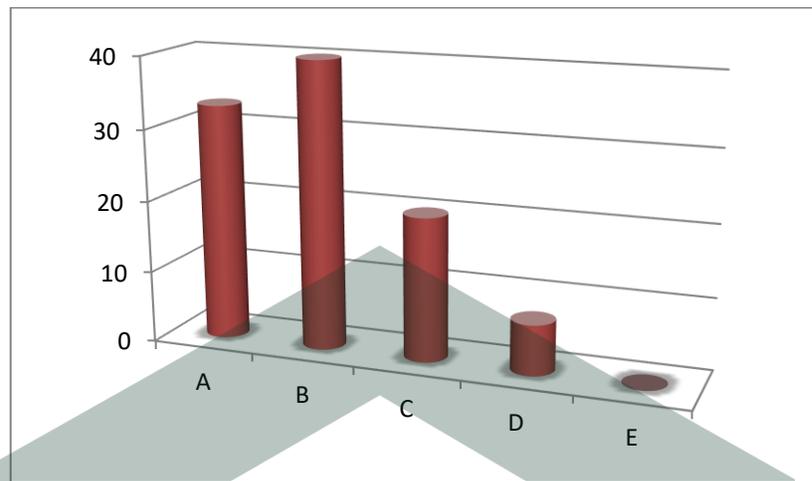


Chart 4.11 The results of student's input on the interlude games book

The percentage of students who prefer cartoon drawings relevant to the issues presented in this inquiry. The interlude games book demonstrates that 40 percent of students chose option B or six out of 15 students. As a result of the findings, the researcher attempted to make games books with cartoon pictures according to the game book's contents.

In addition, students who responded to a questionnaire about student's input on graphic feasibility can see in the following chart:

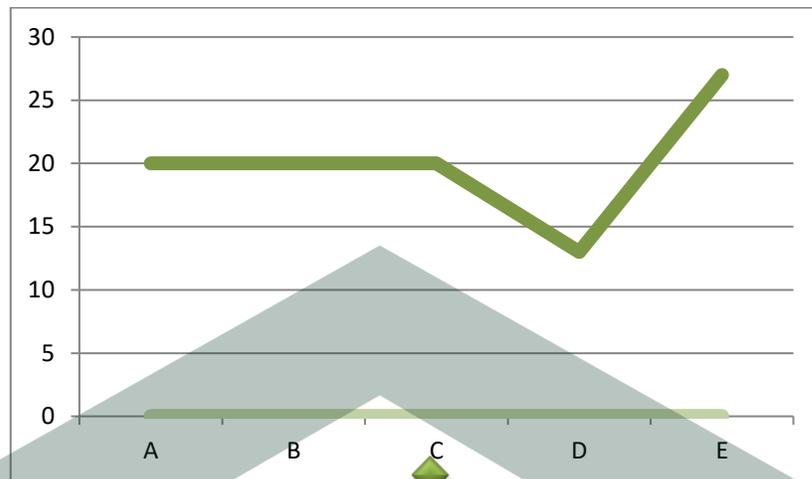


Chart 4.12 The results of student's input on graphic feasibility of the games speaking book

The percentage in this question, The graphic feasibility of the games speaking book that students want is option E (All option) which were an attractive cover design of games book, the placement of illustrations and images does not interfere with understanding, the pictures presented are following the material, using harmonious colors accentuates function. It shows that option E was selected by 27% of students. As a result of the findings, the researcher attempted to make attractive cover design, illustration, and pictures suitable for games book content in the speaking games book's graphic feasibility. The colors of the games book are good-looking.

In addition, students who responded to a questionnaire about student's input on the speaking games book can see in the following chart:

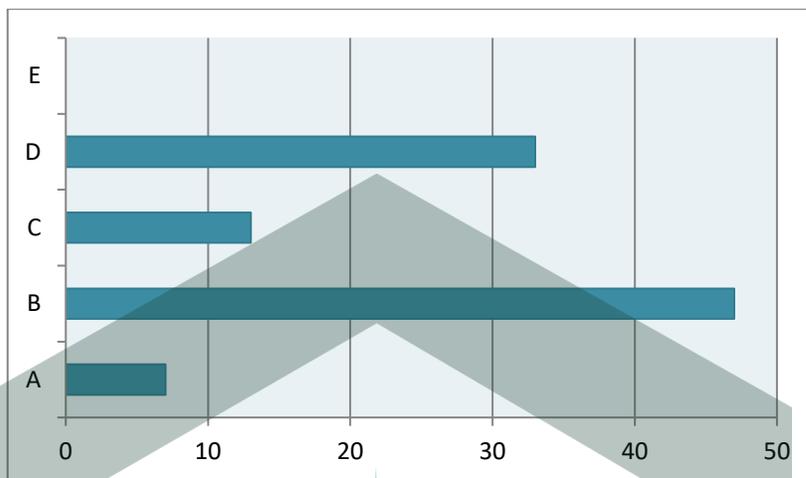


Chart 4.13 The results of student's input on speaking games book

The students' percentage in this question, want on games speaking book is instructions on games book are easy to understand. It shows that students who picked option B are 47% or seven students from 15 students. The researcher tried to make the games book's instructions easy to understand based on the outcome.

In addition, students who responded to a questionnaire about students' input on language aspects of games speaking books. As can be seen in the graph below:

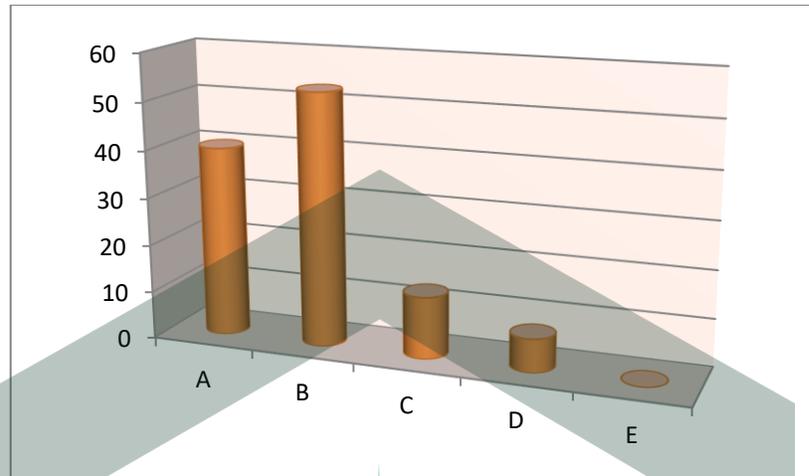


Chart 4.14 The results of student's input on language aspects of games speaking book

The percentage in this question, The language aspects of the games speaking book that students want, was used according to students' emotional maturity level. It shows that option B was selected by 53% of students, or eight out of fifteen. As a result of the findings, the researcher attempted to appropriate games according to students' emotional maturity levels.

b) Procedures

The procedure is the next learning component to investigate after the input analysis. According to the survey, the students wanted activities that allowed them to put their English skills to use. The following is the outcome:

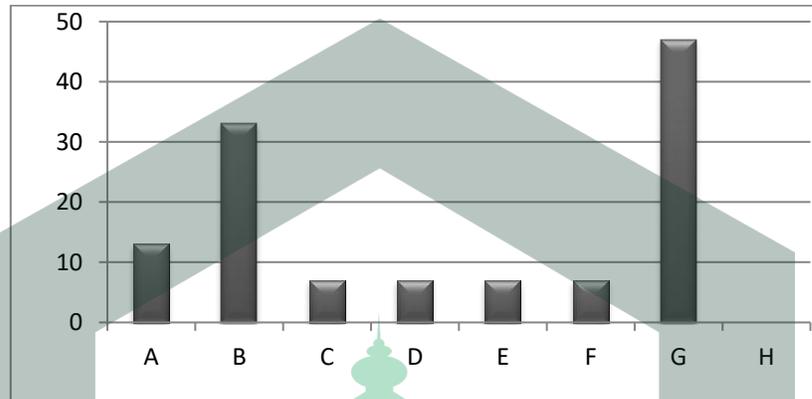


Chart 4.15 The results of student's procedure for learning speaking

The percentage in this question, most of the students like a game as an activity in learning. It shows that the percentage of students who picked option G is 47% or seven of 15 students. Based on the result, the researcher knew that games are helpful to improve students speaking skills. The researcher tried to make appropriate games that help students learn English in a speaking activity.

The data shows student's procedures for speaking activity can see in the following chart:

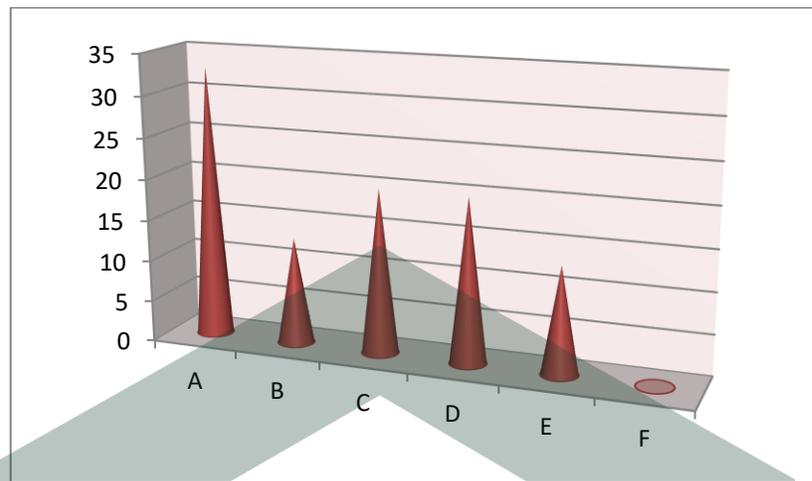


Chart 4.16 The results of student's procedures on speaking activity

Most of the students want to learn the percentage in this question using full English as the daily conversation in the classroom. It shows that 5 of students, or 33%, choose option A. The researcher tried to make appropriate speaking games that encourage students to speak English with their friends based on the result.

Furthermore, students who answered questionnaires related to student procedures on practice speaking material could see in the following chart:

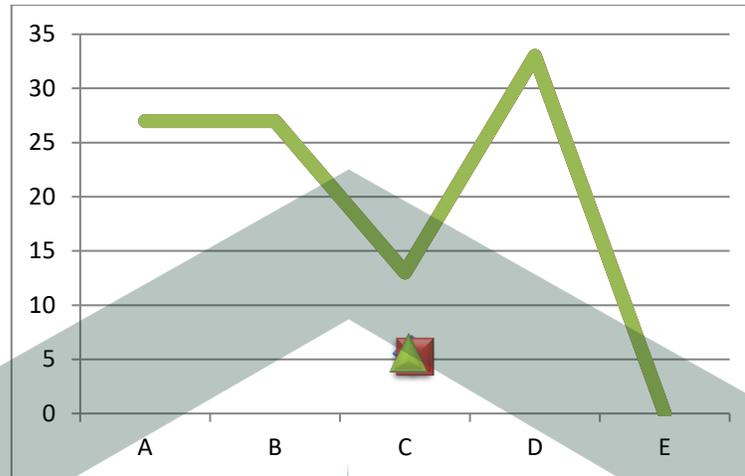


Chart 4.17 The results of student's procedures on practice speaking material

The percentage in this question, most of the student activities that students enjoy when practicing speaking material in class has conversations in pair with classmates. It shows that 5 of the students, or 33%, chose option D. Based on the outcome, the researcher knew that conversation made students enjoy learning English. So, the researcher tried to make some appropriate conversation games that encourage students' speaking skills.

In the questionnaire, there is a section on target needs. Student's procedures for speaking lessons to improve their speaking can see in the following chart:

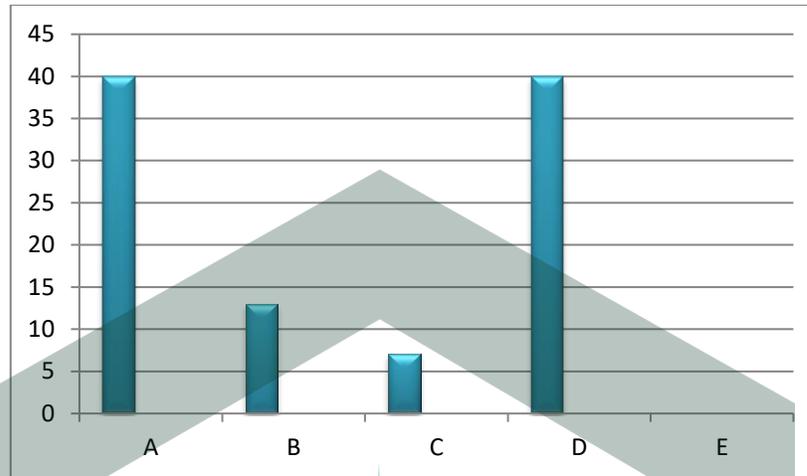


Chart 4.18 The results of student's procedures in speaking lessons to improve their speaking

In this question, the percentage of these questions, the students chose options A and D as kinds of speaking lessons that students prefer to use to improve their speaking skills are tell the results of observations and description. It shows A and D are the same 40% or six students. Based on the development, the researcher tried to make appropriate games to train students to tell the result of observation and make some fair describing games.

Based on the outcomes of the questionnaire, the students' procedures on the speaking method can see in the following chart:

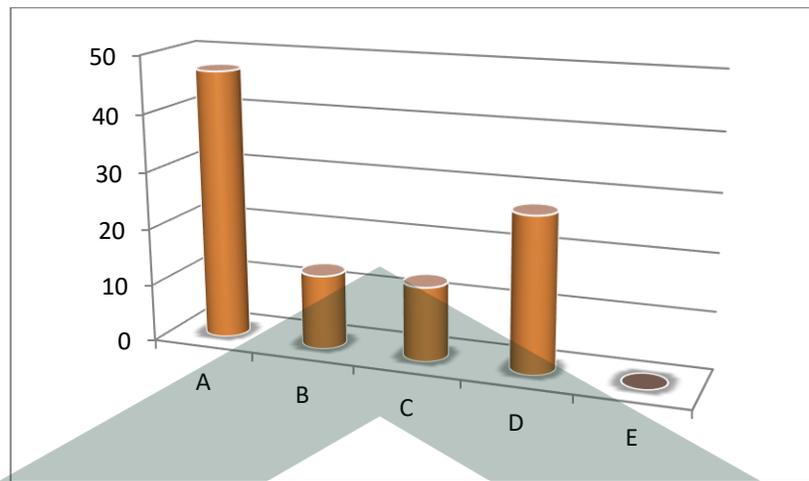


Chart 4.19 The results of student's procedures on speaking method

In this question, most of the students like a conversation as the speaking method of learning. It shows that 7 of the students, or 47%, chose option A. The researcher tried to make some appropriate conversation games based on the outcome.

c) Setting

The setting is the next component. The use of setting media can aid students' learning. The following is the outcome:

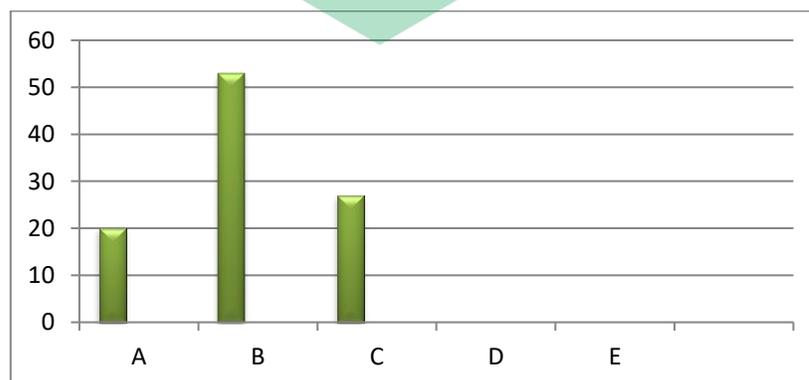


Chart 4.20 The results of setting media can support student's learning process

The percentage in this question, the students more like print media as their learning media, can support them in their learning process. Kind of print media is textbook, newspaper, magazine, and module. It shows that 8 of the students chose option B or 53%. Based on the result, the researcher tried to make games require several media such as textbooks, newspapers, magazines, etc.

Based on the results of the questionnaire, students student's setting place on learning can see in the following chart:

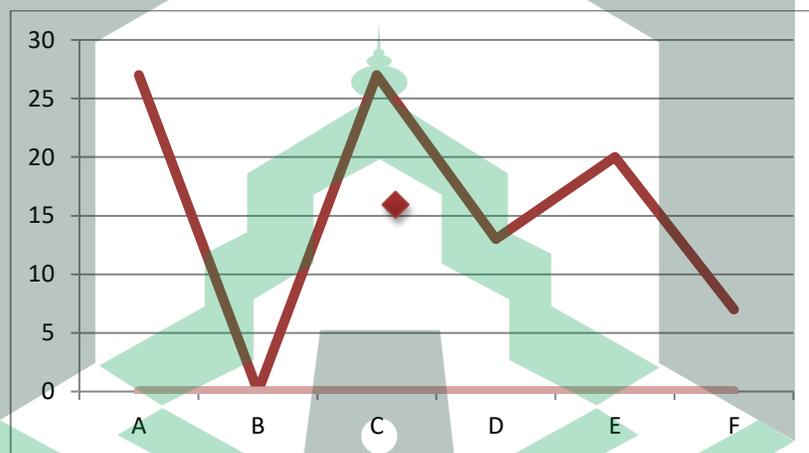


Chart 4.21 The results of student's setting place on learning

The percentage in this question, the student's favorite place in learning to speak is in the classroom and outside (park, field, etc.). It shows that students who chose A and C are the same 27%. Based on the result, the researcher's games play in two places in the classroom and outside (Park, field, etc.)

Furthermore, the students that responded to the survey questionnaire student's settings on learning can see in the following chart:

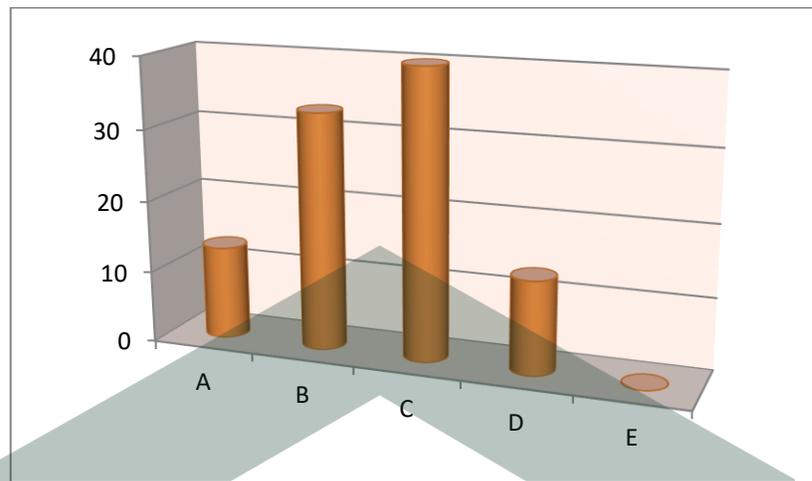


Chart 4.22 The results of student's setting on learning

The percentage in this question, the students, like to work with a small group (4 to 6). It shows 6 of students, or 40% of students, chose option C. Based on the outcome, the researcher setting games that the games play with a small group (4 to 6 students)

d) Student's role

The learner's role is the final component. When the education and learning measure is in progress, this component defines the student's role. As you can see, it's as follows:

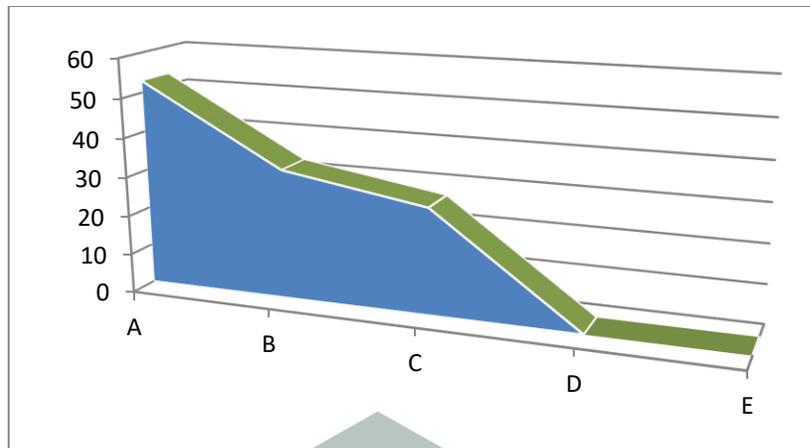


Chart 4.23 The results of student's role

The percentage in this question, student role in the classroom when learning English, especially speaking skills, is listening to the teacher's explanation and implementing the teacher's instruction. It shows eight students, or 53% of students, chose option A. Based on the result proving that games are an excellent way to teach students in English learning, the researcher tried to make games that teachers use to give instruction.

e) Teacher's role

The students responded to the teacher's involvement in the learning process based on the questionnaire's need analysis results.

As you can see, it's as follows:

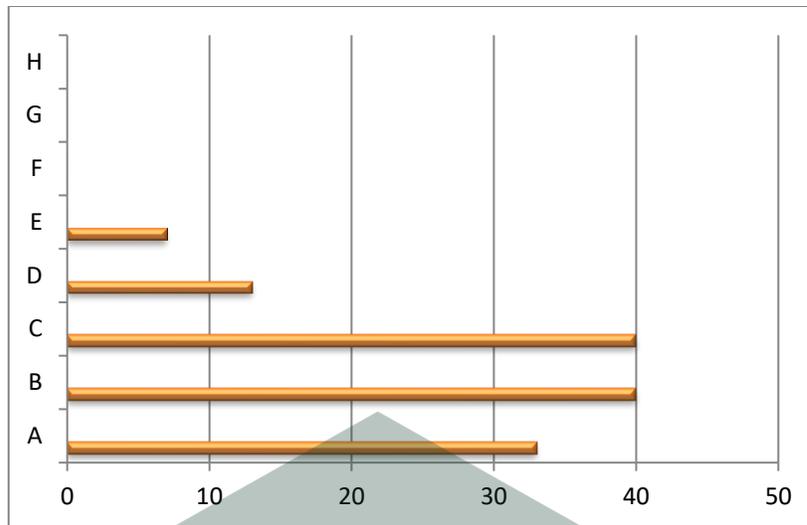


Chart 4.24 The result of the teacher's role

Most students prefer the percentage of the teacher is a Motivator for students and Involves students in arranging every learning activity. It shows students chose options B and C with the same value as 40%. The researcher tried to make appropriate games involving students in all learning activities based on the result.

2. Result of Expert Validation

The researcher validated the material by administering a questionnaire during expert validation. The questionnaire contains 30 questions that cover all areas of the product. Those aspects were content and layout assessed by three experts: Dr.Masruddin, M.Hum as Lecturer in IAIN Palopo, Mrs.Sumriani S.pd, and Mrs.Halmiah S.Pd are Teachers in SMPN 2 Masamba. Below are the outcomes from those three experts.

a. The First Expert (Lecture)

Table 4.1 Average score by expert material on every aspect

Question Number	Score	Question Number	Score
1	4	15	4
2	4	16	4
3	4	17	3
4	3	18	4
5	4	19	4
6	4	20	4
7	4	21	4
8	4	22	4
9	4	23	4
10	4	24	3
11	4	25	4
12	4	26	4
13	4	27	4
14	4	28	4
Total Score			109
Mean Value			3.89

$$\text{Mean} = \frac{109}{28} = 3.89$$

The data shows that the games book for Speaking skills designed by the researcher was qualified to apply from content expert validation in the school. It proved from the first expert (lecturer) giving 109, which equals 3.85. This score means "good". There were some suggestions for this product from the first expert, including correcting the spelling of writing and providing pictures for each game's instructions. And The researcher had revised the guidance from the first expert.

a. The Second Expert (Teacher)

Table 4.2 Average score by expert material on every aspect

Question Number	Score	Question Number	Score
1	4	15	4
2	3	16	4
3	4	17	4
4	4	18	4
5	4	19	4
6	4	20	4
7	4	21	4
8	4	22	4
9	4	23	4
10	4	24	4
11	4	25	4
12	4	26	4
13	4	27	4
14	3	28	4
Total Score			110
Mean Value			3.92

$$\text{Mean} = \frac{110}{28} = 3.92$$

The data showed that the games book for Speaking skills designed by the researcher was qualified to apply from content expert validation in the school. It proved from the second expert (teacher) score giving 110, which equals 3.92. This score means "good". The second expert suggested this product: the games in chapter 3 (suggestion me!) and chapter 4 (invite someone!) make it more attractive for students, and the other games are good. The researcher revised games in chapter 3

(suggestion me!) and chapter 4 (invite someone!) based on advice from the second expert.

b. The Third Expert (Teacher)

Table 4.3 Average score by expert material on every aspect

Question Number	Score	Question Number	Score
1	4	15	4
2	4	16	4
3	4	17	4
4	4	18	4
5	4	19	4
6	4	20	4
7	4	21	4
8	4	22	4
9	4	23	4
10	4	24	4
11	4	25	4
12	4	26	4
13	4	27	4
14	4	28	4
Total Score			112
Mean Value			4.00

$$\text{Mean} = \frac{112}{28} = 4.00$$

The data shows that the researcher's speaking games book was qualified to be used in the school, based on those tables of content expert validation. Evidence from the third expert (Teacher) shows $112 = 4.00$. This is a "very good" score.

d. The First Expert Lay-out

Table 4.4 Average by expert design on every aspect

Question Number	score
1	4
2	4
3	4
4	4
5	4
6	4
Total score	24
Mean Value	4.00

$$\text{Mean} = \frac{24}{6}$$

$$= 4.00$$

The tables above show that the first expert (lecture) design layout on every aspect gives 24, which equals 4.00. In the interval, this category gets "very good".

e. The Second Expert Lay-out

Table 4.5 Average by expert design on every aspect

Question Number	Score
1	4
2	4
3	4
4	4
5	4
6	4
Total score	24
Mean Value	4.00

$$\text{Mean} = \frac{24}{6}$$

$$= 4.00$$

The tables above show that the first expert (lecture) design layout on every aspect gives 24, which equals 4.00. In the interval, this category gets "very good".

f. The Third Expert Lay-out

Table 4.6 Average by expert design on every aspect

Question Number	Score
1	4
2	4
3	4
4	4
5	4
6	4
Total score	24
Mean Value	4.00

$$\text{Mean} = \frac{24}{6}$$

$$= 4.00$$

The tables of layout expert validation reveal that the researcher's speaking games book was qualified for usage in the school. The third expert's score of 24, which equals 4.00, proves it; this score implies "very good."

3. Students Perception

The researcher needed students' perceptions of the generated English book when designing a speaking gamebook to confirm that the speaking gamebook was genuinely appropriate for eighth-grade students.

The product was provided to the fifteenth students, who completed the content suitability, language propriety, and layout appropriateness questionnaires.

Fittingness should be spread out. The following is an explanation of the outcome:

Table 4.7 Revision of the English design speaking games book for Junior High School 2 Masamba

No	Statement	SS	S	R	TS	STS
1	The games book presented is suitable for the second grade level at junior high school 2 Masamba	12	3	0	0	0
2	The speaking games book has been by the needs for grade junior high school 2 Masamba.	1	14	0	0	0
3	This speaking games book can improve students' English skills.	6	9	0	0	0
4	Speaking games book are varied in their interity	11	4	0	0	0
5	Speaking games book are interesting and easy to understand	4	11	0	0	0
6	The contents of the book are from the student's k13 book.	9	6	0	0	0
7	The writing appropriate book that are easely understood by students	5	10	0	0	0
8	Colors in writing are interesting to learn	7	8	0	0	0
9	Preparation of speaking games according to the material in the students k13 book	10	5	0	0	0
10	The book are able to encourage students to speak	5	10	0	0	0
Totally		70	80			

The results of the questionnaire on students' assessments of the content eligibility component indicate that these games are appropriate: There are 15 students by 10 statement of that questionnaires speaking game book and after

After analyzing the curriculum researcher also analyzed the cognition of students. It is also conducted when observation. The student's ability in English is so low. It showed when the teacher taught the student, and they were entirely passive cause they looked like they didn't understand all of the lessons. It is the cause of their vocabulary so lack that the teacher should always translate all of the instruction herself into Bahasa.

The researcher will need to do an analysis in which the purpose of this trend was to show why the students needed to learn English (Hutchinson and Waters, 1987). The needs analysis method was separated into two parts: target needs and non-target needs, which have a place with what the students need to do in the objective circumstance, and adapting needs, which have a place with the information and capacities that students can need to perform to the important level of skill in the objective circumstance.

The next step is **designed**. In designing speaking games, the researcher made various speaking games appropriate to the English book material used in the eighth grade of junior high school 2 Masamba. In speaking games, the researcher put some attractive pictures to make the game clear to understand and make the games book become a colorful format it will influence student interest in the study. The speaking games book contains six-chapter. There were some speaking games in each chapter.

After the speaking games book had been composed, the subsequent stage was the expert judgment measure. The speaking games book **developed** assessed the material and content by three experts: Dr. Masruddin, M.Hum as Lecturer in IAIN Palopo, Mrs. Halmia, S.Pd and MrsSumriani, S.pdas an English Teacher in SMPN

2 Masamba. The result showed The average score by expert 1 material and design is 3,91 which is mean good. The second expert judgment is 3,94 which is mean good and the last expert judgment is 4.00 which is mean very good. After being validated by three experts, the games book was revised and became a second draft. Then the games book was used to teach English and shown to the students in the classroom to find out students' perceptions of these games books. While the result of students' perception there are 15 students and 10 question about that book if we count there are 80% agree on that speaking games book.

According to expert evaluation and student perspective, the content, language, materials presentation, and materials layout were all appropriate. As a result, has potential successfully taught speaking in the eighth grade of junior high school 2 Masamba and this research will be beneficial for others English teacher.

The book could be applied to the games in the school as the **Disseminated** step in this research. The researcher just did socialization at SMPN 2 Masamba to show them the product, and their responses about this product were good. The English teacher also responded that this product might apply in her class, so the English learning materials for teaching speaking skills in the eighth-grade odd semester can more effectively use this product.

Finally, after steps of making this product were all done. The researcher named the product games book called "Speaking Fun". The book Speaking Fun has six-chapter, fourteen speaking games, colorful book and have some quotes. The advantages of this book are that pictures of this gamebook are connected to the game's instructions. So, it makes it easy to use by the teacher and understand by students. And also, the researcher had made a collection of appropriate speaking

games according to the material in the book called "When English Rings a Bell" used in the teaching-learning process. So, it allows "Speaking fun book" to be used by the teacher as a companion to the book "When English rings a bell".

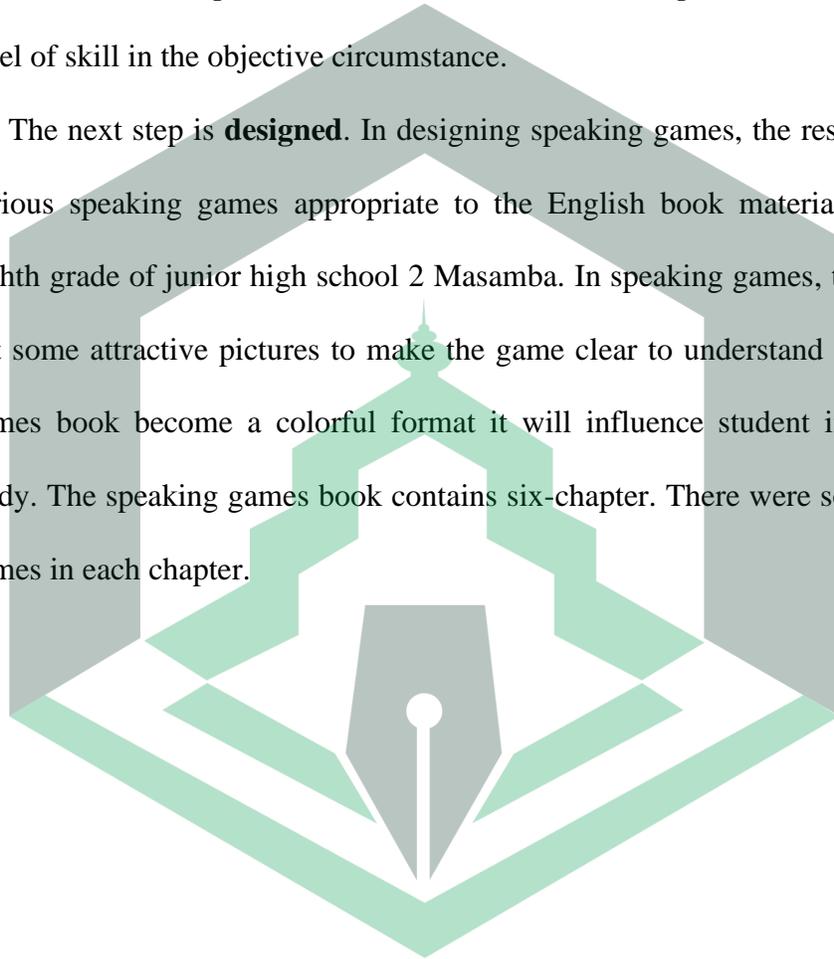
This research needs a long process to make the result. The causes in the 4D design model had a long process, as added in the previous sheet. Most difficulties were how to arrange the games book to become attractive but still appropriate to students' abilities. It also ought to be suitable for the result of the need analysis questionnaire. Other difficulties come from choosing the format media which need in this games book. Cause of based on students' ability, researchers should put simple speaking games appropriate to their ability. So it required a long time to arrange it and conduct it step by step based on each chapter.

This research used 4D models in development—the first step of this research was **defined** with analyzed the curriculum. When observing the school, the researcher also interviewed the teacher about the appropriateness of the curriculum in the learning process. The result found that the curriculum that applied in SMPN 2 Masamba is the curriculum of 2013 that only focused on general English

After analyzing the curriculum researcher also analyzed the cognition of students. It is also conducted when observationed. The student's ability in English is so low. It showed when the teacher taught the student, and they were entirely passive cause they looked like they didn't understand all of the lessons. It is the cause of their vocabulary so lack that the teacher should always translate all of the instruction herself into Bahasa.

The researcher will need to do an analysis in which the purpose of this trend was to show why the students needed to learn English (Hutchinson and Waters, 1987). The needs analysis method was separated into two parts: target needs and non-target needs, which have a place with what the students need to do in the objective circumstance, and adapting needs, which have a place with the information and capacities that students can need to perform to the important level of skill in the objective circumstance.

The next step is **designed**. In designing speaking games, the researcher made various speaking games appropriate to the English book material used in the eighth grade of junior high school 2 Masamba. In speaking games, the researcher put some attractive pictures to make the game clear to understand and make the games book become a colorful format it will influence student interest in the study. The speaking games book contains six-chapter. There were some speaking games in each chapter.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher tried to develop an English games book that focused on speaking skills utilized in the eighth grade of Masamba Junior High School. The developing researcher employed a 4D design model: Define, Design, Develop, and Disseminate. The material is made using school textbooks.

The steps in developing a games book start with Define in define researcher analyzed the curriculum, students, and the material. The researcher observed and then conducted a need analysis questionnaire in this step. After finding out the result, the researcher started designing the games book.

The second step is designing. In designing the games book, the researcher chose the media speaking games and format used in the games book. In designing games, the book must be appropriate to the curriculum of 2013, and speaking games also must be suitable for the ability of students in the eighth grade of junior high school 2 Masamba

After the design, the games book arrives in Develop step, which means that the expert judge should assess the games book using an expert judgment questionnaire. The expert judgment became a base for revising the first draft of the games book. In the first draft of the games book, the researcher became competent to apply in class. It is supported by expert validation, which reveals that the score interval is "Good." After the second draft had been designed, the

students assessed the games book in the class. It has been established that the interval of the score is "very good" based on expert judgments and practitioner-developed materials used in class. Whereas most students agree with the developed materials, it is established in students' perception.

The last step is to disseminate the games book in the SMPN 2 Masamba to learn English in the speaking skill part. The games book could apply in the school as **Disseminate** step in this research. This product might apply in her class, according to the English teacher. Furthermore, the English learning materials for teaching speaking skills in the eighth-grade odd semester can be more effectively used with this product.

B. Implication

In speaking need for various methods or techniques to make students more interested and easy to speaking English. This research gives an impact to the students. The discovery of many speaking games book make it easier to the students, because the games are relatable with the book that they used in class usually. In addition, This book is very easy to use by teachers because it is accompanied by procedures and illustrations of pictures and there are also some quotes that teachers can use to be conveyed to their students to further strengthen their enthusiasm in learning.

C. Suggestion

The findings of this research may benefit various parties, particularly the English teacher and other researchers, as in the following explanation:

1. To the English Teachers

English teachers in middle schools should attempt to create a kind of media such as games books for English, appropriate for students' needs, especially for speaking. In creating a Games book, teachers proposed to refer to the research findings on the characteristics of a decent games book dependent on English learning materials.

2. To the Other Researchers

Other researchers are relied upon to create a games book for English material, especially for each skill (listening, speaking, writing, reading), which has problems with appropriate English learning materials. They must also identify other features of appropriate learning materials depending on the needs of students, mainly when producing materials for English-speaking students.

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APPENDICES



IAIN PALOPO

a. Surat Izin Meneliti



PEMERINTAH KABUPATEN LUWU UTARA
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
(DPMPTSP)

Jalan Simpursiang Kantor Gabungan Dinas No.27 Telp/Fax 0473-21536 Kode Pos 92961 Masamba

SURAT KETERANGAN PENELITIAN
 Nomor : 17249/00969/SKP/DPMPTSP/II/2021

Membaca : Permohonan Surat Keterangan Penelitian an. Febrianti Armita beserta lampirannya.
 Menimbang : Rekomendasi Badan Kesatuan Bangsa dan Politik Kabupaten Luwu Utara Nomor 070/027/II/ Bakesbangpol/2021 Tanggal 22 Februari 2021
 Mengingat

1. Undang-Undang Nomor 39 Tahun 2008 tentang Kementerian Negara;
2. Undang-Undang Nomor 23 Tahun 2014 tentang Pemerintahan Daerah;
3. Peraturan Pemerintah Nomor 12 Tahun 2007 tentang Pembinaan dan Pengawasan Penyelenggaraan Pemerintah Daerah;
4. Peraturan Presiden Nomor 97 Tahun 2014 tentang Penyelenggaraan Pelayanan Terpadu Satu Pintu;
5. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 3 tahun 2018 tentang Penerbitan Surat Keterangan Penelitian;
6. Peraturan Bupati Nomor 17 Tahun 2020 tentang Perubahan Kedua atas Peraturan Bupati Luwu Utara Nomor 11 Tahun 2018 tentang Pelimpahan Kewenangan Perizinan, Non Perizinan dan Penanaman Modal Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

MEMUTUSKAN

Menetapkan : Memberikan Surat Keterangan Penelitian kepada :

Nama : Febrianti Armita
 Nomor : 085342219301
 Telepon
 Alamat : Dso. Balo-Balo Atas, Desa Balo Balo, Kecamatan Wotu, Kab. Luwu Timur Provinsi Sulawesi Selatan
 Sekolah / : Institut Agama Islam Negeri (IAIN) Palopo
 Instansi
 Judul : Developing Speaking Games Book For Teaching Speaking At Eighth Grade Of Junior High School 2 Masamba
 Penelitian
 Lokasi : SMPN 2 Masamba, Kelurahan Baliase Kecamatan Masamba, Kab. Luwu Utara Provinsi Sulawesi Selatan
 Penelitian

Dengan ketentuan sebagai berikut

1. Surat Keterangan Penelitian ini mulai berlaku pada tanggal 23 Februari s/d 25 Maret 2021.
2. Mematuhi semua peraturan Perundang-Undangan yang berlaku.
3. Surat Keterangan Penelitian ini dicabut kembali dan dinyatakan tidak berlaku apabila pemegang surat ini tidak mematuhi ketentuan peraturan perundang-undangan yang berlaku.

Surat Keterangan Penelitian ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya dan batal dengan sendirinya jika bertentangan dengan tujuan dan/atau ketentuan berlaku.

Diterbitkan di : Masamba
 Pada Tanggal : 23 Februari 2021



Kepala Dinas
 NIP. 196604151998031007
 DPMPTSP

Retribusi : Rp. 0,00
 No. Seri : 17249



b. Kuesioner Analisis Kebutuhan

Beri tanda silang (x) pada opsi yang sesuai yang paling menggambarkan situasi Anda saat ini dan sesuai dengan apa yang Anda butuhkan atau inginkan terkait dengan belajar bahasa Inggris.

1. Menurut Anda, berbicara adalah ...?

- a. Berbicara secara aktif dalam segala kondisi
- b. Aktivitas bicara tentang apa yang ingin kami katakan
- c. Kegiatan yang menunjukkan kemampuan berbicara dalam bahasa Inggris lisan
- d. Membiasakan diri dengan aktivitas dalam berbahasa Inggris
- e. Lainnya..... (Sebutkan jika ada)

2. Apa tujuan Anda belajar berbicara?

- a. Biasakan berbicara dalam bahasa Inggris
- b. Tingkatkan skor Anda dalam mata pelajaran bahasa Inggris
- c. Mampu berbicara dengan penutur asli
- d. Mampu menganalisis dan menerima segala sesuatu tentang lisan dalam bahasa Bahasa Inggris (film, musik, dll.)
- e. Lainnya..... (Sebutkan jika ada)

3. Kegiatan apa yang Anda sukai ketika belajar berbicara di kelas? (Dapat memilih lebih dari satu)

- a. Drama
- b. Menyanyi
- c. Parodi
- d. Bercerita
- e. Diskusi
- f. Pidato
- g. Game.....(Sebutkan jika ada)
- h. Lainnya..... (Sebutkan jika ada)

4. Jenis permainan apa yang Anda sukai dalam belajar berbicara? (Dapat memilih lebih dari satu)
- Game memori (Game memori)
 - Game gambar (Game gambar)
 - Game cerita (Game cerita)
 - Permainan kata (Word games)
 - Game salah/benar (Game benar/salah)
 - Permainan menebak (Guessing game)
 - Game suara (Game suara)
 - Lainnya..... (Sebutkan jika ada)
5. Apa kesulitan Anda dalam belajar berbicara?
- Tidak memiliki mental yang kuat dalam berbicara
 - Tidak fasih berbahasa Inggris
 - Bingung harus mulai dari mana
 - kurangnya kosakata (vocabulary)
 - Lainnya..... (Sebutkan jika ada)
6. Berapa tingkat penguasaan bahasa Inggris Anda saat ini?
- Dasar(bawah): tahu sedikit kosakata dan ekspresi praktis, penguasaan tata bahasa terbatas, pengucapan sangat dipengaruhi oleh bahasa ibu.
 - Dasar (atas): dapat berkomunikasi dengan baik tentang beberapa topik dengan percakapan singkat, masih memiliki beberapa kesulitan dalam kosakata, tata bahasa, dan pengucapan masih dipengaruhi oleh bahasa ibu
 - Intermediate (bawah): dapat berkomunikasi dengan baik pada topik tertentu namun masih memiliki kesulitan untuk topik lain, masih memiliki beberapa kesulitan dalam kosakata, tata bahasa dan lafal.
 - Menengah (atas): meskipun masih mengalami kesulitan dalam kosakata, tata bahasa, dan pengucapan, tetapi mampu terlibat dalam percakapan yang menyenangkan dan pada topik yang akrab
 - Advanced: mampu berkomunikasi dengan lancar pada sebagian besar topik, hanya memiliki sedikit kesulitan dalam kosakata, tata bahasa, dan pengucapan.

f. Lainnya (sebutkan jika ada)

7. Menurut Anda, apa hal yang paling sulit dalam sebuah kegiatan berbicara?

- a. Mengidentifikasi kata kunci dalam deskripsi lisan
- b. Cepat dalam menerjemahkan dan kemudian menjawab lawan bicara.
- c. Susun kalimat dengan benar sesuai tata bahasa atau tenses
- d. Bahasa penutur asli yang sulit dikuasai menyebabkan kurangnya kosakata
- e. Lain..... (Sebutkan jika ada)

8. Jenis kegiatan apa yang Anda inginkan dalam keterampilan berbicara?

- a. Menggunakan bahasa Inggris lengkap sebagai percakapan sehari-hari di kelas
- b. Menjawab pertanyaan dengan sistem "first come first"
- c. Menjawab pertanyaan secara bergiliran
- d. Kegiatan diskusi menggunakan bahasa Inggris
- e. Semua kegiatan
- f. Lain..... (Sebutkan jika ada)

9. Kegiatan apa yang Anda sukai ketika Anda berlatih berbicara di kelas?

- a. Pelajari intonasi dari kosakata yang disediakan
- b. Pelajari pengucapan (pengucapan) agar terdengar seperti penutur asli (penutur asli)
- c. Nyanyikan lagu dalam bahasa Inggris
- d. Lakukan percakapan berpasangan dengan teman sekelas,
- e. Lain..... (Sebutkan jika ada)

10. Jenis pengetahuan bahasa apa yang dapat membantu meningkatkan keterampilan Anda berbicara denganmu?

- a. Kosakata (kosakata)
- b. Tata bahasa (tata bahasa)
- c. Pengucapan (pengucapan)
- d. Lainnya (Sebutkan jika ada)

11. Media pembelajaran apa saja yang dapat mendukung proses pembelajaran Anda?

(Bisa pilih lebih dari satu)

- a. Audio Visual (Berita TV, Talkshow, film, dll.)
- b. Media cetak (buku, surat kabar, majalah, modul, dll.)
- c. Visual (tulisan bergambar atau diproyeksikan)
- d. Realitas (benda nyata dalam benda nyata atau benda buatan)
- e. Audio (rekaman kaset, radio, lagu, dll.)
- f. Lain..... (Sebutkan jika ada)

12. Di mana tempat favorit Anda untuk belajar berbicara?

- a. Kelas
- b. Laboratorium
- c. Di luar kelas (taman, taman, lapangan, dll.)
- d. Tempat wisata
- e. perpustakaan
- f. Lain..... (sebutkan jika ada)

7. Peran yang Anda sukai di kelas saat belajar bahasa Inggris, terutama di keterampilan berbicara? (Dapat memilih lebih dari satu)

- a. Mendengarkan penjelasan guru dan melaksanakan instruksi guru
- b. Berkomunikasi secara aktif di kelas
- c. Melakukan analisis sistematis terhadap materi pembelajaran bahasa Inggris
- d. Memberikan saran, kritik, dan saran tentang cara guru mengajar
- f. Lain..... (sebutkan jika ada)

14. Kompetensi berbicara yang ingin Anda kuasai setelah belajar bahasa Inggris sedang.....

- a. Mampu memberikan beberapa instruksi dalam bahasa Inggris
- b. Mampu berbahasa Inggris dengan lancar
- c. Memahami dan mampu menjawab lawan bicara dalam bahasa Inggris

- d. Semua kompetensi
- e. Lain..... (Sebutkan jika ada)

15. Apa kekurangan media saat ini dalam belajar berbicara?

- a. Tidak membangun kepercayaan diri untuk berbicara
- b. Tidak ada buku teks atau panduan yang tersedia
- c. Tidak bervariasi
- d. Lainnya..... (Sebutkan jika ada)

16. Dalam belajar bahasa Inggris, Anda lebih suka bekerja dengan metode.....

- a. sendiri
- b. sepasang
- c. Kelompok kecil (2-3 orang)
- d. Kelompok besar (5-8 orang)
- e. Lain..... (sebutkan jika ada)

17. Meningkatkan motivasi dalam belajar dan menghilangkan kebosanan dalam belajar Buku permainan selingan yang saya inginkan adalah

- a. Kutipan(peribahasa atau kutipan pernyataan dari novel atau penulis terkenal)
- b. Gambar kartun sesuai dengan topik yang dibahas
- c. Ada teka-teki
- d. Buku Warna-warni
- e. Lainnya.....(sebutkan jika ada)

18. Dalam belajar berbicara, peran guru yang Anda sukai dalam kegiatan belajar adalah.... (Dapat memilih lebih dari satu)

- a. Guru menggunakan bahasa Inggris sebagai bahasa pengantar
- b. Melibatkan siswa dalam mengatur setiap kegiatan pembelajaran
- c. Motivator bagi siswa dalam melakukan setiap kegiatan pembelajaran
- d. Mengontrol setiap kegiatan kemahasiswaan

- e. Guru menulis dan menilai kinerja bahasa siswa
- f. Berperan sebagai pemberi masukan yang memberikan masukan untuk hasil pembelajaran siswa
- g. Sebagai sumber daya yang membantu menyediakan fasilitas untuk meningkatkan kemampuan siswa
- h. Lainnya..... (Sebutkan jika ada)

19. Apa Kelayakan grafik dalam buku game berbicara yang Anda inginkan? (Bisa pilih lebih dari satu)

- a. Desain sampul buku game yang menarik
- b. Penempatan ilustrasi dan gambar tidak mengganggu pemahaman
- c. Gambar yang disajikan mengikuti materi
- d. Menggunakan warna yang harmonis membuat fungsinya jelas
- e. Lainnya..... (sebutkan jika ada)

20. Gunakan permainan berbicara yang Anda inginkan?

- a. Dapat mendorong saya untuk berdiskusi dengan teman-teman lain
- b. Saya lebih aktif dalam belajar
- c. Permainan yang digunakan dalam buku permainan berbicara ini membangkitkan gairah saya untuk belajar
- d. Dorong rasa ingin tahu
- e. Menciptakan kemampuan untuk mengajukan pertanyaan

21. Apa yang Anda inginkan dalam buku permainan berbicara? (Dapat memilih lebih dari satu)

- a. Ada banyak gambar
- b. Instruksi dalam buku permainan mudah dimengerti
- c. Gambar dan ilustrasi disajikan dengan menarik
- d. Buku permainan berbicara menggunakan warna-warna ceria

e. Lainnya..... (sebutkan jika ada)

22. Aspek linguistik dari buku permainan berbicara yang Anda inginkan.? (Bisa pilih lebih dari satu)

- a. Gunakan bahasa sederhana yang mudah dimengerti
- b. Bahasa yang digunakan sesuai dengan tingkat kematangan emosi siswa
- c. Pesan atau informasi yang disampaikan dengan bahasa yang menarik
- d. Tata bahasa yang digunakan mengikuti aturan yang baik
- e. Lainnya.....(sebutkan jika ada)

23. Jenis pelajaran berbicara apa yang ingin Anda gunakan? Tingkatkan keterampilan berbicara Anda.?

- a. Meniru ucapan
- b. Berbicara tentang pengamatan
- c. Mendongeng
- d. Jelaskan
- e. Lain..... (sebutkan jika ada)

24. Metode pembelajaran berbicara mana yang Anda sukai?

- a. Percakapan
- b. di telepon
- c. Wawancara
- d. pembahasan
- e. Lain..... (sebutkan jika ada)



IAIN PALOPO

c. Result needs analysis

Table 4.1 Result needs analysis questionnaire

No	Question	A	B	C	D	E	F	G	H
1	Apa pendapatmu tentang speaking ?	Berbicara aktif di setiap kondisi(10students)	Berbicara aktif tentang apa yang ingin kita bicarakan(1student)	Kegiatan yang menunjukkan kemampuan berbicara bahasa Inggris lisan (2 students)	Membiasakan diri dengan aktivitas berbicara bahasa Inggris (2 students)	lainnya(sebutkan jika ada)			
2	Apa tujuanmu belajar speaking ?	Terbiasa berbicara dalam bahasa Inggris (10 students)	Tingkatkan skor Anda dalam mata pelajaran bahasa Inggris (2 students)	Mampu berbicara dengan penutur asli (2 students)	Mampu menganalisis dan menerima segala sesuatu tentang berbicara bahasa Inggris (film, musik, dll.) (1 student)	Lainnya(Sebutkan jika ada)			
3	Kegiatan apa yang Anda sukai ketika belajar berbicara di kelas? (Dapat memilih lebih banyak dari satu)	Drama (2 students)	bernyanyi (5 students)	Parodi(1 student)	Menceritakan cerita(1 student)	Diskusi (1 student)	pidato (1 student)	permainan(sebutkan jika ada) (7 students)	Lainnya(Sebutkan jika ada)

4	Jenis permainan apa yang Anda sukai dalam belajar berbicara? (Dapat memilih lebih dari satu)	Permainan mengingat (4 students)	Permainan gambar (4 students)	Permainan cerita (2 students)	Permainan kata (3 students)	Permainan benar atau salah (3 students)	Permainan menebak (4 students)	Permainan bunyi (1 student)	Lainnya (Sebutkan jika ada) (1 siswa)
5	Apa kesulitan Anda dalam belajar berbicara?	Tidak memiliki mental yang kuat dalam berbicara (6 students)	Tidak fasih berbahasa Inggris (4 students)	Bingung harus mulai dari mana (5 students)	Kurang kosakata	Lainnya (Sebutkan jika ada)			
6	Apa tingkat penguasaan bahasa Inggris Anda saat ini?	Dasar (Bawah): tahu sedikit kosakata (13 students)	Basic (Upper) dapat berkomunikasi dengan baik pada beberapa topik dengan percakapan singkat (2 students)	Menengah (Bawah) dapat berkomunikasi dengan baik pada topik tertentu tetapi masih mengalami kesulitan dengan topik lain	Menengah (Atas) meskipun masih mengalami kesulitan dalam kosakata, dll., Mampu terlibat dalam percakapan yang menyenangkan	Lanjutan: mampu berkomunikasi dengan lancar tentang sebagian besar topik	Lainnya (Sebutkan jika ada)		
7	Menurut Anda,	Mengidentifikasi	Cepat dalam	Menyusun kalimat	Bahasa penutur	Lainnya (Sebutkan)			

	apa hal tersulit dalam sebuah kegiatan berbicara ?	kata kunci dalam deskripsi lisan (2 students)	menerjemahkan dan kemudian menjawab lawan bicara (7 students)	dengan benar sesuai dengan tata bahasa atau tenses (3 students)	asli yang sulit dikuasai menyebabkan kurangnya kosakata (3 students)	n jika ada)			
8	Jenis kegiatan apa yang Anda inginkan dalam keterampilan berbicara ?	Menggunakan bahasa Inggris lengkap sebagai percakapan sehari-hari di kelas (5 students)	Menjawab pertanyaan dengan sistem "first come first" (2 students)	Pertanyaan yang menjawab secara bergantian (3 students)	Kegiatan diskusi menggunakan bahasa Inggris (3 students)	Semua kegiatan (2 students)	Lainnya (sebutkan jika ada)		
9	Kegiatan apa yang Anda sukai ketika Anda berlatih berbicara di kelas?	Pelajaran intonasi dari kosakata yang disediakan (4 students)	Pelajaran pengucapan agar terdengar seperti penutur asli (4 students)	Nyanyikan lagu dalam bahasa Inggris (2 students)	Lakukan percakapan berpasangan dengan teman sekelas (5 students)	Lainnya (Sebutkan jika ada)			
10	Jenis pengetahuan bahasa apa yang dapat membantu meningkatkan	Kosakata (7 students)	tatabahasa (2 students)	Pelafalan (5)	Lainnya (Sebutkan jika ada) (1 student)				

	keterampilan Anda?								
11	Media pembelajaran apa saja yang dapat mendukung proses pembelajaran Anda? (Bisa memilih lebih dari satu)	Audio visual (Berita TV, Acara bincang-bincang, Film, dll.) (3 students)	Media cetak (Buku, koran, majalah, modul, dll. (8 students)	Visual (Tulisan ilustrasi atau proyeksi) (4 students)	Realitas (Objek nyata atau objek buatan)	Audio (Rekaman kaset, radio, lagu, dll.)	Lainnya (Sebutkan jika ada)		
12	Di mana tempat favorit Anda untuk belajar berbicara?	Kelas (4 students)	Laboratorium	Di luar kelas (Taman, lapangan, dll) (4 students)	Daya tarik wisata (2 students)	Perpustakaan (3 students)	Lainnya (Sebutkan jika ada) (1 student)		
13	What role do you like in the classroom when learning English. Especially in speaking skills? (Can choose more than one	Listening to the teacher's explanation and implementing the teacher's instructions (8 students)	Communicate actively in class (5 students)	Conduct a systematic analysis of English learning materials (4 students)	Give advice, criticism, and suggestion on how teachers teach	Other (Indicate if any)			

14	Kompetensi berbicara yang ingin Anda kuasai setelah belajar bahasa Inggris adalah....	Mampu memberikan beberapa instruksi dalam bahasa Inggris (6 students)	Mampu berbahasa Inggris dengan lancar (5 students)	Memahami dan mampu menjawab lawan bicara dalam bahasa Inggris (3 students)	Semua kompetensi (1 student)	Lainnya (Sebutkan jika ada)			
15	Apa saja kekurangan media pembelajaran saat ini?	Tidak membangun kepercayaan diri untuk berbicara (7 students)	Tidak ada buku teks atau panduan yang tersedia (6 students)	Tidak bervariasi (2 students)	Lainnya (Sebutkan jika ada)				
16	Dalam belajar bahasa Inggris, Anda lebih suka bekerja dengan metode...	Sendiri (2 students)	Berpasangan (5 students)	Kelompok kecil (3-4 orang) (6 students)	Kelompok besar (5-8 orang) (2 students)	Lainnya (Sebutkan jika ada)			
17	Untuk meningkatkan motivasi dalam belajar dan menghilangkan kebosanan dalam	Kutipan (Amsal atau kutipan pernyataan dari novel atau penulis terkenal) (5)	Gambar kartun sesuai dengan topik yang dibahas (6 students)	Ada teka-teki (3 students)	Buku berwarna-warni (1 student)	Lainnya (Sebutkan jika ada)			

	belajar. Buku permainan selingan yang saya inginkan adalah ...	students)							
18	Dalam belajar berbicara, peran guru yang Anda sukai dalam kegiatan tersebut belajar adalah.... (Dapat memilih lebih dari satu)	Guru menggunakan bahasa Inggris sebagai bahasa pengantar (5 students)	Melibatkan siswa dalam mengatur setiap kegiatan pembelajaran (6 students)	Motivator bagi siswa dalam melakukan setiap kegiatan pembelajaran (6 students)	Mengontrol setiap kegiatan kemahasiswaan (6 students)	Guru menulis dan menilai kinerja bahasa siswa (2 students)	Berperan sebagai pemberi masukan yang memberikan masukan untuk hasil pembelajaran siswa (1 siswa)	Sebagai sumber daya yang membantu menyediakan fasilitas untuk meningkatkan kemampuan siswa	Lainnya (Sebutkan jika ada)
19	Kelayakan grafik apa dalam buku game berbicara yang Anda inginkan? (Bisa pilih	Desain sampul buku game yang menarik (3 students)	Penempatan ilustrasi dan gambar tidak mengganggu pemahaman (3 students)	Gambar yang disajikan mengikuti materi (3 students)	Menggunakan warna yang harmonis membuat fungsinya jelas (2	Semua kompetensi (4 students)			

	lebih dari satu)				students)				
20	Gunakan game berbicara yang Anda inginkan?	Dapat mendorong saya untuk berdiskusi dengan teman-teman lain (5 students)	Saya lebih aktif dalam belajar (2 students)	Permainan yang digunakan dalam buku permainan berbicara ini membangkitkan gairah saya untuk belajar (5 students)	Dorong rasa ingin tahu (3 students)	Menciptakan kemampuan untuk mengajukan pertanyaan			
21	Apa yang Anda inginkan dalam buku permainan berbicara? (Dapat memilih lebih dari satu)	Ada banyak gambar (1 student)	Instruksi dalam buku permainan mudah dimengerti (7 students)	Pictures and illustrations are presented attractively (2 students)	Buku permainan berbicara menggunakan warna-warna ceria (5 students)	Lainnya (Sebutkan jika ada)			
22	Aspek linguistik dari buku permainan berbicara yang Anda inginkan.	Gunakan bahasa sederhana yang mudah dimengerti (6 students)	Bahasa yang digunakan sesuai dengan tingkat kematangan emosi siswa (8	Pesan atau informasi yang disampaikan dalam bahasa yang menarik	Tata bahasa yang digunakan mengikuti aturan yang baik (1 student)	Lainnya (Sebutkan jika ada)			

	? (Bisa pilih lebih dari satu)		students)	(2 students)					
23	Jenis pelajaran berbicara apa yang ingin Anda gunakan untuk meningkatkan keterampilan berbicara Anda.?	Menirupidato (6 students)	Berbicara tentang pengamatan (2 students)	Bercerita (1 student)	Menggambar (6 students)	Lainnya (Sebutkan jika ada)			
24	Metode pembelajaran berbicara mana yang Anda sukai?	Percakapan (7 students)	di telepon (2 students)	Wawancara (2 students)	Diskusi(4 students)	Lainnya (Sebutkan Jika ada)			
Average		131	98	72	48	14	6	8	1



d. Expert Judgment

Table 1.2 Expert validation questionnaire

No	Description
I	Content Aspects
	<ul style="list-style-type: none"> a. The research objectives are clearly stated. b. The objectives of the questionnaire are clearly stated. c. The questionnaire filling instructions are easy to understand
II	Aspect Coverage (Content)
	<ul style="list-style-type: none"> a. The questionnaire items include data relating to adequate content coverage b. The questionnaire items include data relating to the use of language in the material correctly and adequately. c. The questionnaire items include data relating to adequate material input. d. The questionnaire items include data relating to good graphics.
III	Aspects of Language
	<ul style="list-style-type: none"> a. The questionnaire items formulate in good and correct Indonesian. b. Questionnaire items formulate in effective Indonesian. c. The questionnaire items formulate in efficient Indonesian. d. The questionnaire items formulate in easily understood language according to the respondent's language level.



e. Result of Questionnaire

1. The first expert (Lecture)

Table 1.3 Content aspect

Question	Result
1	3
2	3
3	5
Total Score	11
Mean Value	3.66

$$\text{Mean} = \frac{11}{3} = 3.66$$

Table 1.4 Aspect coverage (Content)

Question	Result
1	3
2	2
3	4
4	2
Total Score	11
Mean Value	2.75

$$\text{Mean} = \frac{11}{4} = 2.75$$

Table 1.5 Aspect of language

Question	Result
1	5
2	5
3	5
4	4
Total Score	19
Mean Value	4.75

$$\begin{aligned}\text{Mean} &= \frac{19}{4} \\ &= 4.75\end{aligned}$$

2. The second expert (Teacher)

Tabel 1.6 Content aspect

Question	Result
1	5
2	5
3	5
Total Score	15
Mean Value	5

$$\begin{aligned}\text{Mean} &= \frac{15}{3} \\ &= 5\end{aligned}$$

Table 1.7 Aspect coverage (Content)

Question	Result
1	5
2	5
3	5
4	5
Total Score	20
Mean Value	5

$$\begin{aligned}\text{Mean} &= \frac{20}{4} \\ &= 5\end{aligned}$$

Table 1.8 Aspect of language

Question	Result
1	5
2	5
3	5
4	5
Total Score	20
Mean Value	5

$$\begin{aligned}\text{Mean} &= \frac{20}{4} \\ &= 5\end{aligned}$$





f. English Syllabus

Chapter I

School Name: SMP Negeri 2 Masamba

Class/semester: VII/I

Time Allocation:

- Basic competencies:

Learning spiritual attitudes and social attitudes are carried out through indirect teaching, namely modeling, habituation, and school culture, by paying attention to teaching characteristics and students' needs and conditions.

3.1 Applying social functions, text structure, and linguistic elements of oral and written interpersonal interactions involve asking attention, checking understanding, rewarding performance, asking for and expressing opinions, and responding to them according to their use.

4.1 Composing a concise and straightforward oral and written text of interpersonal interaction involves asking for attention, checking to understand, appreciating performance, asking and expressing opinions, and responding with attention to social functions, text structure, and language elements that are correct and in context.

- Subject matter

In the chapter, students learn to do oral and written communication to

(a) get attention, (b) check to understand, (c) reward good performance, and (d) express opinions and respond to them. This ability can increase the social intelligence of students, especially in showing attention and appreciation.

- Social Functions

Maintain interpersonal relationships with teachers and friends.

- Text Structure

1. I am getting started.
2. Respond (expected / unexpected).

- Linguistic Elements

1. The expression a.l. Excuse me. Is that clear ?, Good, and I think so.
2. Speech, word stress, intonation, spelling, punctuation, and handwriting.

- Topics

Between students and teachers inside and outside the classroom who apologize for attention, check understanding, reward performance, beg, and express can foster K.I's behavior.

- The focus of Learning Stages: Observing

- Opening is done using the first page in this chapter. Use the 'Unlocking Lessons by Chapter' technique in the Guide section.

- On this first page, the primary material that will study in this chapter is presented, including: getting attention, checking if we are understood, showing appreciation to others, and telling what other people or we think of something.

- On the first page, a statement appears, "From now on, I will use English in the English class."

- This statement shows a passion for applying English, especially in the English classroom.

Chapter II

- **Basic Competencies**

Learning spiritual attitudes and social attitudes are carried out through indirect teaching, namely modeling, habituation, and school culture, by paying attention to teaching characteristics and students' needs and conditions.

3.2 Applying social functions, text structures, and linguistic elements of oral and written transactional interactions involves giving and asking for information regarding the ability and willingness to take any action in its use. (Pay attention to the linguistic elements of can, will).

4.2 Composing a concise and straightforward oral and written transactional interaction text that involves giving and asking for information regarding the ability and willingness to take any action, taking into account social functions, text structure, and linguistic elements that are correct and in context.

- **Subject matter**

This chapter discusses the text of oral and written transactional interactions that involve giving and requesting information regarding the ability and willingness to take action, according to the context of use.

- **Social Functions**

Explain, boast, promise, invite, and so on

- **Text Structure**

- Getting started.
- Respond (expected / unexpected).

- **Linguistic Elements**

- Expression of ability and willingness by the capital can, will.
- Singular and plural nouns with or without a this, those, my, their, etc.
- Speech, word stress, intonation, spelling, punctuation, and handwriting.

- **Topics**

Interaction between students inside and outside the classroom involves the ability and willingness to foster the behavior in K.I.

Chapter III

- **Basic Competencies**

Learning spiritual attitudes and social attitudes are carried out through indirect teaching, namely modeling, habituation, and school culture, by paying attention to teaching characteristics and students' needs and conditions.

3.3 Applying social functions, text structures, and linguistic elements of oral and written transactional interactions involves giving and requesting information regarding musts, prohibitions, and appeals, according to the context of their use. (Note the linguistic elements must, should).

1.4 I am composing a concise and straightforward oral and written transactional interaction text that involves the act of giving and asking for information related to musts, prohibitions, and appeals, taking into account social functions, text structure, and linguistic elements that are correct and in context.

- Subject matter

This chapter contains the primary material of oral and written texts to (1) provide suggestions and appeals and (2) state the rules and requirements, as well as their responses. This ability can improve students' social intelligence and show concern for others and the common good.

- Social Functions

Prompts, forbids, and appeals.

- Struktur Teks

- Memulai.
- Menanggapi (diharapkan / di luardugaan).

- Linguistic Elements

- Expressions of requirements, prohibitions, appeals with capital must, should.
- Singular and plural nouns with or without a this, those, my, their, etc.
- Speech, word stress, intonation, spelling, punctuation, and handwriting.

- Topics

Between students and teachers inside and outside classes involve musts, prohibitions, and appeals to foster K.I behavior.

Chapter IV

- Basic Competencies

Learning spiritual attitudes and social attitudes are carried out through indirect teaching, namely modeling, habituation, and school culture, by paying attention to teaching characteristics and students' needs and conditions.

3.4 Applying social functions, text structure, and linguistic elements of oral and written interpersonal interactions involves order, asking, asking for permission, and responding to them according to the context of their use.

4.1 Composing a concise and straightforward oral and written interpersonal interaction text that involves the actions of ordering, inviting, asking for permission, and responding with attention to social functions, text structure, and linguistic elements that are correct and in context.

- Subject matter

This chapter contains the primary material of oral and written texts to order, ask for permission, and respond to them. This ability can increase students' social intelligence, especially in showing care, respect, and politeness towards others.

- Social Functions

Ask, invite, ask for permission, and respond to it, to maintain interpersonal relationships with teachers and friends.

- Text Structure

- I am getting started.
- Respond (expected / unexpected).

- Linguistic Elements

- The expression a.l let ..., can... do you like ..., and may I?
- Singular and plural nouns with or without a that, I, them, etc.
- Speech, word stress, intonation, spelling, punctuation, and writing.

- Topics
Between teachers and students inside and outside the classroom involves ordering, asking, and asking for permission, which can foster the behavior in K.I.
Chapter V

- Basic Competencies
Learning spiritual attitudes and social attitudes are carried out through indirect teaching, namely modeling, habituation, and school culture, by paying attention to teaching characteristics and students' needs and conditions.

3.5 Comparing social functions, text structure, and language elements of several unique texts in the form of greeting cards by giving and asking for information related to special days, according to the context of their use.

4.5 Compiling unique text in the form of greeting cards, very short and simple, related to special days by paying attention to social functions, text structure, and linguistic elements correctly and in context

- Subject matter
Unique text greeting cards related to special days.
- Social Functions
Maintain interpersonal relationships with teachers and friends.
- Text Structure
The text greeting card can include
 - Identity (name of the event, special day) that is special.
 - Relevant special phrases.
 - Pictures, decorations, and color compositions.
- Linguistic Elements
 - The expression a.l. Congratulations, Well done; good job.
 - Speech, word stress, intonation, spelling, punctuation, and handwriting.
- Topics
Events, birthdays, advances, championships, etc., can foster the behavior contained in K.I.

Chapter VI

- Basic Competencies
Learning spiritual attitudes and social attitudes are carried out through indirect teaching, namely modeling, habituation, and school culture, by paying attention to teaching characteristics and students' needs and conditions.
- 1.6 They are applying social functions, text structure, and linguistic elements of oral and written transactional interactions involving giving and requesting information regarding the whereabouts of people, objects, and animals according to the context of their use. (Note the linguistic element there is/are).
- 1.7 I am composing a concise and straightforward oral and written transactional interaction text that involves giving and asking for information regarding the

whereabouts of people, objects, and animals, taking into account social functions, text structure, and linguistic elements that are correct and in context.

- Subject matter

This chapter contains text and written text materials to request and provide information on the whereabouts of people, objects, and animals according to the context of their use. This ability can increase students' social intelligence and show concern, respect, and politeness towards others.

- Social Functions

Mention, describe, make inventory, and so on.

- Text Structure

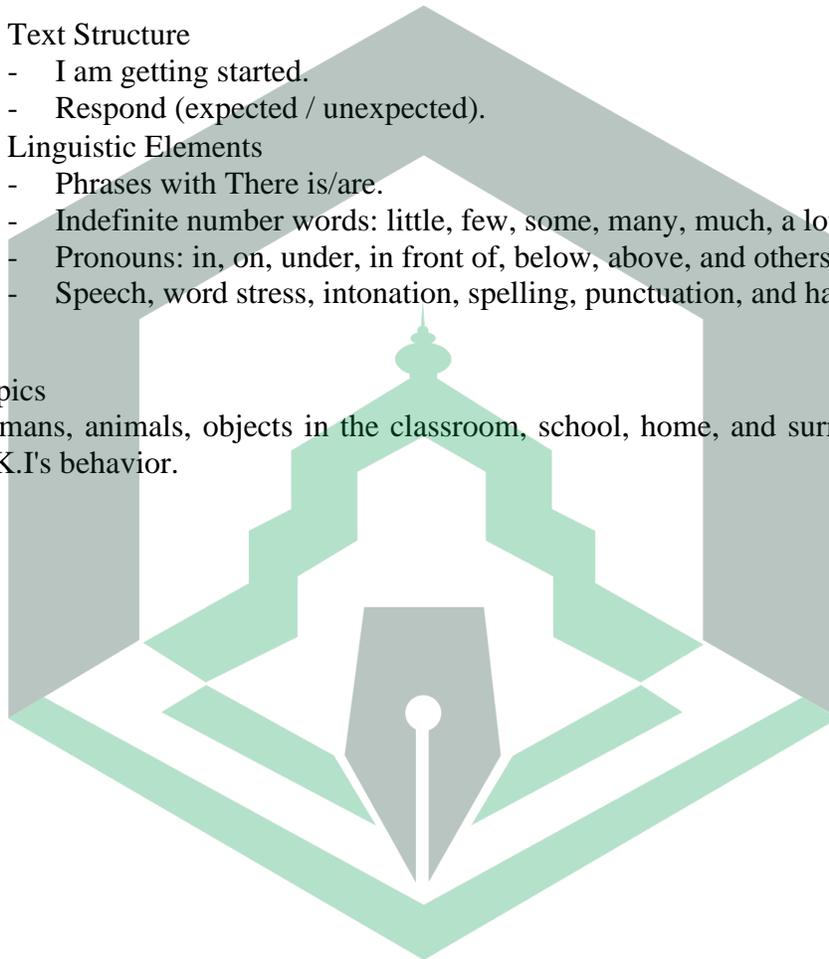
- I am getting started.
- Respond (expected / unexpected).

- Linguistic Elements

- Phrases with There is/are.
- Indefinite number words: little, few, some, many, much, a lot (of).
- Pronouns: in, on, under, in front of, below, above, and others.
- Speech, word stress, intonation, spelling, punctuation, and handwriting.

- Topics

Humans, animals, objects in the classroom, school, home, and surroundings can foster K.I's behavior.





g. Questionnaire students Perception

Table 1.6 Questionnaire for students' perception

No	Statement
Entire Book Contents	
1	The games book presented is suitable for the second grade level at junior high school 2 Masamba
2	The speaking games book has been by the needs for grade junior high school 2 Masamba.
3	This speaking games book can improve students' English skills.
4	Speaking games book is varied in their integrity
5	Speaking games book is exciting and easy to understand
6	The contents of the book are from the student's k13 book
7	The appropriate writing book that students easily understand
8	Colors in writing are interesting to learn
9	Preparation of speaking games according to the material in the students' k13 book
10	The book is able to encourage students to speak



h. Need Analysis Instrument Validation Sheet for Material Expert

LEMBAR VALIDASI INSTRUMENT NEED ANALYSIS UNTUK AHLI MATERI

Developing games book for teaching speaking at eighth-grade of junior high school 2 Masamba

A. Petunjuk pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, bahasa.
2. Berilah tanda (√) pada kolom angka yang sesuai dengan penilaian yang anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
 - 1: tidak layak
 - 2: kurang layak
 - 3: cukup layak
 - 4: layak
 - 5: sangat layak
4. Anda dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian Kelayakan

No	Uraian	Kelayakan				
		1	2	3	4	5
I	Aspek Isi					
	a. Tujuan penelitian dinyatakan dengan jelas			√		
	b. Tujuan kuesioner dinyatakan dengan jelas			√		
	c. Petunjuk pengisian kuesioner mudah dipahami					√
II	Aspek Cakupan (Isi)					
	a. Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai			√		
	b. Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa di dalam materi memadai		√			
	c. Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai				√	
	d. Butir-butir kuesioner mencakup data yang berhubungan dengan kegrafikan memadai		√			

III	Aspek Bahasa					
a.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang baik dan benar					√
b.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efektif					√
c.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efisien					√
d.	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden				√	

C. Komentar

Tidak ada pertanyaan kuesioner tentang penggunaan bahasa dan kegrafikan pada buku games yang akan dikembangkan. Hanya ada dua nomor pertanyaan kuesioner tentang cakupan isi materi padahal seharusnya mendapat porsi cukup besar.

D. Saran

Fokus pertanyaan kuesioner seharusnya pada materi speaking apa yang dibutuhkan untuk selanjutnya disajikan dalam buku games yang dikembangkan.

E. Kesimpulan

Instrument kuesioner ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan
2. Dapat digunakan
3. Dapat digunakan dengan perbaikan (lihat komentar dan saran diatas)

Palopo, 9 Januari 2021

Penilai Kelayakan


Magfirah Thayyib

LEMBAR VALIDASI INSTRUMENT NEED ANALYSIS UNTUK AHLI MATERI

Developing games book for teaching speaking at eighth-grade of junior high school 2 Masamba

A. Petunjuk pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, bahasa.
2. Berilah tanda (\checkmark) pada kolom angka yang sesuai dengan penilaian yang anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
 - 1: tidak layak
 - 2: kurang layak
 - 3: cukup layak
 - 4: layak
 - 5: sangat layak
4. Anda di mohon kesediannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian Kelayakan

No	Uraian	Kelayakan				
		1	2	3	4	5
I	Aspek Isi					
	a. Tujuan penelitian dinyatakan dengan jelas					✓
	b. Tujuan kuesioner dinyatakan dengan jelas					✓
	c. Petunjuk pengisian kuesioner mudah dipahami					✓
II	Aspek Cakupan (Isi)					
	a. Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai					✓
	b. Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa di dalam materi baik dan benar					✓
	c. Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai					✓
	d. Butir-butir kuesioner mencakup data yang berhubungan					✓

1. Tidak dapat digunakan
2. Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut

.....

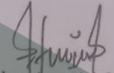
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Palopo, 12 Januari 2021

Penilai Kelayakan


HAUMIAH, s pd





i. Evaluation Questionnaire Sheet for Material Expert

KUESIONER EVALUASI UNTUK AHLI MATERI

“Developing Games Book for Teaching Speaking at Eighth Grade of Junior High School 2 Masamba”

A. Data Responden

Nama : Dr. MASRUDDIN, M.Hum

Umur : -

Jenis kelamin : Laki-laki

Pendidikan : S1 S2 S3 Professor

Pengalaman mengajar: 0-2 tahun 2-4 tahun 4-6 tahun ≥6 thn

B. Tabel Evaluasi

Isilah table berikut ini dengan memberikan tanda centang (√) pada kolom yang telah tersedia

Keterangan:

SS : Sangat Setuju

S : Setuju

R : Ragu-ragu

TS : Tidak Setuju

STS : Sangat Tidak Setuju

No	Pernyataan	SS	S	R	TS	STS
A. Isi						
1.	Cakupan isi games book for teaching speaking sesuai dengan kebutuhan siswa kelas 8 SMP		✓			
2.	Kedalaman games book for teaching speaking memadai.		✓			

	Inggris.						
6.	Kegiatan dalam <i>games book</i> berguna bagi kehidupan nyata siswa		✓				
7.	Kegiatan dalam <i>games book</i> membantu pemahaman materi.		✓				
8.	Kegiatan dalam <i>games book</i> melibatkan siswa untuk dapat bekerja secara individu dan berpasangan.		✓				
9.	Kegiatan dalam <i>games book</i> dapat membantu siswa aktif dalam pembelajaran		✓				
Saran perbaikan:							
D. Input							
1.	Instruksi dalam setiap <i>games</i> mudah di pahami.					✓	
2.	Input <i>games</i> membantu siswa dalam berbahasa.		✓				
3.	Input <i>games</i> sesuai dengan kemampuan siswa.		✓				
4.	Input <i>games book</i> menarik.		✓				
5.	Input <i>games</i> sesuai dengan kemampuan berbahasa siswa.		✓				
6.	Input <i>games</i> mencakup struktur bahasa yang benar.		✓				
7.	Pilihan topic sesuai dengan karakteristik siswa		✓				

8.	Input ilustrasi dalam games book mampu menambah pemahaman pada informasi yang disampaikan			✓			
9.	Input ilustrasi yang diberikan memiliki ukuran yang proporsional sehingga memberikan gambaran yang akurat tentang objek yang dimaksud		✓				
Saran perbaikan:							
E. Desain dan Layout							
1.	Tampilan isi games book jelas.		✓				
2.	Penggunaan tanda baca benar.		✓				
3.	Susunan materi dalam games book sistematis		✓				
4.	Sumber dalam games book jelas		✓				
5.	Jarak spasi sesuai.		✓				
6.	Kreatif dan dinamis		✓				
Saran perbaikan:							
F. Evaluasi Umum							
1.	Sistematika penyajian runtut.		✓				
2.	Keseluruhan isi games sesuai dengan kemampuan berbahasa siswa.		✓				
3.	Kesesuaian penggunaan materi dan media.		✓				

Saran perbaikan:

- ✕ Masih banyak kata salah eja (perhatikan pengetikan) tulisan
- ✕ Usahakan berikan gambar pada setiap instruksi games
- ✕ Selsebihnya gamesnya menarik.

Kesimpulan:

Secara umum, pendapat Bapak/Ibu terhadap materi yang di kembangkan:

- a. Layak
- b. Layak dengan perbaikan
- c. Tidak layak

Palopo, 30 MARET 2021

Penilai Kelayakan


DR. MASRUDDIN, M. Ed

KUESIONER EVALUASI UNTUK AHLI MATERI

“Developing Games Book for Teaching Speaking at Eighth Grade of Junior High School 2 Masamba”

A. Data Responden

Nama : *JUMRIANI S-pd*
 Umur : *39 tahun*
 Jenis kelamin : *Percempuan*
 Pendidikan : S1 S2 S3 Professor
 Pengalaman mengajar : 0-2 tahun 2-4 tahun 4-6 tahun ≥6 thn

B. Tabel Evaluasi

Isilah table berikut ini dengan memberikan tanda centang (✓) pada kolom yang telah tersedia

Keterangan:

SS : Sangat Setuju
 S : Setuju
 R : Ragu-ragu
 TS : Tidak Setuju
 STS : Sangat Tidak Setuju

No	Pernyataan	SS	S	R	TS	STS
A. Isi						
1.	Cakupan isi games book for teaching speaking sesuai dengan kebutuhan siswa kelas 8 SMP		✓			
2.	Kedalaman games book for teaching speaking memadai.			✓		

3.	Games book yang dikembangkan sesuai dengan tujuan pembelajaran atau syllabus	✓				
Saran perbaikan:						
B. Bahasa						
1.	Bahasa yang digunakan dalam games book for teaching speaking sesuai dengan tata bahasa yang benar.	✓				
2.	Bahasa yang disajikan komprehensif dan sesuai dengan tingkat perkembangan kognitif siswa	✓				
3.	Bahasa yang disajikan dalam bahan ajar mudah di pahami.	✓				
4.	Bahasa yang digunakan sesuai dengan kaidah bahasa inggris dengan benar	✓				
Saran perbaikan:						
C. Aktifitas						
1.	Kegiatan dalam <i>games book</i> banyak melibatkan siswa.	✓				
2.	Kegiatan dalam <i>games book</i> bervariasi.	✓				
3.	Kegiatan dalam <i>games book</i> sesuai topic.	✓				
4.	Kegiatan dalam <i>games book</i> menarik bagi siswa.	✓				
5.	Kegiatan dalam <i>games book</i> dapat memotivasi siswa untuk belajar bahasa	✓				

	Inggris.						
6.	Kegiatan dalam <i>games book</i> berguna bagi kehidupan nyata siswa		✓				
7.	Kegiatan dalam <i>games book</i> membantu pemahaman materi.			✓			
8.	Kegiatan dalam <i>games book</i> melibatkan siswa untuk dapat bekerja secara individu dan berpasangan.		✓				
9.	Kegiatan dalam <i>games book</i> dapat membantu siswa aktif dalam pembelajaran		✓				
Saran perbaikan:							
D. Input							
1.	Instruksi dalam setiap <i>games</i> mudah di pahami.		✓				
2.	Input <i>games</i> membantu siswa dalam berbahasa.			✓			
3.	Input <i>games</i> sesuai dengan kemampuan siswa.			✓			
4.	Input <i>games book</i> menarik.		✓				
5.	Input <i>games</i> sesuai dengan kemampuan berbahasa siswa.			✓			
6.	Input <i>games</i> mencakup struktur bahasa yang benar.			✓			
7.	Pilihan topic sesuai dengan karakteristik siswa			✓			

8.	Input ilustrasi dalam games book mampu menambah pemahaman pada informasi yang disampaikan		✓				
9.	Input ilustrasi yang diberikan memiliki ukuran yang proporsional sehingga memberikan gambaran yang akurat tentang objek yang dimaksud		✓				
Saran perbaikan:							
E. Desain dan Layout							
1.	Tampilan isi games book jelas.		✓				
2.	Penggunaan tanda baca benar.		✓				
3.	Susunan materi dalam games book sistematis		✓				
4.	Sumber dalam games book jelas		✓				
5.	Jarak spasi sesuai.		✓				
6.	Kreatif dan dinamis		✓				
Saran perbaikan:							
F. Evaluasi Umum							
1.	Sistematika penyajian runtut.		✓				
2.	Keseluruhan isi games sesuai dengan kemampuan berbahasa siswa.		✓				
3.	Kesesuaian penggunaan materi dan media.		✓				

Saran perbaikan:

Game pada chapter 3 dan 4 kalau bisa buat lebih menarik lagi. Selainnya game lainnya sudah mudah dimengerti oleh murid.

Kesimpulan:

Secara umum, pendapat Bapak/Ibu terhadap materi yang di kembangkan:

- Layak
- Layak dengan perbaikan
- Tidak layak

Masamba, 02 APRIL 2021

Penilai Kelayakan

SUMRIANI S.pd

KUESIONER EVALUASI UNTUK AHLI MATERI

“Developing Games Book for Teaching Speaking at Eighth Grade of Junior High School 2 Masamba”

A. Data Responden

Nama : HAIMIAH S.pd
 Umur : 30 tahun
 Jenis kelamin : Perempuan
 Pendidikan : S1 S2 S3 Professor
 Pengalaman mengajar : 0-2 tahun 2-4 tahun 4-6 tahun ≥6 thn

B. Tabel Evaluasi

Isilah table berikut ini dengan memberikan tanda centang (√) pada kolom yang telah tersedia

Keterangan:

SS : Sangat Setuju
 S : Setuju
 R : Ragu-ragu
 TS : Tidak Setuju
 STS : Sangat Tidak Setuju

No	Pernyataan	SS	S	R	TS	STS
A. Isi						
1.	Cakupan isi games book for teaching speaking sesuai dengan kebutuhan siswa kelas 8 SMP		√			
2.	Kedalaman games book for teaching speaking memadai.		√			

3.	Games book yang dikembangkan sesuai dengan tujuan pembelajaran atau syllabus		✓				
Saran perbaikan:							
B. Bahasa							
1.	Bahasa yang digunakan dalam games book for teaching speaking sesuai dengan tata bahasa yang benar.		✓				
2.	Bahasa yang disajikan komprehensif dan sesuai dengan tingkat perkembangan kognitif siswa		✓				
3.	Bahasa yang disajikan dalam bahan ajar mudah di pahami.		✓				
4.	Bahasa yang digunakan sesuai dengan kaidah bahasa inggris dengan benar		✓				
Saran perbaikan:							
C. Aktifitas							
1.	Kegiatan dalam <i>games book</i> banyak melibatkan siswa.		✓				
2.	Kegiatan dalam <i>games book</i> bervariasi.		✓				
3.	Kegiatan dalam <i>games book</i> sesuai topic.		✓				
4.	Kegiatan dalam <i>games book</i> menarik bagi siswa.		✓				
5.	Kegiatan dalam <i>games book</i> dapat memotivasi siswa untuk belajar bahasa		✓				

	Inggris.						
6.	Kegiatan dalam <i>games book</i> berguna bagi kehidupan nyata siswa		✓				
7.	Kegiatan dalam <i>games book</i> membantu pemahaman materi.		✓				
8.	Kegiatan dalam <i>games book</i> melibatkan siswa untuk dapat bekerja secara individu dan berpasangan.		✓				
9.	Kegiatan dalam <i>games book</i> dapat membantu siswa aktif dalam pembelajaran		✓				
Saran perbaikan:							
D. Input							
1.	Instruksi dalam setiap <i>games</i> mudah di pahami.		✓				
2.	Input <i>games</i> membantu siswa dalam berbahasa.		✓				
3.	Input <i>games</i> sesuai dengan kemampuan siswa.		✓				
4.	Input <i>games book</i> menarik.		✓				
5.	Input <i>games</i> sesuai dengan kemampuan berbahasa siswa.		✓				
6.	Input <i>games</i> mencakup struktur bahasa yang benar.		✓				
7.	Pilihan topic sesuai dengan karakteristik siswa		✓				

8.	Input ilustrasi dalam games book mampu menambah pemahaman pada informasi yang disampaikan		✓				
9.	Input ilustrasi yang diberikan memiliki ukuran yang proporsional sehingga memberikan gambaran yang akurat tentang objek yang dimaksud		✓				

Saran perbaikan:

E. Desain dan *Layout*

1.	Tampilan isi games book jelas.		✓				
2.	Penggunaan tanda baca benar.		✓				
3.	Susunan materi dalam games book sistematis		✓				
4.	Sumber dalam games book jelas		✓				
5.	Jarak spasi sesuai.		✓				
6.	Kreatif dan dinamis		✓				

Saran perbaikan:

F. Evaluasi Umum

1.	Sistematika penyajian runtut.		✓				
2.	Keseluruhan isi games sesuai dengan kemampuan berbahasa siswa.		✓				
3.	Kesesuaian penggunaan materi dan media.		✓				

Saran perbaikan:

Kesimpulan:

Secara umum, pendapat Bapak/Ibu terhadap materi yang di kembangkan:

- a. Layak
- b. Layak dengan perbaikan
- c. Tidak layak

Palopo, 01 APRIL 2021

Penilai Kelayakan


Halmiah. S.pd



j.Documentation

Questionnaire Analysis for Students and teaching speaking through the researcher's product (speaking games book)



Pembagian kuesioner



Penggunaan produk buku games speaking fun di rumah (3 hari)

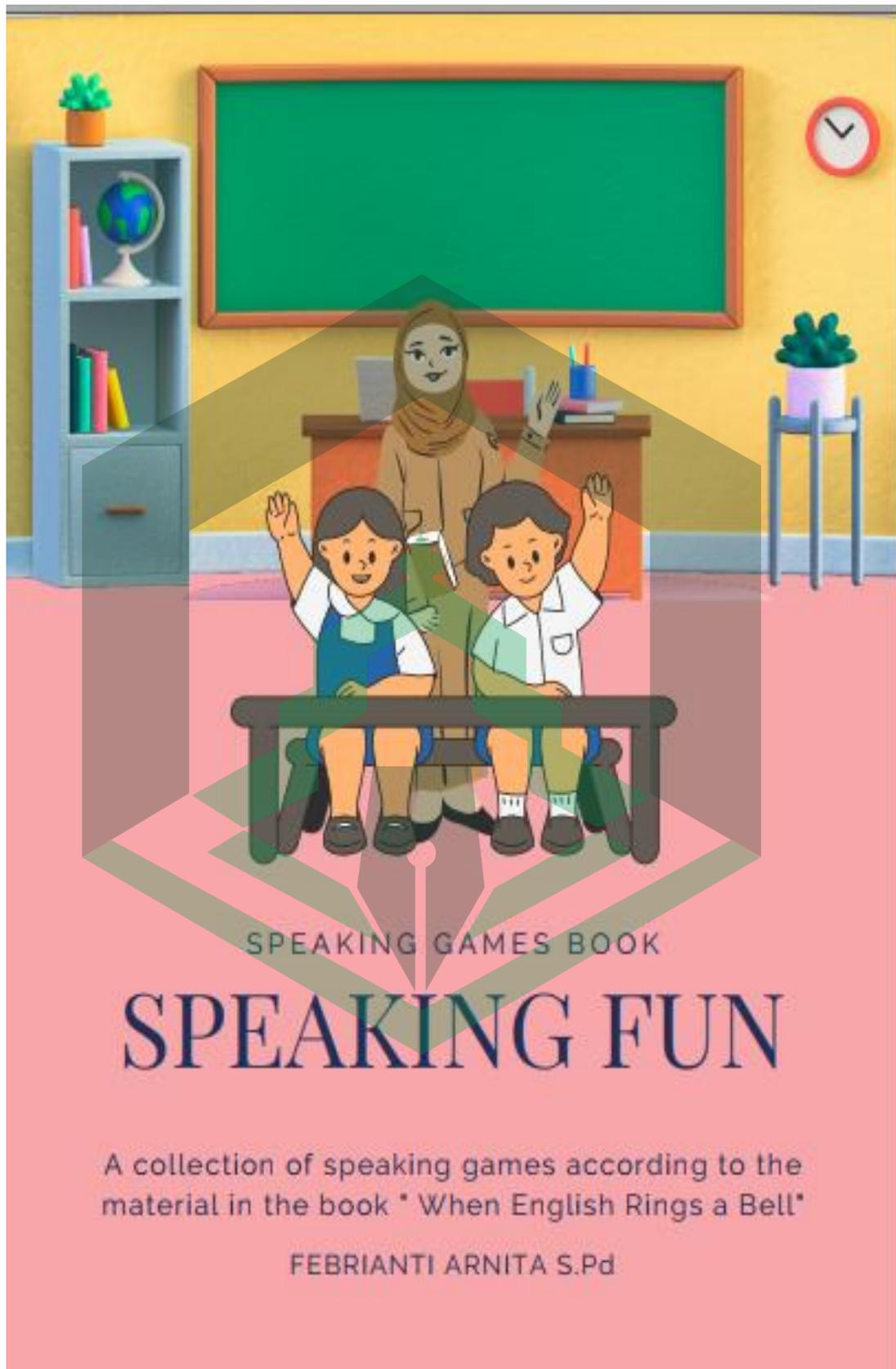


penggunaan buku games speaking fun di sekolah(hari ke-1)



penggunaan buku games speaking fun di sekolah (hari ke-2)



k. Speaking Fun Book Product



SPEAKING FUN

Penulis

Febrianti Arnita S.Pd

Editor

Amaliya Yahya, S.E.,M.Hum.

Dewi Furwana, S.Pd.I.,M.Pd

Dr. Jufriadi, S.S., M.Pd

St. Hartina, S.Pd., M.Pd

Desain Sampul dan Tata Letak

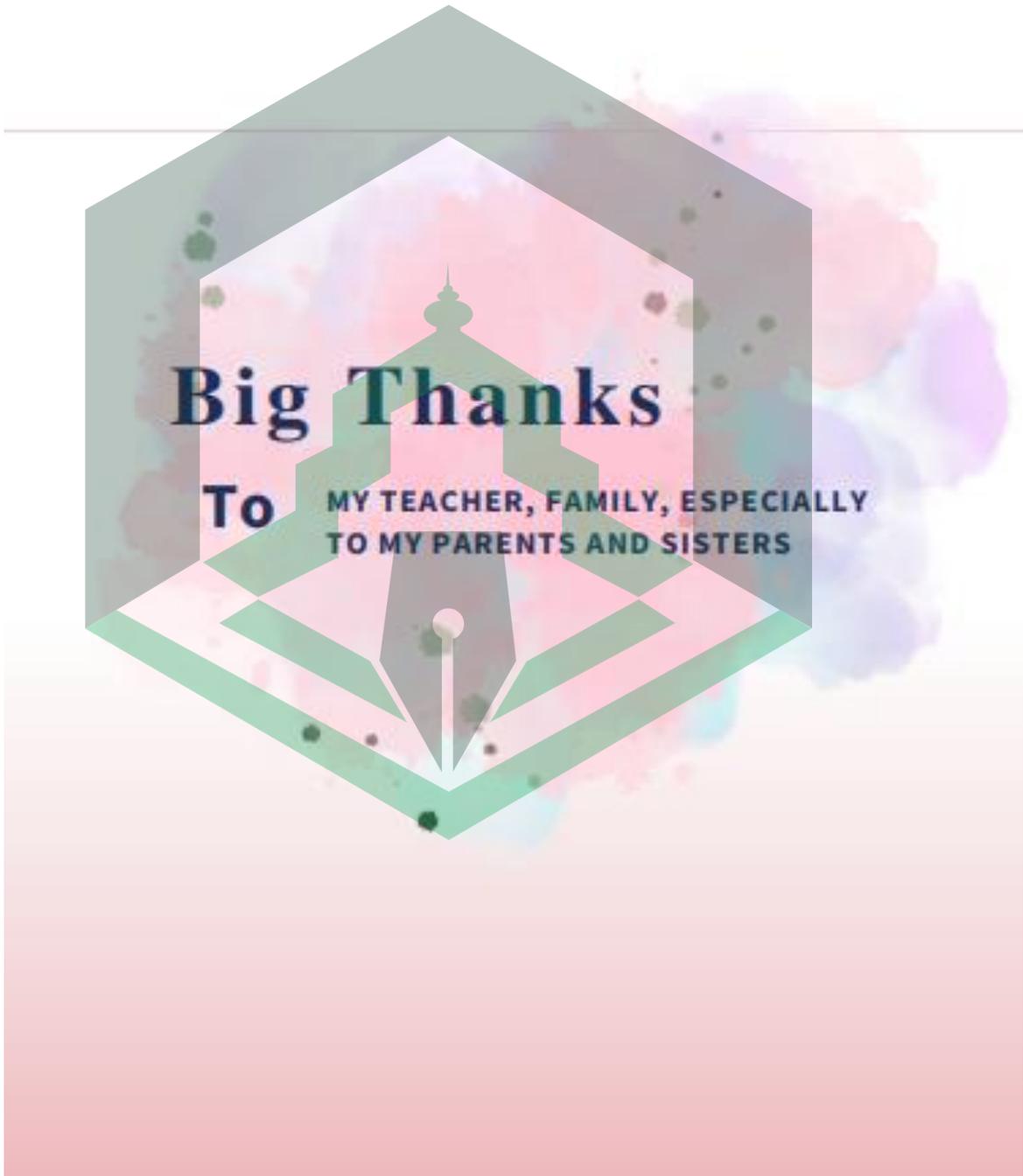
Febrianti Arnita S.Pd

Cetakan

2022

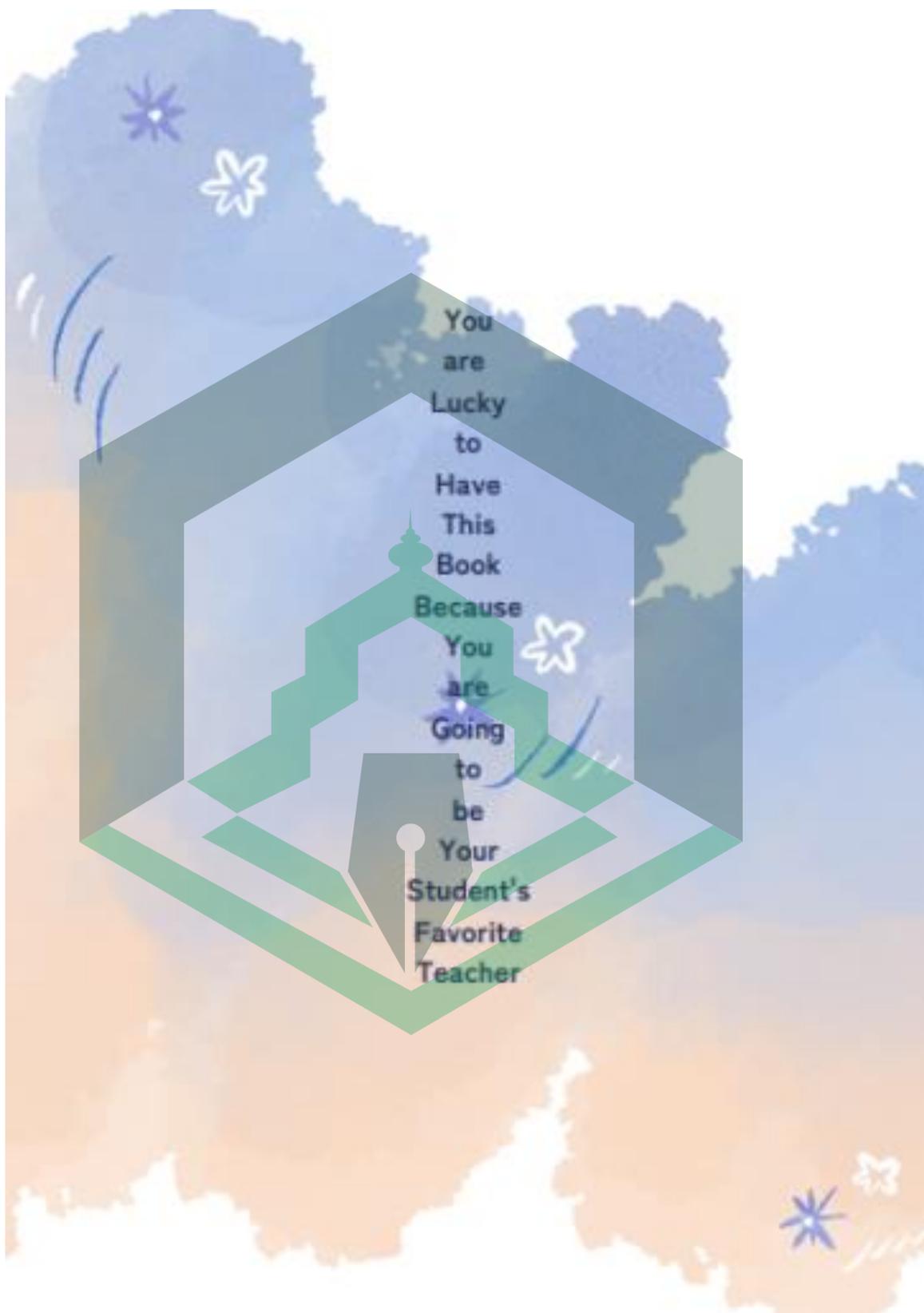
Hak cipta dilindungi oleh undang-undang.





Big Thanks

**To MY TEACHER, FAMILY, ESPECIALLY
TO MY PARENTS AND SISTERS**



Acknowledgement

Bismillahirrahmaanirrahim..

Praise and gratitude to Allah SWT, who has given grace and convenience, so that I can finish the book entitled "Speaking Fun". Sholawat and greetings we pour out to the Prophet Muhammad SAW, who has brought humans from the realm of complete darkness to a brightly lit world and become a role model for human life.

By hoping for His help and guidance, the author compiled this book to carry out the research. This book has been prepared to the maximum extent and has received assistance from various parties to facilitate the production of this book. For this reason, we would like to thank all those who have contributed to the production of this book. We hope that this book will increase knowledge and be helpful for the readers.

Due to the limited knowledge and experience that we have, there are still shortcomings in this book. Therefore, we sincerely hope for constructive criticism and suggestions from readers for the perfection of this book.

Palopo, August 28th, 2022

Febrianti Arnita S.Pd

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Welcome to Speaking Fun

Aims

This book aims to help the teacher to find games in teaching speaking. Using this game's book, the teacher can interact with students by speaking English. Furthermore, students can always be active in speaking English.

The Book

The Speaking Fun book include 60 pages, has six chapters, fourteen speaking games, accompanied by illustrative pictures of games, colorful books and has some interesting quotes by experts.

Topics

The content of this book is that the speaking game corresponds to the material in the book called "When English Rings a Bell" So, it allows the "Speaking fun book" to be used by the teacher as a companion to the book.

Languages Level

Primary level and secondary level

Chapter I

It's English Time

FOCUS:

- To get attention
- To check if we are understood
- To show appreciations to others
- To tell what other people or we to think of something

How Many Claps?



Picture 1. <https://carteen-concept-of-clapping-hands-vector.jpg>

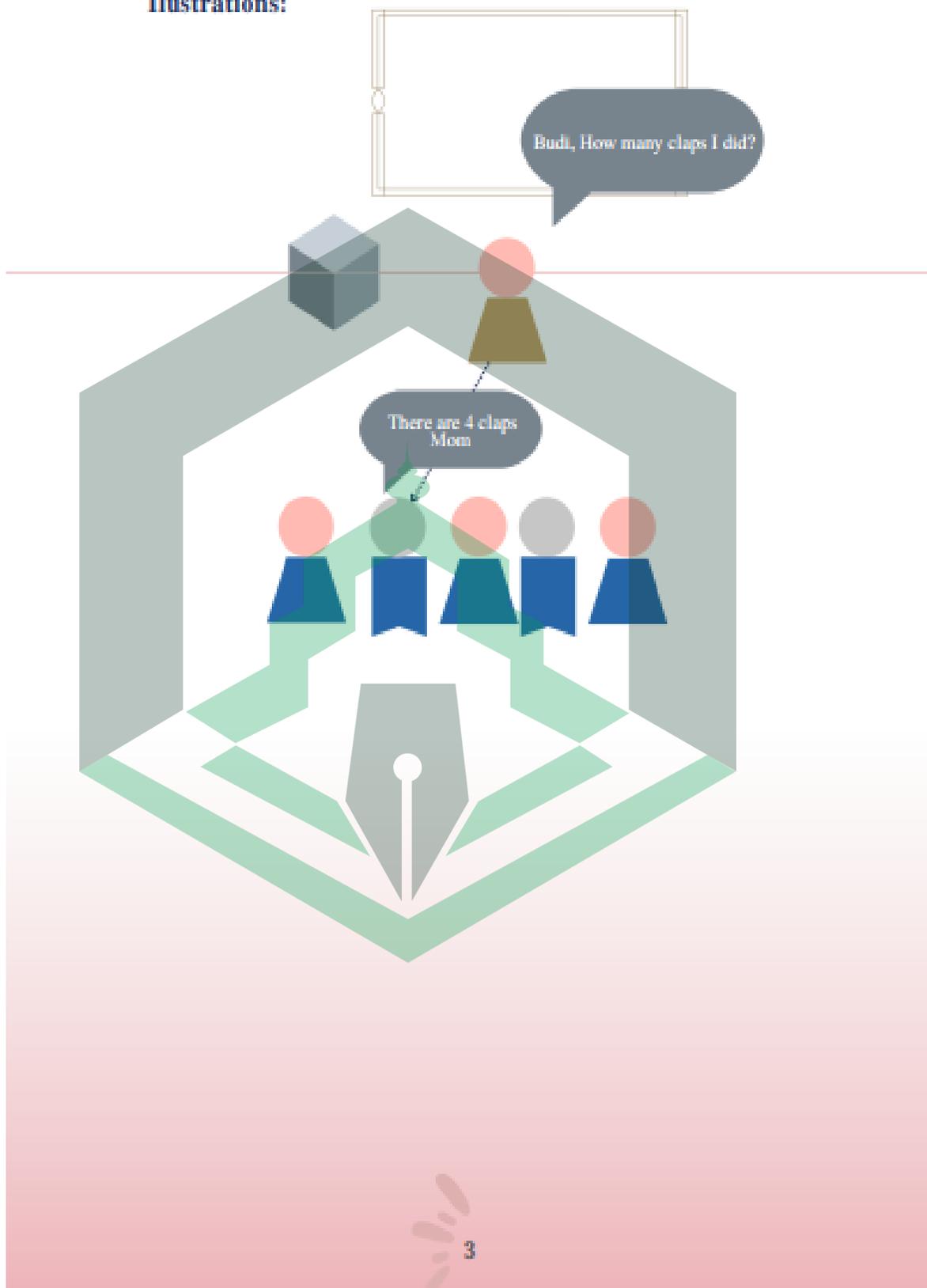
Focus: To get attention

Materials: None

Instructions:

- a. Guru bertepuk tangan sebanyak yang ia mau. Kemudian menunjuk salah 1 murid secara acak.
- b. Kemudian murid yang telah ditunjuk oleh guru, menebak berapa claps yang telah dilakukan oleh guru

Illustrations:





*"There are no limits to one's
abilities. Be brave enough to pull it
out."*

Joseph Murphy

Left and Right



Picture 2. <https://www.google.com/imgres?imgurl=h>

Focus: To get attention

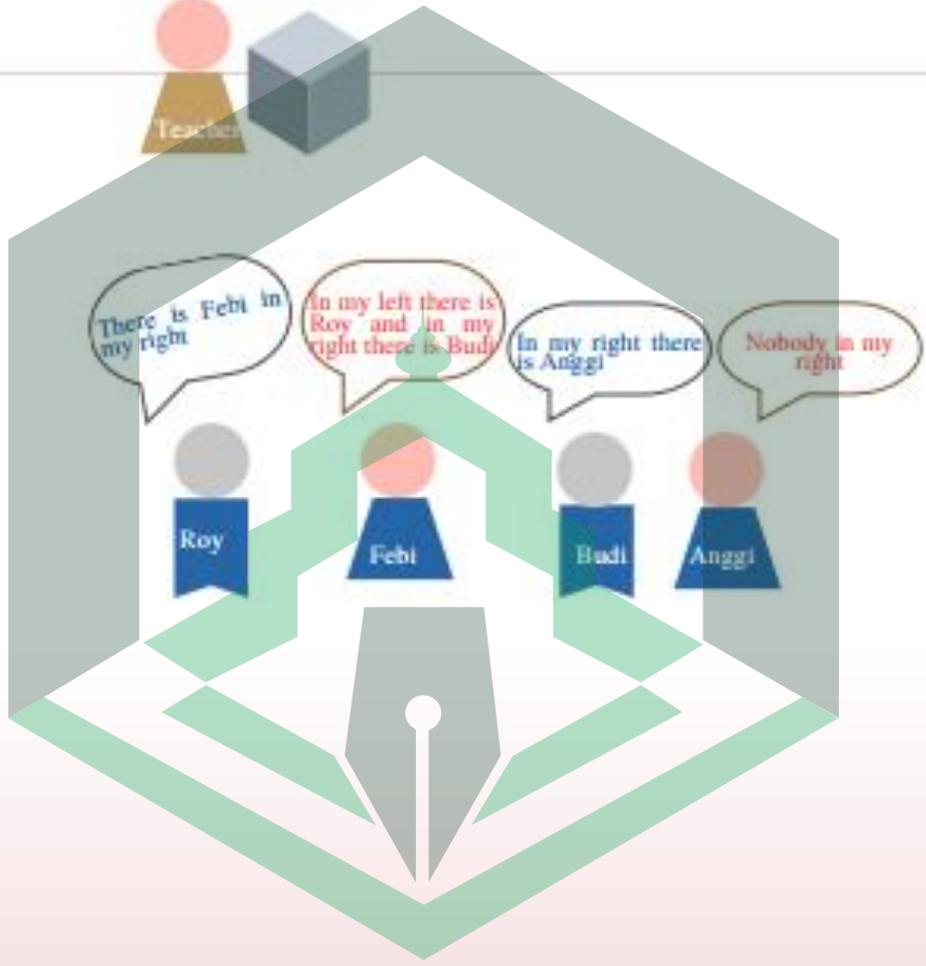
Materials: None

Instructions:

- a. Seluruh siswa duduk rapi seperti biasanya pada susunan bangku yang ada di kelas
- b. Guru menjelaskan aturan bermain di bawah ini kepada siswanya sebelum bermain
 - # left : Siswa harus menyebutkan nama teman yang duduk di samping kirinya
 - # right : Siswa harus menyebutkan nama teman yang duduk di samping kanannya
 - # left and right: Siswa harus menyebutkan nama temannya yang berada di samping kanan dan kirinya. Kata left and right bisa juga dibalik menjadi right and left.
- c. Permainan dimulai, guru menunjuk salah seorang siswa dengan berkata seperti kata yang ada di atas yang akan digunakan untuk bermain. Kemudian siswa yang ditunjuk akan mengatakan nama teman sesuai kata apa yang disebutkan oleh guru. Contoh guru menunjuk Ani dengan mengatakan left. Kemudian Ani dengan cepat menjawab nama teman yang berada samping kirinya misal (his name is Budi)
- d. Jika siswa salah menjawab maka akan diberikan hukuman berupa meniru gerakan monyet
- e. Kegiatan ini dapat diulang dengan komposisi berbeda (siswa bertukar tempat duduk. Berguna untuk lebih akrab dengan teman kelasnya)

Illustrations:

Febi, Who is in your left and right?
Budi, Who is in your right?
Roy, Who is in your left?
Anggi, Who is in your right?





*"Miracles only land on the head of
a person who never gives up!"*

Ryoma

Looking for My Name



Picture 3. <https://images.app.goo.gl/jpYN94sVRvfyHQ9>

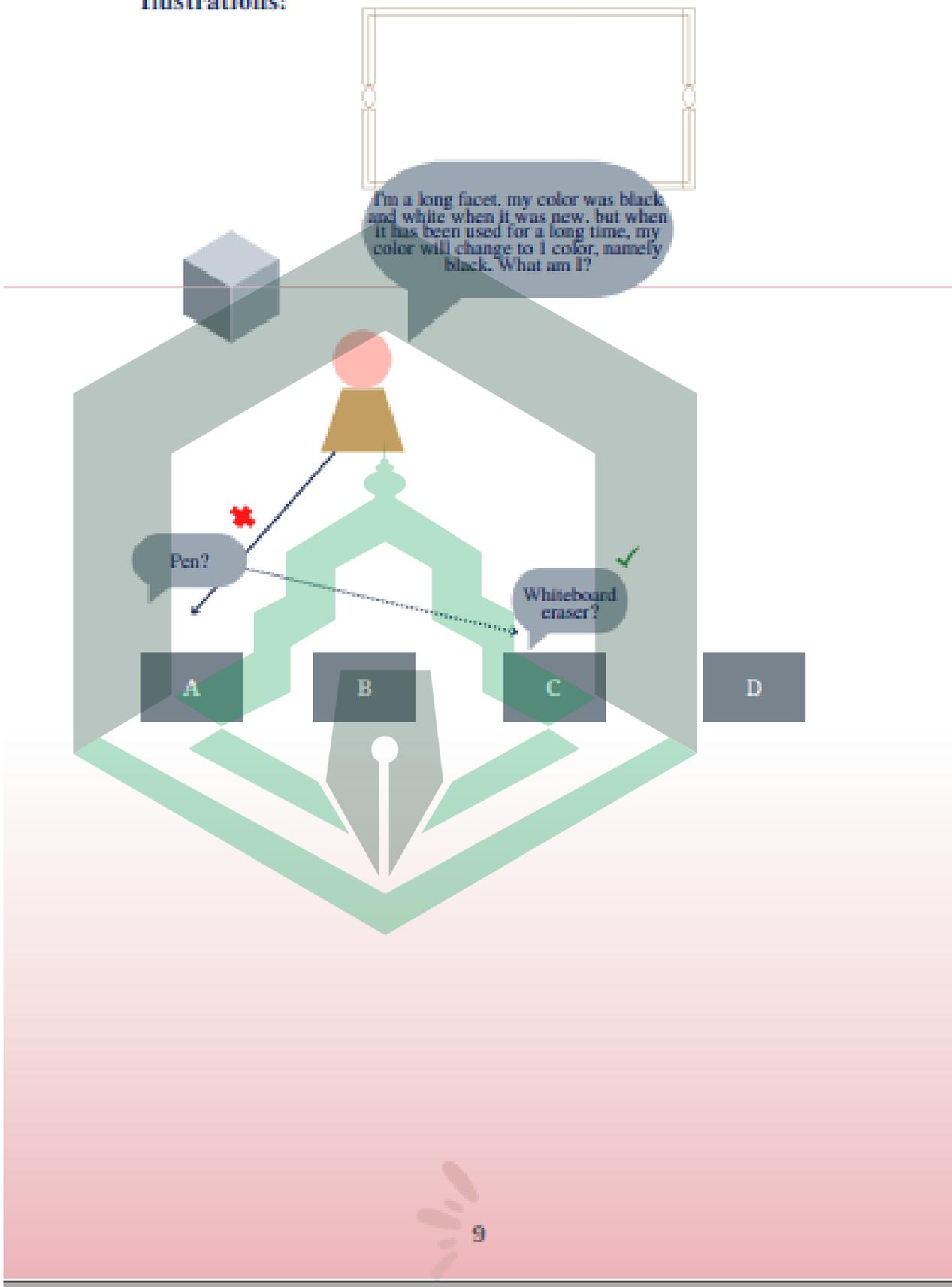
Focus: To check if we are understood

Materials: Things in class

Instructions:

- a. Siswa dibagi menjadi 4-5 kelompok
- b. Guru akan mendeskripsikan 1 benda di dalam kelas tanpa menyebutkan namanya
- c. Kemudian guru memilih 1 benda untuk di deskripsikan terlebih dahulu ke kelompok A.
- d. Lalu kelompok A dan kelompok lainnya dengan teliti mendengarkan. Jika kelompok A tidak bisa menjawab. Maka, kelompok lain dapat berebutan untuk menjawab. Kelompok yang terlebih dahulu mengangkat tangan, maka pertanyaan itu di lempar ke kelompok tersebut (misal kelompok B). jika kelompok B bisa menjawab pertanyaan dengan benar. Maka poin akan diberikan pada kelompok B. Permainan ini, dilakukan secara bergiliran.
- e. Dalam permainan ini, ada 10 benda yang akan dideskripsikan oleh guru

Illustrations:





*"Success is your own achievement.
There's no need to care about other
people"*

Ian Sop (swimmer)

I Appreciate You



Picture 4. <https://www.google.com/imgres?depositphotos.com>

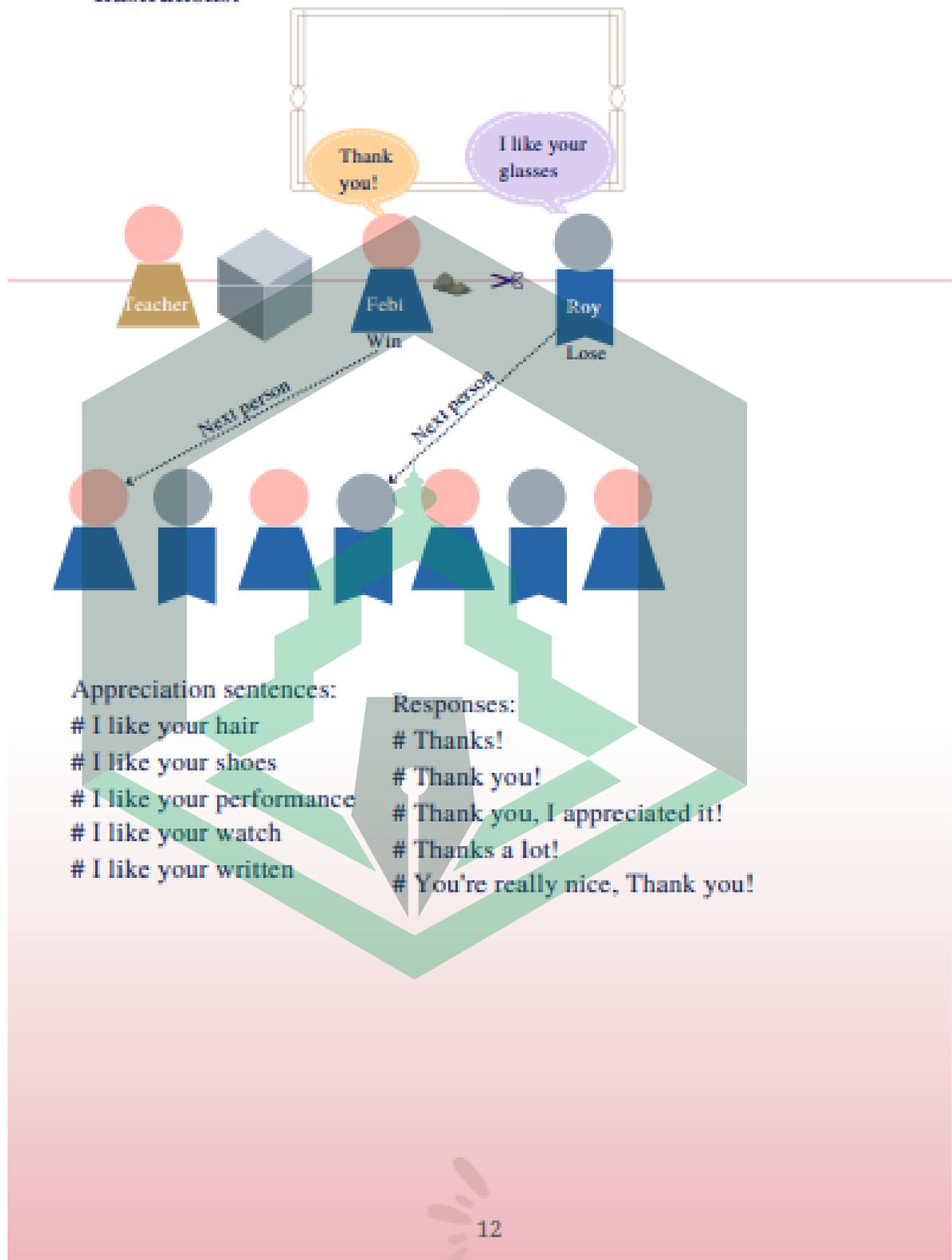
Focus: To show appreciation to others

Materials: None

Instructions:

- a. Guru memanggil 2 siswa secara acak untuk maju ke depan kelas
- b. Kemudian kedua siswa tersebut bermain batu, gunting, kertas. Yang kalah akan mengucapkan sesuatu yang menarik seperti penampilan, kelebihan, prestasi, dll terhadap pasangan yang ada di hadapannya.
- c. Kemudian si pasangan yang telah di apresiasi akan merespon kalimat apresiasi tersebut.
- d. Setelah itu, kedua siswa yang telah bermain bebas menunjuk 2 temannya yang akan bermain selanjutnya di depan kelas.
- e. Begitu seterusnya sampai semua siswa mendapat gilirannya.

Illustrations:





"The key to victory is to build a strong heart that can remain calm under pressure"

Paul Brown

Price Me



Picture 5. <https://www.google.com/imgres?imgurl=https%3A%2F%2F1.bp>

Focus: To tell what we or other people think about something

Materials: Paper and color pencil

Instructions:

- a. Siswa dibagi menjadi 4-5 kelompok
- b. Guru menyuruh tiap kelompok untuk menggambar sesuatu dan kelompok tersebut bebas memilih sesuatu apa yang mereka akan gambar. Seperti: hewan, benda, orang, buah, dll
- c. Setelah mereka selesai menggambar. Maka salah 1 anggota kelompok, masing-masing menyebar dan memperlihatkan kekelompok lain sambil berkata "What do you think about this picture?" kemudian kelompok lainnya tersebut tidak lupa memberikan penilaian harga dari angka (20-25)
- d. Setelah mendapatkan penilaian dan penghargaan dari semua kelompok yang telah dikunjungi. Maka hal selanjutnya yang harus mereka lakukan ialah menuliskan hasil penilaian dari semua kelompok atau menghitung semua jumlah harga yang telah diberikan oleh kelompok lain sebelumnya. Dan dari situ dapat diketahui harga dari gambar tersebut.
- e. Satu dari perwakilan kelompok akan naik mempresentasikan hasil penilaian gambar tersebut dan tidak lupa menyebutkan harganya.

Illustrations:



The illustration shows a market stall with a grey roof and a green path leading to it. On the roof, there is a red circle on a brown cone and a grey cube. Below the roof, there are five stalls labeled A through E. Each stall has a sign that says "What do you think of this picture?" and a price tag. Stall A has a grey circle, a blue banner with a sunflower, and a price tag of 20. Stall B has a grey circle, a blue banner with a sunflower, and a price tag of 22. Stall C has a grey circle, a blue banner with a sunflower, and a price tag of 23. Stall D has a grey circle, a blue banner with a sunflower, and a price tag of 20. Stall E has a grey circle, a blue banner with a sunflower, and a price tag of 20. A green path leads from the stalls to a fountain with a grey pen nib. A blue speech bubble with white text is positioned near the fountain. At the bottom of the illustration, there is a blue banner with a sunflower and a price tag of 20.

What do you think of this picture?

A

B

C

D

E

We give you 20

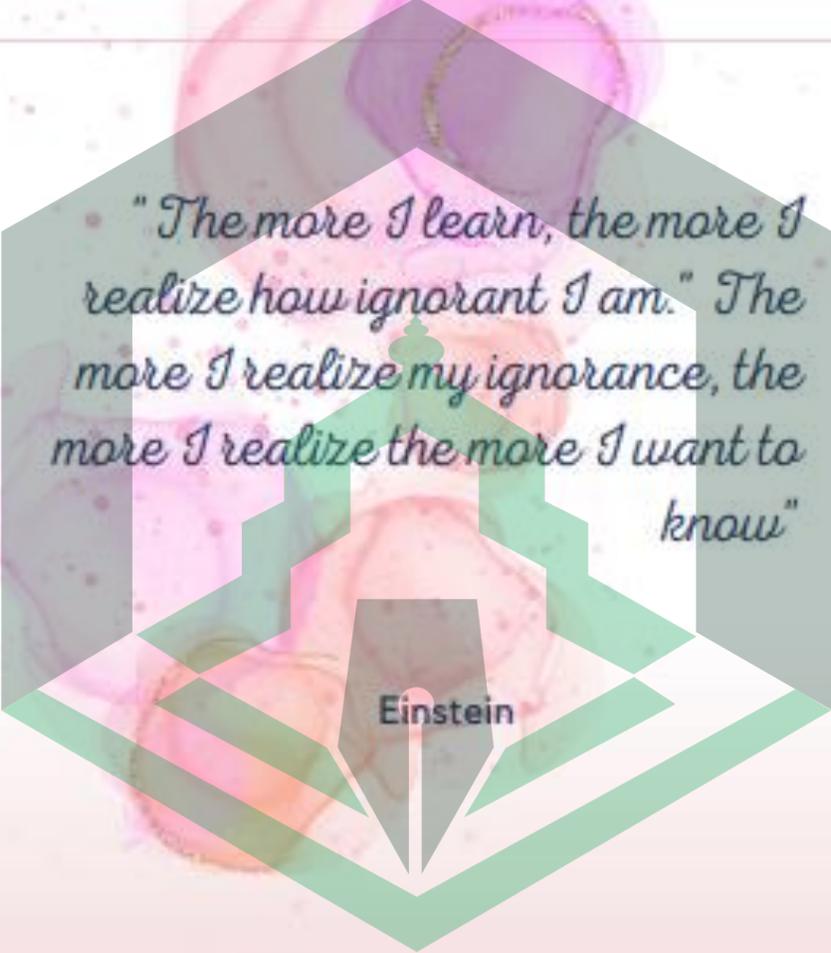
We give you 22

We give you 23

We give you 20

our group drew sunflowers. the shape is round in yellow and brown. people usually use it to make snacks such as kuaci. after we go to another group to introduce our images. then, we can total the price of this picture is 96.

20



"The more I learn, the more I realize how ignorant I am." The more I realize my ignorance, the more I realize the more I want to know"

Einstein

Chapter II

It's English Time

FOCUS:

- To state that we can do something
- To state that we will do something

Who Can?



Picture 6. <https://www.google.com/imgres?imgurl=www.kibrispdr.org>

Focus: To state that we can do something

Materials : None

Directions :

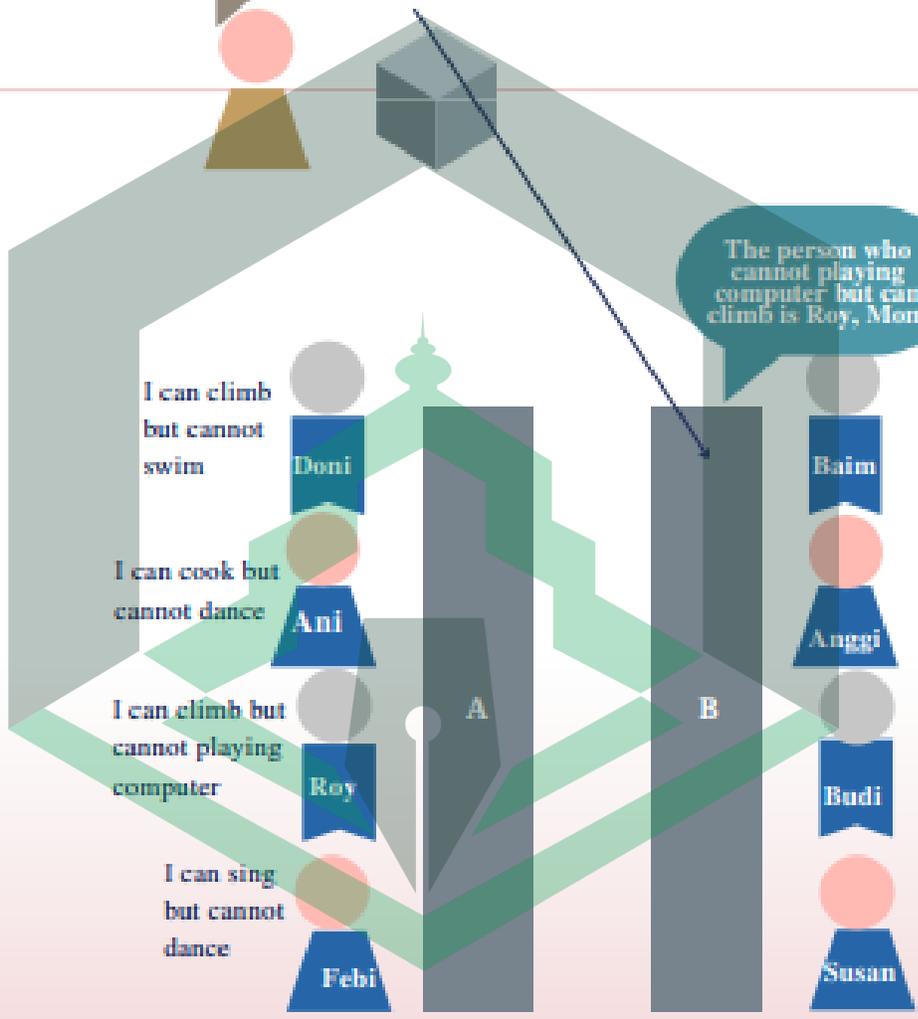
- a. Guru membagi 2 tim yaitu tim A dan tim B
- b. Terlebih dahulu guru menulis semacam kegiatan sebagai berikut:
Cook, Sing, Swim, Climb, Playing computer, Dance
- c. kemudian siswa disuruh memilih 1 kegiatan diatas yang bisa ia lakukan dan yang tidak bisa ia lakukan
- d. Setelah itu, terlebih dahulu anggota tim A, secara bergantian berbicara tentang apa yang bisa ia lakukan dan yang tidak bisa ia lakukan. Dan kelompok B bertugas untuk mengingat hal yang bisa dan tidak bisa dilakukan oleh setiap anggota tim A. Agar lebih mudah mengingat itu, maka semua anggota tim B bekerja sama membagi tugas dalam mengingat (apa yang bisa dan tidak bisa dilakukan oleh tiap anggota tim A.
- e. Setelah selesai guru akan mengajukan pertanyaan pada tim B.
Misal: What Ani(tim A) can and cannot do? Lalu tim B menjawab Ani can cook but cannot swim.
- f. Setelah selesai, giliran tim b untuk speak up what he /she can and cannot do? seperti pada kegiatan (d)
- g. Skor tinggi didapatkan pada tim yang banyak menebak benar

Instructions:

Cook	Sing
Swim	Climb
Playing computer	Dance

Who cannot palying computer but can climb

The person who cannot playing computer but can climb is Roy, Mom





"The one who wins in the end is the one who can't lose to himself"

Miho Takagi



Picture 7. <https://images.app.goo.gl/3PbhmBeeoGhruDTH7>

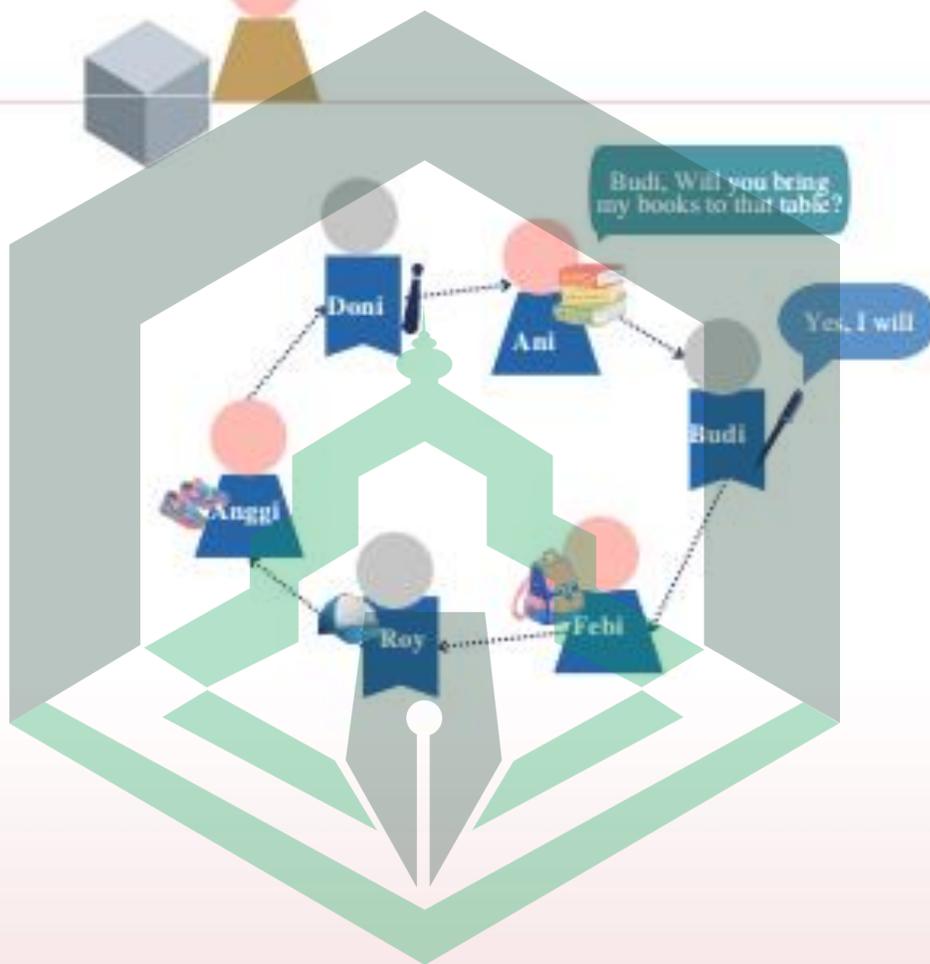
Focus : To state that we will do something

Materials : Things in class

Directions :

- a. Sebelum memulai siswa mengambil beberapa benda untuk dipegang sebagai bahan ekspresi will you?
- b. Guru menyuruh siswa untuk membentuk lingkaran menghadap arah jam
- c. Kemudian guru menunjuk salah 1 siswa untuk memulai permainan. Misal: guru menunjuk Ani dan Ani mengucap kalimat ekspresi will you? Pada teman yang ada di depannya (Ani: will you bring my book to that table?. (Budi: yes, I will)
- d. Kegiatan ini dilakukan sampai semua siswa mendapat giliran menyatakan ekspresi will you?

Instructions:





"If you are lazy, be diligent. If you're afraid, be brave. If you don't know, ask. If you fail, try again. If you continue, success will become real, if not soon, it will definitely be later"

Mario Teguh

Chapter III

It's English Time

FOCUS:

- To give suggestion
- To state rules and obligations



Picture 8. <https://www.google.com/imgres?imgurl=https%3A%2F%2Fuaiaitf.com>

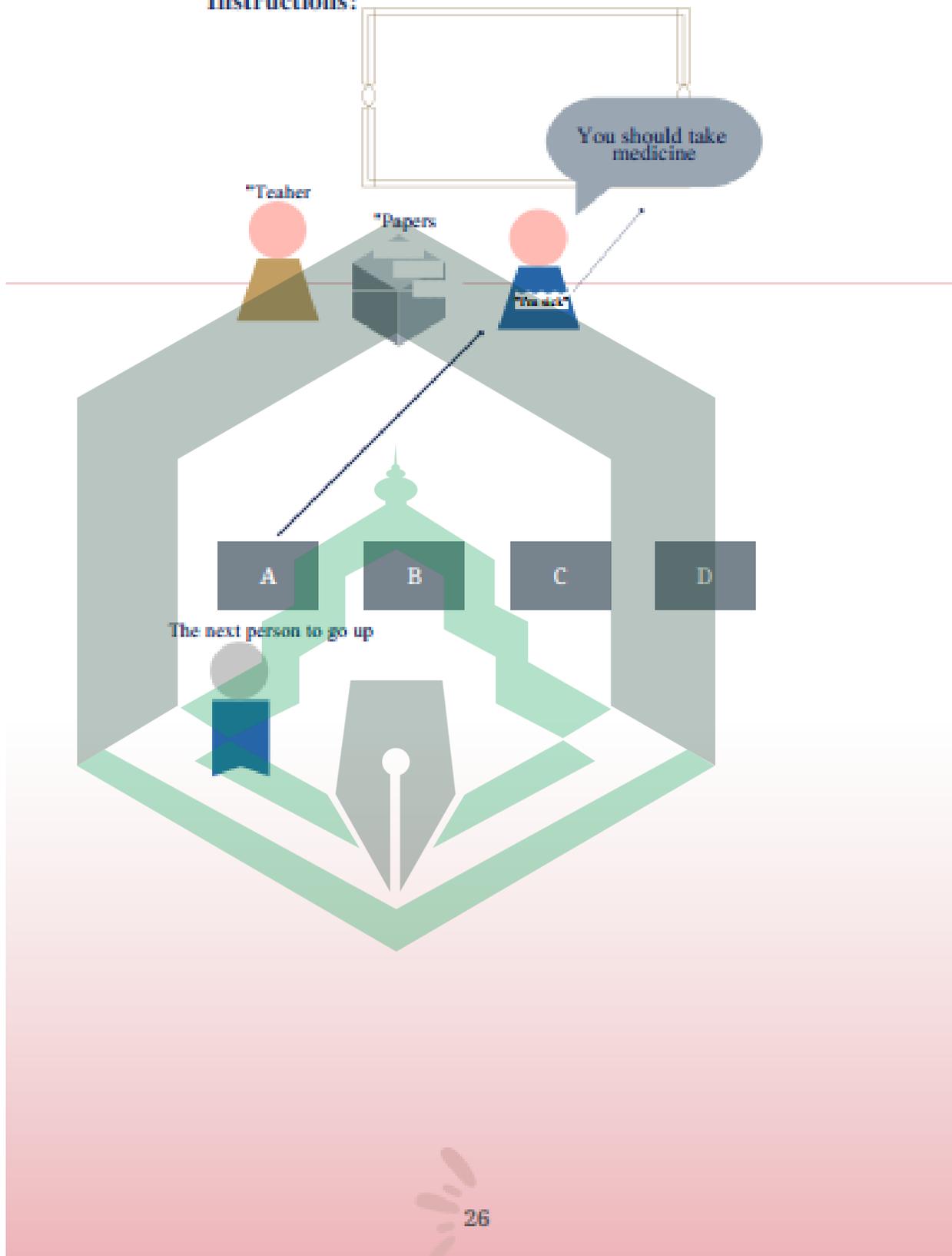
Focus: To give suggestion

Materials: Paper

Instructions:

- a. Guru membagi kelompok menjadi 4-5 kelompok
- b. Tiap anggota kelompok menulis kalimat pernyataan yang membutuhkan kalimat suggestion pada kertas kecil. Seperti (I'm sick, I have an exam tomorrow). Setelah itu mengumpulkannya kepada guru.
- c. Terlebih dahulu kelompok A yang memulai permainan dan tiap anggotanya secara bergiliran naik mengambil 1 kertas yang ada di meja guru. Kemudian membacanya dan harus membuat kalimat suggestion pada kalimat yang ada pada kertas tersebut. Misal; Ani membuka kertas yang berisi kalimat (I'm sick). Maka Ani harus mengucap kalimat suggestion yang cocok. Misal; (You should take medicine)
- d. Setelah semua anggota A mendapat giliran. Maka permainan ini dilanjutkan pada kelompok selanjutnya.
- e. Skor tinggi diberikan kepada kelompok yang bisa memberi saran yang baik dan benar.

Instructions:





*"Leaders are not born." Things are
created by hard work and
deliberate movement."*

Vince Lombardi (Amefto Player)

Remember Those Rules



Picture 9. <https://www.google.com/imgres?imgurl=https://SA92F>

Focus: To state rules and obligations

Materials: Picture print

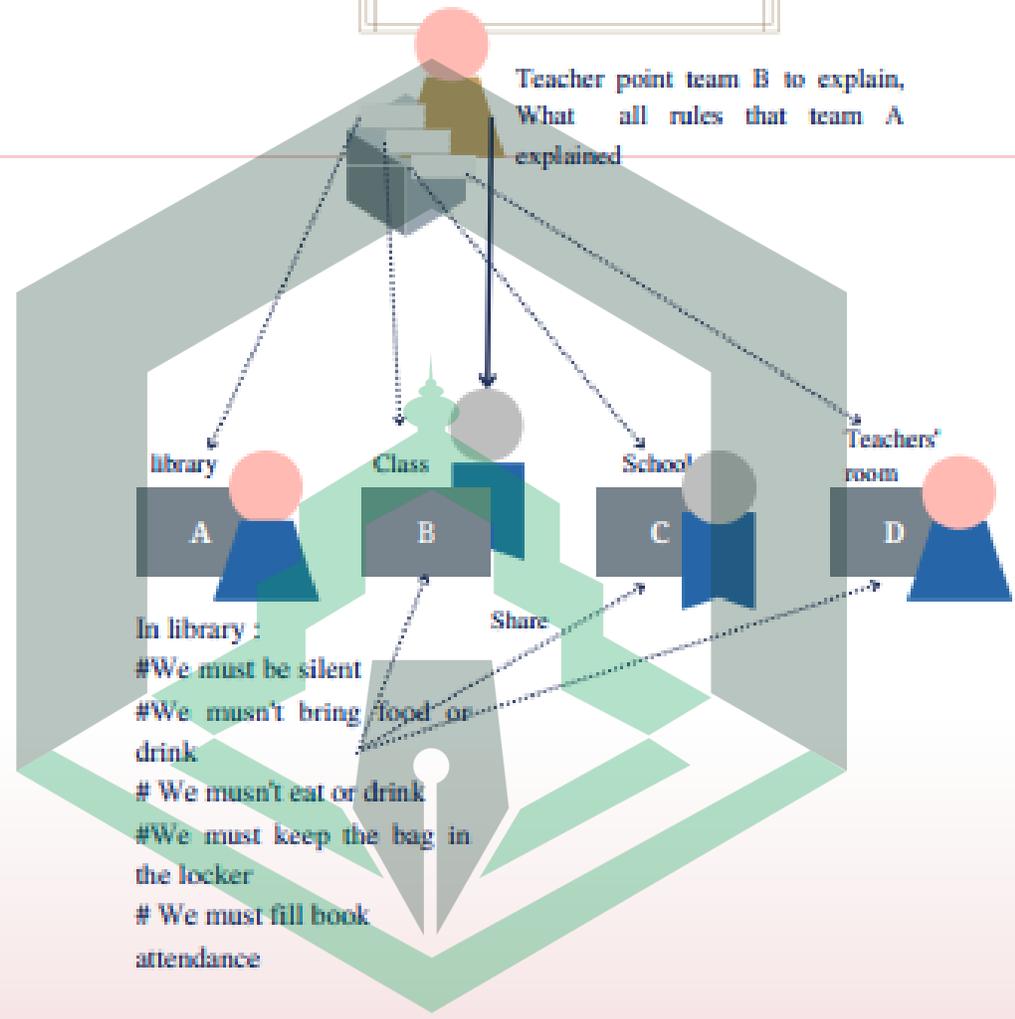
Instructions:

- a. Siswa dibagi menjadi 4-5 kelompok
- b. Guru menyiapkan kertas gambar seperti sekolah, perpustakaan, kelas, ...
- c. Kemudian tiap perwakilan kelompok mengambil gambar kertas di meja guru.
- d. Setelah itu guru menyuruh siswanya untuk berdiskusi kepada teman kelompoknya tentang aturan-aturan tersebut ke kelompok lain. Hal ini dilakukan secara bergantian agar tiap anggota dapat ikut aktif dalam pembelajaran.
- e. Setelah tiap kelompok selesai menjalankan tugasnya, maka guru akan memanggil secara acak tiap perwakilan kelompok untuk memberitahukan salah 1 informasi mengenai aturan-aturan tempat yang telah disampaikan oleh kelompok lain.

Illustrations:



Teacher point team B to explain, What all rules that team A explained



"The secret to achieving results is focus." Therefore, you have to decide what is most important. This is the only way to deal with the reality of lack of time. To be more productive, you just have to clean up one of the important things"

Peter Drucker (Business Scholar)

Chapter IV

It's English Time

FOCUS:

- To invite someone to do something
- To give instruction
- To ask for permission

Invite Someone



Picture 10. <http://www.google.com/imgres?imgurl=https%3A%2F%2F>

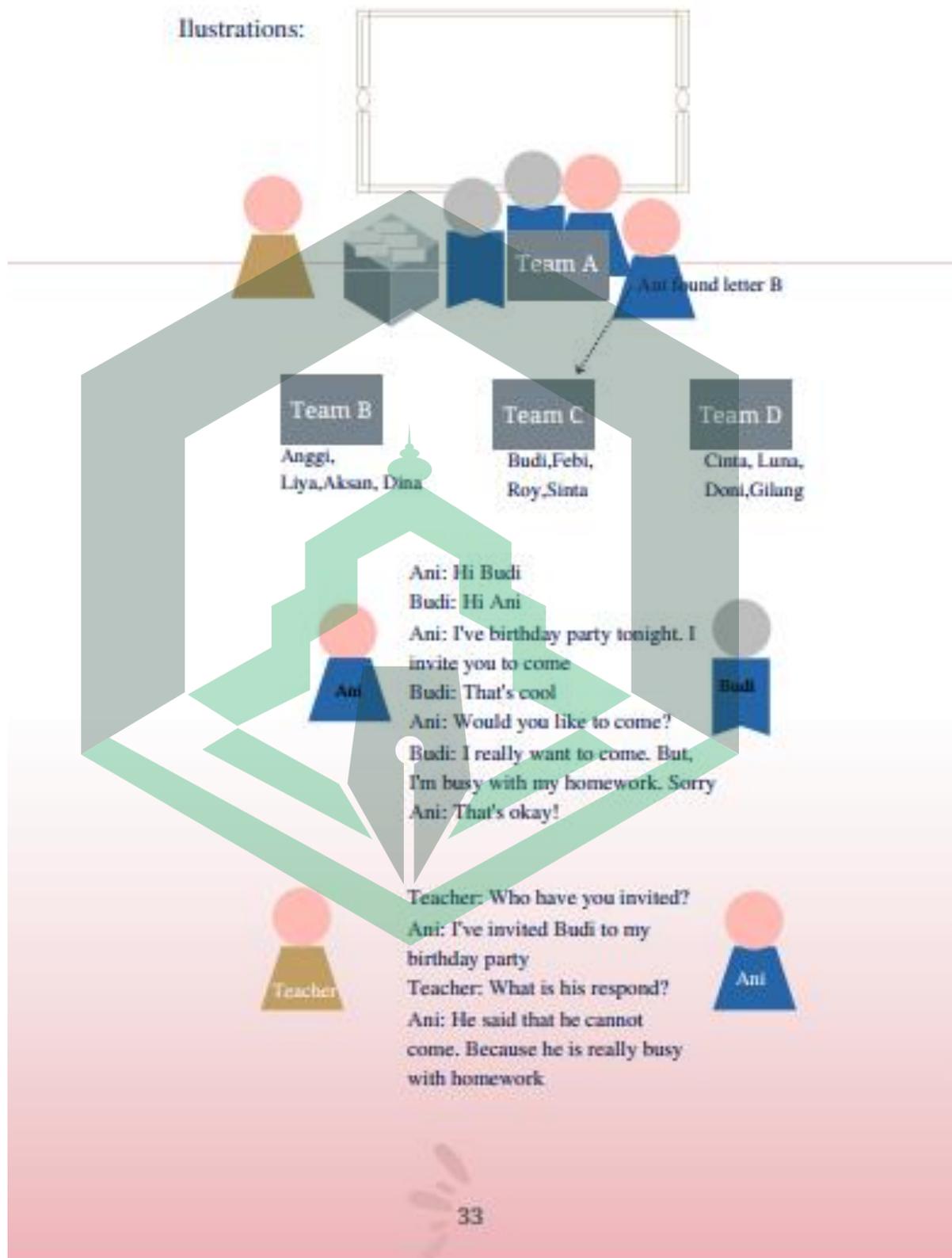
Focus: To invite someone to do something

Materials: Paper

Directions:

- a. Siswa di bagi menjadi 4-5 kelompok
- b. Guru menyiapkan kertas dan menulis 1 huruf tiap kertas dan menggulungnya. Huruf yang sesuai dengan huruf depan nama siswa-siswinya. Misal A(Ayu, Ani). B (Budi, Baim)
- c. Kelompok pertama maju ke depan kelas dan tiap anggotanya mengambil kertas yang telah disiapkan oleh guru sebelumnya.
- d. Setelah tiap anggota telah mengambil kertas itu. Kemudian mereka harus mencari nama teman kelompok lainnya yang berswalkan huruf yag ada di kertas. Misal si Ani mendapatkan huruf B maka Ani harus meneari nama teman kelompok lainnya yang huruf depan namanya B seperti Budi.
- e. Setelah menemukan teman yang cocok. Hal yang harus dilakukan yaitu membuat kalimat ajakan. Misal (I invite you to my birthday party, I invite you to my celebration of winning the first speech competition,etc..)
- f. Setelah semua kelompok telah selesai. Guru akan memeriksa beberapa siswa dari tiap kelompok siapa yang telah dia undang dan apa jawaban teman yang telah dia undang?

Illustrations:





"When your heart changes, your actions change." Behaviors change, habits change. Change your habits change your personality. Character changes, destiny changes"

Ki Matsuoka

Watch the Instruction



Picture 11. <https://www.google.com/imgres?imgurl=https%3A%2F%2Fpng.pngtree.com>

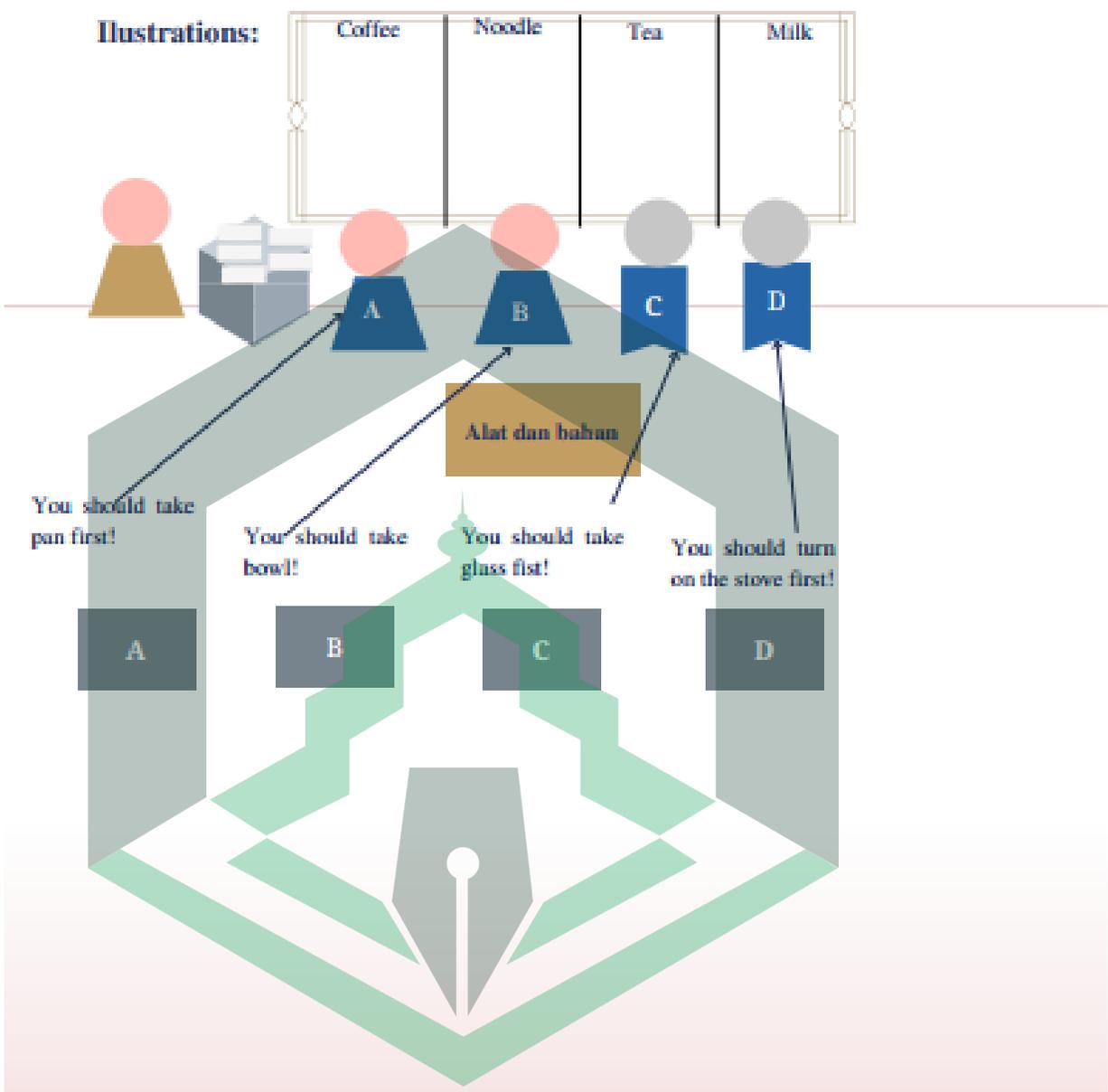
Focus: To give instructions

Materials: Picture print and double tape

Instructions:

- a. Siswa dibagi menjadi 4 kelompok
- b. Guru menyiapkan gambar kertas seperti; kopi, susu, teh dan mie.
- c. Tiap 1 perwakilan dari kelompok maju ke depan tanpa mengetahui resep apa yang akan dia lakukan di depan kelas nantinya
- d. Kemudian guru membagikan kertas tersebut secara acak tiap kelompok
- e. Di sisi lain di atas meja ada beberapa gambar kertas alat dan bahan yang akan mereka tempel nantinya di papan tulis. Kemudian teman sekelompoknya mulai memberikan instruksi yang benar dari resep tersebut. Dengan menggunakan bahasa Inggris kepada teman kelompoknya yang ada di depan kelas.
- f. Kelompok yang berhasil menyelesaikan resep dengan cepat dan benar akan mendapat skor yang tinggi oleh guru.

Illustrations:





"You will fail and wonder, but don't stop." You don't have to go 100 meters at a time. Keep moving forward by a centimeter"

Chira Miura

Asking for Permission



Picture 12. <https://images.app.goo.gl/VQ8HpwgTQRMrYA>

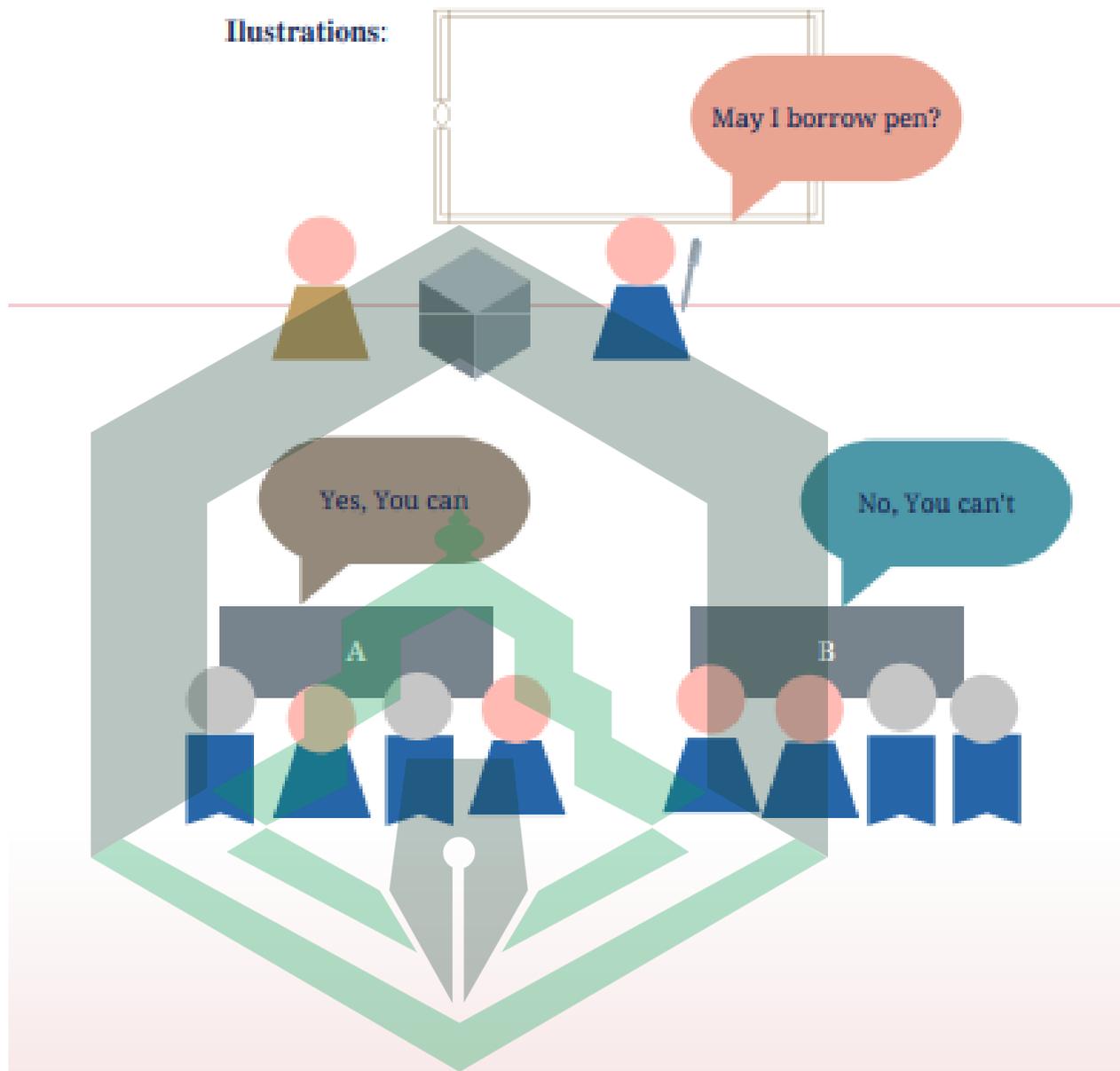
Focus: To ask for permission

Materials : Paper, Things in class

Directions:

- a. Guru membagi siswa menjadi team A dan team B
- b. Guru menulis kata benda sebanyak mungkin. Misal: pulpen, pensil, buku, spidol, jendela, pintu dll
- c. Setelah itu guru menunjuk salah 1 siswa secara acak untuk maju ke depan dan mengambil salah 1 kertas tersebut.
- d. Siswa yang telah berada di depan kelas akan membuka kertasnya dan siswa tersebut harus mencari dan memegang kata benda yang ia dapat sesuai apa yang tertulis di kertas tersebut dan membuat kalimat ask for permission. Semisal kata benda yang ia dapat adalah pulpen, maka terlebih dahulu siswa tersebut mencari dan memegang pulpen sambil mengucap kalimat ask for permission. Contoh: May I borrow your pen? Siswa yang tadinya berucap "May I borrow your pen?" teman lainnya pada team A menjawab "yes, you can" dan team B menjawab "No, you can't". team A dan team B bisa bergantian menyebut jawaban dari kalimat di atas.
- e. Team yang anggotanya paling banyak salah memegang benda atau tidak sesuai dengan apa yang tertulis di kertasnya akan mendapat hukuman. Hukumannya berupa meniru 1 suara hewan sambil berjalan ke bangku masing-masing.

Illustrations:





"If there is something you want to achieve, pursue it without thinking about the result, because what is most appreciated is your efforts"

Yukihira Souma (Shokugeki no souma)

Chapter V

It's English Time

FOCUS:

- To make greeting cards

Beautiful Greeting Card



Figure 1.3. <https://images.app.goo.gl/Q1oum/Wu2Bglnrgd17>

Focus: To make greeting card

Materials: Paper, stationery and color marker

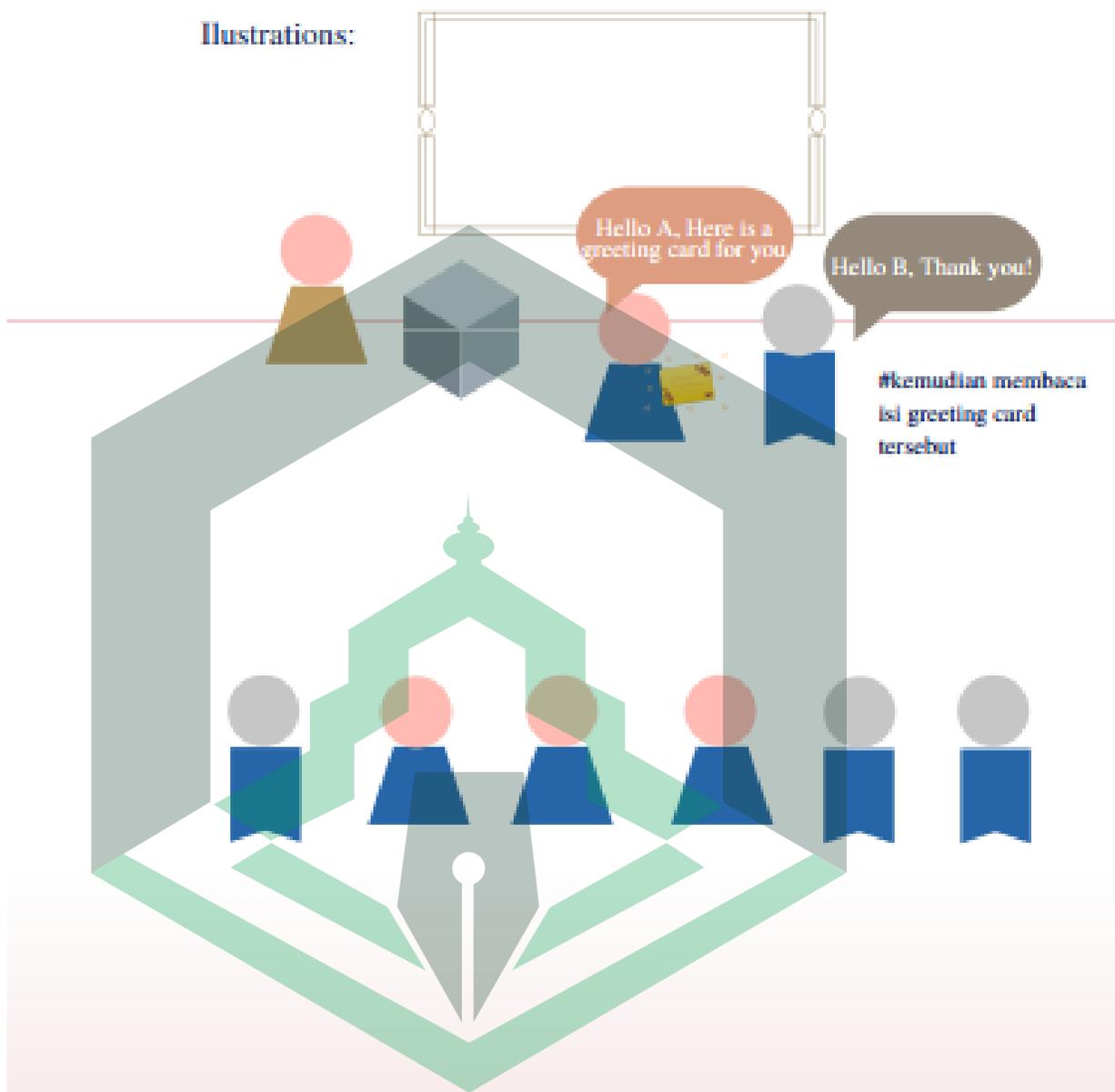
Directions:

- a. Guru menyuruh siswa untuk membuat kartu ucapan selamat yang unik dan indah
- b. Setelah siswa selesai membuat kartu ucapannya selamat. Siswa tersebut bebas memberikan kartu ucapannya kepada salah 1 teman kelasnya.
- c. Setelah semua telah selesai saling memeberikan kartu ucapan. Guru menunjuk salah 1 siswa untuk naik kedepan kelas
- d. Setelah siswa A berada di depan kelas maka siswa itu membuka kartu ucapannya dan memanggil nama siswa(B) yang telah membuat kartu ucapan tersebut.
- e. Kartu ucapan tersebut terlebih dahulu dikembalikan kepada siswa(B) yang telah membuatnya. Kemudian siswa B dan A mempraktikan conversation seperti:

Siswa B: hello A
 Siswa A: hello B
 Siswa B: here is a greeting card for you
 Siswa A; thank you!

#kemudian siswa A membaca isi greeting card dari siswa B
- f. Setelah selesai, guru memanggil pasangan siswa selanjutnya
- g. Note: setelah semua siswa mendapat bagian untuk naik ke atas. Maka greeting card tersebut dikumpul dan guru akan menilai greeting cards siswa. Semakin menarik greeting card yang telah dibuat siswa maka semakin tinggi nilai yang akan dia dapatkan tidak lupa dengan intonasi speaking English

Illustrations:





*"Success is not about
accomplishing something, but
finding your mission is the real
success"*

Masataka Fukushima

Chapter VI

Our Busy Road

FOCUS:

- To show the existence of things and people

Call Me Right



Picture 14. <https://images.app.goo.gl/n5wrKADyH38CgU5K6>

Focus: To show the existence of things and people

Materials: Things in class

Directions:

- a. Guru membagi siswa menjadi 4-5 kelompok
- b. Guru menyiapkan beberapa alat seperti: beberapa buku, pulpen, pencil, kertas, dll
- c. Sebelumnya guru telah menjelaskan penggunaan kata (there is and there are)
- d. Guru meletakkan 1 meja di depan kelas. Setelah itu, guru akan memanggil kelompok yang siap untuk bermain.
- e. Tiap anggota kelompok, berbaris memanjang sejajar dengan meja di atas
- f. Kemudian, guru akan memainkan permainan. Guru akan meletakkan beberapa benda secara acak di atas meja.
- g. Siswa akan menyebut benda-benda apa saja yang ada di atas meja dengan menggunakan penggunaan (there is and there are) dengan tepat.
- h. Kegiatan ini begitu seterusnya, sampai semua kelompok mendapat giliran bermain.
- i. Tiap kelompok akan mendapat skor tinggi jika tiap anggotanya berhasil menggunakan penggunaan (there is and there are) dengan tepat.

Illustrations:

There are:	There is:
# There are 3 Pens	# There is 1 pen
# There are 2 Pencils	# There is 1 Pencil
# There are 4 books	# There is 1 book
# There are 3 rulers	# There is 1 ruler
# There are 5 erasers	# There is 1 eraser
# There are 2 papers	# There is 1 paper

There are 2 pens and there is 1 book

There are 3 pens and there is 1 book

There are 2 pens and 3 books

There is a pen and a book

A B C D



"If you feel anxious in public speaking, just think they're just human beings like you. push yourself and believe in yourself. One step you take towards success, will change your future 80% better"

Febrianti Arnita

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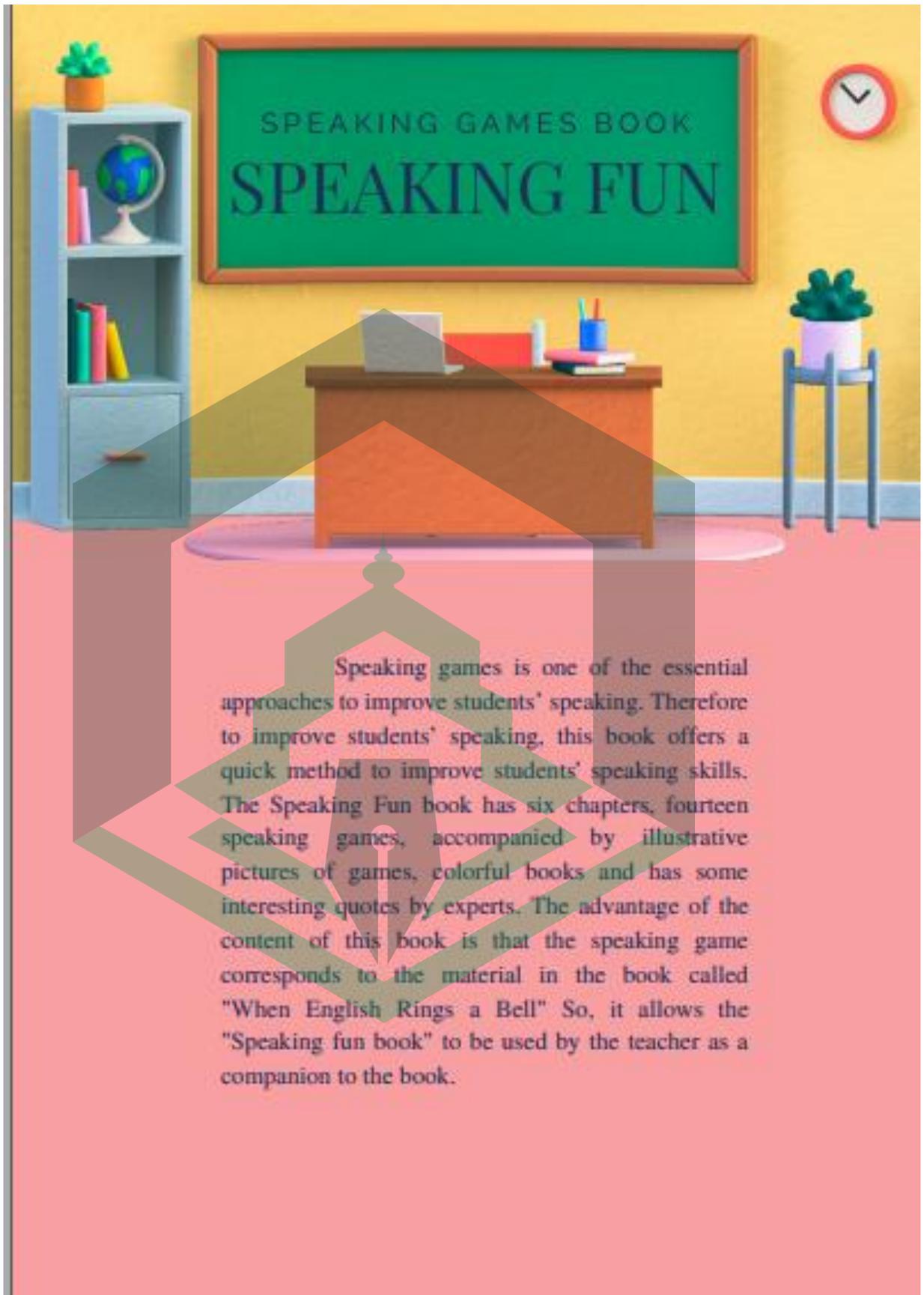
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Author Profile



Febrianti Arnita was born in Palopo, August 28, 1998. She is the eldest of 7 children. As a child, she spent time in Wotu and started her educational career there. Education history: completed elementary school education in 2010 at SDN 136 Cendana Hijau, completed junior high school education in 2013 at SMPN 1 Wotu, finished high school education in 2016 with the title IPA at SMAN 1 Wotu. After that, she continued her education in college by majoring in English Tadris, Faculty of Tarbiyah and Teacher Training (FTIK) at one of the campuses in Palopo, known as the Palopo State Islamic Institute (IAIN) Palopo, and graduated May 17, 2022.



Speaking games is one of the essential approaches to improve students' speaking. Therefore to improve students' speaking, this book offers a quick method to improve students' speaking skills. The Speaking Fun book has six chapters, fourteen speaking games, accompanied by illustrative pictures of games, colorful books and has some interesting quotes by experts. The advantage of the content of this book is that the speaking game corresponds to the material in the book called "When English Rings a Bell" So, it allows the "Speaking fun book" to be used by the teacher as a companion to the book.