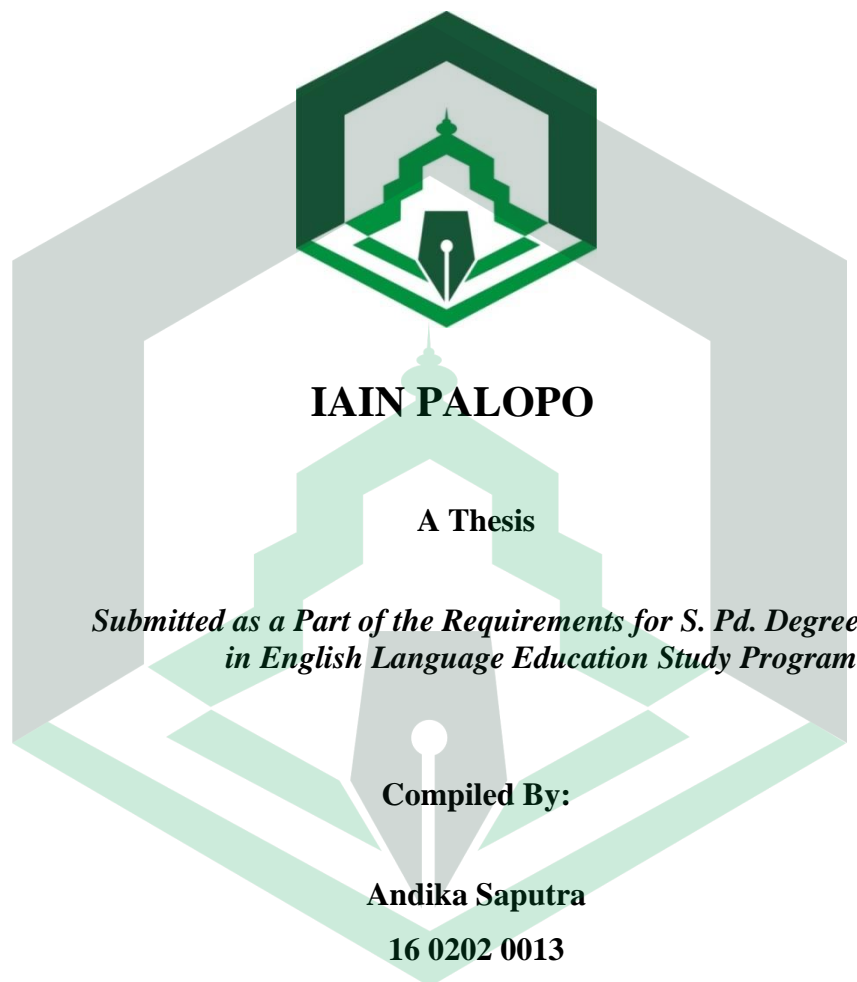


**THE USE OF BACK TO BACK GAME TO IMPROVE STUDENTS'  
SPEAKING ABILITY AT THE FIRST GRADE OF MADRASAH ALIYAH  
NEGERI PALOPO**



**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
STATE ISLAMIC INSTITUTE OF PALOPO  
2020**

**THE USE OF BACK TO BACK GAME TO IMPROVE STUDENTS'  
SPEAKING ABILITY AT THE FIRST GRADE MADRASAH ALIYAH  
NEGERI (MAN) PALOPO**



**IAIN PALOPO**

**A Thesis**

*Submitted as a Part of the Requirements for S. Pd. Degree  
in English Language Education Study Program*

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**Andika Saputra**

**16 0202 0013**

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**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
STATE ISLAMIC INSTITUTE OF PALOPO  
2020**

## THESIS APPROVAL

This thesis entitled "The Use of Back to Back game to Improve Students' Speaking Ability at the First Grade of Madrasah Aliyah Negeri Palopo " Which is Written by Andika Saputra, Reg. Number. 16.0202.0013, 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, 31<sup>st</sup> of August 2020 M**, coincided with **12<sup>nd</sup> Muharram 1442 H**, it is authorized and acceptable as partial fulfillment for S.Pd, degree in English language teaching.

**Palopo, 31<sup>st</sup> August 2020 M**  
**12<sup>nd</sup> Muharram 1442 H**

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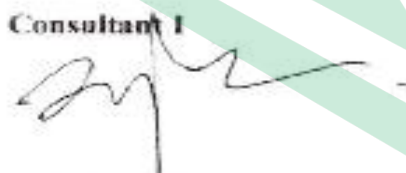
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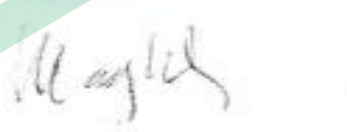
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Researcher

  
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16 0202 0013



## ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ، وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ سَيِّدِنَا مُحَمَّدٍ وَعَلَى آلِهِ وَاصْحَبِهِ أَجْمَعِينَ. أَمَّا بَعْدُ

First of all thank to Allah SWT who always gives health, blessing, and salvation for all of us so that we can live in the world, secondly may shalawat and salam for our prophet Muhammad SAW who always gives goodness in the world.

Alhamdulillah the researcher expresses his gratitude to the almighty God who has given guidance, inspiration, and good health. So, the researcher can finish this thesis as one of the requirements for completing this study. The researcher realizes that support and encouragement from many people have been important for the researcher in the completion of this thesis. Therefore, the researcher would like to acknowledge them.

1. Dr. Abdul Pirol, M.Ag, as the Rector of IAIN Palopo, who always supports and gives motivation to the researcher during study at IAIN Palopo.
2. Amalia Yahya, S.E, M. Hum as the Head of English Education Study Program of IAIN Palopo, who always gives support, encouragement, and idea to the researcher during his studying at IAIN Palopo.
3. Dr. Muhaemin, M.A as the first consultant and Dr. Magfirah Thayyib, M.Hum as the second consultant. Thanks for the suggestion, idea, help, and guidance since the preliminary stage until the researcher can complete this thesis.
4. All the lecturers of IAIN Palopo, thanks for guidance, attention, knowledge, and motivation in learning the English Language. Also for all staff in IAIN Palopo, thank you very much for your help and kindness.

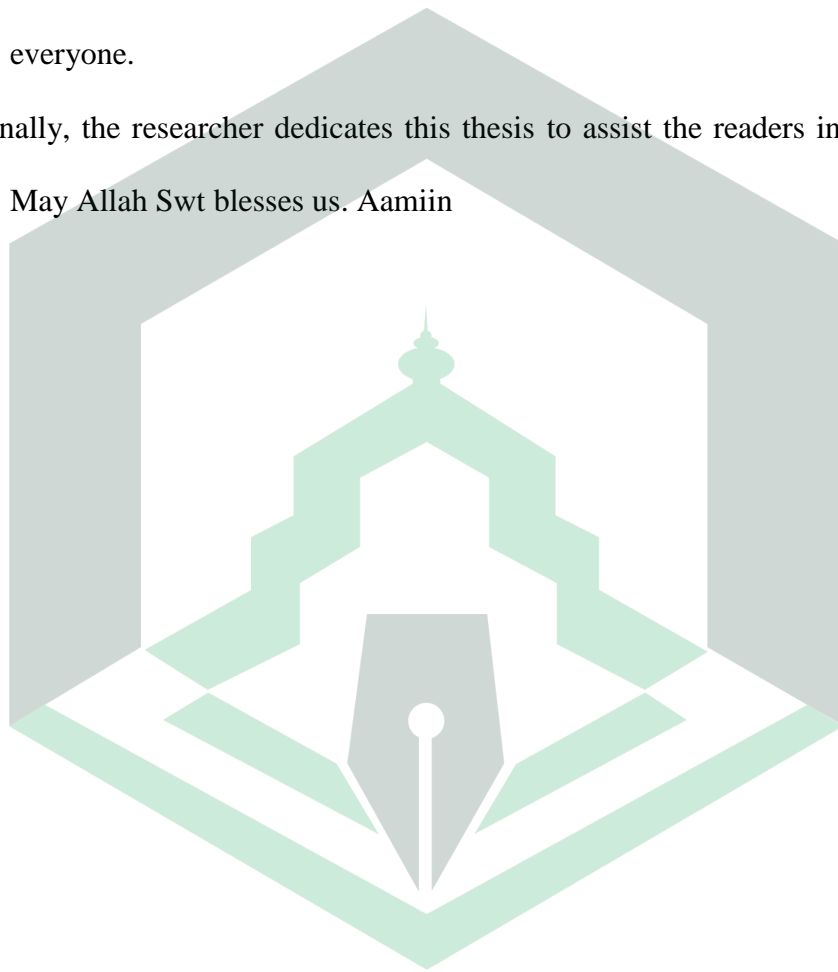
5. Special thanks to his beloved parents Buhari and Hadita who always give the researcher help, support, blessing until now. And, special thanks for his beloved siblings Sainul S.AN, Rahuddin, Hariani S.Pd, Dahlia, Burhanuddin S.H, Syamsinar S.Pd, Risaldi Putra and Iswanto who have given the researcher motivation, support, and strength to finish his thesis. Thanks to all of his sweet nieces especially for Shavirah Marwah as his junior at English Education Education Study Program and Herlisa who always support him also.
6. Special thanks and gratitude to Dr.Helmi Kamal, .M.H and Ir.Syihab S.P They are like the researcher's parents in Palopo City who support him every day to finish his thesis as soon as possible.
7. The researcher would like to say thank very much to his best friends Wiraldi, Muhammad Muharram, Nur Ahmad Hidayat, Reski, Irwan Ramli, Iswar latuconsina, Ashar Daung Allo, Musdalipa, Rosmita, Rosmiyati, Hadiarah, Tirta, Ika, Jennie, Olif, Meri, Tuti and all the member of Anti mainstream Squad and his beloved friends of Big D2016, and also to his dearest Community Big@art who always help him during the thesis process, give him motivation, encouragement, ideas, knowledge and support the researcher.
8. All of the researcher's seniors in IAIN Palopo special for Kak Mardiana, S.Pd, Kak Andi Mangin Syarif S.Pd, Kak Muh. Hamza S.Pd, Kak Rahmawati S.Pd. Thanks for the nice friendship, support, help, togetherness.

The researcher also thanks the other who cannot be mentioned one by one, who has helped and supported the researcher to finish this thesis. The

researcher realized that this thesis would not be completed without their contribution.

The researcher hopes this thesis can give some values to the students, English teachers, and readers. The researcher admits that this thesis is not perfect so that the writer will accept suggestions from the readers to make it better. The researcher hopes that this thesis would be beneficial to everyone.

Finally, the researcher dedicates this thesis to assist the readers in their affairs,  
May Allah Swt blesses us. Aamiin



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## ABSTRACT

**Andika Saputra, 2020, “*The Use of Back to Back game to Improve Students’ Speaking Ability at the First Grade of Madrasah Aliyah Negeri Palopo(MAN Palopo)*”. Thesis English Education Study Program in The State Islamic Studies (IAIN) Palopo. Supervised By: (1) Dr. Muhaemin, MA, And (2 Dr. Magfirah Thayyib, M. Hum.**

Keywords: Speaking Skill, Back to Back Game, The Power of Two Strategy, Charades Games, Madrasah Aliyah Negeri Palopo.

This research aims to find out the students’ improvement in learning speaking skills using back to back game at the tenth-grade students of Madrasah Aliyah Negeri (MAN) Palopo. The objective of the research is to know how was the students’ improvement in learning speaking through back to back game at the tenth-grade students of Madrasah Aliyah Negeri (MAN) Palopo? And how was the students’ enthusiasm in learning speaking through back to back game?

In this research, the researcher applied the pre-experimental method and the population was class X students at Madrasah Aliyah Negeri Palopo in the 2020 academic year. The researcher used purposive sampling which was taken from the first class Exact 2 consist of 34 students. The data were collected through the speaking tests to find out the students speaking ability and observation checklist to see the students’ enthusiasm through use back to back game.

The result of the research showed that back to back games improved students' speaking skills at the first of MAN Palopo. The data showed that  $t_{test}$  (10,987) was higher than  $t_{table}$  (2.042). it means that in practice, back to back games have a big role in improving the speaking skills of first grade at Madrasah aliyah Negeri Palopo. it is proven by the students appear active, happy and interested in learning to speak using back to back game.



# CHAPTER I

## INTRODUCTION

### A. Background

Speaking is one of several language learning skills that must be mastered by everyone because it is a necessity. By speaking, someone will be able to access any information that he needs. He will be easy to have his daily life by having wide knowledge which is got from speaking skills.

However, there are a lot of people who ignore this importance of speaking ability, especially students' level. They suppose that speaking English is a difficult activity in the class of Madrasah Aliyah Negeri Palopo especially for the First Grade of Exact 2. Some problems were found by the researcher both from the students and the teacher when doing an observation of the class on April 23<sup>rd</sup>, 2019.

The researcher observed that the students were not enthusiastic in the teaching-learning process, especially in speaking material. Mrs. R is an English teacher of Madrasah Aliyah Negeri Palopo stated "that some of the students only listened to the teacher's instruction without giving feedback. The students were also difficult to comprehend their speaking skill<sup>1</sup>". It could be seen when they speak. They look confused and cannot express their ideas. The researcher guesses that they did it because they lack in vocabulary and expression. The students were bored, not enthusiastic, and had low motivation in learning speaking comprehension. The researcher focuses on how to solve the students' problems by

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s <sup>1</sup>Mrs.R (April 23<sup>rd</sup> and 2019 at 08:40 Am) "*English teacher of palopo Islamic senior high school*".located in palopo Islamic senior high school.

implementing a game at the First Grade Exact 2 of Madrasah Aliyah Negeri Palopo.

Back to the back game is a new game that the researcher uses to solve the problem found in the class Exact 2 of Madrasah Aliyah Negeri Palopo. Back to the back game is a combination of “charades game” and “the power of two strategies”. The power of two is a cooperative approach while the charades game is a game in which the students will be divided into two groups and a visual aid will be shown as clues to both groups then they will guess them. Back to the back game is expected to be able to solve the students’ speaking problem because it could make the students’ ideas stimulated by giving and hearing clues activities.

### **B. Identification of Problems**

The results of the description of the problems on the research background, the following identified problems, as follows:

1. The students are not enthusiastic about the teaching-learning process, especially in speaking comprehension material.
2. The students are difficult to speak.
3. The teacher had not explored more or other varieties of speaking skill teaching strategy/method.

### **C. Scope of the Research**

The scope problem of this research is the implementation of back to back game in teaching speaking at the first grade exact 2 students of Madrasah Aliyah Negeri Palopo in academic years 2019/2020. The main focus of this research is the students’ ability in describing and guessing something. In his research, the

researcher only focuses on accuracy, fluency, and comprehensibility aspect in speaking skills.

#### **D. Research Questions**

Because several main problems have been identified, the researcher raises the following research questions:

1. Is that use of back to back game effective to improve students' speaking ability?
2. How is the students' enthusiasm in learning speaking through back to back game?

#### **E. The objective of the Research**

The objectives of the research are:

1. To find out the students' improvement in learning speaking through back to back game.
2. To measure students' enthusiasm when learning by using back to back games

#### **F. Significances of Research**

##### **1. The practical significance**

The learning process hopefully can be helped with this speaking strategy especially for the teacher that they can use this new game in the speaking learning process. And hopefully, the students can be interested in learning speaking.

## **2. The theoretical significance**

The learning process will need input from the theory, so the teacher or researcher will acquire the theory through Back to back game.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Study

Several previous researchers who have conducted research teaching speaking and the application of games in learning English are as follows:

1. Yulianti, (2016) in her thesis entitled “The Use of Guessing Game to Improve Students’ Speaking Skill”. The purpose of this research was to measure the students’ improvement in learning speaking. This research used an experimental study and a quantitative approach. She concluded that there was a significant increase in students’ speaking comprehension achievement after being taught through the guessing game.<sup>2</sup>
2. Ratna Sari, (2016) in her thesis entitled “Using Communicative Games in Improving Students’ Speaking Skills”. The purpose of this research was to measure the students’ improvement in learning speaking. This research used Class action research (CAR) methodology. She concluded that “Communicative game gives an improvement in students' active participation, confidence, and their fluency in speaking skill.”<sup>3</sup>
3. Sekarini, (2016) in her thesis entitled “Teaching Speaking Through Hopscotch Game”. The purpose of this research was to measure the students' enthusiasm for learning speaking. This research also used Class

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<sup>2</sup> Yulianti, Fitri. "The Use Of Guessing Game To Improve Student's Speaking Skill" (STKIP Bina Bangsa Getsempena, 2016) p 12

<sup>3</sup> Dewi, Ratna sari "Using Communicative Games in Improving Students'(Syarif Hidayatullah State Islamic University of Jakarta, 2016 ) P64

<sup>3</sup> Sekarini, Dian amelia "Teaching Speaking Through Hopscotch Game" ( English Department Faculty of Languages and Arts State University of Padang, 2016 ) vol 5 no 1.p 9



action research as a research methodology. She concluded that students are more confident in learning without fear of making mistakes because the teacher will help to practice learning English, especially speaking material.<sup>4</sup>

Based on the previous related studies above, the researcher concluded that an appropriate teaching way or use game is needed by English teachers, especially when they teach speaking comprehension in the class. This research also uses the game in teaching speaking. The differentiation of all of the games above between the researcher's games is the researcher makes the students have a good relationship with each other while improving their speaking skills, participation, and confidence.

In this research, the researcher uses “Back to the back game”.

## **B. The Nature of Speaking Comprehension**

### **1. Definition of Speaking**

There are several definitions of speaking that have been given by some experts. Speaking is processing voice that has meaning to express an idea by using language in the communication and give feelings or information to other people. According to Brown (2001), speaking is expressing mind through say something and using voice. Spoken language and speaking are similar in meaning that how people use the voice loudly

that occurs in time cannot go back and change, and it is produced and processed online.<sup>5</sup>

Hornby (2016) defines that speaking is the students' ability that will value them in the real-life and it is an important thing because it will give the first impression other depend on their fluency and comprehensively<sup>6</sup>.

Richard (2002) stated that speaking is the communication that has central elements. Teaching EFL certainly has its concerns. The effectiveness of a conversation can be analyzed by involving past stories which will be able to improve students' speaking fluency<sup>7</sup>

Speaking skills are common things in everyday activities that result in meaningful conversations. in a conversational activity, there are speakers and listeners as well as eliciting feedback..<sup>8</sup>

From the experts' statements above, it can be concluded that to have a great speaking in English, the learners need to master the aspects of linguistics and nonlinguistic. Because they correlate with each other, so in the speaking the learners not just focus on the language knowledge but they have to care about the personality dimension (enthusiasm and motivation) which is can influence them in their English knowledge presenting and know how to present.

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<sup>5</sup>Douglas Brown. *“Teaching by Principles: An Interactive Approach to Language Pedagogy*, (San Fransisco: San Francisco State University Press,2001) p. 257.

<sup>6</sup> Hornby. *“definition of speaking skill”*( NewYork: publisher 2016)

<sup>7</sup> Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching* (Ed I; New York: Cambridge University Press, 2002), P. 210

<sup>8</sup> Ubadillah Ibnu Sholihin, *“Definition of Speaking Skill”* [www.zakymedia.com](http://www.zakymedia.com) accessed on Tuesday 25<sup>th</sup>

July 2019

## 2. The Elements of Speaking

According to Harmer in Antoni, (2015), language features and mental/social processing are mentioned as elements of speaking.

a. Language Features: consist of four elements that are applied, they are connected speech, expressive devices, Lexis and Grammar, and negotiation of meaning.<sup>9</sup>

1. *The first* is connected speech. The individual phonemes of English are should not only produce by the speaker.
2. *The second* element is expressive devices. a language learner must be able to imitate a native speaker and of course include voice pressure, volume, and speed to be able to get the expressions needed.
3. *The third* element is lexis and grammar. As a language user, we have to observe using the number of common lexical phrases in our performance and can make it as like spontaneous speech.
4. *The fourth* element is the negotiation of meaning. Negotiate the meaning is the ability needed by the speaker to make a clarification and show the structure of their utterances.

From the harmer's statement above the researcher concluded that everything in speaking there is steps that the speaker should be used in the conversation or speaking process.

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<sup>9</sup> Antoni, Rivi, and Rasyidah, Ummi. "An analysis of students' speaking skills at second grade SMP 8 rambah hilir. (University of Pasir Pengaraian, 2015)

## b. Mental/ social Processing

An intact activity in this case speaking can be said to be successful if there is awareness of social mental processing. As said by Harmer that there are three social mental processing, including language processing, being able to interact with other people, and process information according to the context.<sup>10</sup>

There are three components in mental/social processing according to harmer; language processing, interacting with others, information processing.<sup>11</sup>

- a) *The first* component is language processing. a speaker must be able to process language to speak and understand what has been processed in the mind and can be understood when said.
- b) *The second* component is interacting with others. Speaking is a social interacting that involves many listeners interacting with other means we must be able to understand their feelings and how to provide opportunities for them as our interlocutor.
- c) *The third* component is information processing.

### 3. The factor that Influences Speaking Comprehension

A teacher can help students when they have difficulty speaking by identifying things that affect their speaking, such as performance, affective skills, comprehension skills, and generating feedback. <sup>12</sup>

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<sup>10</sup> Vilimec, Erik. "Developing speaking skill" (University of Pardubice, 2006)

<sup>11</sup> Ibid p 3

*a) Performance conditions*

The quality of the students' speech depends on their condition. Nation and Newton believe that the quality of students' speaking depends on the condition of students. the conditions in question are the type of planning, performance limits, and most importantly the surrounding support.<sup>13</sup>

*b) Affective factors* the other things that probably influence success or failure speaking performance was an effective factor. Krashen (1982) claimed that the variable of affective has a relation to success in second language acquisition but most of that research examined three categories such as motivation, self-confidence, and anxiety.<sup>14</sup>

*c) Cognitive (Vocabulary)*

The students mastered a lot of cognitive aspects that have influenced the speaking comprehension mastered depend on those aspects. it can begin from familiar words, recognize words' part of speech, definition, contextual clues, and how it functions a sentence. They are can help to improve speaking comprehension performance.<sup>15</sup>

*d) Topical knowledge*

Topical knowledge is the ability that is saved in the long term memory, (Bachman & Palmer, 1996). On the other side, topical knowledge is the speakers' ability in which has the similarity information, these topical

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<sup>12</sup>Leong Lai-Mei & Ahmadi, Seyedeh Masoumeh "An Analysis of Factors Influencing Learners' English Speaking Skill" (Universiti Sains Malaysia, 2017) p 2

<sup>13</sup> Hoang Tuan, Nguye. "Factors affecting students' speaking performance at Le Thanh Hienhigh School".(Asian Journal of Education research,2015) Vol 3 no.2

<sup>14</sup> Ibid P9

<sup>15</sup> Ibid 1-2

information gives possibility the students to utterance the references language with their area.<sup>16</sup>

*e) Listening ability*

Improve speaking skills cannot be separated from listening skills, in other words, we have to develop the listening skill to provide speaking skills and both of them are important (Doff, 1998). The learners have to understand what to say with their interlocutors, as well as what the other person said, to get a successful conversation. But in the reality every person plays both of these roles, therefore it cannot respond if they cannot get the information from these interlocutors and this means speaking is closely has relation to listening.<sup>17</sup>

*f) Feedback*

The fourth factor has relation during speaking conversation is namely feedback. (Harmer, 1991) Tuan claims that all of the students expected to their teacher will give them feedback that is needed on the speaking conversation.<sup>18</sup>

#### **4. Teaching Speaking**

At this time when language teaching is very interactive, we can easily fall into content that does not pay attention to the patterns and grammar of language pronunciation. and what needs to be remembered that students' needs are centered on fluency, meaning, and understanding. If in teaching using methods, games, or strategies, make sure to pay attention to language

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<sup>16</sup> Ibid p9

<sup>17</sup> Pourhosein Gilakjani, Abbas (2016) "*The significance of listening comprehension in English language teaching*".islamic Azad university lahijan branch, Vol 6 no 8, P1672

<sup>18</sup> Ibid

patterns but still not make students feel bored with monotonous learning situations.<sup>19</sup>

1. Provide deep motivation.

Try to attract students' attention and make them aware of their ultimate goal of knowledge and being able to be what they can be without making them feel overwhelmed and feel aware that what they are doing is useful.

2. Encourage the use of authentic language in meaningful contexts.

All teachers expect a lively class but it's not that easy to liven up the classroom atmosphere. But it can be done by asking about the material even though it is a basic thing to students one by one while going around among students and making sure that it is the result of their thoughts.

3. Provide appropriate feedback and correction.

In learning foreign languages students rely heavily on teachers in achieving targets, but we as teachers have an important role to be able to channel our knowledge of our language so that feedback occurs so that it doesn't seem monotonous

4. Capitalize on the natural link between speaking and listening.

Interactive techniques that involve talking are of course also related to listening, people may only focus on speaking without paying attention to listening even though the two are closely related, and every conversation begins with archery of the results of listening well.

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<sup>19</sup> Endang, kusrini, 2012. *Teaching speaking for senior high school students using cooperative learning "think pair share"*. Vol 18 No 3.



5. Give students opportunities to initiate oral communication.

In general, the class is always initiated by the teacher, such as asking questions, providing information and direction. the students are just waiting to respond to what we say.

6. Encourage the development of speaking strategies.

Competency strategies are very less realized by students. They do not have the initiative to develop themselves personally to achieve good oral skills.<sup>20</sup>

## **5. Key Concept of Teaching Speaking in the Classroom**

Learning to speak is not just about how to do the speaking conversation. Learning to speak does not mean just speaking, we need to realize the importance of the opportunity to learn the components of speaking a language more deeply. Of course, it is not out of control of the teacher, we need to introduce students to the strategies needed in any speaking effectiveness, including awareness of aspects of pronunciation, but support is also needed so that students do not feel anxious or nervous or even embarrassed.<sup>21</sup>

Furthermore, Nury in Rika (2011) initiates key concepts of teaching speaking the language in the classroom<sup>22</sup>:

- a. A language teacher must be qualified and fit the needs of the rising class in terms of age and level of knowledge.

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<sup>20</sup> H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (third edition: san Francisco state university, 2007),p. 331-332

<sup>21</sup> Goh, C.C.M. & Burns, A. "*Teaching speaking: A holistic approach*". (New York: Cambridge University Press, 2012)

<sup>22</sup> Retnaningtyas, Rika. "*The classroom management of English teaching-learning process in Big A class*",(Yogyakarta, 2011)

- b. Teachers need to classify the level of language knowledge and age of students and condition the types of language levels that will be used in the class.
- c. the teacher adjusts the level of difficulty of the language used especially when providing theoretical explanations
- d. at this stage, the use of the class is also important because students need to adjust the atmosphere when using a different class
- e. The teacher must pay close attention to the language used by each different class.

## **6.The Learning Unit Analysis**

In the learning process there are several units of analysis, as follows:

### **1. The Learning Approach**

The learning approach can be interpreted as a starting point or our point of view towards the learning process, which refers to the view of the occurrence of a process which is still very general in nature, in which it accomodates, inspires, strengthens, and underpins learning methods with certain theoretical coverage. Judging from the approach, there are two types of learning approaches, namely: (1) a student-centered learning approach(student centered approach) and (2) a teacher-centered approach to learning.

### **2. The Learning Strategy**

From the learning approach that has been determined, it is then derived into the learning strategy. Strategies in learning activities can be interpreted in a narrow sense and a broad understanding. In a narrow sense

the term strategy is the same as the method, namely both are ways in order to achieve goals. In a broad sense as stated by Newman and Logan, They proposes four strategy elements of any business, namely:

- a. Identifying and determining the specifications and qualifications of outputs and targets that must be achieved, taking into account the aspirations and tastes of the people who need them.
- b. Consider and select the most effective basic way to achieve the target.
- c. Consider and determine the steps that will taken goal.
- d. Consider and establish a benchmark (criteria) and a standart to measure and assess the level of success (achievement) of business.

**Matrix strategy used in teaching learning English are classified as follows:**

NO	THECNIQUE/S TRATEGY	TEORY	APPROACH	MODEL	METHODE
1	Presentation	Cognitive theory is a theory that says that learning is a process of changing perceptions and understandings that can be measured and observed. This model is more oriented to the study of how students learn to think. The focus of the study is on questions of cognitive development. For teachers the most important thing is how can it affect the development of thinking. and how teachers can adapt teaching to the level of cognitive development of students.	An individual approach because it strategy used their speaker own mind to think.	it is like fingers and hands because it is caused by one speaker spreadin g ideas to many listeners	using the lecture method
2	RFG	Using a cognitive theory	Individual	Like a hand and fingers	Use a playing learning methode
3	Back to back game	Using a cognitive theory	Social approach because this strategy is consist of two people or students	two-way conversation	Also use a playing learning methode

4	TST	Constructivism theory is defined as learning that is generative, namely the act of creating meaning from what is learned. Unlike the behavioristic stream which understands the nature of learning as a mechanistic activity between stimulus responses, constructivism understands more about learning as a human activity to build or create knowledge by giving meaning to knowledge according to experience. Constructivism is actually not a new idea, what has been through in our lives so far is the accumulation and formation of experience after experience. This causes a person to have knowledge and become more dynamic.	Apply a social cooperative approach	Application of the alternating or zigzag model	using the question and answer method as feedback in learning
5	Jigsaw	Using a constructivism theory	Social cooperative approach	Use a zig-zag model	And apply a Questions and answer method

## 7. Types of Classroom Speaking Performance

Classroom performance has been applied in many educational settings. This is a way that helps facilitate the learners to be more active in learning.<sup>23</sup>

Deal in Allison (2012) describes the classroom performance as a tool that can stimulate students to create feedback or ask questions without feeling afraid of being the wrong<sup>24</sup>

<sup>23</sup> Hunter Allison, Tracy Michelle. *"The impact of classroom performance system-based instruction with peer instruction upon student achievement and motivation in eighth-grade math students"*. (Liberty University, 2012)

<sup>24</sup> Ibid p28

Brown in Amalia (2015) suggests some types of classroom speaking performance consist of; Imitative, Intensive, Responsive, Transitional (dialogue), Interpersonal (dialogue), extensive (monologue).<sup>25</sup>

a) Imitative

Limited time in speaking class is only spent to imitate and producing utterances of human recorders. For example, exemplifying certain intonations and vowels to center on language elements and not for meaningful interactions

b) Intensive

This activity aims to train phonological skills or language structure, starting with pairing and practicing the language.

c) Responsive

Almost all of the students' conversations in the responsive class only get short answers from the teacher or peers, this is considered sufficient and does not need to involve dialogue.

d) Transactional (dialogue)

In this activity the achievement of exchanging information is an extension of responsive language

e) Interpersonal (dialogue)

This type of conversation is more aimed at maintaining social relationships than the purpose of exchanging information.

f) Extensive (monologue)

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<sup>25</sup> Amalia nirmawati, Lia. *"Improving students' speaking skill through speaking board games of grade VII of smpn 13 Yogyakarta"*, (Universitas Negeri Yogyakarta, 2015)

Students who have reached the intermediate level and above add additional monologues in the form of written reports, speeches, or summaries and are more formal, this activity can be planned or not.

## 7. Aspects of Assessing Speaking Skill

According to Brown, there are four aspects of learning speaking including conversational discourse, pronunciation guidance, accuracy, and fluency. while on the other hand, Rasyid and Nur divide it into two, namely fluency features, including smoothness and accuracy, then performance features consisting of content and interaction.<sup>26</sup>

From the statement above, speaking skills are divided into several components:

### a. Fluency

Fluency is a speaking ability in which the speaker feels no doubt or in other words fluent in his speech.<sup>27</sup> Rasyid and Nur argue that speakers can be said fluently if they can speak 75-89 words per minute with no more than 3 errors and do a repetition of more than 7 words out of 100 words.

### b. Accuracy

Accuracy is the ability to speak using the target language and can be understood by listeners, especially in terms of accuracy and lexical. Brown argues that to achieve this, students must focus on the language and phonological structure when speaking.

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<sup>26</sup> Muhammad Amin Rasyid And Rahmad J. Nur, *Teaching English as a Foreign Language (TEFL) in Indonesia*. (Ujung Pandang. Department of English Education. 1997). P. 198

<sup>27</sup> Wilga M. Rivers, *teaching foreign language skills*. (London: The University of Chicago Press, 1981), P. 372

### c. Comprehensibility

Comprehensibility is the ability to understand the topic of conversation and be able to make inferences and reveal them again.

After the above opinion, it can be concluded by the researcher that the speaking aspect of the research focuses more on how a student can understand what the interlocutor is talking about or can make the interlocutor understand what is being discussed. And the speaking assessment aspects above will be used by the researcher to assess and collect data in the study.

## C. Nature of Game

### 1. Definition of game

Many definitions of the game have been discussed with various explanations. Each of these definitions has various similarities, and also some differences.

- a) A game is an activity that involves the user into a goal-bound by rules<sup>28</sup>
- b) A game is a game that utilizes a digital video screen in a certain way, which is limited by a system of rules in which a player can interact with other players, as well as with the game system itself, to achieve a goal<sup>29</sup>
- c) The game is a fun activity that has a rule and children like to play them.

Game is crucial to growing a brain because the game can improve concentration and practice to solve the problem quickly and accurately.

The game makes children having more experiments, discoveries, and

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<sup>28</sup> Hermawan, Herumurti, and Kuswardayan” *Effectiveness Of Use Of Education Games Type Of Puzzle, Rpg And Puzzle Rpg As A Means Of Learning Mathematics*” (Institut Teknologi Sepuluh Nopember), p 196

<sup>29</sup> Ibid



enthusiasm with their circumference. The game can be used to get students' interest and motivation in English learning.<sup>30</sup>

## 2. Games to Teach the English Language

Almost of every student just think about playing games is a fun activity but other side teacher need an appropriate and give convincing reasons before games in their class.<sup>31</sup>

A teacher is required to be able to improve student learning abilities, for example by using games, but in essence, a teacher must also be able to adjust the games used which can then be adjusted according to the syllabus, textbooks, and the program. On the other hand, the teacher must also be able to consider which student's abilities will be improved by the game and ensure that the game matches the student's ability.<sup>32</sup>

On the other hand, Gaudart said that when a teacher wants to apply a game to their learning, they must ensure the purpose of the game. whether the game aims to automatically consolidate, make it more flexible, systemize, reactivate, or even link a skill.<sup>33</sup> and most importantly the teacher must also ensure that whether this game in its application can help in the achievement of the language component and game objectives which indeed requires the involvement of the game in it. but it should be noted that most of those in the field that the game fails to develop the potential of students if it is not applied correctly, therefore a foreign

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<sup>30</sup> Sari,demita. *"The effectiveness of charades game toward students' vocabulary mastery at the fourth grade of sd unggulan aisyyah bantul"*.(University of Ahmad Dahlan).p4

<sup>31</sup> Hang,sochetral. *"Using games to teach young children English language"*. (Vrije Universitet Brussel, 2016)

<sup>32</sup> Luu Troan Tuan, 2010 *"Teaching English Grammar through Games"* (studies In Literature And Language), Vol 1 P71

<sup>33</sup> Gaudart, Hyacinth. 1999 *"Games as Teaching Tools for Teaching English to the speaker of other Language"* (University of Malay). Vol 30, Cited on August 30, 2019.

language teacher when involving games in their learning must ensure the rules and final goals of the game and still cannot be separated from the nature of the game that makes students feel happy.<sup>34</sup>

#### **a. Charades Game**

Charades is one of the games that can be used in teaching Language. It will help teachers in teaching English. According to Kadison and Schaefer in Mirda, Charades is an excellent way to facilitate the emotional education of the children. It can be used as prevention for the emotional well-being of children experiencing emotional difficulties, or remediation for children who appear to be lagging in emotional development. This game requires the child to be in the spotlight and the center of attention for a few minutes, it is intrinsically motivating.”<sup>35</sup>

The game can be media that will give many advantages for the teacher and the students either. According to Brewster and Ellis “there are some advantages of using games in the classroom: games add variety to the range of learning situations; games change the pace of a lesson and help to keep pupils’ motivation; games ‘lighten’ more formal teaching and can help to renew pupils’ energy; games provide ‘hidden’ practice of specific language patterns, vocabulary, and pronunciation.

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<sup>34</sup> Ibid P 72

<sup>35</sup> Septiani, Mirda (2018). *"The influence of using charades game towards students' vocabulary mastery at the first semester of the eighth grade of SMP n 1 pesawaran"*. State Islamic University of Raden Intan lampung. P34

Games can help to improve attention span, concentration, memory, listening and reading skill; pupils are encouraged to participate, shy learners can be motivated to speak; games increase pupil-pupil communication which provides fluency practice and reduces the domination of the class by the teacher; it helps create a fun atmosphere and reduces the distance between teacher and pupils; games can help reveal areas of weakness and the need for further language; games can help to motivate and improve writing skill by providing a real audience context and purpose.<sup>36</sup>

#### **b. The Power of Two Strategy**

Solihatin and Raharjo in Ardiansyah (2005) explained that the cooperative learning model is a model learning that helps students develop their understanding and attitudes following life manifest in the community so that by working together among group members will increase motivation, productivity, and learning gain<sup>37</sup>. The power of two learning methods combining the two heads, in this case, is forming a small group, namely each student a couple. This activity is carried out so that the emergence of a synergy that is two heads better than one. The method of the power of two learning is used to encourage cooperative learning and strengthen meaning important and the synergy of two people with the principle that thinking together is better than thinking alone.

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<sup>36</sup> Sari, demita. "The effectiveness of charades game toward students' vocabulary mastery at the fourth grade of sd unggulan aisyyah bantul". University of Ahmad Dahlan.

<sup>37</sup> Ardiansyah & Amin (2017) "Penerapan Metode Pembelajaran The Power of Two (Kekuatan Berdua) untuk Meningkatkan Keaktifan dan Hasil Belajar Biologi Siswa kelas XI MAN Kajuara Kabupaten Bone, Sulawesi Selatan (STKIP Muhammadiyah Bone).

According to Hartono (2012), the power of two has several advantages including<sup>38</sup>:

- (1) Students are not very draped the teacher but can add confidence in their ability to think
- 2) Find information from various sources and learning from other students, developing the ability to express ideas with words verbally and by comparing ideas or ideas others,
- 3) Help students to work together with others, and be aware of everything it limitations and accepting all its shortcomings,
- 4) Help students to be more responsible in carrying out their duties, increase motivation, and provide stimuli for thinking, improve academic achievement and social ability.

### **3. Back to Back Game**

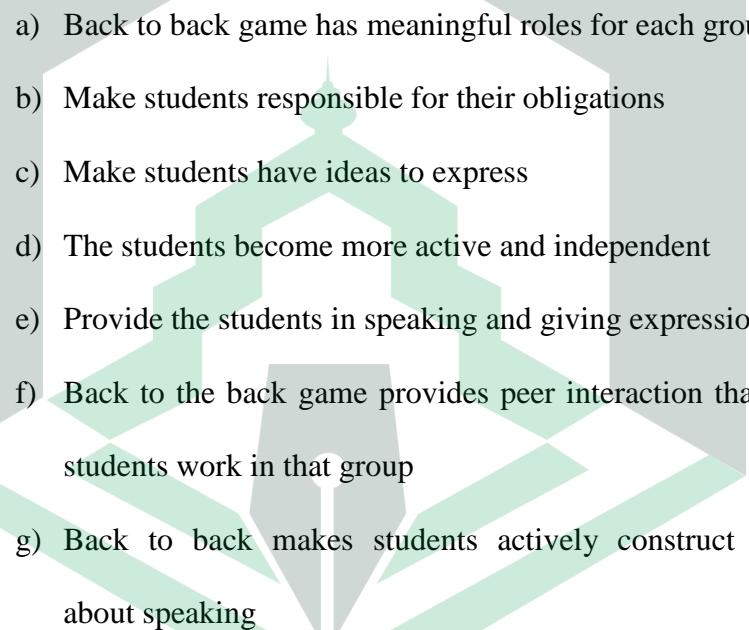
Back to the back game is a new game inspired by charades game and the power of two strategies. The game is to guess all of the clues that his friend gives and the Strategy is empowering the student to be more cooperative. And the researcher combines to be a new game called "Back to the back game". Back to the back game is has similarities with these games and the strategy. The differentiation is just in the position, in the back to the back games, the students' position is on the back to back position so that why it called back to back game. The researcher's reason why the game is on the back to back position is that it helps the students to be more creative without citing from their friend's idea.

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<sup>38</sup> Ibid p 195

This new game is applied by divide the students into a group and each group consists of two students. And they will get an order in this game, such as the giver and receiver information. This game trains students to be more active, cooperative, confident, and responsible to work in the group, and. Each group has a chance to finish the materials that will be given by the teacher. The application of this game expected can be one of the solutions to increase students speaking comprehension

More specifically these are, the advantages of back to the back game are:

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- a) Back to back game has meaningful roles for each group
  - b) Make students responsible for their obligations
  - c) Make students have ideas to express
  - d) The students become more active and independent
  - e) Provide the students in speaking and giving expression
  - f) Back to the back game provides peer interaction that occurs as students work in that group
  - g) Back to back makes students actively construct knowledge about speaking

#### 4. How to Teach By Using Back To Back Game

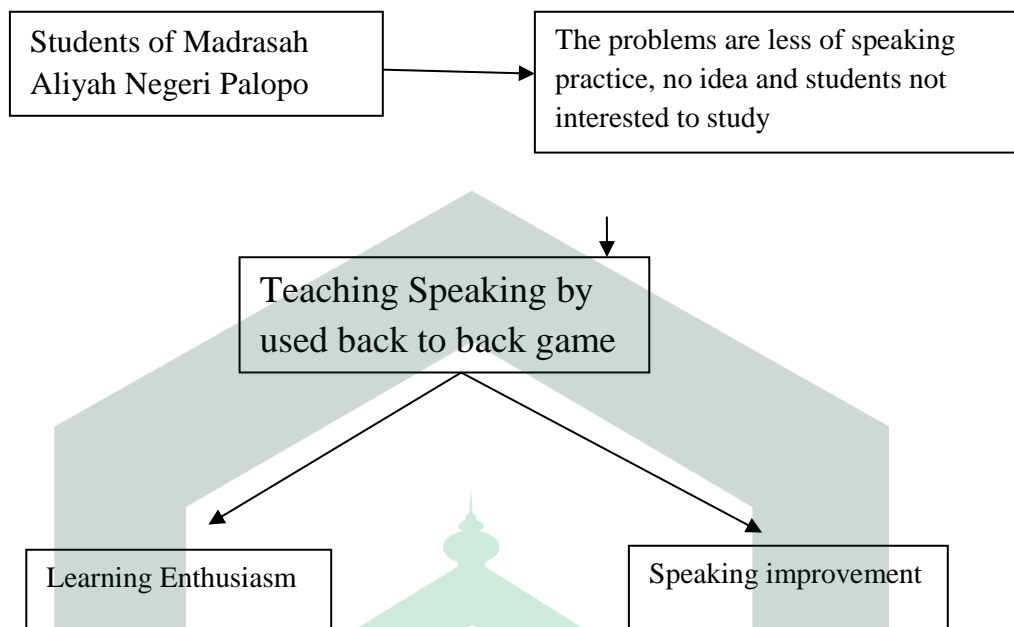
Teaching speaking by using back to back games is an approach that the researcher expects to improve students' abilities including being able to increase the enthusiasm and motivation of students in learning to speak.

The researcher also expects this game to be a reference or media for teachers in teaching English especially speaking comprehension. These are the steps how to teach used back to back game:

- a. Two students come forward in front of the class
- b. Students sit back to each other. Keep each chair in touch so that they can hear each other. And make sure that each student does not look back.
- c. Student A receives a visual stimulus, student B receives (pencil, ballpoint, etc.) and a piece of paper.
- d. Student A explains what has just been seen through a visual stimulus to Student B. Student B then translates what is explained by student A as precisely as possible by drawing on the stationery and paper provided.
- e. Student B is allowed to ask student A about the explanation given.
- f. After completion, student A and student B make matching related to what is explained with what is described.
- g. Questions and answers are then carried out by teachers and students, especially the emphasis on the nature of communication between partners and why the result can be or not as expected.

#### D. Conceptual Framework

The conceptual framework of this research is described in the following diagram:



Speaking is one of the important parts of studying English. By speaking, students can express their ideas. Learning speaking need a strategy to makes the improvements, continuously by using back to back game.

Back to the back game is a new game that according to the researcher which makes the learning process feel enjoyable when they accept the lesson in the classroom. Based on the previous explanations, the researcher only focuses on improving accuracy, fluency, and comprehensibility aspect in speaking skills.

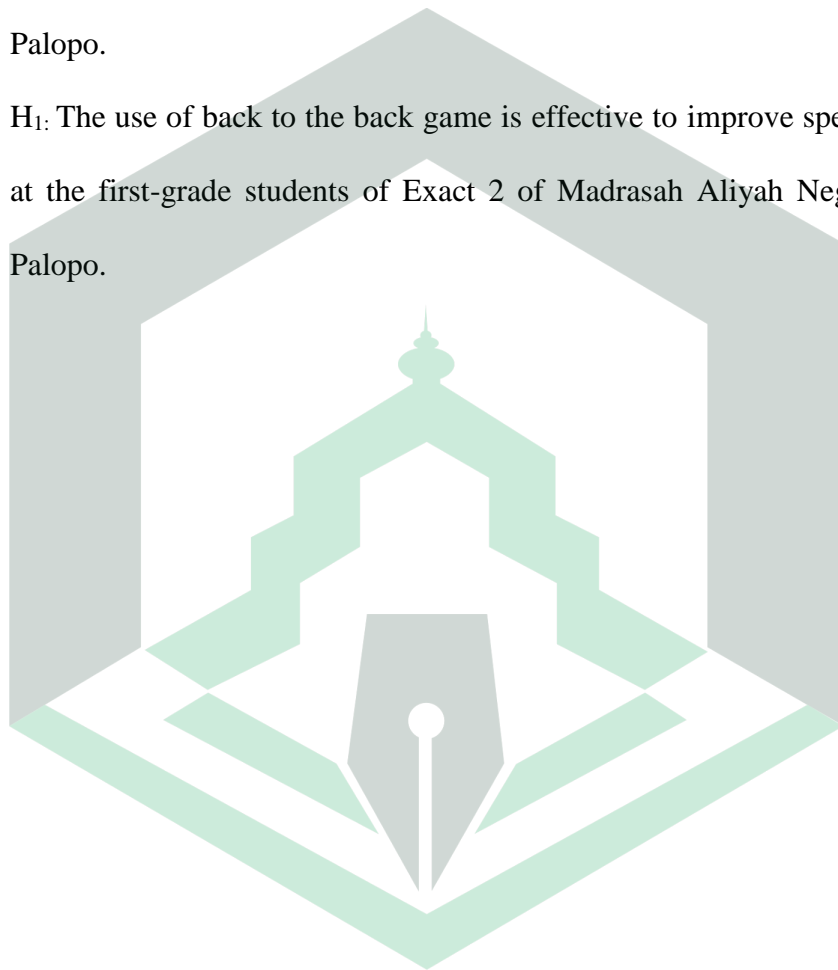
The researcher used back to back game in improving students' speaking at the Madrasah Aliyah Negeri Palopo (MAN Palopo) in the first grade Exact 2. It means Back to the back game is expected to stimulate the students to be

more active, cooperative and make the student's enthusiastic while improving their speaking ability.

### **E. Hypothesis**

The hypothesis of the research is stated statistically below:

- a.  $H_0$ : The use of Back to back game is not effective to improve speaking skills at the first-grade students of Exact 2 at Madrasah Aliyah Negeri (MAN) Palopo.
- b.  $H_1$ : The use of back to the back game is effective to improve speaking skills at the first-grade students of Exact 2 of Madrasah Aliyah Negeri (MAN) Palopo.





## CHAPTER III

### METHOD OF RESEARCH

#### A. Method and Design

##### 1. Method

Pre experimental is a research method applied by researchers in this research. As stated by Creswell that pre-experimental with the application of one group pre-test can facilitate the application by selecting the population from the whole between them as the final result.<sup>39</sup> Pre-experimental consisted of three steps; they were pre-test, treatment, and post-test. This research aimed to find out whether back to back game is effective in teaching speaking.

##### 2. Design

This research design used the following formula:

PRE-TEST	TREATMENT	POST-TEST
01	X	02

Where:

01 : Pre-test

X : Treatment

02 : Post-test<sup>40</sup>

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<sup>39</sup> John W. Creswell, *Education Research*, (Fourth Edition; Library of Congress Cataloging in Publication Data, 2012) P. 321

<sup>40</sup> Sugiyono, *metode penelitian kombinasi* (mixed method), (cet. IV: bandung: Alfabata, 2013),p. 112

## **B. Population and Sample**

### **1. Population**

The population is all of the research subjects. The population is a set of all elements processing one or more attributes of interest. The statement confirms that the researcher took a population whose characteristics are closely related. In this study, the researcher selected the students of exact 2 at Madrasah Aliyah Negeri (MAN) Palopo as the total sampling which a class with 34 students.

### **2. Sample**

In this research, the researcher applied purposive sampling. The researcher chose only one class as a sample, namely exact 2 class. All of the students at exact 2 have good participation and easy to understand the lesson so that is why the researcher chose class exact 2 as a research object. There were 34 students.

## **C. The instrument of the Research**

### **a. Test**

This research has a model of pre-test and post-test where the pre-test is done before giving the action while the post-test is given after the action is completed. This aims to measure the students' ability in learning speaking before and after the application of the actions given by the researcher based on the topics given.

### **b. Observation**

The observation is conducted to monitor the students' enthusiasm in the teaching-learning process during the action was implemented. By

using this kind of technique, the researcher observed the teaching-learning process directly. The instrument to collect the data by using this technique is observation checklists. The result of the observations is in the list form. The observation was supported by video recording.

#### **D. The procedure of the Research**

The following procedures are used in data collection as follows:

##### **1. Giving pre-test**

The pre-test is done before giving any action. it aims to measure the extent to which students speak. In the test, the researcher gave a test in the form of an image with a random topic and according to what they chose then described the topic that had been obtained, the researcher spends a maximum of 5 minutes to provide and obtain data from each student.

##### **2. Giving Treatment**

After conducting the pre-test, then proceed with giving actions consisting of six meetings, while the procedures are as follows:

###### **a. The first treatment**

- 1) The researcher explained about back to back game to make the students understand the rules and pay attention to students and motivates the students to improve their interest in speaking ability. In this case, the teacher used back to back game as media.
- 2) The researcher explained and gave an example of how to give and accept clues about the things in the class used back to back game.

- 3) The researcher gave the students a picture of people and one by one student must hold the picture until the researcher asked the students to come to forward.
- 4) The researcher gave times to the students and asked the students to try to speak up with their friends. Then the researcher controls the situation of the students in the class.
- 5) The researcher asked a pair of students to practice speaking in front of the class used back to back game. And then the researcher gave chance to every fair student to speak up in front of the class.
- 6) The researcher gave correction of the students' mistake to upgrade the students, speaking accuracy, fluency, and comprehensibility
- 7) After practicing the materials, the researcher gave some comments about all of the elements of speaking to the students. So the next meeting they would upgrade their speaking better and avoid the mistake.
- b. The next treatments were continued but the topic was changed until the sixth meetings. The details of the treatment during the learning process can be seen in the lesson plan in the appendix.

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

After completing six meetings, then continue the next step, namely giving a post-test by giving a test that is similar to the pre-test but with a different picture to find out the improvement after getting action through back to back games.

## E. The technique of Data Analysis

Pre-test and post-test data were analyzed in the following steps:

### 1. Scoring Classification

In analyzing the data, the researcher has to determine the scoring classification which includes accuracy, fluency, and comprehensibility.

#### a. Accuracy

**Table 3.1 Students' Rubric Scoring**

Classification	Score	Criteria
Excellent	6	Pronunciation is very slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors.
Very good	5	Pronunciation is very slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
Good	4	Pronunciation moderately influences by the mother tongue but no serious phonological error. A few grammatical and lexical errors but only confuse.
Average	3	Pronunciation is influenced by the mother tongue only a few phonological errors. Several grammatical and lexical errors, some of which confuse.
Poor	2	Pronunciation is seriously influenced by the mother tongue with an error causing a breakdown in communication. May basic grammatical and lexical errors.
Very poor	1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastering any of the language skills and practice in course.

#### b. Fluency

Classification	Score	Criteria
Excellent	6	Speak without too great an effort with an effort a fairly wide range of expression. Searches for words occasionally but only two unnatural pauses.
Very good	5	Has to make an effort at the time to search for

		words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although he has made an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but successful in conveying the general meaning fair range expression.
Average	3	Has to make an effort for much time. Often has to research for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making effort at times. Limited range of expression.
Poor	2	Long pauses while he searcher for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range expression.
Very poor	1	Full of long unnatural pauses. Very halting and fragmentary delivery at times gives up making the effort. Very limited range expression.

c. comprehensibility<sup>41</sup>

Classification	Score	Criteria
Excellent	6	Easy for the listener to understand the speaker's attention and general meaning. Very few interruption or classification requires.
Very good	5	The speaker's attention and general meaning are fairly clear. A few interruptions by the listener for the sake of classification are necessary.
Good	4	Most of what the speakers say is easy to follow. His attention is always clear but several interruptions are necessary to help him to convey a message or to seek classification.
Average	3	The listener can understand a lot of what he said. But he must constantly seek classification. Cannot understand may of he speaker's more complex or longer sentences.
Poor	2	Only small bits (usually short sentences and phases) can be understood and then with considerable effort by someone who is listening to the speaker.
Very poor	1	Hardly anything of what is she can understand. Even when the listener a great effort or interrupts, the speaker is unable to clarify what he seems to have said.

1. Tabulating students' score

<sup>41</sup> Heaton, J. B. *Writing English Language Test*. (New York Longman), p. 100

The students' speaking scores in the pre-test and post-test will be tabulated using the Heaton assessment model.

## 2. Converting students' score

The score was converted to a set of a score of a maximum of using the following simple formula:

$$\text{Score} = \frac{\text{the gain score}}{\text{the maximum score}} \times 100$$

## 3. Classifying the students' score

The score of the students was classified into five levels, as follow:

The scoring classification of the students speaking skills

**Table 3.2 The Classification Score for Test**

No	Score		Classification
1	86-100	6	Excellence
2	71-86	5	Very good
3	56-70	4	Good
4	41-55	3	Average
5	26-40	2	Poor
6	< - 25	1	Very poor

## 4. Calculating the rate percentage of the students' score

The percentage and the man score of the students' scores on speaking test both one pre-test and post-test were calculated by using SPSS 20 version.

## 5. Assessing the Hypothesis Acceptability

$t_0 > t_t = \text{reject null hypothesis}$

$t_1 < t_t = \text{receive null hypothesis}$

6. Assessing the students' enthusiasm in the observation checklist paper through a researcher's teaching-learning video.
7. Presenting the result of the students' enthusiasm from the observation by using qualitative descriptive.





## CHAPTER IV

### FINDINGS AND DISCUSSIONS

#### A. Findings

This chapter will discuss the data that has been analyzed and tabulated statistically, which consists of students' scores in the pre-test and post-test, the classification of student scores on the pre-test and post-test, as well as the average value and standard deviation of pre-test and post-test scores.

##### 1. The implementation of back to back game

In the implementation of back to back games, the researcher divided the students into groups, each of which consisted of two people. In the process of group division, students then try to choose their group, namely their close friends.

When playing back to back game at the initial meeting, some students looked confused and needed more explanation from the researcher so that the time needed to be longer than what the researcher had planned. Then at the next meeting, the students had been able to played their respective roles better even though they were still with some things that were outside the planning. For example, students who were not playing back to back game then tried to interfere with concentration and some also tried to assist both of the students who were playing their role in front. So that in addition to paying attention to the division of time, the researcher also needs to exercise more controlled over the students.

## 2. Analysis of students' score in tests

### a. Pre-test

In this discussion, the researcher shows the overall students' pre-test scores on the accuracy, fluency, and comprehensibility in the form of a table of standard deviation, standard mean value and percentage of student scores that have been calculated using SPSS 20.

In speaking skills there are three aspects, namely accuracy, fluency, and comprehensibility, the researcher will tabulate and describe the students' speaking skills one by one, which are in the table below:

#### 1. Accuracy

The accuracy score is presented through the table of rate percentage score as follow:

**Table 4.1 The Rate Percentage Score of Students' Accuracy in Pre-Test**

No	Classification	Rating	Pre-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	0	0%
4	Average	3	0	0%
5	Poor	2	21	62%
6	Very Poor	1	13	38%
<b>Total</b>			<b>34</b>	<b>100%</b>

Table 4.1 indicates that the score of accuracy showed that no students who got excellent, very good, good, and average categories (0%). The majority of 21 students (62%) got a poor score, 13 students (38%) got very poor. It can be concluded that a majority of 21 students (62%) have poor skills inaccuracy in the pre-test of speaking.

By using Spss 20 the researcher calculates the average pre-test score of the students and is presented in the form of an inefficient table below:

**Table 4.2 Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	34	1.00	2.00	1.6176	.49327
Valid N (listwise)	34				

As can be seen from Table 4.2, the highest score of students is 2 and the lowest score is 1. Besides, it also indicated that the mean score of students' accuracy in the pre-test is 1,61 and the standard deviation error is 0,49327. Through the test, the researcher got students' scores inaccuracy before treatments.

## 2. Fluency

Before treatment, the researcher gave a test to know the students' fluency. Fluency score is presented in the table rate percentage score that can be seen from the table shown as follow:

**Table 4.3 The Rate Percentage Score of Students' fluency in Pre-Test**

No	Classification	Rating	Pre-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	0	0%
4	Average	3	0	0%
5	Poor	2	15	44%
6	Very Poor	1	19	56%
Total			34	100%

Table 4.3 indicates that the score of fluency in percentage. There are no students who got an excellent, very good, good, and average category. The majority of the 15 students 44% got the poor score and very poor category for 19 students (56%).

To comprehend the mean score of students' fluency in a pre-test, the result can be presented in the descriptive statistic table as follow:

**Table 4.4 Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Fluency	34	1.00	2.00	1.4412	.50399
Valid N (listwise)	34				

It can be seen from Table 4.4 that the highest score of students is 2 and the lowest score is 1. It also indicated that the mean score of students' fluency in the pre-test is 1,44 and the standards deviation is 0,50399.

### 3. Comprehensibility

The comprehensibility score is presented through the table rate percentage score. It can be seen from the table shown as follow:

**Table 4.5 The Rate Percentage Score of Students' Comprehensibility in Pre-Test**

No	Classification	Rating	Pre-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	0	0%
4	Average	3	0	0%
5	Poor	2	32	94%
6	Very Poor	1	2	6%
	Total		34	100%

Table 4.5 shows the score of comprehensibility taken by the researcher in percentage. There are no students who got excellent and very good, good, and average categories (0%). Majority of students 32 students or 94% gain poor score and there were 2 students (6%) very poor score,

For understanding the mean score of students' comprehensibility in the pre-test, the result can be presented in the descriptive statistic table as follows:

**Table 4.6 Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Comprehensibility	34	1.00	2.00	1.9412	.23883
Valid N (listwise)	34				

It can be seen from table 4.6 the highest score of students is 2 and the lowest score is 1. It also indicated that the mean score of students' comprehensibility in the pre-test is 1,94 and the standard deviation error is 0,23883. Before treatment, the researcher gave the test to know the students' comprehensibility.

#### 4. The result of students' pre-test

**Table 4.7. The result of students speaking pre-test**

Classification	Score	Pretest	
		Frequency	Percentage
Excellent	86-100	0	0%
Very good	71-86	0	0%
Good	56-70	0	0%
Average	41-55	0	0%
Poor	26-40	21	62%
Very poor	$\leq 25$	13	38%
<b>Total</b>		<b>34</b>	<b>100%</b>

From the table, 4.7.it shows that there are 34 students observed before giving treatments. There are no students (0%) who got Excellent, very good, good, and average classification. And there are 21 students (62%) who got poor classification and also there are 13 students (38%) who got very poor classification.

#### b. Post-test

In this section, the researcher showed the rate percentage of students' scores of speaking abilities in the post-test. The result is presented in tables.

On the other side, the researcher also analyzed students' score in speaking ability, which had been given treatment by using back to back game. It is presented through the distribution frequency and percentage table as follow:

##### 1) Accuracy

The researcher got a score of the students' accuracy who had been given treatment by using the picture to speak up and it presented through the table rate percentage scores. It can be seen from the table shown as follow:

**Table 4.8 The Rate Percentage Score of Students' Accuracy in Post-Test**

No	Classification	Rating	Post-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	10	30%
4	Average	3	11	32%

5	Poor	2	13	38%
6	Very Poor	1	0	0%
	Total		34	100%

Table 4.8 indicated the score of accuracy in percentage. There are no students who got excellence, and very good score (0%). The majority of students 10 students (30%) got good classification. Therefore, there are 11 students (32%) who got Average, 13 students (38%) still gain poor category and there were 0 students (0%) who got very poor scores.

The mean score of students' accuracy in the post-test, can be presented in the descriptive statistic table as follow:

**Table 4.9 Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	34	2.00	4.00	2.9118	.83003
Valid N (listwise)	34				

As can be seen from table 4.9 the highest score of students is 4 and the lowest score is 2. Besides, it also indicates that the mean score of students' accuracy in the post-test is 2,91 and the standard deviation errors are 0,83003.

## 2). Fluency

After the treatment is done, the researcher gave a test to know the students' fluency. It was presented through the table rate percentage score. It can be seen from the table as follow:



**Table 4.10 The Rate Percentage Score of Students' fluency in Post-Test**

No	Classification	Rating	Post-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	10	30%
3	Good	4	6	18%
4	Average	3	9	26%
5	Poor	2	9	26%
6	Very Poor	1	0	0%
	Total		34	100%

Table 4.10 shows the score of fluency in percentage. It showed there is no students got excellent and very poor category (0%). The majority of the students 10 students or (30%) got very good score. Only 6 students (18%) got a good, there were 9 students (26%) who gain average and poor categories.

The mean score of students' fluency in the post-test, can be presented in the descriptive statistic table as follows:

**Table 4.11 Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Fluency	34	2.00	5.00	3.5000	1.18705
Valid N (listwise)	34				

As can be seen from Table 4.11, it shows that the highest score of students is 5 and the lowest score is 2. It also indicates that the mean score of students' accuracy in the post-test is 3,50 and the standard deviation error is 1.18705.

### 3). Comprehensibility

On the other side, the researcher also had made the score of the students' comprehensibility and is presented through the table rate percentage scores. It can be seen from the table shown as follows:

**Table 4.12 The Rate Percentage Score of Students' Comprehensibility in Post-Test**

No	Classification	Rating	Post-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	6	17%
3	Good	4	5	15%
4	Average	3	19	56%
5	Poor	2	4	12%
6	Very Poor	1	0	0%
	Total		34	100%

Table 4.12 indicates the score of comprehensibility there are no students who got excellent and very poor categories (0%). But there are 6 students (17%) who got very good, 5 students (15%) got a good category, 19 students (56%) got average and only 4 students (12%) got poor.

To find out the mean score of students' comprehensibility in the post-test, the researcher used SPSS 20. The result can be presented in the descriptive statistic table as follows:

**Table 4.13 Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Comprehensibility	34	2.00	5.00	3.3824	.92162
Valid N (listwise)	34				

As can be seen from Table 4.13, the highest score of students is 5 and the lowest score is 2. Besides, it also revealed that the mean score of students' comprehensibility in the post-test is 3,38 and the standard deviation errors are 0,92162.

#### 4. The result of students' post-test

**Table 4.14 The result of students speaking pre-test**

Classification	Score	Post-test	
		Frequency	Percentage
Excellent	86-100	0	0%
Very good	71-86	6	18%
Good	56-70	6	18%
Average	41-55	12	35%
Poor	26-40	10	29%
Very poor	$\leq 25$	0	0%
<b>Total</b>		<b>34</b>	<b>100%</b>

From table 4.14 shows that there are 34 students observed after giving treatments. There are none students (0%) who got excellent classification. There are 6 students (18%) who got very good and good classification, also there are 12

students (35%) who got average classification and there is none student (0%) who got very poor classification.

c. The students' score in pre-test and post-test

Besides showing the mean score in each aspect of speaking skill (accuracy, fluency, and comprehensibility) one by one, this research also presents the total mean score and standard deviation of in pre-test and post-test, then compare both of them. The result is presented in the inferential statistic table as follows:

**Table 4.15 The Mean Score and Standard Deviation of Pre-Test and Post- Test**  
**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	28.3235	34	3.74749	.64269
	Posttest	51.5000	34	14.04592	2.40886

Table 4.15 is about paired sample statistics of pre-test and post-test above. It indicates that the value of the standard deviation in the pre-test is 3,74749 and 14,04592 in the post-test.

Besides, the standard deviation error in the pre-test was 0,64296 and 2,40886 in the post-test. The table above also shows that the mean score in the pre-test was 28,3235 and in the post-test were 51.5000 It concludes that the student's score improved from 28,32 to 51,50.

**Table 4. 16 The paired samples correlations of pre-test and post-test**  
**Paired Samples Correlations**

	N	Correlation	Sig.
Pair 1 Pretest & Posttest	34	.570	.000

Table 4.16 paired sample correlation of pre-test and post-test above presents that the correlation of the students' ability before and after treatment 0,570. It means that there was a significant correlation between students' ability in teaching speaking by using back to back game before and after treatment.

**Table 4.17 The Paired Sample Test of Pre-Test and Post-Test**

		Paired Differences				T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower	Upper		
Pair 1	Pre test – Posttest	23.17647	12.30046	2.10951	-27.46830	-18.88464	10.987	.000

From table 4.17 the paired sample test, shows that  $t_0$  (count) = 10,987 and df (degree of freedom) = 33. According to the Gay the value of  $t_t = 2.042^{42}$ . Base on the result,  $t_0$  (count) was higher than  $t_{table}(t_{table})$ ,  $t_0 > t_t$ .

$$10,987 > 2.042$$

Related to the research result that ( $t_0 > t_t$ ) the  $t_{count}$  was higher than  $t_{table}$ . It was concluded that there was significant and improvement different in teaching speaking before and after using back to back game. Because of that, the researcher

<sup>42</sup> Dr. Geoffrey Gray, *education research*

believed that using back to back game was effective in teaching students' speaking skills in the first grade of MAN Palopo.

### 3. Analysis of Students' Observations Checklist

To find out the students' responses, the researcher used an observation checklist to know whether the students are enthusiastic in learning speaking or not by using back to back game. The result is shown as follows:

**Table 4.18 The Result of Students' enthusiasm through observation checklist**

No	Aspects observed	The response observed			
		Very good	Good	Enough	Less
1	Students play their roles well when the game takes place.	8	24	2	0
2	Students like the games given by the researcher which is Evidenced by high enthusiasm when the simulation took place.	3	28	3	0
3	Students are always active during the process of learning English by using back to back game.	6	26	2	0
4	Students follow the rules agreed upon with the teacher.	5	22	7	0
5	Students issue ideas when learning takes place through back to back game.	6	27	1	0
6	Students speak with a clear intonation during the game.	7	25	2	0
7	Students hold onto the idea despite criticism from friends.	3	17	14	0
8	Students understand teacher teaching instruments through back to back games.	7	25	2	0
9	Students can express the language patterns that have been given by the teacher well.	6	16	12	0

10	Students show a sense of responsibility and respect the opinions of others when the game takes place.	6	21	7	0
<b>TOTAL</b>		<b>56</b>	<b>224</b>	<b>60</b>	<b>0</b>
<b>Percentage %</b>		<b>16,47 %</b>	<b>65,88%</b>	<b>17,64%</b>	<b>0%</b>

Based on table 4.18, most of the students show positive reactions toward every item which gives or displays positive statements based on the observation checklist.

This research presents the result of the data analysis from the observation checklist, concerning the findings of the percentage on the students' enthusiasm in learning speaking by using back to back game. It was supported by the data that there were 56 students (16,47%) who categorized as very good, 224 students (65,88%) who categorized as good, 60 students (17,64%) who categorized as enough, and none students (0%) who categorized as less. The researcher concludes that back to back makes the students enthusiastic in learning to speak and also easier to understand the speaking and enjoying in English learning speaking by used back to back game.

## **B. Discussion**

Based on the research that has been conducted in teaching speaking by using back to back game with describing pictures especially for describing peoples, things, and places. The students could be motivated and enthused in the learning process and also interested to learn because they could use back to back game and talks with their friend or groupmate. The students felt easy to describe people, things, and places by using back to back game. Besides, it had been proved that using back to back game to teach speaking could help students to learn about describing people, things, and places.

In this research, the speaking test was given to the students that still have basic for English in the first grade exact 2 of Madrasah Aliyah Negeri (MAN) Palopo. Beside got opportunity to conduct this research, the researcher also found some problems in the class such as the students are still shy and nervous to come forward in front of their friends, the students still makes a little read text to speak because they did not have enough vocabulary to speak. So, it made them difficult to speak without reading the text.

This research used back to back game to teach speaking and it can improve the students speaking ability. It can be seen in the pre-test, the students' mean score is 28,32 and the students' score in the post-test is 51,55. The data have been analyzed by using (tt) standard of signification 5% with the degree of freedom (df) =33, obtained  $t_t = 2.042$ , and standard of signification 0.57. The result of  $t_0$  ( $t_{count}$ ) were 10,987 from this researcher gave interpretation that  $t_0$  ( $t_{count}$ ) was higher than  $t_t(t_{table})$ ,  $10,987 > 2.042$ . Besides, some of the student's pre-test that still used Indonesian to speak or tell something whereas in post-test the students can speak English, although they still read the little text they could speak a little fluent. It means used back to back game to teach English especially for speaking is can improve the students' skills.

The analysis result of the research. As an addition the researcher prove this research result by presented the example of students speaking:

a) Pre-test

In the pre-test, the researcher gave the student a picture of people, things and places to be described.



R 1 : My name is affandi Ibrahim (long pause) I'm go...I'm go... to see..... I'm go to teacher is the school (Long Pause), Ho..Hobby teacher is (long Pause) Cukup kak.

: / *mai neim z affandi ,ibra 'hi:m (Long Pause)*  
*aim gəv ... aim gəv ... tu see... / aim 'gəv tu 'ti:tfə z ðə sku:l*  
*(Long pause) | həv | 'həbi 'ti:tfə z ləŋ pɔ:z cukup kak |*

R2 : Bismillah my name is as-sahra you can call sahra in the bowl is vegetable ee.... Chicken, soup and spoon (long pause) and garpu and (long pause) in plate (long pause) in tomato em...udah ituji kak.

: *bismillah mai neim z as-sahra ju kən kɔ:l sahra in ðə bəʊl z*  
*'vedʒɪtəbl̩ ee... / 'tfikɪn | 'su:p ənd spu:n (ləŋ pɔ:z) ənd gɑ:pʊ ənd*  
*(ləŋ pɔ:z) in 'pleɪt (ləŋ pɔ:z) in tə 'mɑ:təʊ em...udah ituji kak |*

Post-test

In post-test, the researcher gave the student a picture of the Christian Ronaldo and Masjid Raya Palopo to be described.

R1 : My name is Agus Khusuma Putra, I'm going to describe this picture he is Christian ronaldo he is from Portugal he is playing football in juventus football club his clothes is black and white. I think that's all thank you very much.

: *mai neim z agus khusuma putra, aim ,gəv.ɪŋ tu di. 'skraɪb ðɪs*  
*'pɪktʃ.ə 'hi: z 'kris.tfən ronaldo 'hi: z frəm 'pɔ:tfɒg.l̩ 'hi: z pleɪŋ*  
*'fɒt.bɔ:l in juventus 'fɒt.bɔ:l klʌb ɪz kləʊðz ɪz blæk ənd waɪt. 'aɪ*  
*'θɪŋk ðætʃs ɔ:l θæŋk ju 'ver.i 'mʌtʃ*

R2 : Assalamualaikum wr.wb My Name is Winggara Fristiandy I want to describe this picture this is mosque agung luwu palopo its

wear by moeslim to workshop and pray this is also large mosque  
 in palopo. I Think that's all wassalamualaiikum wr.wb  
 : *Assalamualaikum wr. wb mai neim z winggara fristiandy 'ai*  
*'wɒnt tu dɪ. 'skraɪb ðɪs 'pɪktʃ.ə ðɪs ɪz mɒsk agung luwu palopo its*  
*weə 'baɪ moeslim tu 'wɜ:kʃɒp ənd preɪ ðɪs ɪz 'ɔ:lsəʊ 'la:dʒ mɒsk*  
*in palopo. 'ai 'θɪŋk ðæts ɔ:l wassalamualaiikum wr.wb*

The examples above show the development of two students who became representatives for all samples. The explanation would be in three aspects (accuracy, fluency, and comprehensibility).

#### 1) Accuracy

In this aspect, both of the sample's accuracy explanation in speaking from pre-test data above, the sample's pronunciation is more influences by mother tongue with a few serious grammatical errors, like:  
*"Bismillah my name is as-sahra you can call sahra in the bowl is vegetable ee.... Chicken, soup and spoon (long pause) and garpu and (long pause) in plate (long pause) in tomato em...udah ituji kak".* (*bismillah mai neim z as-sahra ju kən kɔ:l sahra ɪn ðə bəʊl z 'vedʒɪtəbl̩ ee... /'tʃɪkɪn | 'su:p ənd spu:n (lɒŋ pɔ:z) ənd gɑ:pʊ ənd (lɒŋ pɔ:z) ɪn 'pleɪt (lɒŋ pɔ:z) ɪn tə'mɑ:təʊ em...udah ituji kak /*) in that pre-test, sample did lexical error, like in the bowl is vegetable ee.... Chicken, soup and spoon (*ɪn ðə bəʊl z 'vedʒɪtəbl̩ ee... /'tʃɪkɪn | 'su:p ənd spu:n*)

In post test the accuracy of sample had been developed , *thanks for the time for given to me, i would like to describe picture, his name is*

jokowidodo, he is the president of indonesian now, he is not bad, he is very kind. I dislike him, but he is president of indonesia. (/θæŋks/ /fɔ: r / /ði:/ /taɪm/ /fɔ: r / /mi:/, /aɪ/ /wɒd/ /laɪk/ /tu:/ /dɪ'skraɪb/ /'pɪk.tʃə r/, /hɪz/ /neɪm/ /ɪz/ jokowidodo, /hi:/ /ɪz/ /ði:/ /'prez.I.d ə nt/ /əv//,ɪn.də'ni:.ʒən/ /naʊ/, /hi:/ /ɪz/ /nɒt/ /bæd/ , /hi:/ /ɪz/ /'ver.i/ /kaɪnd/. /aɪ/ /dɪ'slaɪk/ /hɪm/ , /bʌt/ /hi:/ /ɪz/ /ði:/ /'prez.I.d ə nt/ /əv/ /,ɪn.də'ni:.ʒən/).

## 2) Fluency

In the fluency aspect, it analyzed the effort of the sample in searching expression or word in speaking. From the data above, the sample did many pauses in pre-test like in “*in the bowl is vegetable ee...* (long pause)...”. In this time sample did a long pause. It means the sample searched for the desired meaning in while long pause and frequently and halting delivery. Based on that example the classification for the sample was poor.

In the post-test, there is no word “e”. It means fluency had been developed because it was better than in the pre-test when the sample got a long pause. Besides the sample was a success in conveying the general meaning.

## 3) Comprehensibility

In the comprehensibility aspect, it explains how easy for the listener to understand the speakers' intention and general meaning. From the data above, the listener could understand a lot what is said but must seek clarification when the speaker was spoken in longer sentences.

For example in the statement “My name is affandi Ibrahim (long pause) I’m go...I’m go... to see..... I’m go to teacher is the school (Long Pause), Ho..Hobby teacher is (long Pause) Cukup kak.”(: / *mai neim z affandi ,ibra 'hi:m (Long Pause) aim gəv ... aim gəv ... tu see... / aim 'gəv tu 'ti:tʃə z ðə sku:l (Long pause) / həv / 'hɒbi 'ti:tʃə z lɒŋ pɔ:z cukup kak /* ).

Based on the samples explanation above, the sample could be included in poor classification. In the post-test, most of what the speaker’ said is easy to follow but several interruptions were necessary to help sample incomprehensibility. In the post-test sample could be included in the average classification.

This research also presents the result of data analysis from the Observation checklist to find the percentage of the students’ enthusiasm in learning speaking by used back to back game. It indicates that most of the students were enthusiastic in learning speaking by used back to back game. It is proven by the most dominating aspect is good with a percentage of 65,88% enough aspect with a percentage of 17,64%, a very good aspect with a percentage of 16,47% and the last aspect is less with 0% percentage.

Learning speaking by used back to back game was an effective and interesting way that could be applied in the classroom. Besides back to back game could motivate the students to improve speaking skill. In this game, the students were expected to contribute ideas information, opinion, and feelings to others. Based on the result above the researcher

concludes that back to back game can improve their enthusiasm, motivation and enjoy learning speaking by used back to back game.

Enthusiasm in learning is passion and great interest in learning activities. Enthusiasm in learning is an attitude, motivation, encouragement that comes from within human beings itself without any coercion from other people. In the classroom learning process, students need to have an attitude of enthusiasm in receiving and responding to the material presented by the teacher. The enthusiasm of learning in the first grade of exact 2 students of Madrasah Aliyah Negeri Palopo in English subject especially for speaking skill with the highest criteria with an average percentage of 65.88%. This is because these students are serious in learning and have a great interest in learning by using back to back game and its motivates students to learn English especially speaking skill.

Based on the previous study, in this session, the researcher confirmed that use of games in the learning process of English subject especially speaking skill the game has a very effective role to improve and motivate students in learning speaking as evidenced at the first grade exact 2 students of Madrasah Aliyah Negeri Palopo by used back to back game there was a significant increase in students speaking ability and motivation in learning speaking.

Before implementing back to back game in the class. The teacher can give warnings to all students not to disturb or help their friends in any form while playing back to back in front of the class. This can also

be done by giving warnings or educational penalties, for example memorizing a certain amount of vocabulary. This aims to minimize cheating to produce good and valid data. Besides that, what needs to be paid attention to by the teacher is time management because if not good at managing time, the game will not be able to be applied to all students properly because it needs to be planned as well as possible.

The advantages of back to back game are students become more active, become more confident to speak, learn to be independent, and defend their arguments. But from all these things, there is still good cooperation and mutual support for each other. As for the disadvantages of back to back game, The most prominent one is that it takes a long time, especially if the number of classes is large. Besides that, students also sometimes have misunderstandings because some students have small voices while their positions are back to back so often repetitions or misunderstanding when playing back to back game.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher concludes as in the following:

1. Using back to back game is effective in teaching the students speaking skills at the first grade of Madrasah Aliyah Negeri (MAN) Palopo. It is proven that there is a significant difference between the students' mean score in pre-test and post-test. In the pre-test, the students' mean score is 28,32 and the students' score in the post-test is 51,55. The data have been analyzed by using ( $t_t$ ) standard of signification 5% with the degree of freedom ( $df$ ) =33, obtained  $t_t = 2.042$  and standard of signification 0.57, the result of  $t_0$  ( $t_{count}$ ) were 10,987 from this researcher gave an interpretation that  $t_0$  ( $t_{count}$ ) was higher than  $t_t(t_{table})$ ,  $10,987 > 2.042$ .
2. All of the students' responses are positive toward the use of back to back game. Based on the result of the data analysis from the observation checklist, concerning the findings of the percentage on the students' enthusiasm in learning speaking by using back to back game. It was supported by the data that there were 56 students (16,47%) who categorized as very good, 224 students (65,88%) who categorized as good, 60 students (17,64%) who categorized as enough, and none students (0%) who categorized as less.

## B. Suggestions

Regarding the teaching speaking by used back to back game, the researcher gives some suggestion for the teacher and students as follows:

1. For the teachers, they can apply back to back game in teaching English, especially in teaching speaking skill. But in the application of the game a teacher must be able to control the class for example being able to make other students calm when the game takes place. So that students who are implementing the game are not disturbed and the more important a teacher must be able to control the use of time when learning takes place especially if classroom situations with large numbers of students.
2. Back to back game is suggested for the students because it can be motivated to improve the ability mastery in English especially for speaking skill.
3. The future researcher expected to conduct a researcher to find another significant form of back to back game in other English language skills such as reading and vocabulary.



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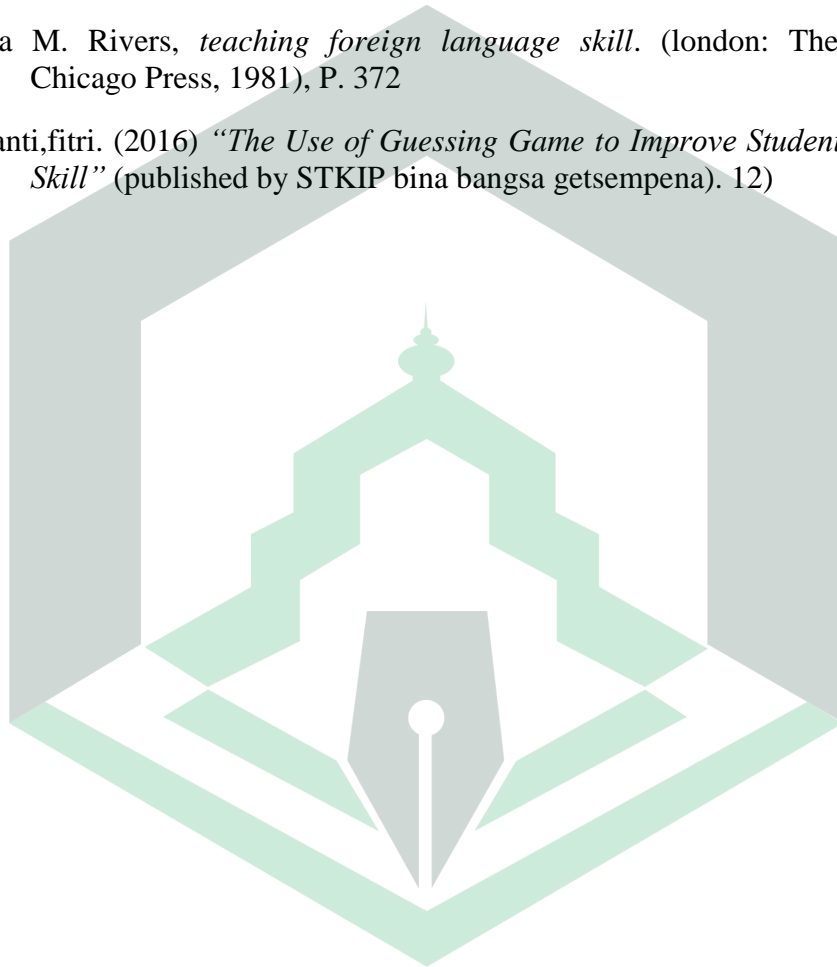
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# APPENDICES

**APPENDIX 1 (LESSON PLAN)**  
**RENCANA PELAKSANAAN PEMBELAJARAN**  
**(RPP) I**

**Sekolah** : MAN Palopo  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas** : X/Ganjil  
**Materi Pokok** : Descriptive text (Describing People)  
**Alokasi Waktu** : 4JP (2 pertemuan)

**1. KOMPETENSI INTI**

**KI – 1 dan KI – 2:** Menghayati dan mengamalkan ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran dan damai) bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak dilingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.

**KI 3** : memahami, menerapkan dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan faktual, konseptual, prosedural, budaya dan humaniora dengan wawasan kemanusiaan, kebebasan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kejadian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

**KI 4** : mengelolah, menalar dan menyaji dalam ranah konkret dan abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, bertindak secara efektif dan kreatif serta mampu menggunakan metode sesuai kaidah keilmuan.

**II. KOMPETENSI DASAR**

KOMPETENSI DASAR	ALOKASI WAKTU
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif (describing thing) lisan dan tulis dengan memberi dan meminta informasi terkait binatang, pendek dan sederhana, sesuai dengan konteks penggunaannya	

<p>4.4 Teks <i>deskriptif</i> (<i>describing thing</i>)</p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>deskriptif</i> (<i>describing thing</i>), lisan, pendek dan sederhana terkait hal (thing).</p> <p>4.4.2 Menyusun teks <i>deskriptif</i> lisan, pendek dan sederhana, terkait sesuatu hal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	14JP
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## TUJUAN PEMBELAJARAN

Setelah mengikuti pembelajaran, peserta didik diharapkan dapat :

1. Siswa mampu mempersentasikan dan menebak gambar yang telah diberikan peneliti dalam bahasa Inggris melalui Back to back game.
2. Siswa mampu meningkatkan mental dan antusias mereka dengan berbicara di depan teman-temannya melalui Back to back game.
3. Siswa mampu berbicara dengan jelas menggunakan Back to back game.

## MEDIA DAN ALAT/BAHAN PEMBELAJARAN

1. Media : *Gambar*
2. Alat/Bahan : kertas, spidol.

## SUMBER BELAJAR

1. Buku referensi yang relevan
2. Internet

## PERTEMUAN ke-1

## LANGKAH-LANGKAH PEMBELAJARAN

### 1. Kegiatan Pendahuluan (10 menit)

- Pengajar masuk kedalam kelas dan menyapa menggunakan bahasa Inggris agar English Environment (suasana kelas Bahasa Inggris) dapat langsung tercipta dipertemuan pertama.
- Pengajar memperkenalkan diri kepada siswa

- Pengajar mengabsen siswa yang hadir

## **2. Kegiatan Inti (65 Menit)**

- Guru membagi siswa menjadi beberapa kelompok yang setiap kelompok terdiri dari dua orang (siswa A dan B).
- Guru membagikan kertas yang berisikan gambar kepada siswa (A) dan siswa (B) bersiap untuk menebak gambar tersebut, kemudian meminta siswa mempersiapkan diri mereka maju kedepan untuk mendeskripsikan serta menebak gambar tersebut.
- Pengajar meminta siswa untuk menggambarkan benda atau hal tersebut sesuai dengan kemampuannya.

## **3. Penutup (15 menit)**

- Setelah proses pembelajaran selesai pengajar memberikan beberapa language pattern tentang menggambarkan hal atau benda.

## **PERTEMUAN ke-2**

### **1. Kegiatan Pendahuluan ( 10 Menit)**

- Mengucapkan salam dan berdo'a bersama.
- Mengecek Kehadiran Peserta didik.
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- Menyampaikan cakupan materi dan penjelasan uraian kegiatan yang akan dilakukan serta penilaiannya.
- Guru melakukan Apersepsi mengenai materi di pertemuan sebelumnya.

### **2. Kegiatan Inti ( 65 Menit )**

- Siswa diminta berkelompok sesuai dengan kelompok sebelumnya.

- Siswa diberi gambar dan kembali mempersiapkan gagasan terhadap gambar tersebut sesuai dengan tugas masing-masing siswa pada simulasi game sebelumnya.
- Guru mempersilahkan untuk mempersentasikan dan mempertahankan argument serta pendapatnya mengenai apa yang sedang merekan persentasikan.

### 3. Kegiatan Penutup ( 15 Menit )

- Siswa dengan bimbingan guru diminta membuat kesimpulan dari materi yang telah dipelajari atau feedback dari game tersebut.
- Peserta didik melakukan refleksi dengan menuliskan permasalahan dalam menggunakan bahasa Inggris descriptive yang dilakukan melalui game tersebut.
- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran;  
*Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?*
- Guru menginformasikan rencanakegiatan pembelajaran untuk pertemuan berikutnya.
- Mengakhiri kegiatan pembelajaran dengan doa bersama.

### LANGUAGE PATTERN (THING)

#### 1. Opening

- a. Hello guys we are from the....group we are going to play this game
- b. Hello friends we are here on front of you all to apply this game....
- c. we'd like to say a few expression about..



- d. I' am as the first student or clues giver
- e. I' am as the second student to describe the clues into a picture

## 2. Descriptions

### ***For the first student***

- a. She/he, they/ has/have.....
- b. The popularitas of her/his.....
- c. He/she/they/ has/have body.....
- d. He/she/they/ is/are very.....
- e. The color of his/her /there is/are.....
- f. You can found this person/people at.....
- g. His/her/their favorite.....
- h. He/she/they/ can be.....

### ***For the second student***

- a. How many?.....
- b. May you repeat it?...
- c. What kind of national He/she/they/ has/have?
- d. How many colors of Her/his/they has/have?
- e. What kind of his,her,their job?
- f. What time He/she/they/ work/works?
- g. Is it,she,he familiar for me?
- h. How can I find.....
- i. What is her/his,their job?
- j. What is his/her, activities?

## 3. Closing (penutup)

- a. Thanks for your attention. Assalamu'alaikum Wr. Wb

b. Ok/Well. I think enough, thanks for your attention. Assalmu'alaikum

Wr. Wb

c. Ok./well, that is all from me, assalamu'alaikum Wr. Wb

a. Guru menutup kelas dengan mengucapkan salam (thank you for your nice attention, see you on the next meeting, Wassalamu'alaikum Wr. Wb)

## PENILAIAN HASIL PEMBELAJARAN

1. Penilaian pengetahuan : Speaking

2. Rubrik penilaian speaking

### Klasifikasi

a. Ketepatan

### Kriteria penilaian ketetapan berbahasa inggris siswa

Klasifikasi	Nilai	Kriteria Penilaian
Very good	86-100	Pengucapan hanya sedikit dipengaruhi oleh bahasa tubuh. Dua atau tiga kesalahan tata bahasa dan sedikit kesalahan kata.
Good	71-85	Pengucapan hanya sedikit dipengaruhi oleh bahasa ibu. Beberapa kesalahan tata bahasa dan sedikit kesalahan kata tetapi kebanyakan ucapan benar.
Enough	56-70	Pelafalan masih cukup dipengaruhi oleh bahasa ibu tetapi bukan kesalahan fonologis (pengucapan) yang serius. Beberapa kesalahan tata bahasa dan leksikal (kata) tetapi tidak hanya satu atau dua kesalahan besar yang menyebabkan kebingungan.
Less	<55	Pengucapan sangat dipengaruhi oleh bahasa ibu dengan kesalahan yang menyebabkan gangguan dalam komunikasi. Banyak kesalahan tata bahasa dan leksikal

b. Kelancaran

### Kriteria penilaian pada kelancaran bahasa inggris siswa

Klasifikasi	Nilai	Kriteria Penilaian
Very good	86-100	Berbicara tanpa usaha yang terlalu besar dengan kisaran ekspresi yang cukup luas. Mencari kata-kata sesekali hanya dengan satu atau dua jeda yang tidak wajar.
Good	71-85	Harus berusaha pada saat mencari kata-kata. Namun demikian, lancar secara keseluruhan dan hanya beberapa jeda

Enough	56-70	yang tidak wajar.  Menyita banyak waktu. Seringkali harus mencari makna yang diinginkan. Sering berhenti dan terbata-bata dengan ekspresi yang terbatas.
Less	<55	Berhenti lama ketika dia mencari makna yang diinginkan sering terbata-bata dan berhenti. Hampir menyerah ketika berbicara dengan ekspresi yang tidak memungkinkan untuk melanjutkan pembahasan.

### c. Pemahaman

#### Kriteria penilaian pada pemahaman berbahasa Inggris siswa

Klasifikasi	Nilai	Kriteria Penilaian
Very good	86-100	Mudah mendengar untuk memahami maksud pembicara dan makna umum. Sangat sedikit interupsi atau klasifikasi yang diperlukan.
Good	71-85	Sebagian besar yang dikatakan pembicara mudah diikuti. Niatnya selalu jelas tetapi beberapa gangguan diperlukan untuk membantunya menyampaikan pesan atau mencari klarifikasi
Enough	56-70	Pendengar dapat memahami banyak hal yang dikatakan, tetapi ia harus terus mencari klarifikasi. Dia tidak dapat memahami banyak kalimat pembicara yang lebih kompleks atau lebih lama.
Less	<55	Hanya potongan-potongan kecil (biasanya kalimat dan frasa pendek) yang dapat dipahami dan kemudian dengan susah payah oleh seseorang yang mendengarkan pembicaraan.

### 3. Pedoman penskoran

$$\text{Student's score} = \frac{\text{value obtained}}{\text{maxime value}} \times 100$$

Classifying the score of the studeents in to six levels as follows :

No	Score		Classification
1	86-100	4	Very good

2	71-85	3	Well
3	56-70	2	Enough
4	< 55	1	Less

Palopo, , 2019

Mengetahui,

**Guru Pamong,**

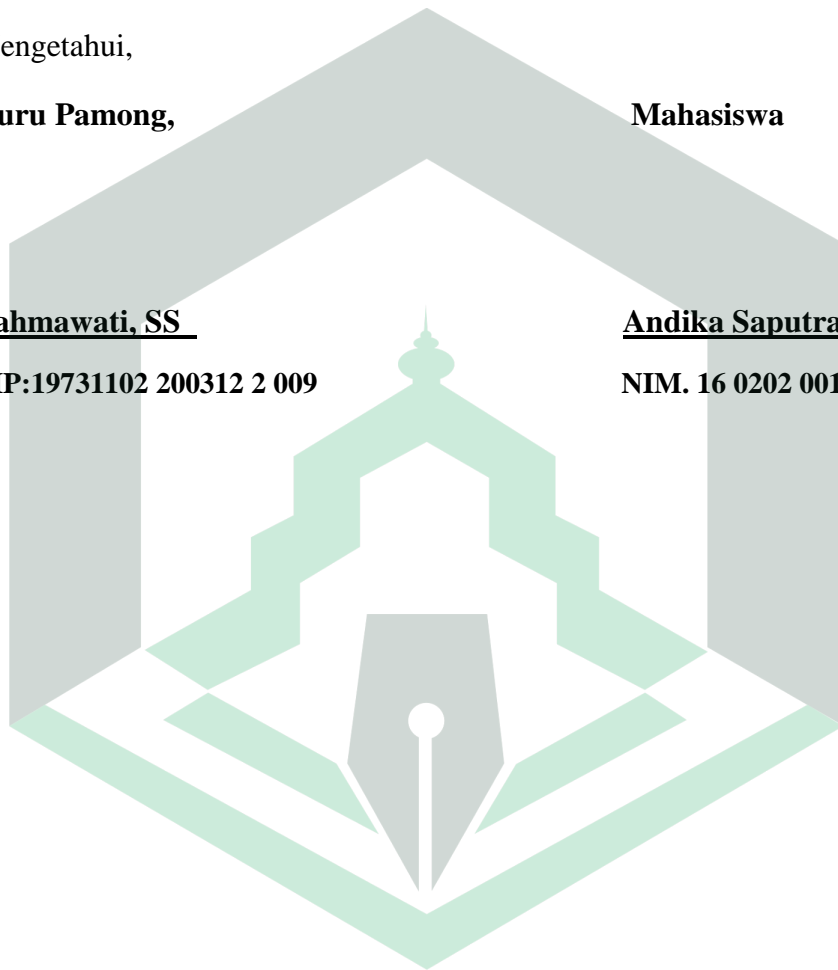
**Mahasiswa**

**Rahmawati, SS**

**NIP:19731102 200312 2 009**

**Andika Saputra**

**NIM. 16 0202 0013**



## RENCANA PELAKSANAAN PEMBELAJARAN

### (RPP) II

**Sekolah** : MAN Palopo  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas** : X/Ganjil  
**Materi Pokok** : Descriptive text (Describing thing)  
**Alokasi Waktu** : 4JP (2 pertemuan)

#### 2. KOMPETENSI INTI

**KI – 1 dan KI – 2: Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran dan damai) bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak dilingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.

**KI 3** : memahami, menerapkan dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan faktual, konseptual, prosedural, budaya dan humaniora dengan wawasan kemanusiaan, kebebasan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kejadian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

**KI 4** : mengelolah, menalar dan menyaji dalam ranah konkret dan abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, bertindak secara efektif dan kreatif serta mampu menggunakan metode sesuai kaidah keilmuan.

#### II. KOMPETENSI DASAR

KOMPETENSI DASAR	ALOKASI WAKTU
3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif (describing thing) lisan dan tulis dengan memberi dan meminta informasi terkait binatang, pendek dan sederhana, sesuai dengan konteks penggunaannya	

<p>4.5 Teks <i>deskriptif</i> (<i>describing thing</i>)</p> <p>4.4.2 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>deskriptif</i> (<i>describing thing</i>), lisan, pendek dan sederhana terkait hal (thing).</p> <p>4.4.2 Menyusun teks <i>deskriptif</i> lisan, pendek dan sederhana, terkait sesuatu hal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	14JP
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## **TUJUAN PEMBELAJARAN**

Setelah mengikuti pembelajaran, peserta didik diharapkan dapat :

4. Siswa mampu mempersentasikan dan menebak gambar yang telah diberikan peneliti dalam bahasa Inggris melalui Back to back game.
5. Siswa mampu meningkatkan mental dan antusias mereka dengan berbicara di depan teman-temannya melalui Back to back game.
6. Siswa mampu berbicara dengan jelas menggunakan Back to back game.

## **MEDIA DAN ALAT/BAHAN PEMBELAJARAN**

3. Media : *Gambar*
4. Alat/Bahan : kertas, spidol.

## **SUMBER BELAJAR**

3. Buku referensi yang relevan
4. Internet

## **PERTEMUAN ke-1**

## **LANGKAH-LANGKAH PEMBELAJARAN**

### **4. Kegiatan Pendahuluan (10 menit)**

- Pengajar masuk kedalam kelas dan menyapa menggunakan bahasa Inggris agar English Environment (suasana kelas Bahasa Inggris) dapat langsung tercipta dipertemuan pertama.
- Pengajar memperkenalkan diri kepada siswa
- Pengajar mengabsen siswa yang hadir

#### **5. Kegiatan Inti (65 Menit)**

- Guru membagi siswa menjadi beberapa kelompok yang setiap kelompok terdiri dari dua orang (siswa A dan B).
- Guru membagikan kertas yang berisikan gambar kepada siswa (A) dan siswa (B) bersiap untuk menebak gambar tersebut, kemudian meminta siswa mempersiapkan diri mereka maju kedepan untuk mendeskripsikan serta menebak gambar tersebut.
- Pengajar meminta siswa untuk menggambarkan benda atau hal tersebut sesuai dengan kemampuannya.

#### **6. Penutup (15 menit)**

- Setelah proses pembelajaran selesai pengajar memberikan beberapa language pattern tentang menggambarkan hal atau benda.

### **PERTEMUAN ke-2**

#### **4. Kegiatan Pendahuluan ( 10 Menit)**

- Mengucapkan salam dan berdo'a bersama.
- Mengecek Kehadiran Peserta didik.
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- Menyampaikan cakupan materi dan penjelasan uraian kegiatan yang akan dilakukan serta penilaiannya.
- Guru melakukan Apersepsi mengenai materi di pertemuan sebelumnya.

#### **5. Kegiatan Inti ( 65 Menit )**

- Siswa diminta berkelompok sesuai dengan kelompok sebelumnya.

- Siswa diberi gambar dan kembali mempersiapkan gagasan terhadap gambar tersebut sesuai dengan tugas masing-masing siswa pada simulasi game sebelumnya.
- Guru mempersilahkan untuk mempersentasikan dan mempertahankan argument serta pendapatnya mengenai apa yang sedang merekan persentasikan.

#### 6. Kegiatan Penutup ( 15 Menit )

- Siswa dengan bimbingan guru diminta membuat kesimpulan dari materi yang telah dipelajari atau feedback dari game tersebut.
- Peserta didik melakukan refleksi dengan menuliskan permasalahan dalam menggunakan bahasa Inggris descriptive yang dilakukan melalui game tersebut.
- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran;  
*Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?*
- Guru menginformasikan rencanakegiatan pembelajaran untuk pertemuan berikutnya.
- Mengakhiri kegiatan pembelajaran dengan doa bersama.

#### LANGUAGE PATTERN (THING)

##### 1. Opening

- Hello guys we are from the....group we are going to play this game
- Hello friends we are here on front of you all to apply this game....
- we'd like to say a few expression about..
- I' am as the first student or clues giver



- e. I' am as the second student to describe the clues into a picture

## 2. Descriptions

### *For the first student*

- a. It has....
- b. Sometimes we found it.....
- c. The color is/are.....
- d. The populaitas.... is/are...
- e. This... has... great.
- f. The color of this.....is/are
- g. The flavor....
- h. It can be....
- i. Etc....

### *For the second students*

- a. How many?.....
- b. Excuse me...
- c. Make it clear please
- d. What kind of the taste..
- e. How many color...
- f. What material of...
- g. What time it works..
- h. It it familiar for me?.....
- i. How can I found it....
- j. What kind of this things...
- k. Etc.

## 4. Closing (penutup)

- d. Thanks for your attention. Assalamu'alaikum Wr. Wb
  - e. Ok/Well. I think enough, thanks for your attention. Assalmu'alaikum  
Wr. Wb
  - f. Ok./well, that is all from me, assalamu'alaikum Wr. Wb
- b. Guru menutup kelas dengan mengucapkan salam (thank you for your nice attention, see you on the next meeting, Wassalamu'alaikum Wr. Wb)

#### PENILAIAN HASIL PEMBELAJARAN

4. Penilaian pengetahuan : Speaking
5. Rubrik penilaian speaking

##### *Klasifikasi*

##### d. Ketepatan

##### Kriteria penilaian ketetapan berbahasa inggris siswa

Klasifikasi	Nilai	Kriteria Penilaian
Very good	86-100	Pengucapan hanya sedikit dipengaruhi oleh bahasa tubuh. Dua atau tiga kesalahan tata bahasa dan sedikit kesalahan kata.
Good	71-85	Pengucapan hanya sedikit dipengaruhi oleh bahasa ibu. Beberapa kesalahan tata bahasa dan sedikit kesalahan kata tetapi kebanyakan ucapan benar.
Enough	56-70	Pelafalan masih cukup dipengaruhi oleh bahasa ibu tetapi bukan kesalahan fonologis (pengucapan) yang serius. Beberapa kesalahan tata bahasa dan leksikal (kata) tetapi tidak hanya satu atau dua kesalahan besar yang menyebabkan kebingungan.
Less	<55	Pengucapan sangat dipengaruhi oleh bahasa ibu dengan kesalahan yang menyebabkan gangguan dalam komunikasi. Banyak kesalahan tata bahasa dan leksikal

##### e. Kelancaran

##### Kriteria penilaian pada kelancaran bahasa inggris siswa

Klasifikasi	Nilai	Kriteria Penilaian
Very good	86-100	Berbicara tanpa usaha yang terlalu besar dengan kisaran ekspresi yang cukup luas. Mencari kata-kata sesekali hanya dengan satu atau dua jedah yang tidak wajar.

Good	71-85	Harus berusaha pada saat mencari kata-kata. Namun demikian, lancar secara keseluruhan dan hanya beberapa jeda yang tidak wajar.
Enough	56-70	Menyita banyak waktu. Seringkali harus mencari makna yang diinginkan. Sering berhenti dan terbata-bata dengan ekspresi yang terbatas.
Less	<55	Berhenti lama ketika dia mencari makna yang diinginkan sering terbata-bata dan berhenti. Hampir menyerah ketika berbicara dengan ekspresi yang tidak memungkinkan untuk melanjutkan pembahasan.

#### f. Pemahaman

##### Kriteria penilaian pada pemahaman berbahasa inggris siswa

Klasifikasi	Nilai	Kriteria Penilaian
Very good	86-100	Mudah mendengar untuk memahami maksud pembicara dan makna umum. Sangat sedikit interupsi atau klasifikasi yang diperlukan.
Good	71-85	Sebagian besar yang dikatakan pembicara mudah diikuti. Niatnya selalu jelas tetapi beberapa gangguan diperlukan untuk membantunya menyampaikan pesan atau mencari klarifikasi
Enough	56-70	Pendengar dapat memahami banyak hal yang dikatakan, tetapi ia harus terus mencari klarifikasi. Dia tidak dapat memahami banyak kalimat pembicara yang lebih kompleks atau lebih lama.
Less	<55	Hanya potongan-potongan kecil (biasanya kalimat dan frasa pendek) yang dapat dipahami dan kemudian dengan susah payah oleh seseorang yang mendengarkan pembicaraan.

#### 6. Pedoman penskoran

$$\text{Student's score} = \frac{\text{value obtained}}{\text{maxime value}} \times 100$$

Classifying the score of the studeents in to six levels as follows :

No	Score		Classification
----	-------	--	----------------

1	86-100	4	Very good
2	71-85	3	Well
3	56-70	2	Enough
4	< 55	1	Less

Palopo, , 2019

Mengetahui,

**Guru Pamong,**

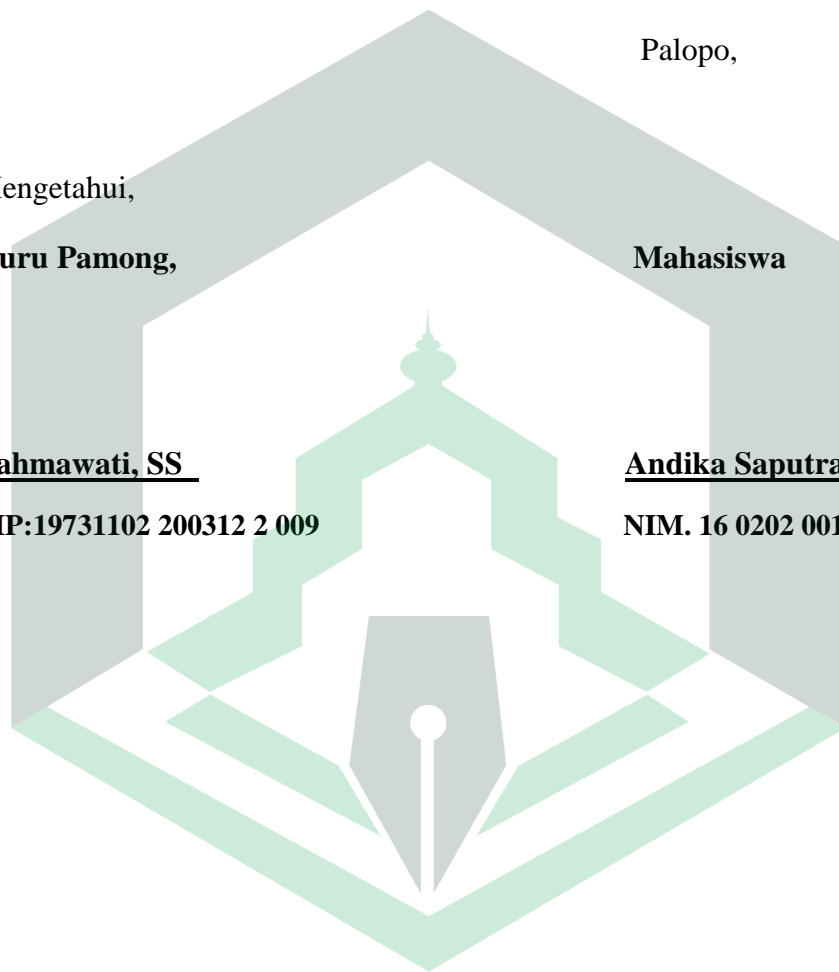
**Mahasiswa**

**Rahmawati, SS**

**NIP:19731102 200312 2 009**

**Andika Saputra**

**NIM. 16 0202 0013**



## RENCANA PELAKSANAAN PEMBELAJARAN

### (RPP) III

**Sekolah** : MAN Palopo  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas** : X/Ganjil  
**Materi Pokok** : Descriptive text (Describing Place)  
**Alokasi Waktu** : 4JP (2 pertemuan)

### 3. KOMPETENSI INTI

**KI – 1 dan KI – 2: Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran dan damai) bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak dilingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.

**KI 3** : memahami, menerapkan dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan faktual, konseptual, prosedural, budaya dan humaniora dengan wawasan kemanusiaan, kebebasan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kejadian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

**KI 4** : mengelolah, menalar dan menyaji dalam ranah konkret dan abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, bertindak secara efektif dan kreatif serta mampu menggunakan metode sesuai kaidah keilmuan.

### II. KOMPETENSI DASAR

KOMPETENSI DASAR	ALOKASI WAKTU
3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif (describing thing) lisan dan tulis dengan memberi dan meminta informasi terkait binatang, pendek dan sederhana, sesuai dengan konteks penggunaannya	

<p>4.6 Teks <i>deskriptif</i> (<i>describing thing</i>)</p> <p>4.4.3 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>deskriptif</i> (<i>describing thing</i>), lisan, pendek dan sederhana terkait hal (thing).</p> <p>4.4.2 Menyusun teks <i>deskriptif</i> lisan, pendek dan sederhana, terkait sesuatu hal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	14JP
---	------

## TUJUAN PEMBELAJARAN

Setelah mengikuti pembelajaran, peserta didik diharapkan dapat :

7. Siswa mampu mempersentasikan dan menebak gambar yang telah diberikan peneliti dalam bahasa Inggris melalui Back to back game.
8. Siswa mampu meningkatkan mental dan antusias mereka dengan berbicara di depan teman-temannya melalui Back to back game.
9. Siswa mampu berbicara dengan jelas menggunakan Back to back game.

## MEDIA DAN ALAT/BAHAN PEMBELAJARAN

5. Media : *Gambar*
6. Alat/Bahan : kertas, spidol.

## SUMBER BELAJAR

5. Buku referensi yang relevan
6. Internet

## PERTEMUAN ke-1

## LANGKAH-LANGKAH PEMBELAJARAN

### 7. Kegiatan Pendahuluan (10 menit)

- Pengajar masuk ke dalam kelas dan menyapa menggunakan bahasa Inggris agar English Environment (suasana kelas Bahasa Inggris) dapat langsung tercipta di pertemuan pertama.
- Pengajar memperkenalkan diri kepada siswa

- Pengajar mengabsen siswa yang hadir

#### **8. Kegiatan Inti (65 Menit)**

- Guru membagi siswa menjadi beberapa kelompok yang setiap kelompok terdiri dari dua orang (siswa A dan B).
- Guru membagikan kertas yang berisikan gambar kepada siswa (A) dan siswa (B) bersiap untuk menebak gambar tersebut, kemudian meminta siswa mempersiapkan diri mereka maju kedepan untuk mendeskripsikan serta menebak gambar tersebut.
- Pengajar meminta siswa untuk menggambarkan benda atau hal tersebut sesuai dengan kemampuannya.

#### **9. Penutup (15 menit)**

- Setelah proses pembelajaran selesai pengajar memberikan beberapa language pattern tentang menggambarkan hal atau benda.

### **PERTEMUAN ke-2**

#### **7. Kegiatan Pendahuluan ( 10 Menit)**

- Mengucapkan salam dan berdo'a bersama.
- Mengecek Kehadiran Peserta didik.
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- Menyampaikan cakupan materi dan penjelasan uraian kegiatan yang akan dilakukan serta penilaiannya.
- Guru melakukan Apersepsi mengenai materi di pertemuan sebelumnya.

#### **8. Kegiatan Inti ( 65 Menit )**

- Siswa diminta berkelompok sesuai dengan kelompok sebelumnya.

- Siswa diberi gambar dan kembali mempersiapkan gagasan terhadap gambar tersebut sesuai dengan tugas masing-masing siswa pada simulasi game sebelumnya.
- Guru mempersilahkan untuk mempersentasikan dan mempertahankan argument serta pendapatnya mengenai apa yang sedang merekan persentasikan.

#### **9. Kegiatan Penutup ( 15 Menit )**

- Siswa dengan bimbingan guru diminta membuat kesimpulan dari materi yang telah dipelajari atau feedback dari game tersebut.
- Peserta didik melakukan refleksi dengan menuliskan permasalahan dalam menggunakan bahasa Inggris descriptive yang dilakukan melalui game tersebut.
- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran;  
*Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?*
- Guru menginformasikan rencanakegiatan pembelajaran untuk pertemuan berikutnya.
- Mengakhiri kegiatan pembelajaran dengan doa bersama.

#### **LANGUAGE PATTERN (THING)**

##### **1. Opening**

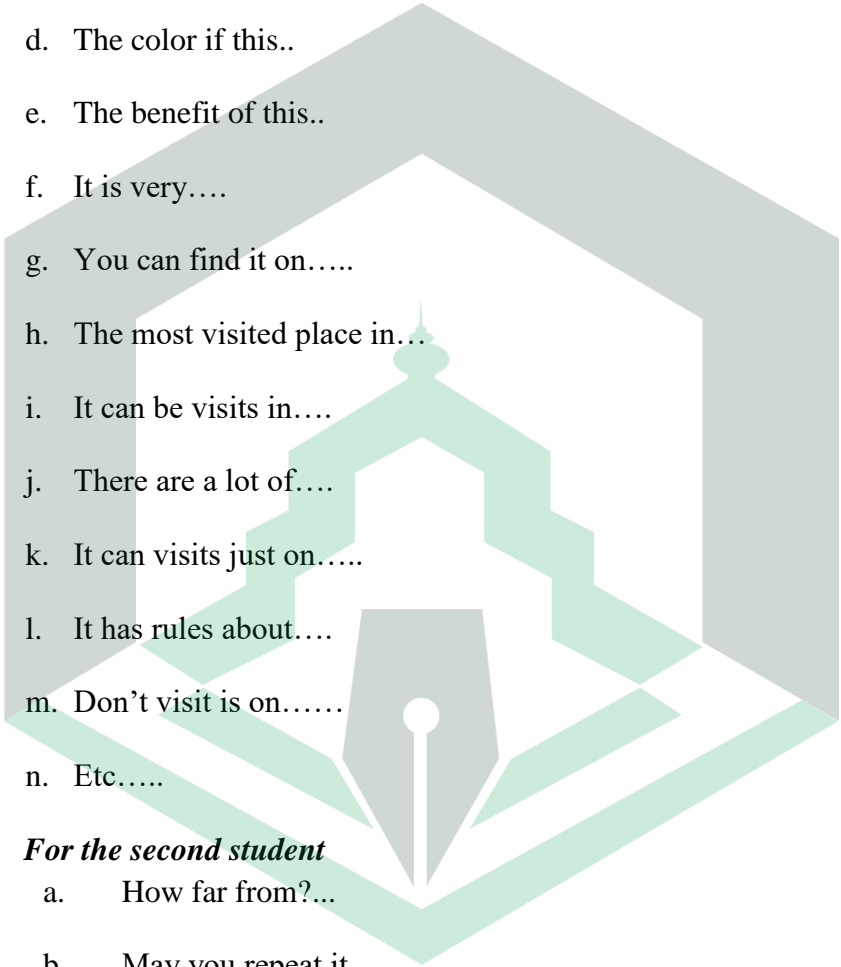
- Hello guys we are from the....group we are going to play this game
- Hello friends we are here on front of you all to apply this game....
- we'd like to say a few expression about..
- I' am as the first student or clues giver



e. I' am as the second student to describe the clues into a picture

## 2. Descriptions

### *For the first student*

- 
- a. It has distance about...
  - b. A popular place to visits..
  - c. The shape of this...
  - d. The color if this..
  - e. The benefit of this..
  - f. It is very....
  - g. You can find it on.....
  - h. The most visited place in...
  - i. It can be visits in....
  - j. There are a lot of....
  - k. It can visits just on.....
  - l. It has rules about....
  - m. Don't visit is on.....
  - n. Etc.....

### *For the second student*

- a. How far from?...
- b. May you repeat it....
- c. How many people there..
- d. What kind of the rules..
- e. What time is avalaible..
- f. Is it near from me?
- g. How can I found this place

h. Is it a free place?

i. Etc....

5. Closing (penutup)

g. Thanks for your attention. Assalamu'alaikum Wr. Wb

h. Ok/Well. I think enough, thanks for your attention. Assalmu'alaikum  
Wr. Wb

i. Ok./well, that is all from me, assalamu'alaikum Wr. Wb

c. Guru menutup kelas dengan mengucapkan salam (thank you for your nice  
attention, see you on the next meeting, Wassalamu'alaikum Wr. Wb)

PENILAIAN HASIL PEMBELAJARAN

7. Penilaian pengetahuan : Speaking

8. Rubrik penilaian speaking

*Klasifikasi*

g. Ketepatan

Kriteria penilaian ketetapan berbahasa inggris siswa

Klasifikasi	Nilai	Kriteria Penilaian
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Enough	56-70	Pelafalan masih cukup dipengaruhi oleh bahasa ibu tetapi bukan kesalahan fonologis (pengucapan) yang serius. Beberapa kesalahan tata bahasa dan leksikal (kata) tetapi tidak hanya satu atau dua kesalahan besar yang menyebabkan kebingungan.
Less	<55	Pengucapan sangat dipengaruhi oleh bahasa ibu dengan kesalahan yang menyebabkan gangguan dalam komunikasi. Banyak kesalahan tata bahasa dan leksikal

#### h. Kelancaran

##### Kriteria penilaian pada kelancaran bahasa Inggris siswa

Klasifikasi	Nilai	Kriteria Penilaian
Very good	86-100	Berbicara tanpa usaha yang terlalu besar dengan kisaran ekspresi yang cukup luas. Mencari kata-kata sesekali hanya dengan satu atau dua jeda yang tidak wajar.
Good	71-85	Harus berusaha pada saat mencari kata-kata. Namun demikian, lancar secara keseluruhan dan hanya beberapa jeda yang tidak wajar.
Enough	56-70	Menyita banyak waktu. Seringkali harus mencari makna yang diinginkan. Sering berhenti dan terbata-bata dengan ekspresi yang terbatas.
Less	<55	Berhenti lama ketika dia mencari makna yang diinginkan sering terbata-bata dan berhenti. Hampir menyerah ketika berbicara dengan ekspresi yang tidak memungkinkan untuk melanjutkan pembahasan.

#### i. Pemahaman

##### Kriteria penilaian pada pemahaman berbahasa Inggris siswa

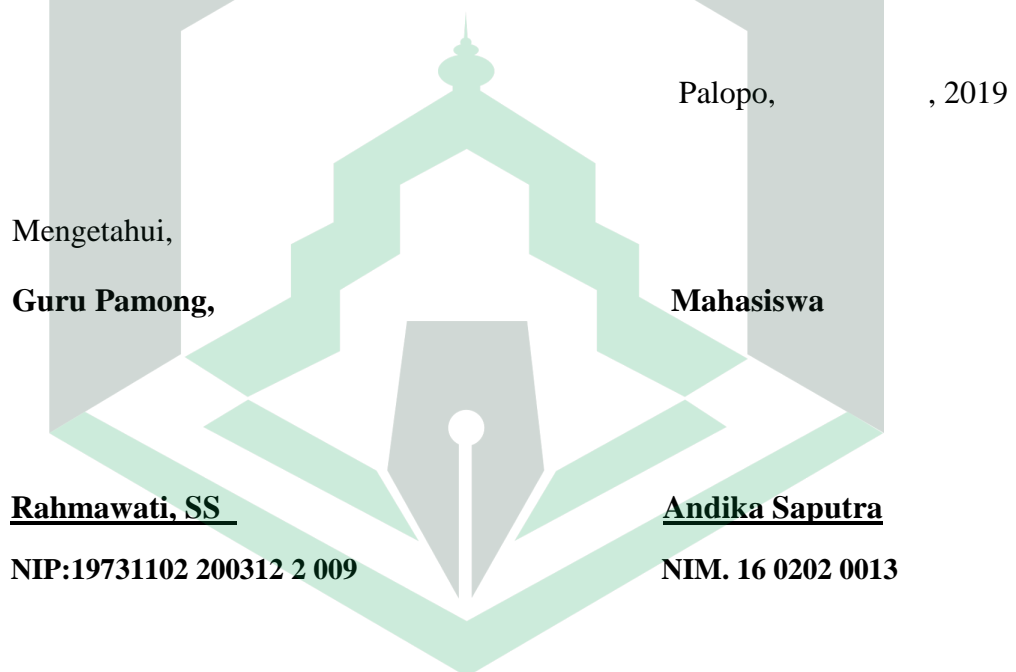
Klasifikasi	Nilai	Kriteria Penilaian
Very good	86-100	Mudah mendengar untuk memahami maksud pembicara dan makna umum. Sangat sedikit interupsi atau klasifikasi yang diperlukan.
Good	71-85	Sebagian besar yang dikatakan pembicara mudah diikuti. Niatnya selalu jelas tetapi beberapa gangguan diperlukan untuk membantunya menyampaikan pesan atau mencari klarifikasi
Enough	56-70	Pendengar dapat memahami banyak hal yang dikatakan, tetapi ia harus terus mencari klarifikasi. Dia tidak dapat memahami banyak kalimat pembicara yang lebih kompleks atau lebih lama.
Less	<55	Hanya potongan-potongan kecil (biasanya kalimat dan frasa pendek) yang dapat dipahami dan kemudian dengan susah payah oleh seseorang yang mendengarkan pembicaraan.

#### 9. Pedoman penskoran

$$\text{Student's score} = \frac{\text{value obtained}}{\text{maxime value}} \times 100$$

Classifying the score of the studeents in to six levels as follows :

No	Score		Classification
1	86-100	4	Very good
2	71-85	3	Well
3	56-70	2	Enough
4	< 55	1	Less



## APPENDIX 2 ( PICTURES OF PRETEST)

### A.Pretest.

- a. Please Explain about what do you know of this these picture bellow

#### 1. Describing People



#### 2. Describing things



#### 3. Describing Place

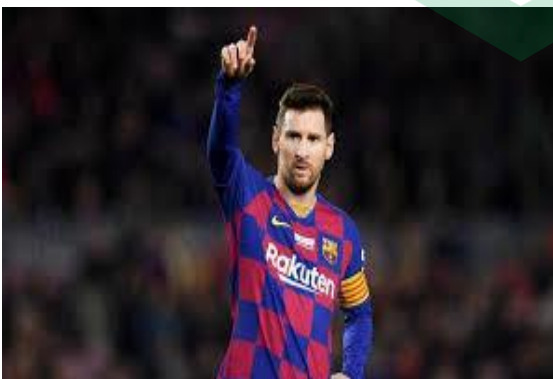


## APPENDIX 3 (PICTURES OF TREATMENTS)

### B. Treatments

#### The first treatment

1. What do you think of .....?
2. Can you describe about this picture?
3. Do you want to be like ....? Why?
4. Can you give some example of good attitude?
5. What is very famous from this person/people?





## The second treatments

1. What do you think of this picture?
2. Can you describe about this picture below?
3. Do you ever have dream want to be like his? Why?
4. Can you give some example of bad attitude?
5. What is his/her job?



### The Third Treatments

1. Can you describing about the picture below?
2. Do you like this..? Why?
3. How many ...you have?
4. Why very important to the students?
5. Tell me how important this thing in your life?







## The Fifth Treatments

1. Can you describing about picture below?
2. Do you like visiting tourism place?
3. What is your necessity visits this place?
4. Please describe what your best holiday that you have visited!





## The six treatments

1. Can you describe this picture below?
2. Why some people visiting .....?
3. What do you feel when you go there?
4. Where is the location of....?



#### APPENDIX 4 (PICTURES OF POSTTEST)

Post test

- a. Please describe and give your best explanation about these picture

A. Describing people



B. Describing things



C. Describing Place



## APPENDIX 5 ( THE RESULTS OF STUDENTS' PAPER)

### The results of students' guesses

- he was born on 24 June 1987 in Argentina
- he has white skin
- he has oval face
- he has black eyes
- he clever in playing Football
- he is a football player
- he has sharp nose
- he has short, straight blond hair

Nama: Astriq Iqham  
Kis : X. MIPA 2

Before we go there we have to have an access like a paper, to go there we have to have these paper. there are many things we can found like a lot of suitcase, and crews. Sometime it makes the passengers bored because cancel. The price of the ticket is variative depend on the class the we choose. And these things can us to see the sky

- this place is a bustling place
- it is a closed indoor shopping center
- in it there is a vehicle to play for children and parents
- there is a game and a place to eat
- usually at the end of the year there is a discount for each item
- inside there is a lift and escalator stairs
- and there is a parking lot outside the building

Nama : Agung Day Putra  
kelas = X MIPA 2

- Borobudur is one of historical buildings in Indonesia
  - It is located in Magelang, central Java
  - Its size (15139 m<sup>2</sup>)
  - height (34.5 m)
- Borobudur temple consist of six square floors and three circular floors

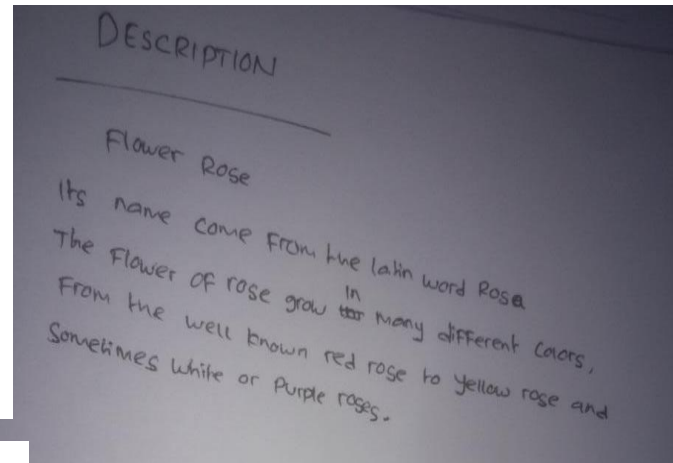
Nama : Rasma Simballu  
kelas : X MIA 2

### Tugas Bahasa Inggris

She was wearing a dark green shirt  
She wears a brown hijab  
Above her head were black glasses.  
She is skin white, ~~and~~ and she work as a Youtuber.



the color is brown  
 the shape is rectangular  
 the wardrobe is a place to store clothes  
 the wardrobe usually have 1 door, but some have more than 2 doors.  
 in the wardrobe there is usually a small drawer to store items.  
 the wardrobe is located in the room.



Nama: Nurhafida

Kelas: 10 MIA 2

was made of wood

is the color is brown  
 the shape is rectangular  
 the wardrobe is a place to store clothes

allintar, His was the eleven children. His is the youtuber the most subscriber in southeast Asia. Independent and rich. has many cars and serveral houses and now he lives in his own house.

She a Female artist  
 She has a beautiful voice  
 he is from America  
 he was wearing a black shirt  
 She has black skin but she is beautiful  
 on the right are some beautiful red flowers  
 one of the famous songs is listen  
 since childhood he already has the talent as a singer  
 along with his success as a singer, he also began to explore the world of acting

### \* Descriptive Text

- She is a girl
- She has a black hair
- he had a black and white striped shirt
- Short hair
- have thick hair
- has a sharp nose
- thin eyebrows
- dress neaty
- Beautiful

NAMA : MARDECA HARAN BARU

KELAS : X. MIPA 2

### Bahara Inggris

he is a designer

she has a clothing boutique

her clothes are very pretty

boutique shop it was a success

who owns an artist's boutique

he's a fat person

he is wearing a white shirt

he wears a blue white hat

he has a tall body

he wears black shoes

boutique clothing colors vary

Nama : Rianti

Kelas : X MIPA 2

He was wearing a batik shirt

he uses eyes

he has fairly white skin

he has black hair

WINGARA FIRSTIANDY

BAMBANG DAMUKAS 00

He's a tall man

He was a man with a coat and black hair

He's a famous person

He's little muscular

He's good at playing football

He's friendly smile

He can jump high and run fast

## APPENDIX 6 (OBSERVATION CHECKLIST)

### Observation Checklist

#### A. Identitas siswa

Nama :

No	Aspek yang diamati	Respon siswa			
		Sangat Baik	Baik	Cukup	Kurang
1	Siswa memerankan perannya dengan baik ketika simulasi game berlangsung.				
2	Siswa menyukai game yang diberikan oleh peneliti. Dibuktikan dengan semangat yang tinggi ketika simulasi berlangsung.				
3	Siswa selalu aktif selama proses belajar bahasa inggris dengan menggunakan back to back game.				
4	Siswa mengikuti aturan yang telah disepakati bersama guru.				
5	Siswa mengeluarkan gagasan saat pembelajaran berlangsung melalui game back to back game.				
6	Siswa berbicara dengan intonasi yang jelas ketika simulasi game berlangsung.				
7	Siswa mempertahankan gagasan meskipun mendapatkan kritik dari teman.				
8	Siswa memahami instrument pengajaran guru melalui game back to back.				
9	Siswa mampu mengungkapkan language pattern yang telah diberikan oleh guru dengan baik.				
10	Siswa menunjukkan rasa tanggung jawab dan menghargai pendapat sesama ketika game berlangsung.				



## APPENDIX 7 (SCORE OF STUDENTS' PRE-TEST)

**Table 4.1 The Score of Students' Speaking Skill in the Pre-Test**

No	Respondents	Three Aspects of Speaking Assessment			Score of Test
		Accuracy	Fluency	Comprehensibility	
1	R1	1	1	2	25
2	R2	2	1	2	28
3	R3	2	2	2	32
4	R4	1	1	2	25
5	R5	2	2	2	32
6	R6	2	2	2	32
7	R7	2	2	2	32
8	R8	1	1	2	25
9	R9	2	2	2	32
10	R10	1	1	2	25
11	R11	2	1	2	28
12	R12	1	1	2	25
13	R13	2	1	2	28
14	R14	1	1	2	25
15	R15	2	2	2	32
16	R16	1	1	2	25
17	R17	2	1	2	28
18	R18	1	1	2	25
19	R19	2	2	2	32

20	R20	1	1	2	25
21	R21	1	1	2	25
22	R22	2	2	2	32
23	R23	1	1	2	25
24	R24	2	2	2	32
25	R25	2	2	2	32
26	R26	2	2	2	32
27	R27	1	1	1	20
28	R28	2	2	2	32
29	R29	2	1	2	28
30	R30	2	1	2	28
31	R31	2	2	2	32
32	R32	2	2	2	32
33	R33	1	1	1	20
34	R34	2	2	2	32
		<b>55</b>	<b>49</b>	<b>66</b>	<b>963</b>
<b>TOTAL</b>		<b>MEAN SCORE</b>			<b>28.32</b>

## APPENDIX 8 (SCORE OF STUDENTS' POST-TEST)

**Table 4.8 The Score of Students' Speaking Skill in the Post-Test**

No	Respondents	Three Aspects of Speaking Assessment			Score of Test
		Accuracy	Fluency	Comprehensibility	
1	R1	3	3	4	56
2	R2	4	5	5	75
3	R3	4	5	5	75
4	R4	2	2	3	39
5	R5	4	5	5	75
6	R6	2	2	2	35
7	R7	4	5	5	75
8	R8	2	4	3	44
9	R9	4	5	4	65
10	R10	2	3	3	39
11	R11	3	3	3	50
12	R12	2	2	2	35
13	R13	2	2	3	39
14	R14	3	2	3	44
15	R15	2	2	3	39
16	R16	3	4	2	39
17	R17	2	4	3	39
18	R18	3	2	3	44
19	R19	3	4	3	44

20	R20	2	2	3	39
21	R21	3	3	3	50
22	R22	3	3	3	50
23	R23	2	3	3	44
24	R24	4	5	5	75
25	R25	3	4	3	44
26	R26	4	5	3	56
27	R27	2	3	3	44
28	R28	4	5	4	65
29	R29	2	3	3	44
30	R30	3	3	3	50
31	R31	3	4	4	61
32	R32	4	5	5	78
33	R33	2	2	2	35
34	R34	4	5	4	65
		<b>99</b>	<b>98</b>	<b>115</b>	<b>1751</b>
<b>TOTAL</b>		<b>MEAN SCORE</b>			<b>51.50</b>

## APPENDIX 9 (RESEARCH DOCUMENTATION)

### DOCUMENTATION

#### Pengumpulan Data Pre-test



#### Melakukan Treatment



### Melakukan Pengumpulan Data Post-test



### Pertemuan Terakhir Dengan Siswa





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PALOPO**  
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Yang bertanda tangan di bawah ini :

Nama : Amalia Yahya, SE., M.Hum  
NIP : 19771013 200501 2 006  
Jabatan : Ketua Program Studi Pendidikan Bahasa Inggris

menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

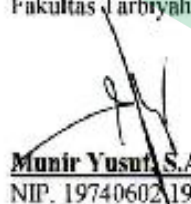
Nama : Andika Saputra  
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Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan  
Alamat/ No. HP : 085263548612

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.


Palopo, 03 Agustus 2020

Ketua Program Studi

a.n. Dekan  
Wakil dekan I  
Fakultas Tarbiyah dan Ilmu Keguruan

  
**Munir Yusuf S.Ag., M.Pd**  
NIP. 19740602 199903 1 003



  
**Amalia Yahya, SE., M.Hum**  
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**PEMERINTAH KOTA PALOPO**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
 Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326048

**ASLI**

**IZIN PENELITIAN**  
 NOMOR : 33/IP/DPMPTSP/1/2020

**DASAR HUKUM :**

1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan IPTEK;
2. Peraturan Menteri Dalam Negeri Nomor 54 Tahun 2011 tentang Pedoman Pemberian Rekomendasi Penelitian, sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;
3. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
4. Peraturan Walikota Palopo Nomor 22 Tahun 2016 tentang Pendelegasian Wewenang Penyetenggaraan Perizinan dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

**MEMBERIKAN IZIN KEPADA**

Nama : **ANDIKA SAPUTRA**  
 Jenis Kelamin : **Laki-Laki**  
 Alamat : **Jl. Agatis Kota Palopo**  
 Pekerjaan : **Mahasiswa**  
 NIM : **16 0202 0013**

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

**THE USE OF BACK TO BACK GAME TO IMPROVE STUDENTS' SPEAKING ABILITY AT THE FIRST GRADE IPA  
 2 OF MADRASAH ALIYAH NEGERI PALOPO**

Lokasi Penelitian : **MADRASAH ALIYAH NEGERI PALOPO**

Lamanya Penelitian : **15 Januari 2020 s.d. 14 Januari 2020**

**DENGAN KETENTUAN SEBAGAI BERIKUT :**

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaatinya semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diberikan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo  
 Pada tanggal : 15 Januari 2020  
 a.n. Kepala Dinas Penanaman Modal dan PTSP  
 Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

**ANDI AGUS MANDASINI SE.M.P**  
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2. Walikota Palopo;
3. Gubernur IAIN IAIN;
4. Kepala Badan;
5. Kepala Badan Pendidikan dan Pengembangan Kota Palopo;
6. Kepala Badan Kepegawaian Kota Palopo;
7. Instansi terkait lainnya dibicarakan penelitian





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**SURAT KETERANGAN PENELITIAN**

Nomor : 399 /Ma.21.14.01/TL.00/VIII/2020

Yang bertanda tangan dibawah ini :

Nama : Dra. Hj. Jumrah, M.Pd.I  
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Pangkat/Gol. : Pembina IV/a  
Jabatan : Kepala MAN Kota Palopo

Dengan ini menerangkan bahwa :

Nama : **ANDIKA SAPUTRA**  
Jenis Kelamin : Laki-Laki  
Alamat : Jln. Agatis Kota Palopo  
Pekerjaan : Mahasiswa  
NIM. : 16.0202.0013

Bahwa yang bersangkutan benar-benar telah mengadakan penelitian di instansi kami sehubungan dengan penulisan Skripsi yang berjudul "*The Use Of Back Game To Improve Student's Speaking Ability At The First Grade IPA 2 Of Madrasah Aliyah Negeri Palopo* "

Demikian Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Palopo, 05 Agustus 2020  
Kepala Madrasah,



Dra. Hj. Jumrah, M.Pd.I  
NIP. 196612311994032009



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
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### **Surat Keterangan Bebas Mata Kuliah**

Schubungan dengan selesainya “Mata Kuliah Mahasiswa” sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Andika Saputra

Nim : 16 0202 0013

Prodi : Pendidikan Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 04 Agustus 2020

Ketua Prodi  
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Amfar Yahya, S.P., M.Hum  
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## CURRICULUM VITAE



The researcher, Andika Saputra was born on September 18th 1998 in Salubanga, Kecamatan Suli Barat, Kabupaten Luwu. He is the last child from three sisters and Five brothers. His father's name is Buhari and his mother's name is Hadita.

The researcher finished his study at SDN 471 Salubanga, he graduated in 2010 and then he continued his study at SMPN 2 Suli, he graduated in 2013. Next, he keeps going to continue his education at MA Salubanga, he graduated in 2016. He continue her study at the state Institute for Islamic Studies (IAIN) Palopo and taking English Language Education Study Program. He finished his study in 2020.

In the end of the study at the state Institute for Islamic Studies (IAIN) Palopo, wrote a Thesis entitled **“The Use of Back to Back Game to Improve students’ Speaking Ability at the First Grade of Madrasah Aliyah Negeri (MAN) Palopo”**.