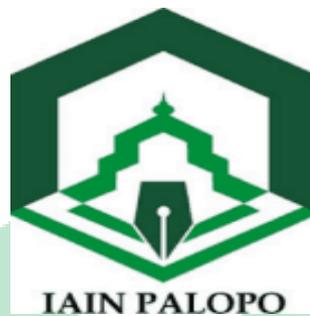


**IMPROVING STUDENTS' SPEAKING SKILLS THROUGH  
COMMUNICATIVE LANGUAGE GAME  
AT SMPN 2 BUA PONRANG**

*A Thesis*

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

*Education*



**Composed by:**

**Herlisa Rumpak**

18 0202 0191

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

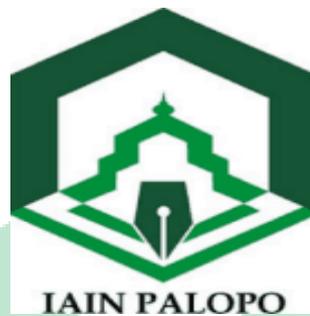
**2022**

**IMPROVING STUDENTS' SPEAKING SKILLS THROUGH  
COMMUNICATIVE LANGUAGE GAME  
AT SMPN 2 BUA PONRANG**

*A Thesis*

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

*Education*



**Composed by:**

**Herlisa Rumpak**

18 0202 0191

**Supervised by:**

- 1. Madehang, S.Ag., M.Pd.**
- 2. Dr. Magfirah Thayyib, S.S., M.Hum.**

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

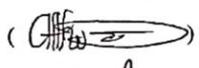
**2022**

## THESIS APPROVAL

This thesis entitled "Improving Students Speaking Skills Through Communicative Language Game at SMPN 2 Bua Ponrang", which was written by **Herlisa Rumpak**, Reg. Number 18 0202 0191, a student of English Language Education Study Program of Palopo, has been examined and defended in **Munaqasyah** session which was carried out on November, 1<sup>st</sup> 2022. Coincided with Rabiul Akhir, 1<sup>th</sup> 1444 H, it is authorized and acceptable as fulfilment for undergraduate degree in English Language Education Study Program.

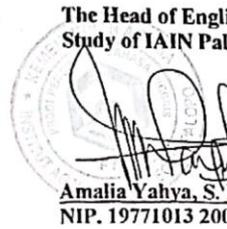
Palopo, November, 21<sup>th</sup> 2022

### COMMITTEE OF EXAMINATION

- |                                      |               |   |
|--------------------------------------|---------------|---|
| 1. Amaliya Yahya, S. E., M. Hum.     | Chairman      | (  )   |
| 2. Wahibah, S. Ag., M.Hum            | Examiner I    | (  )   |
| 3. Ermawati, S.Pd. I, M.Hum          | Examiner II   | (  )  |
| 4. Madchang, S. Ag., M. Pd           | Consultant I  | (  ) |
| 5. Dr. Magfirah Thayyib, S.S., M.Hum | Consultant II | (  ) |

Approved by

  
The Dean of Tarbiyah and Teacher  
Training Faculty  
**Dr. Nurdin Kaso, M. Pd.**  
NIP. 19681231 199903 1 014

  
The Head of English Education  
Study of IAIN Palopo  
**Amalia Yahya, S.E., M. Hum.**  
NIP. 19771013 200501 2 006

## CONSULTANT APPROVAL

Thesis Entitled : Improving Students' Speaking Ability Through Communicative Language Games at SMPN 2 Bua Ponrang.

Written By :

Name : Herlisa Rumpak

Reg. Numb : 18 0202 0191

Faculty : Tarbiyah and Teacher Training

Study Program : English Education

It has been corrected and approved to be examined.

Palopo, September 27<sup>th</sup>, 2022

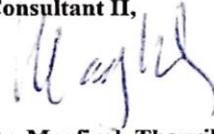
**Approved**

**Consultant I,**



Madehang, S.Ag., M.Pd.  
NIP. 19730615 20003 1 004

**Consultant II,**



Dr. Magfirah Thayyib, S.S., M.Hum.  
NIP. 19850719 201801 1 001

## NOTA DINAS PEMBIMBING

Palopo, 27 September 2022

Lampiran : -

Hal : Skripsi

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo  
Di

Palopo

*Assalamu 'alaikum Warahmatullahi Wabarakatuh.*

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut dibawah ini:

Nama : Herlisa Rumpak

NIM : 18 0202 0191

Prodi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Judul : *Improving Students' Speaking Ability Through Communicative Language Games at SMPN 2 Bua Ponrang.*

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan. Demikian untuk diproses selanjutnya.

Pembimbing I

  
**Madchang, S.Ag., M.Pd**  
**NIP. 19730615 20003 1 004**



## NOTA DINAS PEMBIMBING

Palopo, 27 September 2022

Lampiran : -

Hal : Skripsi

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo  
Di

Palopo

*Assalamu'alaikum Warahmatullahi Wabarakatuh.*

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut dibawah ini:

Nama : Herlisa Rumpak

NIM : 18 0202 0191

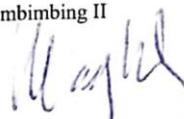
Prodi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Judul : *Improving Students' Speaking Ability Through Communicative Language Games at SMPN 2 Bua Ponrang.*

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan. Demikian untuk diproses selanjutnya.

Pembimbing II



Dr. Magfirah Thayyib, S.S., M.Hum.  
NIP. 19850719 201801 1 001

## STATEMENT OF AUTHENTICITY

I, who undersigned below:

Name : Herlisa Rumpak  
Registration Number : 18 0202 0191  
Faculty : English Language Education Study Program  
Study Program : Tarbiyah and Teacher Training

Stating exactly that:

1. This thesis is originally my own work, not the result of plagiarism or duplication of the work of the others that I acknowledge as my own work or thought.
2. All parts of this thesis are my own works except the citations whose original sources have been reported. All mistakes or errors in it are my responsibility.

If later this statement is not true, I am willing to accept administrative sanctions for the act, then the academic degree that I have achieved can be revoked.

In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, 21 November 2022

Regards,



Herlisa Rumpak  
18 0202 0191

## ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ، وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ عَلَى إِلَهٍ

وَأَصْحَابِهِ جَمَعِينَ آمَنًا

Alhamdulillah Rabbil Alamin, praise and thanks to the almighty God, Allah SWT who has given her guidance, blessing, and mercy so that this thesis can be completed as the requirement for the degree of Sarjana Pendidikan (S.Pd) at the State Islamic Institute (IAIN) Palopo on the title **“Improving Students’ Speaking Skills Through Communicative Language Game at SMPN 2 Bua Ponrang”**. To our beloved prophet, the chosen one Muhammad saw, safety and peace be upon him.

The researcher realizes that the existence of this thesis was by receiving much advice, guidance, encouragement, and comments from many people. Therefore, the writer would like to express thankful to:

1. prof. Dr. Abdul Pirol, M. Ag., as a rector of the state Islamic institute of Palopo.
2. Dr. Nurdin K, M.Pd, as the Dean of Tarbiyah and Teacher Training Faculty of IAIN Palopo, along with Mr/Ms Deputy Dean I, II, III Faculty Of Tarbiyah And Teacher Training Of IAIN Palopo.
3. Amalia Yahya, S.E., M.Hum. as the chief of English Study Program,

4. Madehang, S.Ag., M.Pd., and Dr. Magfirah Thayyib, S.S., M.Hum. as the first consultant and the second consultant who has given guidance, explanation, correction, suggestion, and some ideas from the preliminary until the researcher can finish this thesis.
5. Wahibah, S.Ag., M.Hum. and Ermawati S.Pd., M.Hum. as the first examiner and the second examiner who has given corrections, guidance, suggestions, explanation, and some ideas until this thesis is finished.
6. The researcher has gained knowledge and motivation from all of the lectures at IAIN Palopo, particularly from the English department lectures, which have also improved her skill and attention in learning the English language.
7. The IAIN Palopo English Study Program's entire administrative staff helped the researcher in processing the research administrations..
8. The entire researcher's family, special thanks to the researcher's beloved parents, father (Nasri) and mother (Rosnaini), my elder sister (Nurhaini), elder brothers (M Akbar), and two younger sisters(Hijriani and Khalifa) who have given their loving, attention, motivation and their praying for the researcher can finish this thesis and study in IAIN Palopo.
9. All of the IAIN Palopo researcher friends, in especially Big (A), thank you for your kind friendship, support, and togetherness during study there.
10. Special for the researcher's best friends; *Putri Rahmadhani, A. Almanda Sultan, Novi Syahrani, Lisa Fitriani Akmal, and Nurhaeti*, who always help, support, spirit, give joke, and smile the researcher in every place and every situation. Thanks, guys.

11. And special for the researcher the best cousin: Musdalifah, S.Sos.always support and always there when needed.

Finally, the researcher prayed to God, Allah SWT to give thanks to all every one of those who had helped the researcher. The researcher also hopes that the readers and others will find this thesis useful and the others.

**Palopo, 15 September 2022**



**Herlisa Rumpak**



## TABLE OF CONTENTS

<b>COVER</b> .....	<b>i</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>ii</b>
<b>TABLE OF CONTENTS</b> .....	<b>iii</b>
<b>LIST OF TABLES</b> .....	<b>iv</b>
<b>ABSTRACT</b> .....	<b>v</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A. Background .....	1
B. Research Question .....	3
C. Research Objective .....	3
D. Significance of Study .....	4
E. Scope of the Research .....	4
<b>CHAPTER II LITERATURE REVIEW</b> .....	<b>5</b>
A. Previous Related Research .....	5
B. Theoretical Description .....	7
1. Teaching Speaking Skill.....	7
2. Communicative Language Teaching.....	11
3. Communicative Activities .....	14
4. Communicative Language Games.....	17
C. Hypothesis .....	24
<b>CHAPTER III RESEARCH METHOD</b> .....	<b>25</b>
A. Types of Research .....	25
B. Research Procedure .....	25
C. Target in Research.....	28
D. Instrument.....	28
E. Procedure Data Collection.....	28
F. The technique of Data Analysis .....	29
<b>CHAPTER IV FINDINGS AND DISCUSSION</b> .....	<b>33</b>
A. Findings .....	33
B. Discussion .....	57
<b>CHAPTER V CONCLUSION AND SUGGESTION</b> .....	<b>61</b>
A. Conclusion.....	61
B. Suggestion .....	61
<b>BIBLIOGRAPHY</b> .....	<b>63</b>
<b>APPENDICES</b> .....	<b>65</b>

## LIST OF TABLES

Table 4.1 The result of students' tests in cycle I.....	37
Table 4.2 Category test cycle I.....	37
Table 4.3 The result observation of students' activities in cycle I.....	39
Table 4.4 The result of students' tests in cycle II.....	43
Table 4.5 Category test cycle II.....	44
Table 4.6 The result observation of students' activities in cycle II.....	45
Table 4.7 The result of students' tests in cycle III .....	48
Table 4.8 Category test cycle III .....	51
Table 4.9 The result observation of students' activities in cycle III .....	51
Table 4.10 The result of students' tests in cycle IV .....	54
Table 4.11 Category test cycle IV .....	55
Table 4.12 The result observation of students' activities in cycle IV .....	56
Table 4. 13 The result questionnaire students' .....	57

## ABSTRACT

**Herlisa Rumpak, 2022,**“Improving Students’ Speaking Skills Through Communicative Language Game at SMPN 2 Bua Ponrang”. A thesis English study program educational department in the state Islamic Institute of (IAIN)Palopo. Supervised by the consultant (1) Madehang and consultant (2) Magfirah Thayyib.

The research about improving students’ speaking skills through communicative language game at SMPN 2 Bua Ponrang. The research question of this research was ” How can a communicative language game be implemented to improve the learning process of speaking English in class at SMPN 2 Bua ponrang?”. The objective of the researcher is aimed at improving the students’ speaking skills of grade students of SMPN 2 Bua Ponrang by applying communicative language game. This research used classroom action research (CAR). The subject of the research was students in junior high school at SMPN 2 Bua Ponrang which consisted of 10 students. Planning, action, observation, and reflection were the fourth steps in each of the research's four cycles, which were numbered cycle I, cycle II, cycle III, and cycle IV. According to the study's findings, communicative language games are a good way to help SMPN 2 Bua Ponrang grade children improve their speaking skills. Cycle I= 24,2 points; the researcher explained the content being taught, however, some students paid more attention to their activities than to what the researcher stated. Cycle II received 47,4 out of 100 points due to insufficient time spent discussing the content so that it was clear when guessing games were to begin. Cycle III=56,3 score. The students are split up into different groups and engage in guessing games. However, some pupils are less engaged than others. Cycle IV= 92 score, In The implementation of cycle IV students’ have begun to understand and are familiar with the use of communication games used by the researcher.

**Keywords:** Speaking skills, communicative language game, guessing games

## CHAPTER I

### INTRODUCTION

#### A. Background of study

English is now the most important language in the world. People from many nations can engage and communicate with one another more easily with English because it is widely used as a communication tool. Additionally, English is increasingly important in a variety of fields in the age of globalization, including business, politics, culture, communication, and education. In response, it follows that mastering English is crucial in Indonesia.

English is primarily taught and learned through the teaching of four abilities. In addition to speaking and writing, they are also listening. Speaking has recently taken on a greater significance as a mode of communication in contexts where it is a second or foreign language. Speaking is discovered to be one of the four abilities that learners should develop since it is one of the main duties of any instructor dealing with English language learners to help students communicate successfully through oral language.<sup>1</sup>

Speaking is a type of active or productive ability. Even while all four communication skills are crucial, speaking is by far the most crucial task to complete. When a person speaks, they engage in conversation with another person and use language to convey their thoughts, feelings, and ideas.

---

<sup>1</sup>O' Malley and Pierce', Authentic Assessment For English Language Learners, (Addison : Wesley Publishing Company ,1996) P.57

As a result, they will be more confident and motivated to motivate students to retain information that is shared with them in conversation, which information they should then just understand and respond to, or communicate their understanding of. Due to these reasons, it is necessary to carry out innovative action research that improves oral skill development.

There are many different techniques to teach speaking. One of them makes use of games that promote communication. The use of activities and games in the classroom promotes interaction, teamwork, and active learning.<sup>2</sup>

Communicative games are games designed to promote the use of communicative language in the classroom. Game are designed to facilitate students' conversation and collaboration and those who are not only practice grammar or isolated pronunciation elements and each have identifiable goals. Games that promote communication are meant to be effective exercises for improving students' speaking skill.

According to the school-based curriculum, the goal of junior high school English language teaching and learning is to increase students' proficiency in oral and written communication. Since communicative competence in the target language is the main focus of the students' learning objectives, communicative language teaching (CLT) has become a widely used method. The primary method of CLT involves having the students engage in creative activities-such as games, dramas, songs, or role-plays in the target language in order to meet the curriculum's

---

<sup>2</sup>Reuben, Simulations, Games, And Experience, (Based Learning: The Quest For a New Paradigm For Teaching And Learning. Simulation & Gaming, 1999) P.498-505

communicative aim. Additionally, communicative language activities in the form of games can be utilized to teach new concepts and practice language forms to help the students' language development during class. This increases the students' interest in their learning process in a fun way.<sup>3</sup>

The majority of students at SMPN 2 Bua Ponrang grade VIII struggle with speaking production during actual speaking instruction and learning. From the observation, it was clear that the kids frequently made mistakes when pronouncing English words. Additionally, they were unable to acquire English vocabulary and functional expressions, which prevented them from understanding spoken language. Additionally, the students struggled with motivation and confidence.

Instead of offering students the chance to practice the target language, the teacher just repeatedly explains. The ultimate objective of learning English is not achieved because there is no genuine conversation during the activity. The activities lack communication and are repetitive. When learning English, students frequently feel lost and bored.

Based on the explanation of the problem above, the researcher conducted a study entitled “ Improving Students’ Speaking Skills through Communicative Language Game at SMPN 2 Bua Ponrang Grade VIII. This research is to assist English teachers to improve the students’ speaking and help the students achieve the goal of learning English.

## **B. Research Question**

---

<sup>3</sup>Richard ,Communicative Language Teaching Today. (New York: Cambridge University Press 2006) P.2

Based on the research background above, this research question can be formulated as follow: How can a communicative language game be implemented to improve the learning process of speaking English in class at SMPN 2 Bua Ponrang?

### **C. Research Objective**

To the research question, this research is aimed at improving the students' speaking skills of grade students of SMPN 2 Bua Ponrang by applying a communicative language game.

### **D. Significance of The Study**

This research is expected to give some benefits as the following:

#### 1. Theoretical significance

It is hoped that the study's findings would serve as a reference for the theory of speaking learning.

#### 2. Practical significance

##### a. The students

It is intended that through using communicative game to teach speaking, the students' speaking skills will be enhanced and they will be better able to speak English more fluently, accurately, and effectively.

##### b. The teacher

For students to understand the lessons and participate in the teaching and learning process, particularly in speaking activities, English teachers should make improvements to their teaching methods. English teachers must also think outside the box to design engaging speaking exercises.

### **E. Scope of The Research**

The scope of the research is about the implementation of communicative language game to improve the students' speaking skills at SMPN 2 Bua Ponrang grade VIII use guessing games and material about describing people.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Related Research

According to some earlier studies, students' speaking skills in EFL lessons can be improved by playing communicative language games.

First, Nuim Hidayat (2017) in his research “Improving Students’ Speaking Skill Through Communicative Language Teaching” purpose of this research improves through the use of the communicative language teaching (CLT) method. This study is experimental research. The study's findings discovered a significant difference between the students' academic achievement before and after communicative language teaching.

Second, Rian Wulandari (2014) “Improving Students’ Speaking Ability Through Communicative Language Games At SMPN 1 Prambanan Grade VIII” The purpose of this research is to improving the speaking ability of students of SMPN I Prambanan. This study is classroom action research. The result of this study communicative language games is effective to improve students, speaking ability.

Third, Intan Alfi (2015) “Improving the Students’ Speaking Skills Through Communicative Games” The purpose of this research is to improve the students’ speaking skills through communicative games for the grade VIII students of MTSN Ngemplak. This study is classroom action research. The result of this study

communicative games is effective in improving the students' speaking skills. Students should engage in speaking activities in class so they can experience using the target language.

Sriwahyuningsi (2019) "Using Communicative Language Teaching Approach to Improve Students' Speaking Ability at the seventh grade of SMPN 2 Baranti" This research aimed at finding out whether or not the implementation of communicative language teaching approach improves the students' ability in speaking terms of pronunciation and fluency. This study is experimental research. The results of this study suggest that a communicative approach to teaching languages can enhance students' speaking abilities. After learning through a communicative language education strategy, students see improvement in their speaking abilities.

Nurul Nazira Hamzah (2015) "A Case Study Of Using Communicative Language Games for UMS ESL Undergraduate Students in Developing Participation in Speaking Skill". This research aims to understand how language games influence oral English learning in terms of participation and motivation through a context-aware learning environment. This study is classroom action research (CAR).

The difference between the previous researcher and this research is that the previous researcher used experimental research methods. While this research was in the main material or games, the researcher was choose material Describing People and using guessing games,

## **B. Theoretical Description**

## **1. Teaching Speaking Skill**

### **a. Nature of Speaking**

Speaking is a useful ability since it allows you to produce words or sentences vocally. People can convey their thoughts, ideas, and opinions about the world when they possess that competence. People can directly or indirectly communicate with others through speaking.

Speaking is an oral expression that requires using the appropriate rhythmic and intonation patterns as well as the appropriate words to convey the desired meaning.<sup>4</sup>By using both verbal and nonverbal cues, speaking is the process of producing and exchanging meaning in a variety of contexts. Speaking is a talent that is becoming more and more essential to daily life and is how people establish social connections with other people.<sup>5</sup>

According to the definitions given above, speaking is the most crucial language skill since it involves informing, persuading, and entertaining others by expressing ideas, opinions, or feelings to them through words or vocalizations.

### **b. Aspects of Speaking Skill**

To speak successfully, one must acquire several speaking skills, including pronunciation, vocabulary, fluency, accent, and grammar.<sup>6</sup>Speaking is a multifaceted activity with the following three key components:

1. Accuracy

---

<sup>4</sup>Mackey, *Language Teaching Analysis*, (London: Indiana University Press 2007)13

<sup>5</sup>Harmer, *The Practice of English Language Teaching*, (Cambridge: Pearson Longman, 2007)

<sup>6</sup>Brown, *Teaching by Principles an Interactive Approach To Language Pedagogy, Assessment: Principle And Classroom Practices*, (second edition, NY: Person Longman, 2001)

The use of proper grammar, vocabulary, and pronunciation when speaking accurately. Together, the three components go towards producing an accurate statement.

A fundamental skill of learning a language is pronunciation, especially when speaking. It has to do with how we pronounce, enunciate, absorb, intonate, and emphasize words. Poor pronunciation can make it difficult to communicate and prevent us from saying things in a meaningful way. Training pronunciation helps students not only distinguish between sounds and sound qualities but also vastly improves their speaking abilities by teaching them to focus on sounds and be conscious of employing stress when making sounds.

A language's vocabulary is its foundation. One needs to utilize the right language to express themselves to make meaningful utterances or sentences. In other words, mastering vocabulary is a must for pupils who want to have good speaking abilities. Additionally, students' can speak fluently if they have a vocabulary of at least 1000 words.<sup>7</sup>Because they are familiar with the words that best explain their views, they speak quickly when they have something to say.

Accurate grammar is crucial for speaking. Typically, grammar can be viewed as a set of rules defining the proper word order at the sentence level. If there are many grammatical errors in our discourse, your ideas won't come over as clearly.<sup>8</sup>Students will communicate more accurately after studying grammar rules.

---

<sup>7</sup>Harmer, *The Practice of English Language Teaching*, (Fourth Edition, Pearson Longman, 2007) P.76

<sup>8</sup>Nunan, *Practical English Language Teaching*, (NY : McGraw-Hill, 2003) p.154

These three components are crucial for achieving precision in the effort to talk clearly.

## 2. Fluency

Speaking with fluency means doing so at a typical rate while avoiding hesitation, repetition, and awkward pauses.<sup>9</sup>It focuses on how at ease kids are speaking, how naturally their words flow out, and whether or not there are significant pauses and gaps in their speaking. It is a component of a student's speaking proficiency objective. It has to do with how well-fluently they speak.

## 3. Comprehensibility

It is impossible to assess a speech's quality without taking into account its communicational purpose. It also pertains to communication comprehension, which is one of its defining characteristics. Even the degree to which speech serves its communicative purpose the criteria by which texts might be composed can be used to define speaking quality.

The researcher focused on the three aspects above because they are related to each other.

### c. **Types of Spoken Language**

Spoken language divides into discourse and monologue. The listener must process lengthy spans of uninterrupted speech when one speaker engages in a monologue of spoken language for any amount of time.<sup>10</sup>In a monologue, the

---

<sup>9</sup>Mary Spratt and friends The TKT Course (Cambridge : Cambridge University Press, 2005:) p.34

<sup>10</sup>Brown, Teaching by Principle An Interactive Approach To Language pedagogy. (San Fransisco : San Fransisco State University, 2001) p.251

speaker will continue speaking whether or whether the listener understands.

There are two subtypes of monologues. They are both prepared and spontaneous monologues. Unplanned monologues have more repeat, which is thought to help comprehension, but the presence of more performance variables and other hesitations might either facilitate or impede comprehension. Planned monologues often produce little repetition and are hence challenging to understand. Therefore, a prepared speech is superior to an unstructured monologue that needs more repetition.

Conversely, discussions with two or more speakers fall into two categories: those that serve to advance interpersonal relationships and those that aim to communicate proportionate or factual information (transactional). These classifications are further divided into groups that are recognizable and unfamiliar. Participants in each situation could have a lot of information in common (background information, schemata). Due to the interlocutors' familiarity, the discourse will therefore contain more implicit assumptions, inferences, and other meanings. To ensure successful comprehension in interactions between or among participants who are unfamiliar with one another, references and meanings must be made more clear.<sup>11</sup>The researcher chooses dialogue spoken language.

#### **d. Teaching Speaking**

Many exercises are used to improve students' proficiency in speaking the English language because teaching speaking to students can be difficult and

---

<sup>11</sup> Nunan 1991 Designing Tasks for The Communicative Classroom. (Cambridge University Press, 1991) p20-21

challenging for English teachers.

Teaching is the process of assisting students in learning and acquiring new knowledge, abilities, or attitudes.<sup>12</sup> Since teaching involves guiding and promoting learning, enabling the learner to learn, and creating the conditions for learning, it is impossible to define teaching in isolation from learning. Teaching speaking aims to instill in our students:

1. Produce English speech sounds and sound patterns.
2. Use word and sentence stress, intonation patterns, and the rhythm of the second language.
3. Select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter.
4. Organize their thought in a meaningful and logical sequence.
5. Use language as a means of expressing values and judgments.
6. Using the language quickly and confidently with few unnatural pauses, which is called fluency.

## **2. Communicative Language Teaching**

### **a. Interpretation of Communicative Language Teaching**

Nowadays, Communicative Language Teaching (CLT) has received a lot of attention in discussions across literature and classroom practice and has established itself as the standard in modern ESL/EFL learning methods. The principles of communicative language teaching can be thought of as a set of guidelines for the

---

<sup>12</sup> Brown, principle of language learning and teaching (four edition, New York : Addison Wesley Longman, 2000) p.7

objectives of language instruction, how language is learned, the ideal classroom activities to promote language learning, and the roles of teachers and students in the classroom.<sup>13</sup>

The principles of communicative language education, on the other hand, entail not only a reconsideration of which linguistic features to teach but also a change in the focus from what to teach to how to teach. In other words, communicative language instruction includes both what to teach which emphasizes the importance of language functions and how to teach which addresses the use of language forms.<sup>14</sup>

According to the definitions given above, communicative language instruction places a strong emphasis on teaching communicative competence, which involves students in a more active learning process.

The purpose of CLT is to educate communication competence, hence there is a crucial connection between CLT and communicative competency. There are four facets to language proficiency and conversational ability.<sup>15</sup>

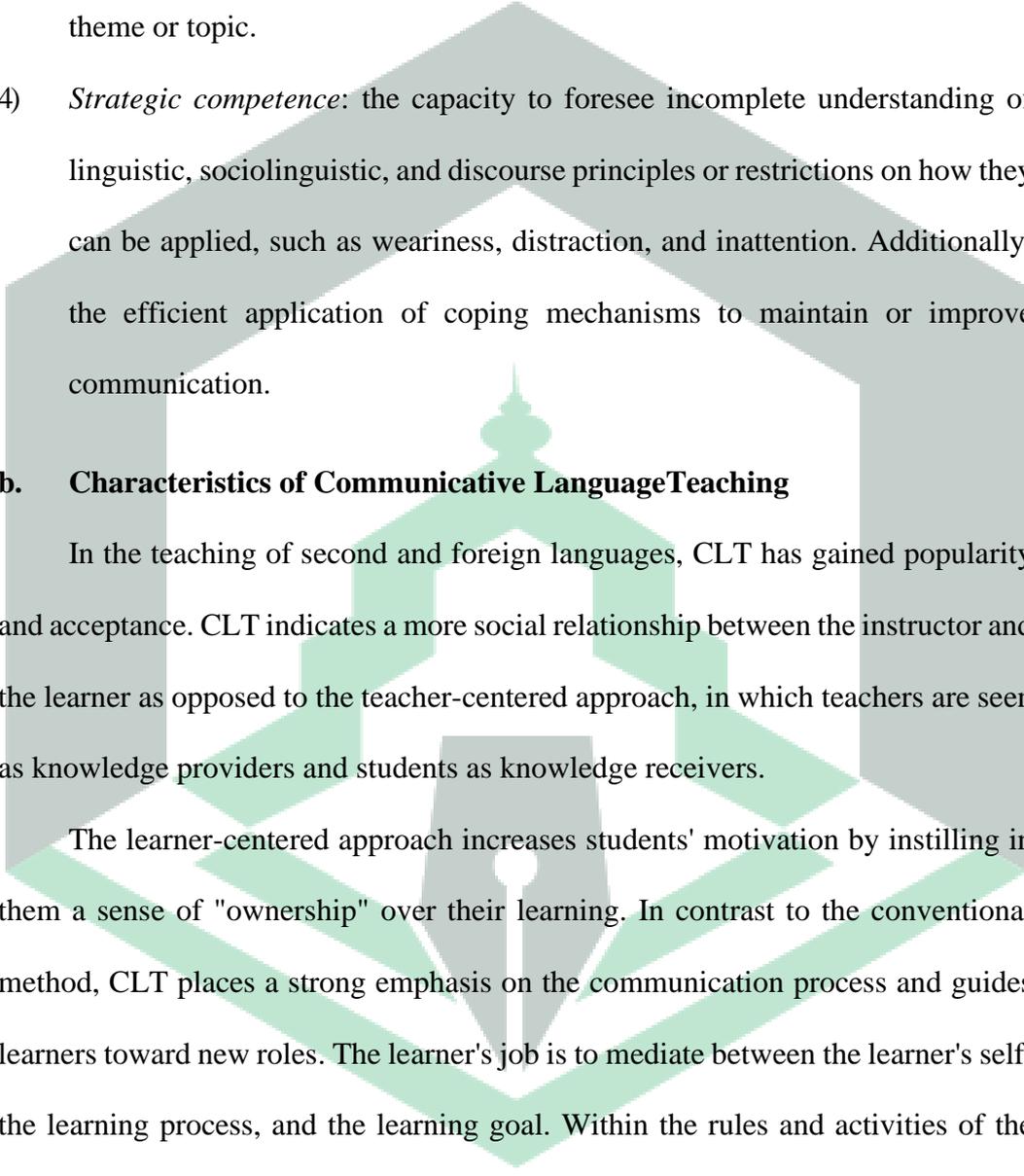
- 1) *Grammatical competence*: understanding of a language's sentence structure.
- 2) *Sociolinguistic competence*: The capacity to utilize language in a certain communication situation while taking into account the participants' roles, the environment, and the interaction's goals.

---

<sup>13</sup>Richard ,Communicative Language Teaching Today. (New York: Cambridge University Press 2006) P.2

<sup>14</sup>Harmer ,The Practice Of English Language Teaching (3<sup>rd</sup> Ed). London And New York: Longman Group.(2001) P.84

<sup>15</sup>Celce-Murcia, Teaching English As A Second Or Foreign Language, 3<sup>rd</sup> Edition. Boston, MA: Heinle& Heinle (2001).

- 
- 3) *Discourse competence*: The capacity to deduce the meaning of lengthy chunks of spoken or written texts; also known as textual competence. The capacity to identify various discourse patterns and link sentences or utterances to a larger theme or topic.
- 4) *Strategic competence*: the capacity to foresee incomplete understanding of linguistic, sociolinguistic, and discourse principles or restrictions on how they can be applied, such as weariness, distraction, and inattention. Additionally, the efficient application of coping mechanisms to maintain or improve communication.

**b. Characteristics of Communicative Language Teaching**

In the teaching of second and foreign languages, CLT has gained popularity and acceptance. CLT indicates a more social relationship between the instructor and the learner as opposed to the teacher-centered approach, in which teachers are seen as knowledge providers and students as knowledge receivers.

The learner-centered approach increases students' motivation by instilling in them a sense of "ownership" over their learning. In contrast to the conventional method, CLT places a strong emphasis on the communication process and guides learners toward new roles. The learner's job is to mediate between the learner's self, the learning process, and the learning goal. Within the rules and activities of the classroom, learners are actively involved in negotiating meaning by attempting to comprehend others and themselves. In this sense, people profit in an interdependent

way while also contributing.<sup>16</sup>

A teacher has a specific function to perform in the CLT strategy. First, the teacher helps everyone in the classroom communicate with one another. The teacher interacts in communication with the students as a co-communicator.

In addition to the aspects of CLT that deal with the responsibilities of teachers and learners, CLT places less emphasis on the overt presentation of grammar and more emphasis on the explicit explanation of grammatical rules.

Grammar is not excluded from CLT, though. According to CLT, understanding of grammatical structure may be improved “within multiple functional categories”.<sup>17</sup> While accuracy and fluency should both be considered in CLT classes, the main goal is to increase fluency. However, communication clarity should not be sacrificed in the pursuit of fluency.

### **3. Communicative Activities**

#### **a. What Are Communicative Activities?**

Every speaking class should be built around communicative exercises that meet two crucial requirements for language acquisition. They support language learning and get students ready to utilize the language in everyday situations. Activities that promote and demand a learner to communicate and listen to other learners, as well as with individuals in the program and community, are referred to

---

<sup>16</sup> Brown Principles Of Language Learning And Teaching. (Third Edition). New Jersey: Prentice Hall (1994).

<sup>17</sup> Brown, Principles of language learning and teaching. (New York: Pearson Education, Inc. 2007)242.

as "communicative activities".It indicates that for the participants to engage and produce the desired result, they must not only speak with one another but also listen to one another and respond to what they hear. When communicative activities are used, students often engage in genuine or realistic communication, where the accuracy of the language they use is less significant than the accomplishment of the communicative activity they are completing.<sup>18</sup>

Learners of communicative languages must engage in two different types of communicative activities. These are the social contact and practical communication activities.<sup>19</sup>

1) Functional CommunicationActivities

Activities that stress the functional component of communication are needed in the classroom. As a result, when students need to solve an issue or share information, they are free to do it in whichever language they know. Therefore, the activity's major goal is for students to use the language they already know to convey information as clearly as feasible.

2) Social InteractionActivities

A skilled communicator uses language that is not only functionally efficient but also suitable for the social setting to which he belongs. Given this, students continue to focus on efficiently communicating their message while paying more attention to the social environment of the conversation, such as formal versus informal language.

---

<sup>18</sup>Harmer, The Practical of English Language Teaching ( 3rd). (London and New York: Longman Group (2001))85.

<sup>19</sup>Littlewood, Communicative Language Teaching. Cambridge University Press (1981).

The researcher chose both communicative activities because they are related to each other.

#### **b. Types of Communicative Activities**

Numerous technique books are available, and they classify communication activities. Depending on the authors' points of view, they can be distinguished. However, they all refer to the same or comparable communicative tasks with the same goals, albeit to varying degrees. The types of communication exercises that can be used in a speaking class are as follows:

##### 1) Information gap activities

Information gap activities are described by those who contend that there is a knowledge gap among learners in these kinds of tasks, which can be closed by the use of language. So, communication must be held to collect the information.<sup>20</sup> These exercises focus on information sharing and processing among students and are functional communication exercises.

##### 2). Discussions

A popular activity in a speaking lesson is a discussion. Students are given a reading or listening piece that introduces a topic and are then required to debate a topic that is linked to that topic to come up with a response or solution.<sup>21</sup> Students need to be reminded that each member of a group should have a distinct role in the discussion, such as monitoring time, taking notes, or reporting the conclusions

---

<sup>20</sup> Littlewood, Communicative Language Teaching. (Cambridge: Cambridge University Press 1994) 22-26.

<sup>21</sup> Celce-Murcia, Teaching English as a Second or foreign Language, 3rd edition. Boston, (MA: Heinle & Heinle 2001) 106

reached by the group members.

### 3). Roleplays

Role-playing is a common and effective communicative activity that prepares students for dealing with unpredictable real-life dialogue in an English-speaking environment.<sup>22</sup> Before using the target language in a real setting, role plays to allow students to practice speaking it. Role play is a crucial communication tool that improves fluency, encourages classroom interaction, and boosts motivation.

### 4). LanguageGames

A game is a fun pastime that pits one set of terminology or rules against another. Students that play games like learning. Additionally, they claim that if properly developed, they will provide students with useful knowledge about other learners and their processes.

The researcher has chosen role play as a sort of communicative activity because it can prepare students for dealing with erratic real-life dialogues in an English-speaking context. Before applying the target language, role-playing allows pupils to practice speaking it. Role-playing is a crucial communication tool that improves fluency, promotes classroom interaction, and boosts motivation.

## **4. Communicative LanguageGames**

### **a. Nature of Communicative LanguageGames**

The communicative language teaching (CLT) approach, which has been explored previously, uses communicative action to immerse students in meaning-

---

<sup>22</sup>Nunan, Practical English Language Teaching.(NY: McGraw-Hill 2003)57.

making for a communicative purpose. The CLT methodology counts communicative language games as communicative activities.

Games that promote communication are widely utilized in CLT. It suggests that by using language games, students may communicate meanings in authentic settings in addition to mastering grammatical structures. Communicative games, which emphasize communication rather than linguistic precision, can be found at the fluency end of the accuracy and fluency spectrum.

Language learning takes on a whole new meaning thanks to communicative games. Students learn while having fun and interacting with others to complete a task and come to a desirable conclusion. Thus, games are employed to pique students' interests, encourage learning, and foster good attitudes about language acquisition.

**b. Advantages of using communicative language games**

The following benefits of using communicative language games with students:

- 1) Motivating students to learn with fun, enjoyment, and excitement

Games are a powerful motivator. Playing video games naturally produces enjoyment, excitement, and passion. Games are entertaining activities where players compete under a set of rules or conditions.<sup>23</sup>Learners lose track of their studies. They become absorbed in the enjoyment of the game and the motivating activity. Inadvertent language learning occurs while students are having fun playing

---

<sup>23</sup>Lavery, Language Assistant.(England: The British Council 2001)92.

games.

2) Giving chances to use language in authentic contexts

Learners are exposed to the target language environment while playing games. The idea that games give students opportunities and real-world situations where they feel the need to utilize real-life language to communicate with others in meaningful and purposeful ways is reinforced.<sup>24</sup>

3) Providing practice on language use and language usage

Many educational games are made to give students a lot of communicative language practice, but in a more meaningful way by using language as real-world communication to express ideas and opinions. This helps students better internalize a new language because they are constantly using the target language in all four skills.<sup>25</sup>

4) Creating an enjoyable and supportive learning environment

Games give language learners communicative or problem-solving settings that are pleasurable and largely stress-free, in contrast to conventional teaching techniques where many students endure unsatisfactory language learning experiences. Instead of constantly correcting mistakes during game play, the teacher supports all attempts at communication in the target language. Games can provide additional practice while preventing boredom. Games can also be used to create an environment in the classroom where students learn without even recognizing it.<sup>26</sup>

5). Promoting interpersonal relations

---

<sup>24</sup>Littlewood, Communicative Language Teaching. Cambridge University Press (1981).

<sup>25</sup>Wright, Betteridge, and Buckby. Games For Language Learning. Cambridge: Cambridge University Press ( 1984).

<sup>26</sup> Chen, Using Games To Promote Communicative Skills In Language Learning (2005).

Games have the advantage of creating communicatively interactive cooperative activities, which creates many opportunities for cooperative connections. Both the student-teacher connection and the student-student relationship can be cooperative. As a result, the class is frequently split up into pairs or groups during in-game activities, which naturally suits the students.<sup>27</sup>

### c. Principles in Selecting Games

Certain suggested guidelines should be taken into account when picking games to teach English.<sup>28</sup>

- 1) Which language is the game intended for?
- 2) What abilities does it exercise? Any one of the four main language abilities could be the emphasis of the language skill. What type of game is it?
- 3) What kind of games are they?
- 4) For what purpose will it be used?
- 5) Do the students fit it? How could I make it more complicated or simpler?  
(When considering the demands of the pupils, many games require use adjustment.)
- 6) How much participation and interaction are there? (We are trying to get as many people involved as possible.)
- 7) Do I personally enjoy the game?

Not all games are appropriate for language instruction. To achieve the students' learning objectives, various criteria must be used to decide whether

---

<sup>27</sup>Littlewood, *Communicative Language Teaching*. Cambridge University Press (1981).

<sup>28</sup> Khan, *Using Games In Teaching English To Young Learners*. England: Longman (1996).

the game is appropriate for use in a teaching and learning environment.

#### **d. Types of Games**

Games can be divided into two categories: competitive games, in which players compete to be the first to the goal, and cooperative games, in which players cooperate to achieve the same objective. The exercise was divided into two games: linguistic and communicative. While communicative games focus on effective communication, linguistic games are primarily focused on the grammar and usage of the language.<sup>29</sup>

There are different types of games:<sup>30</sup>

- a. Sorting, arranging or putting games in order (combining activities)
- b. Games with information gaps Information gap games
- c. Guessing games

While others speculate, the player with the information purposefully keeps it to themselves. There are several different information-gap games here. One of the most well-known guessing games is 20 Questions, in which each participant names a well-known figure, location, or thing. 20 Yes/No questions can be asked for the other participants to learn hints about who or what the individual is contemplating.

- d. Search games
- e. Matching games
- f. Matching-up games (Jigsaw principle)

---

<sup>29</sup>Hadfield, Beginner's Communication Games. England: Addison Wesley longman Limited(1999) P 5

<sup>30</sup>Hadfield, Beginner's Communication Games. England: Addison Wesley longman Limited(1999) (1999) p 4-6.

- g. Labelinggames
- h. Exchanging and collectinggames
- i. Puzzle- solvingactivities
- j. Role-playgames
- h. Simulation

The researcher chooses a guessinggame because it is very easy for seventh-grade to understand.

#### a) **Guessing Games**

The fundamental tenet of guessing games is straightforward: one person knows something that the other wants to learn.<sup>31</sup> Guessing games are activities in which players compete separately or in teams to identify an ambiguous object (as in riddles or charades). In guessing and speculating games, one person has information that the other players must uncover.

According to the definition given above, a guessing game is one in which players come up with their solutions or work together to identify or discover what they already know. The teacher can change up this game. Others are expected to make educated guesses about who, what, and where the player might be. A single word, phrase, sentence, or sentence can be used to represent the thing that should be guessed.

The steps of guessing games:<sup>32</sup>

1. Before starting the guessing games the teacher divides them into groups.

---

<sup>31</sup>Klippel Keep Talking. Communicative Fluency Activities For Language Teaching. Cambridge: Cambridge University Press.( 1994): p.13

<sup>32</sup>Merriem Webster, Encylopedia Unbridge Dictionary of The English Language (1986) P.1008

After that, the teacher explained the guessing games.

2. Request that one member of each group stands in front of the other group members. The standing pupil shouldn't look at the board.
3. Write one artist's name.
4. Request that everyone in the group name the artist's traits.
5. Give the students in the group who have seated in front of the class an opportunity to identify the artist.
6. The student who can guess the first time and the answer is correct, gets a score for his group.
7. Ask other members to take turns standing, and do as before the procedure.

#### **b) Guessing Games in Teaching Speaking**

There is a widespread misperception that learning must always be serious and that if learning includes humor and comedy, it is not learning. The easiest approach to learning a language and having fun at the same time is sometimes through games. Games can be used in English language instruction. In all phases of teaching-learning sequences, games can be found to provide practice for all skills (reading, speaking, listening, and speaking).

Aside from the aforementioned ideas, it is obvious that all talents, including speaking, can be used in teaching. There are numerous benefits of using games to teach speaking to students. Games give students the chance to speak English verbally, allowing them to practice and improve their English-speaking skills. The exercises offered by games are enjoyable and soothing while yet very much falling under the umbrella of language acquisition. It is intended that delayed or hesitant

language learners can participate actively to demonstrate their proficiency and gain confidence in using the language. Games that require guessing can be used to teach speaking among other methods of teaching guessing.

Guessing games can be used to introduce new concepts, develop existing ones, reinforce them, give variety to routine tasks, or simply break the ice. However, the most crucial role is to help with communication skills. It has been suggested that guessing games can keep kids from getting bored while they are learning. However, motivating pupils to practice their English is of utmost importance. Additionally, they state that playing guessing games can be a simple way to learn or reinforce a variety of ideas. " Guessing what I am, or "guess who I am," can be used to teach students about different age groups, professions, or animals (baby, child, teenager, young adult, elderly person). We can infer from the aforementioned claims that a teacher can teach a variety of subjects, including professions, animals, transportation, and more, by introducing some notions of guessing games, such as "guessing what I am" and "guessing who I am".

### **C. The hypothesis of The Research**

To the hypothesis, this reach used statistic hypothesis will be formulated as follow:

Ho: The use of communicative language games is not implemented to improve the learning process of speaking English in class at SMPN 2 Bua Ponrang Grade VIII.

H<sub>1</sub>: The use of communicative language games implemented to improve the learning process of speaking English in classat SMPN 2 Bua Ponrang Grade VIII.

## CHAPTER III

### RESEARCH METHOD

#### A. Types of Research

In this study, the researcher employed an action research project that looked at the use of the communicative game to improve the speaking skills of SMPN 2 Bua Ponrang students in grade VIII. In doing the action research, there are four phases within one cycle, those are planning, action, observation, and reflection. If the outcome has not yet been explored, these phases were repeated for the other cycle.

#### B. Research Procedure

1. Research subject

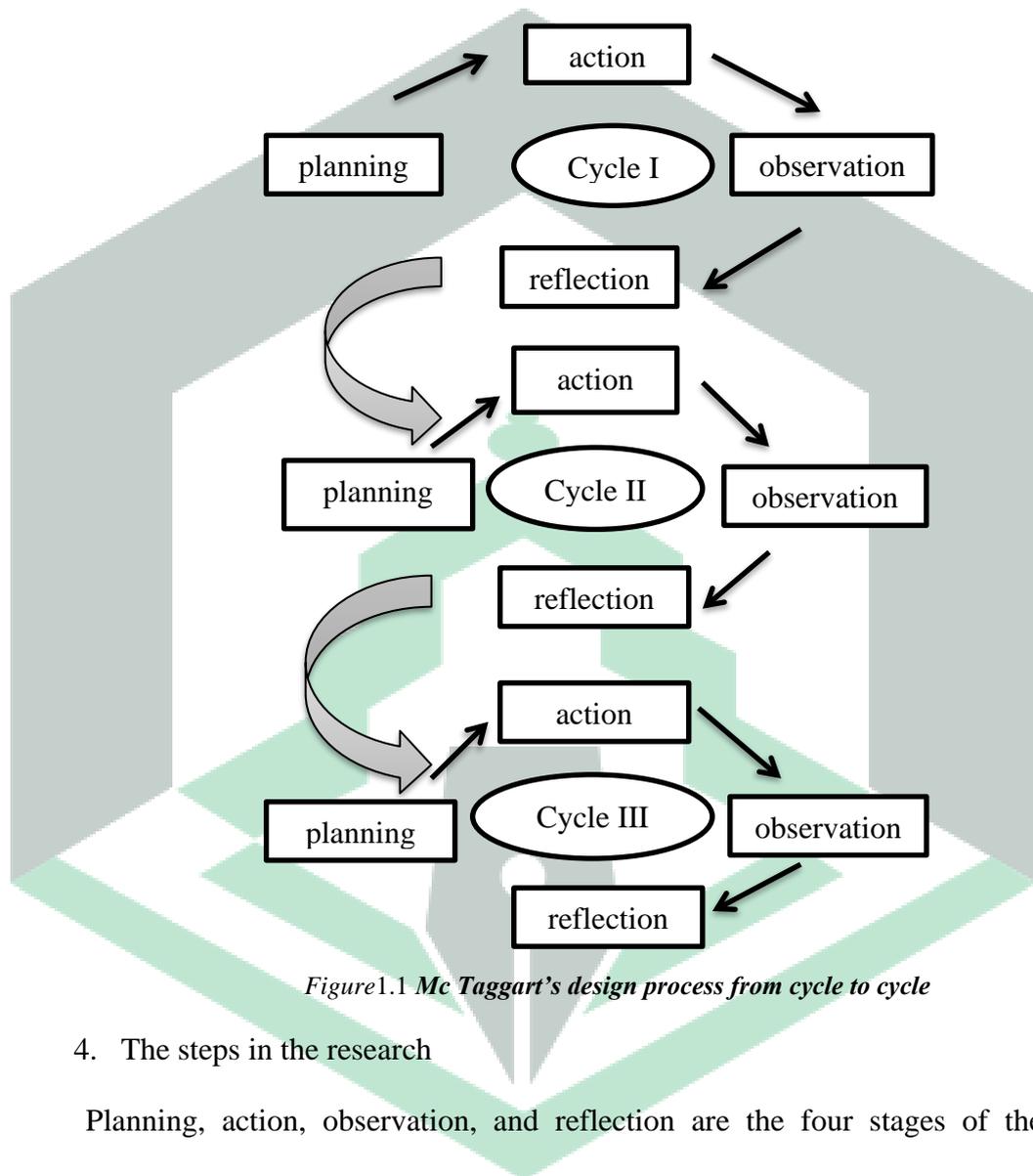
The focus of this study was eighth-grade students.

2. Research location

The research was located at SMPN 2 Bua Ponrangon Mario, Bua Ponrang.

3. Research Design

Kemmis and McTaggart's design used in this classroom action research procedure. This design consists of two cycles (three cycles if needed) with four phases: planning, action, observation, and reflection.



*Figure 1.1 Mc Taggart's design process from cycle to cycle*

#### 4. The steps in the research

Planning, action, observation, and reflection are the four stages of the research process, which are several cycles.

##### 1. Planning

The researcher needs to prepare What steps was taken to implement communication game in speech instruction.

- a. The first is the selection of teaching materials.
- b. After the selection of the materials, lesson planning.
- c. Study group division.
- d. The researcher will ask students concerning the materials they have been learning during the learning process.

## 2. Action

- a. The researcher chooses teaching materials.
- b. The researcher carried out the lesson plan. Here, she also takes students' scores by using a points sheet.
- c. The researcher divided study groups of four people into 1 group.
- d. The researcher questions students about the subjects they have been studying during their education. If there were issues, the research would provide some time and chances for discussion and problem-solving. She occasionally gives students advice before closing class with a salam.

The steps in the one cycle for the first day with given material and games, the students were given a test to determine the extent of the students' materials and applied games to stimulate students to speak.

## 3. Observation

- a. During the teaching and learning process, the researcher watches students' actions, their engagement in class, teachers' actions, and the environment of the classroom.
- b. The researcher observes students who are active in groups.
- c. To do this, the researcher uses a structured observation form that the author

has created.

#### 4. Reflection

This phase is intended to review and assess the first three phases. It is completed utilizing the data gathered to assess the success of the following cycle.

- a. A reflection on the teaching and learning process is made by the researcher.
- b. The researcher will be aware of the action's advantages and disadvantages.
- c. The researcher evaluates the result of the test and also from the observation done by the researcher and the observer during the teaching and learning process.

#### C. Target in Research

Regarding the research's aim, including the method and outcome. The implementation of a communicative language game is the study objective in the form of a process, and the research objectives are the outcome, namely how many points the students receive when they implement a communicative language game.

#### D. Instruments

The instruments for collecting the data are:

1. Observation Sheets

The observer is required to complete the observation sheet in its entirety.

2. Speaking Test

Speaking test contains scores of students' speaking performances.

3. Questionnaire

The questionnaire is asking written questions to be answered in writing by the respondent. The questionnaire about seeing the responses of

students' to communicative language games.

#### **E. Procedure Data Collection Technique**

##### 1. Observation

Observation is utilized to gather data based on the observation during the teaching and learning process of speaking. The statement concerning the teaching-learning process, instructional resources, media, and methodologies used in the teaching-and-learning process will all be listed.

##### 2. Speaking Test

The scores are obtained through a speaking test. The final scores were totaled and revealed whether or not the communicative games had improved the students' speaking abilities.

##### 3. Questionnaire

The Questionnaire is a collection used to obtain information from the respondent by placing a check mark on one of the answer choices in the column provided, Questionnaire is directly distributed to each student.

#### **F. The technique of data analysis**

The methods used to analyze the data in this study were:

##### 1. Scoring the students' speaking

There are several assessments used in speaking, namely:

**Table 3.1** Accuracy assessment rubric

Score	Description
-------	-------------

5	Most statements are correctly uttered, with just a very tiny mother tongue influence on pronunciation and a few minor grammatical and lexical mistakes.
4	Mother tongue influence is moderate, but there are no serious phonological errors. There are a few, though minor, grammatical and lexical mistakes.
3	Only a few phonological errors show how the mother tongue influences pronunciation. There are numerous, some quite serious, grammatical and lexical mistakes.
2	My fundamental grammatical and lexical errors have a big impact on pronunciation, which can lead to a breakdown in communication.
1	There are numerous basic grammar and lexical mistakes as well as significant pronunciation issues. There is no requirement that you master any language skills or engage in practice outside the course.

**Table 3.2** Fluency assessment rubric

Score	Description
5	Fluent like a native speaker
4	Fluency seems a little compromised by language problems
3	Fluency is a bit disturbed by language problems
2	Often hesitates and stops because of language limitations
1	Talk stutters and stops making conversation impossible

**Table 3.3** comprehensibility assessment rubric

Score	Description
5	Understand all without experiencing difficulties
4	Understand almost everything, although there is repetition in certain parts
3	Understands most of what is said when speech is slowed down a bit despite the repetition
2	It's hard to follow what's being said
1	Can't understand even simple conversation

2. The following equation will be used to calculate a student's speaking test score:

$$\text{Score} = \frac{\text{total correct students}}{\text{total students}} \times 100$$

3. The following classification of used to determine the student's level:

- a. Excellent is classified as 81- 100
- b. Good is classified as 61- 80
- c. The average is classified as 41- 60
- d. Poor is classified as 21- 40
- e. Bad is classified as <20

4. The formula for determining the mean score:

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

Where :

x =mean score

$\sum x$  = total score

N = total respondents

5. The technique of data analysis Questionnaire

This questionnaire was obtained by giving questions related to teaching English, namely improving students' speaking skillsthrough communicative language game using guessing games by placing a check mark on one of the answer choices in the column provided. The result of the questionnaire is tabulated or calculated by how students respond.

6. The technique of data analysis observation

The observation technique is a data collection technique using researchers conducting direct observation in the field. Observation includes observing the conditions of learning interactions, children, and their groups. The result observation is presented descriptiveness.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

This chapter presents the findings from classroom action research that was carried out at SMPN 2 Bua Ponrang to improve students' speaking skills using a communicative language game.

##### Cycle 1

In the one meeting in cycle I with test speaking, The following actions have been made in the first based on the guidelines for action research in the classroom:

##### 1. Planning

To conduct the action research, various tools that had been developed and used in the past, namely:

- a. The researcher selection of teaching materials.
  - b. The researcher madea lesson plan using the communicative game with my games in teaching.
  - c. Study group division.
  - d. The researcher selection games.
  - e. Students' will play games.
  - f. The researcher conducts evaluation tests using the lecture material.
- ##### 2. Action

The action of a cycle I was implemented on Thursday 11 August 2022 the complete description is provided below:

- a. Before the teaching and learning process started, the researcher said welcome to the participants.
- b. The researcher also used English to check the students' attendance by calling their names.
- c. The researcher shared the learning goals that were achieved.
- d. The researcher explains the material to be taught, starting by describing people about appearance, before explaining describing people, the researcher first tries to explore the students' knowledge about describing people about appearance.
- e. The researcher splits the students into two groups after going over the subject.
- f. The researchers explain guessing games.
- g. After the researchers explain about guessing games, the researcher asked the representatives of each group to come forward.
- h. The researcher writes the name of the artist on the paper and then the group's friends provide the group with material describing people so that the friend in front can guess who the artist is.
- i. The group that answered correctly was the winner.

After giving the material, students are then given a test to determine the extent of their speaking skills.

**Table 4.1**The result of students' tests in cycle I

No	Respondents	The aspects of speaking assessment			Score of test
		Accuracy	Fluency	Comprehensibility	
1	R1	2	2	3	41
2	R2	2	2	2	40
3	R3	1	1	1	20
4	R4	1	1	2	21
5	R5	1	1	1	20
6	R6	1	1	1	20
7	R7	1	1	1	20
8	R8	1	1	1	20
9	R9	1	1	1	20
10	R10	1	1	1	20
TOTAL		12	12	14	242
		MEAN SCORE			24,20

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

$$= \frac{242}{10}$$

$$= 24,2$$

The greatest score was 40, while the lowest was 20, according to the aforementioned table. These are the students' learning outcomes following categorizing the value of their cycle 1 learning outcomes into 5 categories:

**Table 4.2 Category test cycle 1**

No	Classification	Rating	Frequency	Percentage
1	Excellent	81-100	<b>0</b>	<b>0 %</b>
2	Good	61-80	<b>0</b>	<b>0 %</b>
3	Average	41-60	<b>1</b>	<b>10 %</b>
4	Poor	21-40	<b>2</b>	<b>20 %</b>
5	Bad	<21	<b>7</b>	<b>70 %</b>
Total			<b>10</b>	<b>100 %</b>

1 student received an average grade, 2 received a grade that included the poor category, and 7 received a grade that included the bad category out of the 10 students that took the test in the first cycle.

### 3. Observation

Based on the researcher's observation of the cycle 1 teaching and learning process, the following information was obtained:

1. When the researcher explained the material, the students were still not paying attention.
2. Some students are engaged in other activities while learning is taking place.

3. Noise levels increased when the researcher divided the students into groups and when the guessing and communication game began.
4. When the students' are divided into groups, in the group there are those who are active in giving information to their friends and some who are not.
5. The researcher shows the students' activeness based on the students of the guessing games communication game.

**Table 4.3**The result observation of students' activeness in cycle 1

No	Students' name	Activeness			
		Very active	Active	Less active	Passive
1	R1	√			
2	R2			√	
3	R3		√		
4	R4		√		
5	R5			√	
6	R6			√	
7	R7			√	
8	R8			√	
9	R9				√
10	R10			√	

The students' engagement or motivation in learning English to improve their speaking skills through communicative language game using guessing games was

assessed using the observation sheet, where the students' activity was acquired using observation sheets from each cycle's meeting:

- a. The students are very active, and responsive, and take part actively in all activities during the teaching process.
- b. Active learning is when students respond to the material being taught during the learning process, by using communicative language game used guessing games
- c. Less active, yet they still pay attention, respond when asked questions, and participate when divided into different groups for games. Communicative language game use guessing games, which are students who are not active in each group.
- d. Passive, they are students' who do not actively pay attention and provide responses in each group.

#### 4. Reflection

In the implementation of learning in a cycle, I aim to improve students' speaking skills through communicative language game.

- a. When the researcher explained the material being taught, some students focused more attention on the activities they were doing than on what the researcher was saying.
- b. when students are divided into several groups and play guessing games, there are still some students who are less active in groups.
- c. The lack of time in explaining the material being taught so that when the guessing games start the time is sufficient.

Seeing this situation, the researcher gave the students guidance and motivation to want to focus more on the researcher's explanations, and when the students were in groups, they focused more on the group. Regarding the researcher's original objective, which was to improve students' speaking skills through communicative language game using guessing games, the researcher concluded that the first cycle's execution of learning through guessing games was subpar. This is what motivates the researcher to advance to cycle II since if they stop at cycle I, the research is deemed failed because the set goals were not achieved.

#### Cycle II

The one meeting in cycle II with test speaking. Cycle II's objective is to carry out cycle I tasks in a more effective way by correcting cycle perceived flaws.

##### 1. Planning

To carry out action research, differences that have been made and developed previously are needed, namely:

- a. The researcher selection of teaching materials.
- b. The researcher made a lesson plan on how to fill in the words in the picture. So filling in the words in the picture will be distributed to each group to work on.
- c. Study group division.
- d. Students' will play games.
- e. The researcher will give time to play games.
- f. The researcher makes a speaking test based on the material that has been taught.

##### 2. Action

On Saturday, August 13, 2022, the second cycle action was put into action. To carry out the learning activities, the lesson plan that had been prepared in advance was used.

- a. Before the teaching and learning process started, the researcher invited participants.
- b. The researcher communicated the academic objectives that have been taken place.
- c. The researcher explains the lesson's material, starting by describing people about appearance and personality/character, before explaining the material, the researcher first tries to explore the students' knowledge about describing people.
- d. After explaining the materials, the researcher then divides the students' into four groups.
- e. The researcher explains guessing games.
- f. After the researcher explain about guessing games, the researcher asked the representatives of each group to come forward.
- g. The researcher chooses the name of the artist on the picture and then the group's friends provide the group with material describing people about appearance and personality/characterso that the friend in front can guess who the artist is.
- h. The researcher starts the games and the group that answered correctly was the winner.
- i. The students' are allowedto convey the results of their identification.

After giving the material, students are then given a test to determine the extent of their speaking skills.

**Table 4.4**The result of students' tests in cycle II

No	Respondents	The aspects of speaking assessment			Score of test
		Accuracy	fluency	Comprehensibility	
1	R1	3	3	4	61
2	R2	1	2	2	40
3	R3	3	4	4	70
4	R4	4	4	3	70
5	R5	2	3	2	41
6	R6	2	2	2	40
7	R7	2	1	2	35
8	R8	1	2	2	35
9	R9	2	2	3	41
10	R10	2	1	2	40
		22	24	26	474
TOTAL		MEAN SCORE			47,400

$$\begin{aligned}
 \bar{x} &= \frac{\sum x}{N} \\
 &= \frac{474}{10} \\
 &= 47,4
 \end{aligned}$$

Based on the table above, the highest score was 70 and the lowest was 35. The learning results of the students are as follows if the value of their cycle II learning outcomes is divided into five categories:

**Table 4.5**Category test cycle II

No	Classification	Rating	Frequency	Percentage
1	Excellent	81-100	<b>0</b>	<b>0 %</b>
2	Good	61-80	<b>3</b>	<b>30 %</b>
3	Average	41-60	<b>2</b>	<b>20 %</b>
4	Poor	21-40	<b>5</b>	<b>50 %</b>
5	Bad	<21	<b>0</b>	<b>0 %</b>
Total			<b>10</b>	<b>100 %</b>

Based on the table, 3 of the 10 students who took the test in cycle II obtained a good category grade, 2 received an average category score, and 5 received a grade that included a poor category.

### 3. Observation

Based on the researcher's observation of the cycle III teaching and learning process, the following information was obtained:

- a. When the researcher explained the material to the students, they were still unable to focus
- b. Some students are busy with other activities during the learning process.

- c. The conditions become noisy when the researcher divided the students into groups, as well as when the guessing games and communicative game started.
- d. When the students' are divided into groups, in the group there are those who are active in giving information to their friends and some who are not.
- e. The researcher shows the students' activeness based on the students' guessing games and communicative game.

**Table 4.6**The result observation of students' activeness in cycle II

No	Students' name	Activeness			
		Very active	Active	Less active	Passive
1	R1	√			
2	R2			√	
3	R3	√			
4	R4		√		
5	R5		√		
6	R6			√	
7	R7		√		
8	R8			√	
9	R9		√		
10	R10			√	

The students' participation or motivation in learning English to improve their speaking skills through communicative language game using guessing games was

evaluated using the observation sheet, and the students' work was gathered using the sheets from the meetings of each cycle.

- a. The students are very active, and responsive, and actively participate in all aspects of the instructional process.
- b. Active learning refers to a student's response to the material being taught through the use of communicative language game using guessing games.
- c. Less active students pay attention and respond, and when they are divided into different groups for guessing games, each group had inactive students.

#### 4. Reflection

- a. When the researcher explained the material being taught, some students continued to pay focus to their activities rather than what the researcher was saying.
- b. When students' are divided into several groups and carry out guessing games, there are still some students who are less active in the group.

When the group is more focused on the group, the researcher provides guidance and encouragement for students to want to focus more on the explanation provided by the researcher. Back to the researcher's goal to improve students' speaking skills through communicative language game, the researchers concluded that in cycle II, the implementation of learning using guessing games was quite good, but the results obtained were still lacking. This is what motivates the researcher to proceed to cycle III since, if the researcher stops at cycle II, he or she will be deemed unsuccessful for having failed to meet the stated objectives.

#### Cycle III

In the one meeting in cycle III with test speaking, the objective of cycle III is to repeat the activities in cycle II by making improvements to the way that are considered lacking in cycle II.

### 1. Planning

To carry out action research, differences that have been made and developed previously are needed, namely:

- a. The researcher selection of teaching materials.
- b. The researcher makes lesson material describing people about the profession.
- c. Study group division.
- d. The researcher selection games.
- e. Students' will play games.
- f. The researcher will give time to play games.
- g. The researcher makes a speaking test based on the material that has been taught.

### 2. Action

The action of cycle III was implemented on Saturday 20 August 2022 the complete description is provided below:

- a. The researcher welcomed participants before the teaching and learning process started.
- b. The researcher also used English to call out the names of the students to check their attendance.
- c. The researcher shared the learning goals that have taken place.

- d. The researcher attempts to ascertain the students' understanding of describing people about the profession before attempting to explain about describing people before starting to explain the material to be taught.
  - e. The researcher divides the students into four groups after explaining the material.
  - f. The researchers explain about guessing game “Who I am”.
  - g. After the researcher explain about guessing game “Who I am”, the researcher asked the representatives of each group to come forward.
  - h. The students choose the name of the artist on the paper and then the group’s friends provide the group with material describing people so that the friends in front can guess who the artist is.
  - i. The researcher gave 2 minutes to play games and the group that answered correctly was the winner.
- After giving the material, students are then given a test to determine the extent of their speaking skills.

**Table 4.7**The result of students' tests in cycle II

No	Respondents	The aspects of speaking assessment			Score of test
		Accuracy	fluency	Comprehensibility	
1	R1	4	4	4	80
2	R2	2	3	2	41
3	R3	5	4	4	81
4	R4	4	4	5	81

5	R5	3	3	3	60
6	R6	2	3	2	41
7	R7	2	2	3	41
8	R8	2	2	3	41
9	R9	4	4	3	70
10	R10	2	3	2	41
TOTAL		38	31	31	563
		MEAN SCORE			56,300

$$\begin{aligned}
 x &= \frac{\sum x}{N} \\
 &= \frac{563}{10} \\
 &= 56,3
 \end{aligned}$$

According to the data above, the best score was 81 and the lowest was 41. The learning results of the students are as follows if the value of a cycle III learning outcome is classified as follows:

**Table 4.8**Category test cycle III

No	Classification	Rating	Frequency	Percentage
1	Excellent	81-100	2	20 %
2	Good	61-80	2	20 %
3	Average	41-60	6	60 %
4	Poor	21-40	0	0 %
5	Bad	<21	0	0 %
Total			10	100 %

Based on the table, out of 10 students' who took the test in cycle III, 2 students' received an excellent category, 2 students' received a good category, and 6 students received an average category.

### 3. Observation

Based on the researcher's observation of the cycle III teaching and learning process, the following data was gathered:

- a. Some students are engaged in other activities while the learning process is taking place, according to a.
- b. The conditions became noisier when the researcher divided the students into groups, as well as when the guessing games and communication games started.
- c. When the students are divided into groups, some of the members of the group actively share information with their peers, while others do not.
- d. The researcher shows the students' activeness based on the students' guessing games and communicative games.

**Table 4.9**The result observation of students' activeness in cycle III

No	Students' name	Activeness			
		Very active	Active	Less active	Passive
1	R1	√			
2	R2		√		
3	R3	√			
4	R4	√			
5	R5		√		
6	R6		√		
7	R7		√		
8	R8		√		
9	R9		√		
10	R10			√	

The students' engagement or motivation in learning English to improve their speaking skills through communicative language games using guessing games was assessed using the observation sheet, which was obtained using observation sheets from each cycle's meeting:

- a. The students are very interested, attentive, and actively take part in all aspects of the teaching process.
- b. Active learning is the students' response to the content being taught through the use of communicative language activities like guessing games.

- c. Less active students pay attention and respond, and when they are divided into various groups for guessing games, each group has inactive students.
- d. Reflection

When students' are divided into several groups and carry out the guessing games "Who I am", Some students in the group are still less engaged than others. Regarding the researcher's original objective, which was to improve students' speaking skills through communicative language game, the researchers concluded that cycle III saw a decent implementation of learning through guessing games, but the outcomes were still insufficient. This is what motivates the researcher to advance to cycle IV; however, he would be considered a failure for not meeting the planned objectives if he only made it to cycle III.

#### Cycle IV

In the one meeting in cycle III with test speaking, The objective of cycle III is to carry out cycle II's activities in a better way by addressing cycle II's perceived shortcomings.

#### 1. Planning

Changes that have been made and developed previously are required to conduct action research, including:

- a. The researcher selection of teaching materials.
- b. The researcher makes lesson plan material.
- c. Study group division.
- d. Students' will play games.
- e. The researcher will give time to play games.

f. The researcher makes a speaking test based on the material that has been taught.

2. Action

The action of cycle IV was implemented on Thursday 25 August 2022. The complete description is provided below:

a. Before the teaching and learning process started, the researcher welcomed participants.

b. The researcher also called the names of the students in English to verify their attendance.

c. The researcher shared the instructional objective that has taken place.

d. The researcher explains the material to be taught, starting by describing people about appearance, personality/character, and profession, before explaining describing people, the researcher first tries to explore the students' knowledge about describing people about appearance, personality/ character, and profession.

e. After a lesson, the researcher divides the group into four groups.

f. The researcher discusses guessing games.

g. After the researcher explains about guessing games, the researcher asked the representatives of each group to come forward.

h. The students choose the name of the artist on the paper and then the group's friends provide the group with material describing people so that the friend in front can guess who the artist is.

- i. The researcher give 2 minutes to play games and the group that answered correctly was the winner.

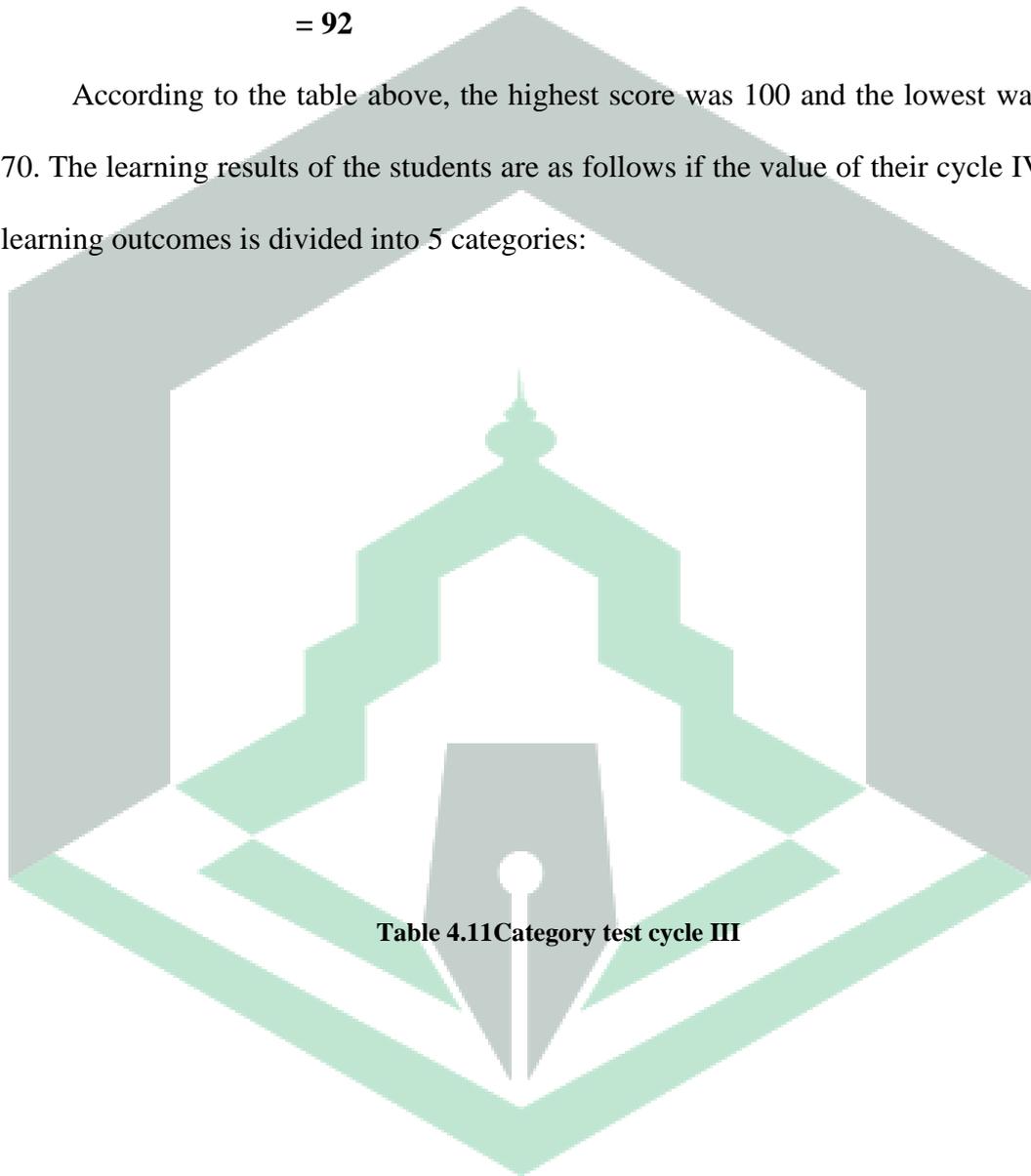
After giving the material, students are then given a test to determine the extent of their speaking skills.

**Table 4.10**The result of students' tests in cycle II

No	Respondents	The aspects of speaking assessment			Score of test
		Accuracy	fluency	Comprehensibility	
1	R1	5	5	5	100
2	R2	4	3	4	70
3	R3	5	5	5	100
4	R4	5	5	5	100
5	R5	4	4	5	90
6	R6	4	5	5	95
7	R7	3	5	4	80
8	R8	4	5	4	90
9	R9	5	5	5	100
10	R10	4	5	5	95
TOTAL		44	46	46	920
		MEAN SCORE			92,000

$$\begin{aligned}x &= \frac{\sum x}{N} \\ &= \frac{920}{10} \\ &= 92\end{aligned}$$

According to the table above, the highest score was 100 and the lowest was 70. The learning results of the students are as follows if the value of their cycle IV learning outcomes is divided into 5 categories:



**Table 4.11** Category test cycle III

No	Classification	Rating	Frequency	Percentage
1	Excellent	81-100	<b>8</b>	<b>80 %</b>
2	Good	61-80	<b>2</b>	<b>20 %</b>
3	Average	41-60	<b>0</b>	<b>0 %</b>
4	Poor	21-40	<b>0</b>	<b>0 %</b>
5	Bad	<21	<b>0</b>	<b>0 %</b>
Total			<b>10</b>	<b>100 %</b>

Based on the table, out of 10 students' who took the test in cycle IV, 8 students' received an excellent category, and 2 students received a good category.

### 3. Observation

Based on the researcher's observation of the cycle IV teaching and learning process, the following data was gathered:

- a. Some students are engaged in other activities while the learning process is taking place, according to a.
- b. After the students have been broken into groups, some actively inform their friends, and some do not.
- c. The researcher shows the students' activeness based on the students of the guessing games communicative game.

**Table 4.12**The result observation of students' activeness in cycle IV

		Activeness
--	--	------------

No	Students' name	Very active	Active	Less active	Passive
1	R1	√			
2	R2		√		
3	R3	√			
4	R4	√			
5	R5	√			
6	R6	√			
7	R7		√		
8	R8	√			
9	R9	√			
10	R10	√			

The students' participation or motivation in learning English to improve their speaking skills through communicative language game using guessing games was assessed using the observation sheet, where the students' activity was obtained using observation sheets from each cycle's meeting.

- a. The students are very active, attentive, and actively participate in all aspects of the teaching process.
- b. Active learning refers to a student's response to the content being taught through the use of communicative language game using guessing games.

#### 4. Reflection

Students have begun to understand and become accustomed to the researcher's use of communicative games as cycle IV is implemented. The findings of calculating students' learning outcomes by giving tests to students show that the use of communicative games by researchers to enhance students' speaking skills is successful.

The questionnaire was given to 10 respondents which aim to see students' responses to the communicative language game. In the questionnaire, 10 questions must be answered by a learner of SMPN 2 Bua Ponrang where students must choose one question option using a "Yes" or "No" response.

**Table 4.13 The result questionnaire students'**

No	Item	Respon	
		Yes	No
1.	In my opinion, using a communicative game as a medium of learning makes speaking learning fun	10	
2.	In my opinion, a communicative game as learning media have many advantages	10	
3.	Can a communicative game help me improve my speaking skills in English?	10	
4.	By using a communicative game, it is easier for me to memorize English vocabulary.	10	
5.	I like learning with this learning model because it has to be active so it's not boring	10	
6.	I feel happy working together in a group because I feel part of a group that has a hand in the success or failure of the group.	10	
7.	With the communicative game learning model, it can improve my learning concentration	10	
8.	I feel that the teacher conveys the material well using a communicative game	10	
9.	I like learning to use communicative game because they can increase mutual trust between friends in speaking	10	

10	With the communicative game learning model, I can measure the mastery of the material that I have obtained	10	
----	--	----	--

In the resulting questionnaire, the students' are very happy and like communicative game using guessing games.

## B. Discussion

The accuracy, fluency, and comprehensibility of three items were examined in this research based on three speaking criteria. 10 students took part in the research as respondents. From the observation, it was clear that the kids frequently made mistakes when pronouncing English words. Also, they were unable to master English vocabulary and functional expressions, which rendered them verbally impotent. Furthermore, the students struggled with motivation and confidence. Instead of letting students use the target language, the teacher just repeatedly explains. The ultimate objective of learning English is not achieved because there is no genuine communication during the activity. The activities lack communication and are repetitive. Based on the preceding explanation of the issue, the researcher carried out a study at SMPN 2 Bua Ponrang grade VIII called Improving Students' Speaking Skills Through Communicative Language Game. This research aims to assist English teachers in improving the students' speaking skill and assisting students in achieving their English learning goals. Based on the findings of four cycles of research, guessing games are used in the communicative language game implemented at SMPN 2 Bua Ponrang to improve students' speaking skills. The success of the research was demonstrated by the rise in the subject students' learning results.

The result of the research found that the implementation of communicative language game to improve the students' speaking skills use guessing games namely the researcher forms students in groups to be more competitive in one group with another group. The researcher then gave instructions to each group representative to come forward and stand in front of the group and play guessing games where each representative chooses an artist's picture then the group members give a guess. According to the material being taught. The group that answers first and correctly is the winner, then the students present the results of their identification.

The cycle test I evaluation result showed that the students' best score was 40 and their lowest score was 20. The researcher examined the students' inadequacies after seeing the students' classrooms. When the students divide into groups, the environment becomes noisy because the students are not paying attention, some of whom are preoccupied with other things throughout the learning process. Students' learning processes were not successfully observed during the cycle, and their test scores were low.

When the researcher explained the material being taught in cycle II, where the students' highest score was 70 and their lowest was 35, some students continued to pay attention to their activities rather than what the researcher was saying. The implementation of learning using guessing games was fairly effective, but the outcomes still needed improvement. In a similar vein, when students are divided into multiple groups and engage in guessing games, there are still certain students who are less engaged in the group.

In cycle III the students' highest was 81 and the lowest score was 41. When students are divided into several groups and carry out the guessing games "Who I am", there are still some students who are less active in the group. The implementation of learning using guessing games was good, but the results obtained were still lacking.

The highest student score in cycle IV was 100, and the lowest was 70. Students have started to understand and become familiar to the researcher's use of communication games as cycle IV is implemented. Researchers' use of communication games to help students talk more clearly can be said to be successful.

In this questionnaire, 100 % of students choose the option of a "Yes" response. The resulting questionnaire shows students are very happy and like communicative game using guessing games.

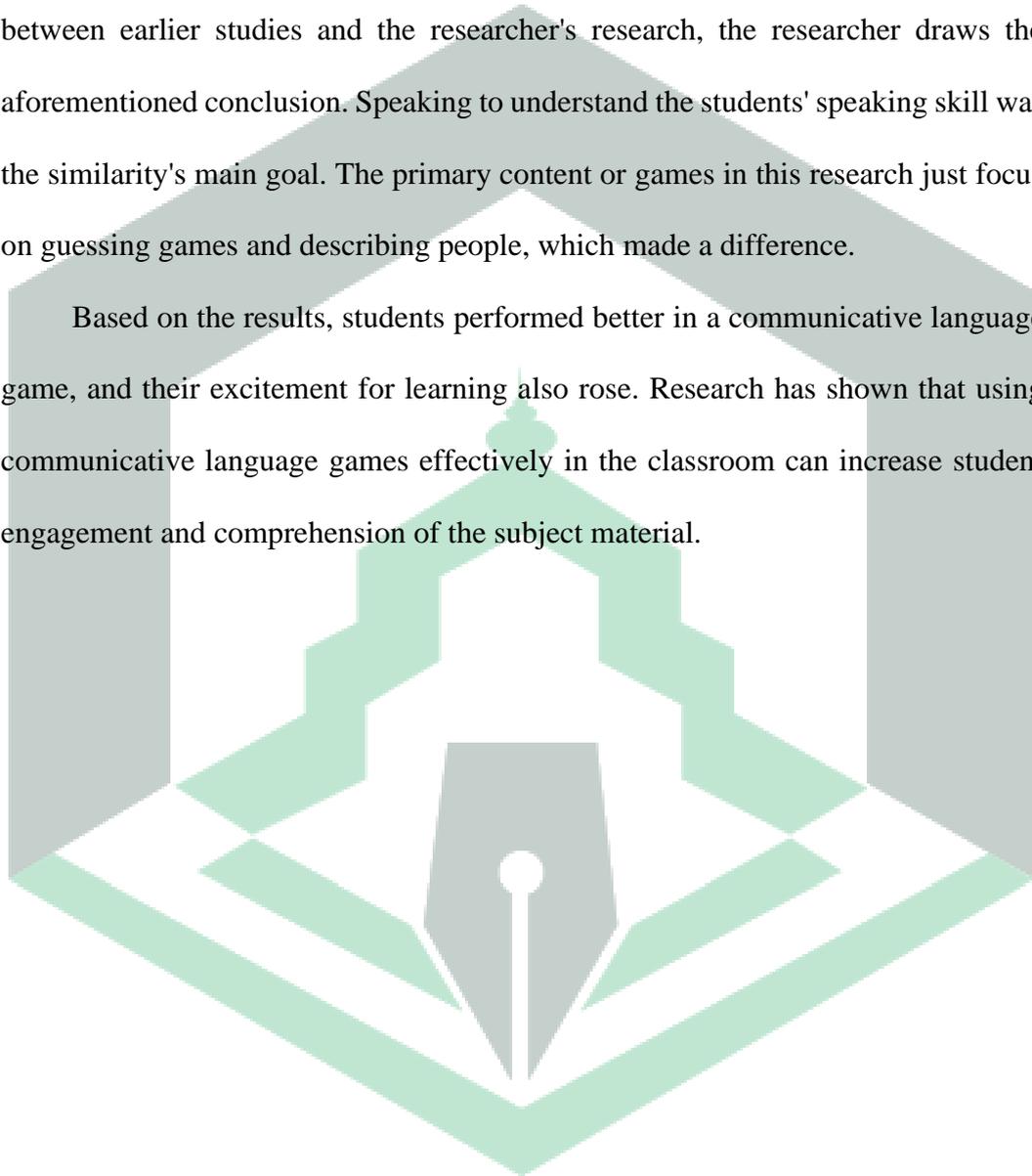
The implementation stages of cycle I, cycle II, cycle III, and cycle IV are not much different. The differences only lie when students are divided into groups and the number of students in groups. In cycle I, students are only divided into 2 groups in cycle II, students are divided into 4 groups. In cycle III, playing guessing games using "Who I am". In cycle IV, the researcher chooses the material taught in the previous cycle.

This research is in line with Intan Alfi (2015) who found that communicative games gave students opportunities to experience speaking in a real situation since games were designed as if students communicated in a real communicative context and communicative games were believed to improve students speaking skills in

some aspects as vocabulary and pronunciation. Furthermore, Nuim Hayat (2017) as explains that students become enjoy and more excited in the learning process.

Based on the research findings that there were both differences and similarities between earlier studies and the researcher's research, the researcher draws the aforementioned conclusion. Speaking to understand the students' speaking skill was the similarity's main goal. The primary content or games in this research just focus on guessing games and describing people, which made a difference.

Based on the results, students performed better in a communicative language game, and their excitement for learning also rose. Research has shown that using communicative language games effectively in the classroom can increase student engagement and comprehension of the subject material.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the data analysis of the findings and discussion in the previous chapter, there is an improvement in students speaking skills of grade students of SMPN 2 Bua Ponrang applying the communicative language game is effective. The researcher formed students into groups to be more competitive in one group with another group. The researcher then gave instructions to each group representative to come forward and stand in front of the group and play guessing games where each representative chooses an artist's picture then the group members give a guess. According to the material being taught. The group that answers first and correctly is the winner, then the students present the results of their identification. Also, they were inspired to acquire spoken English, which lessens the students' reluctance to communicate in English. It is intended that the use of games in the classroom as part of action research to improve students' speaking skills has been successful.

#### B. Suggestion

Based on the researcher's data and the data analysis, the following English teachers are recommended:

1. For teacher
  - a. Using the appropriate techniques, activities, or methods, the teacher must be able to convince the students that learning English is enjoyable and interesting.
  - b. The process of teaching and learning can be enjoyable, fun, and interesting. They must be flexible and mindful of the learner's needs.

c. Language communication games using guessing games should be considered as alternative games for teaching in the classroom and may be effective for improving students' speaking skills.

2. For students'

a. Students must make an effort to share thoughts and be active participants in the classroom learning process.

b. Students should be more attentive to the teacher's explanations and show a greater interest in English. so that they can comprehend the material the teacher is teaching.

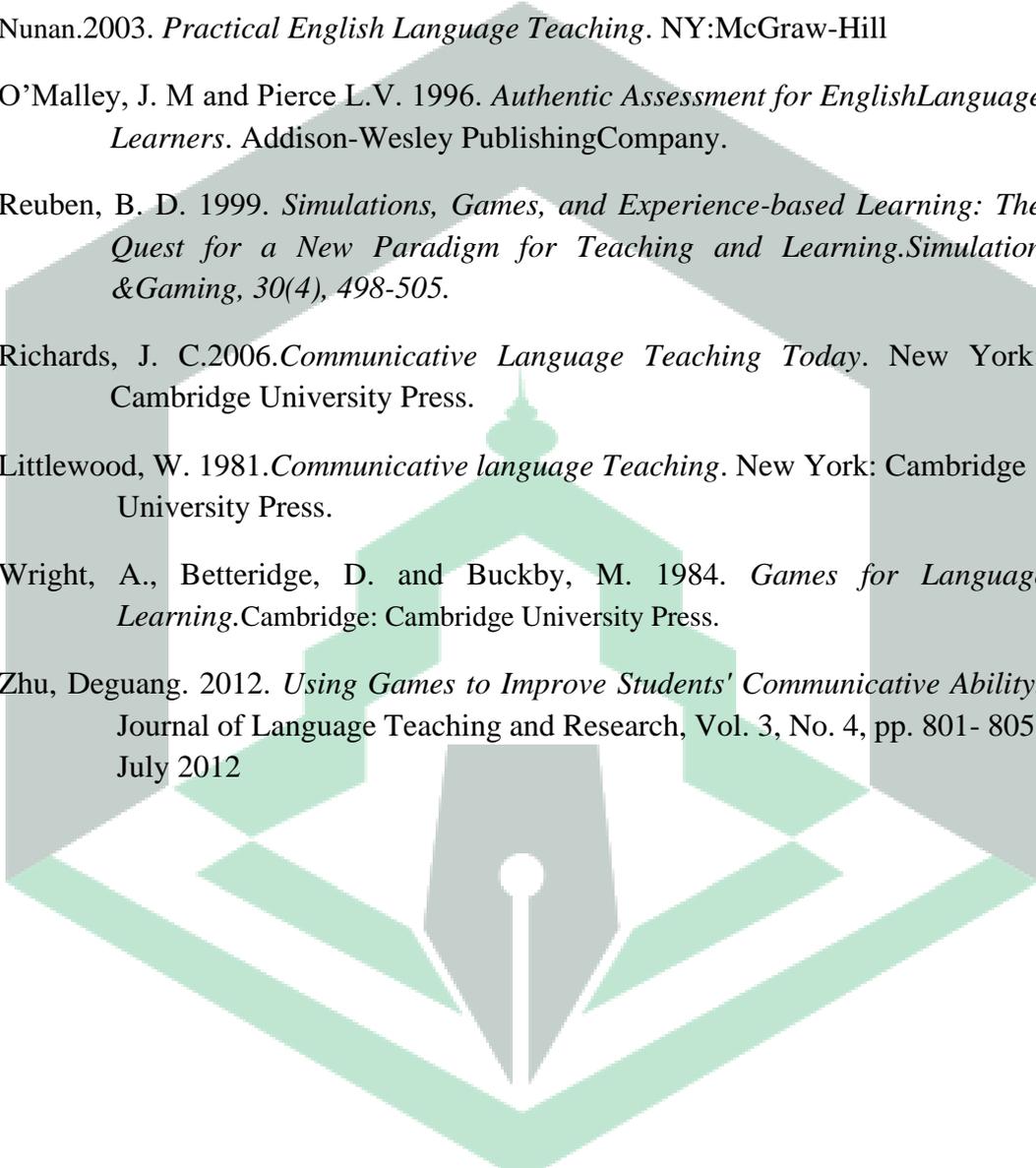
c. Students must also have high motivation to learn English, especially in speaking because speaking is the most important of the English language.

3. For other researchers

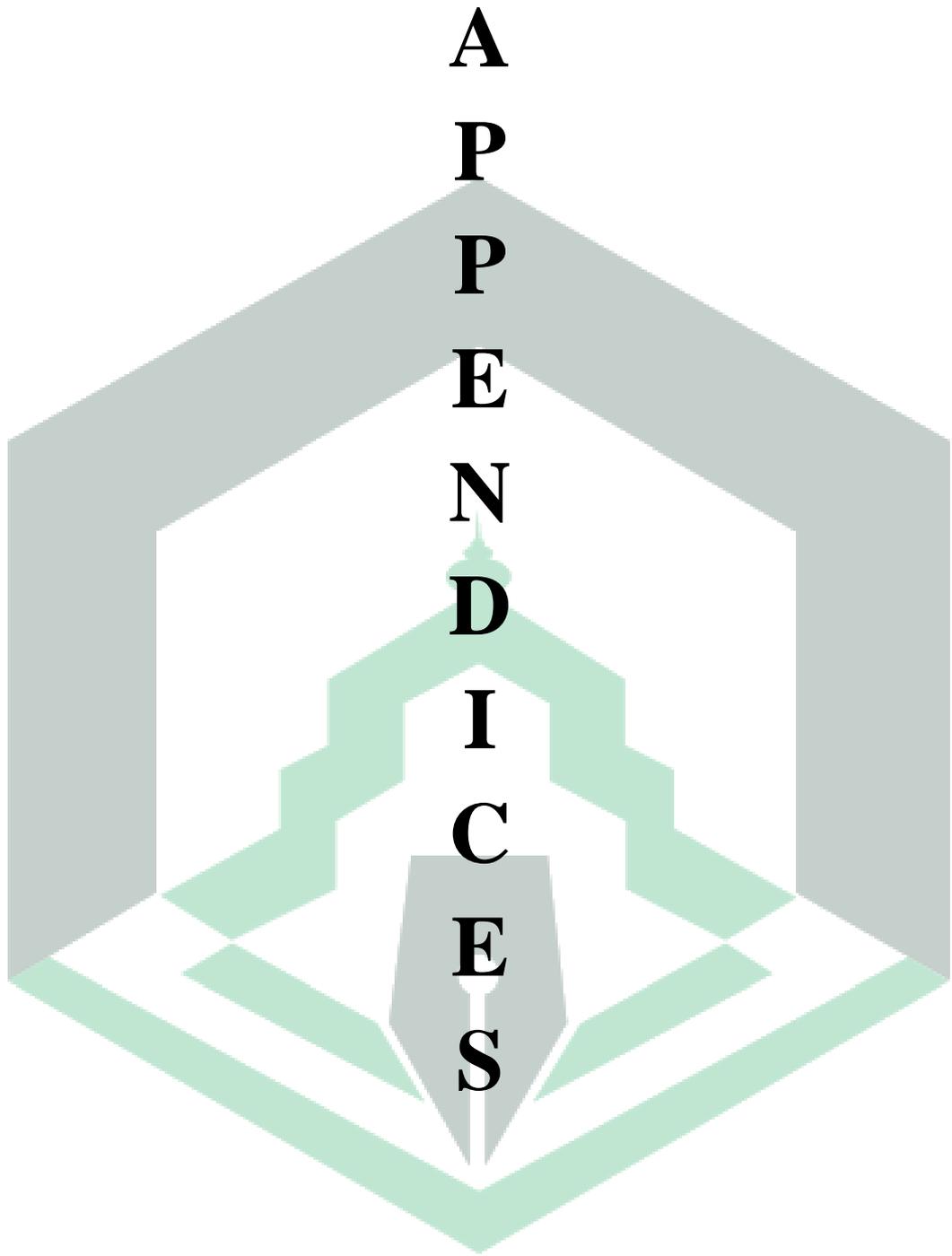
Hopefully, this will benefit research in the future. Communication can be increased in several speaking game teaching contexts. Other researchers working in the same area, they can utilize this research as a reference.

## BIBLIOGRAPHY

- Brown, H. D. 2000. *Teaching by principles: An interactive approach to language pedagogy*. San Francisco: San Francisco University.
- Brown, H. D. 2007. *Principles of language learning and teaching*. New York: Pearson Education, Inc.
- Burns, A. 1999. *Collaborative Action Research for English Language Teachers*. New York: Cambridge University Press.
- Celce-Murcia, M. (ed). 2001. *Teaching English as a Second or Foreign Language*, 3<sup>rd</sup> edition. Boston, MA: Heinle & Heinle.
- Chaney, A.L., T.L. Burke, *Teaching Oral Communication in Grades K-8*. Boston: Allyn and Bacon, 1998. *Journal of Engineering Technology and Education*, Vol. 7, No.1 March 2010, pp.126-142.
- Chen, I. 2005. *Using Games to Promote Communicative Skills in Language Learning*. The Internet TESL Journal, Vol. XI, No. 2, February 2005. Available: <http://iteslj.org/Techniques/Chen-Games.html>
- Deesri, A. 2002. *Games in the ESL and EFL Class*. The Internet TESL Journal, Vol. VIII, No. 9, September 2002. Available: <http://iteslj.org/http://iteslj.org/Techniques/Deesri-Games.html>
- Efrizal, D. 2012. *Improving Students' Speaking through Communicative Language Teaching Method at Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Deesri*, A. 2002. *Games in the ESL and EFL Class*. The Internet TESL Journal, Vol. VIII, No. 9, September 2002. Available: <http://iteslj.org/http://iteslj.org/Techniques/Deesri-Games.html>
- Efrizal, D. 2012. *Improving Students' Speaking through Communicative Language Teaching Method at Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia*: International Journal of Humanities and Social Science Vol. 2 No. 20 [Special Issue – October 2012]
- Harmer, J. 2001. *The Practice of English Language Teaching (3<sup>rd</sup> Ed.)*. London and New York: Longman Group.
- Iryanti, H.D. 2012. *Efforts to Improve the Students' Speaking Skill in VIII F Class at SMPN 1 Bantul in the Academic Year 2011/2012 Through Communication Games*. Skripsi. Yogyakarta: Universitas Negeri Yogyakarta.

- 
- Khan, J. 1996. *Using Games in Teaching English to Young Learners*. England: Longman
- Littlewood, W. 1994. *Communicative Language Teaching*. Cambridge: Cambridge University Press.
- Nunan. 2003. *Practical English Language Teaching*. NY: McGraw-Hill
- O'Malley, J. M and Pierce L.V. 1996. *Authentic Assessment for English Language Learners*. Addison-Wesley Publishing Company.
- Reuben, B. D. 1999. *Simulations, Games, and Experience-based Learning: The Quest for a New Paradigm for Teaching and Learning*. *Simulation & Gaming*, 30(4), 498-505.
- Richards, J. C. 2006. *Communicative Language Teaching Today*. New York: Cambridge University Press.
- Littlewood, W. 1981. *Communicative language Teaching*. New York: Cambridge University Press.
- Wright, A., Betteridge, D. and Buckby, M. 1984. *Games for Language Learning*. Cambridge: Cambridge University Press.
- Zhu, Deguang. 2012. *Using Games to Improve Students' Communicative Ability*. *Journal of Language Teaching and Research*, Vol. 3, No. 4, pp. 801- 805, July 2012

**A  
P  
P  
E  
N  
D  
I  
C  
E  
S**



## Appendix 1

### 1. Speaking test

#### Cycle I

What do you think about Ir Soekarno and present your opinion about him in 3 minutes?

#### Cycle II

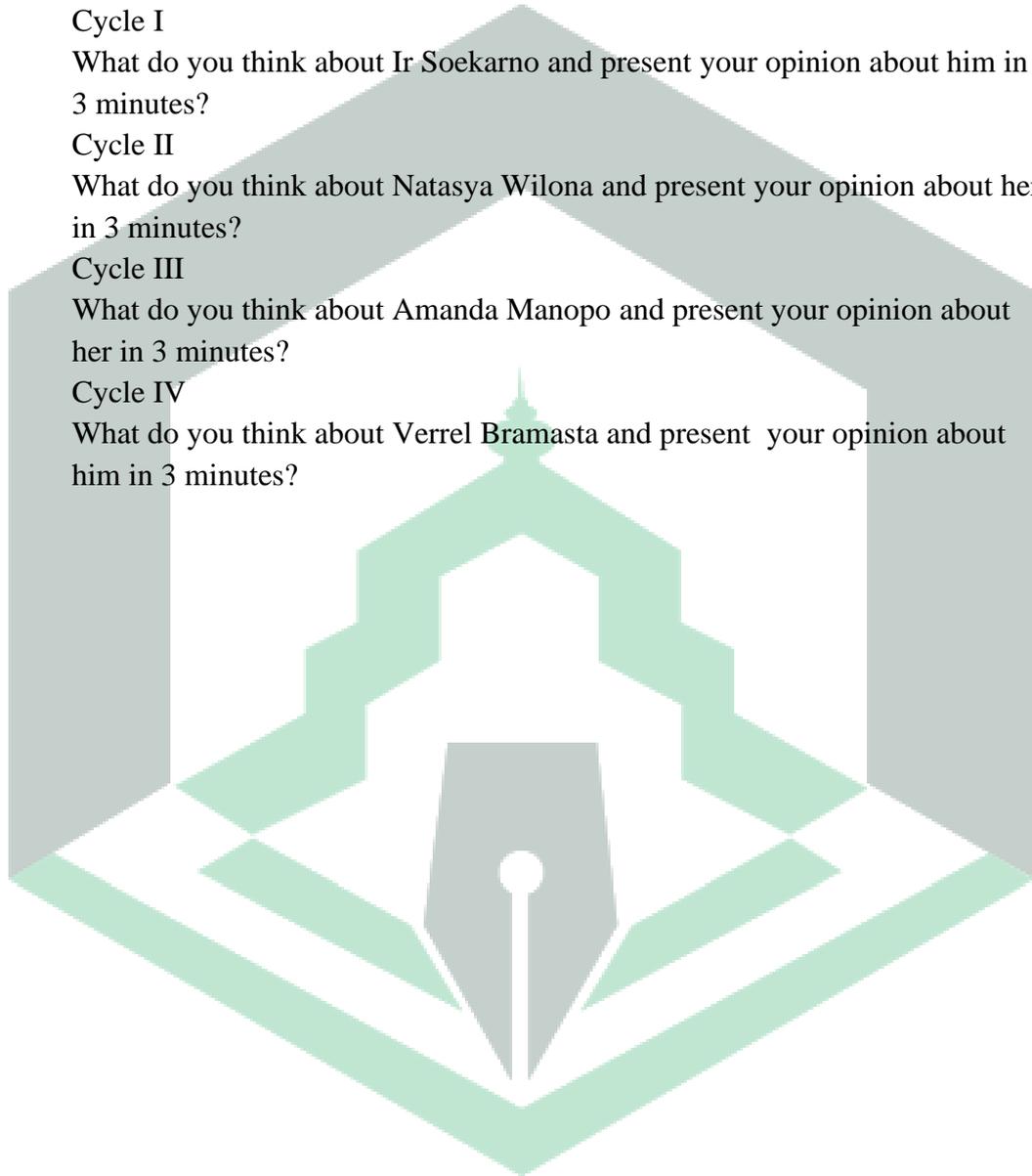
What do you think about Natasya Wilona and present your opinion about her in 3 minutes?

#### Cycle III

What do you think about Amanda Manopo and present your opinion about her in 3 minutes?

#### Cycle IV

What do you think about Verrel Bramasta and present your opinion about him in 3 minutes?



Appendices 2 validation speaking test

**SURAT PERNYATAAN VALIDASI  
TES SPEAKING**

Saya yang bertanda tangan dibawah ini:

Nama : Mangfirah Thnyyib  
NIP : 198507192018012001  
Pendidikan akhir : S3 Linguistik

Menyatakan bahwa instrumen penelitian TA atas nama Mahasiswa :

Nama : Herlisa Rumpak  
NIM : 18 0202 0191  
Prodi : Pendidikan Bahasa Inggris  
Judul TA : Improving Students' Speaking Ability Through  
Communicative Language Games At Smpn 2 Bupon

Setelah dilakukan kajian atas instrumen penelitian TA tersebut dapat dinyatakan

- Layak digunakan untuk penelitian  
 Layak digunakan dengan perbaikan  
 Tidak layak digunakan untuk penelitian yang bersangkutan

Dengan catatan dan saran/perbaikan sebagaimana terlampir.

Demikian agar dapat digunakan sebagaimana mestinya.

Palopo, 04 Juli 2022

Validator,

Mangfirah Thnyyib  
NIP.

Catatan:

Beri tanda ✓

Appendices 3 Observation sheet

Materi :

Tanggal pengamatan :

Jumlah siswa yang diamati :

Berilah tanda centang pada kolom skor sesuai dengan kondisi sebenarnya!

No	Aspects observed	Skor			
		1	2	3	4
1	Antusiasme siswa saat mengikuti pembelajaran				
2	Perhatian siswa terhadap guru pada saat penyampaian materi				
3	Keaktifan siswa dalam bertanya dan menjawab pertanyaan				
4	Interaksi siswa saat melakukan aktivitas secara berkelompok				
5	Ketertiban saat mengikuti proses pembelajaran				
6	Penampilan hasil kerja siswa dalam kelompok				
7	Penampilan hasil kerja siswa secara individu				
	<b>Jumlah</b>				

	<b>Persentase</b>				
	<b>Kriteria</b>				

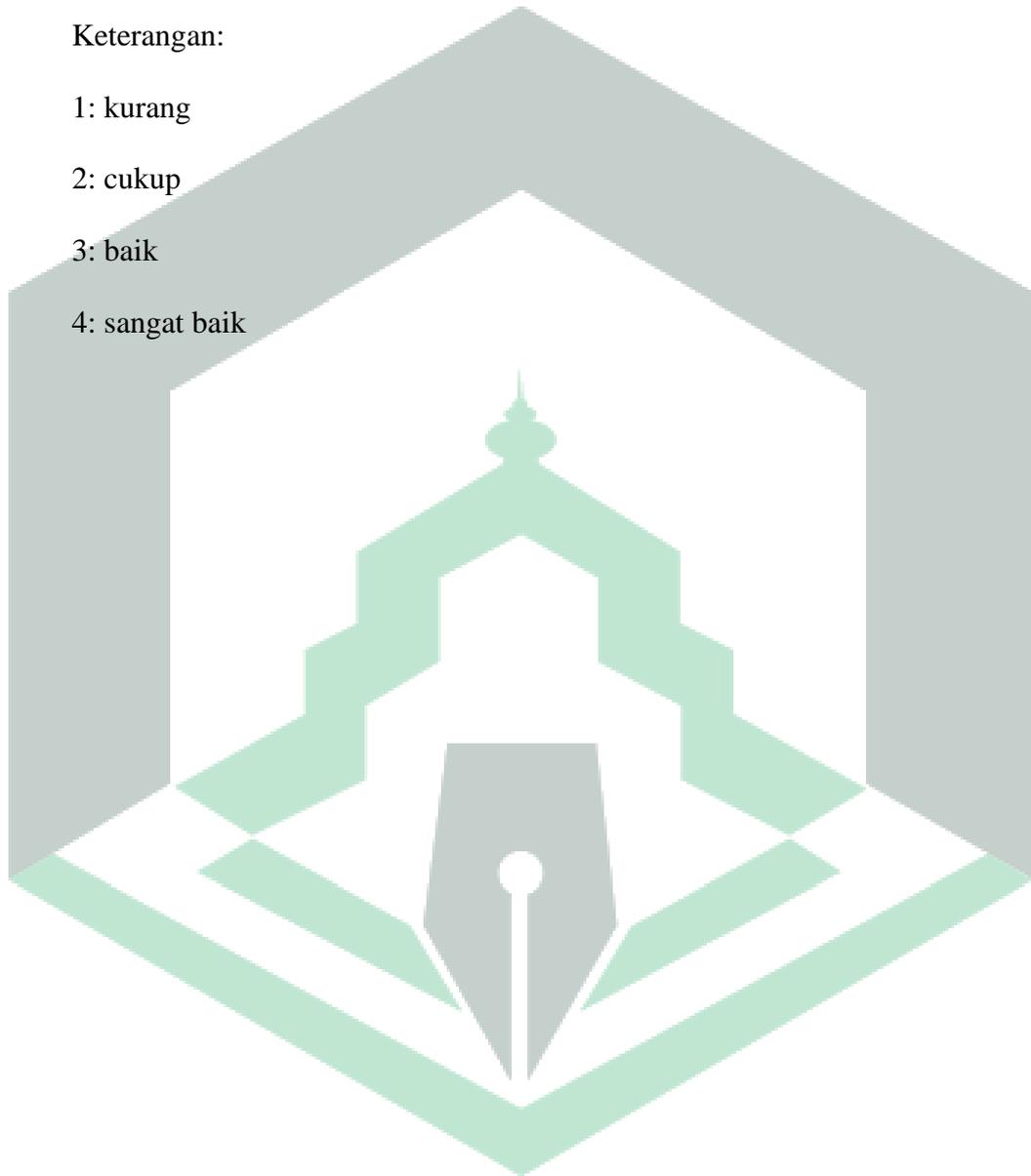
Keterangan:

1: kurang

2: cukup

3: baik

4: sangat baik



## Appendices 4 Validation observation

### SURAT PERNYATAAN VALIDASI LEMBAR OBSERVASI

Saya yang bertanda tangan dibawah ini:

Nama : Magfirah Thayyib  
NIP : 198507192018012001  
Pendidikan akhir : S3 Linguistik

Menyatakan bahwa instrumen penelitian TA atas nama Mahasiswa :

Nama : Herlisa Rumpak  
NIM : 18 0202 0191  
Prodi : Pendidikan Bahasa Inggris  
Judul TA : Improving Students' Speaking Ability Through  
Communicative Language Games At Smpn 2 Bupon

Setelah dilakukan kajian atas instrumen penelitian TA tersebut dapat dinyatakan

- Layak digunakan untuk penelitian  
 Layak digunakan dengan perbaikan  
 Tidak layak digunakan untuk penelitian yang bersangkutan

Dengan catatan dan saran/perbaikan sebagaimana terlampir.

Demikian agar dapat digunakan sebagaimana mestinya.

Palopo, 04 Juli 2022

Validator,

Magfirah

NIP.

Catatan:

Beri tanda ✓

Appendices 5 Questionnaire

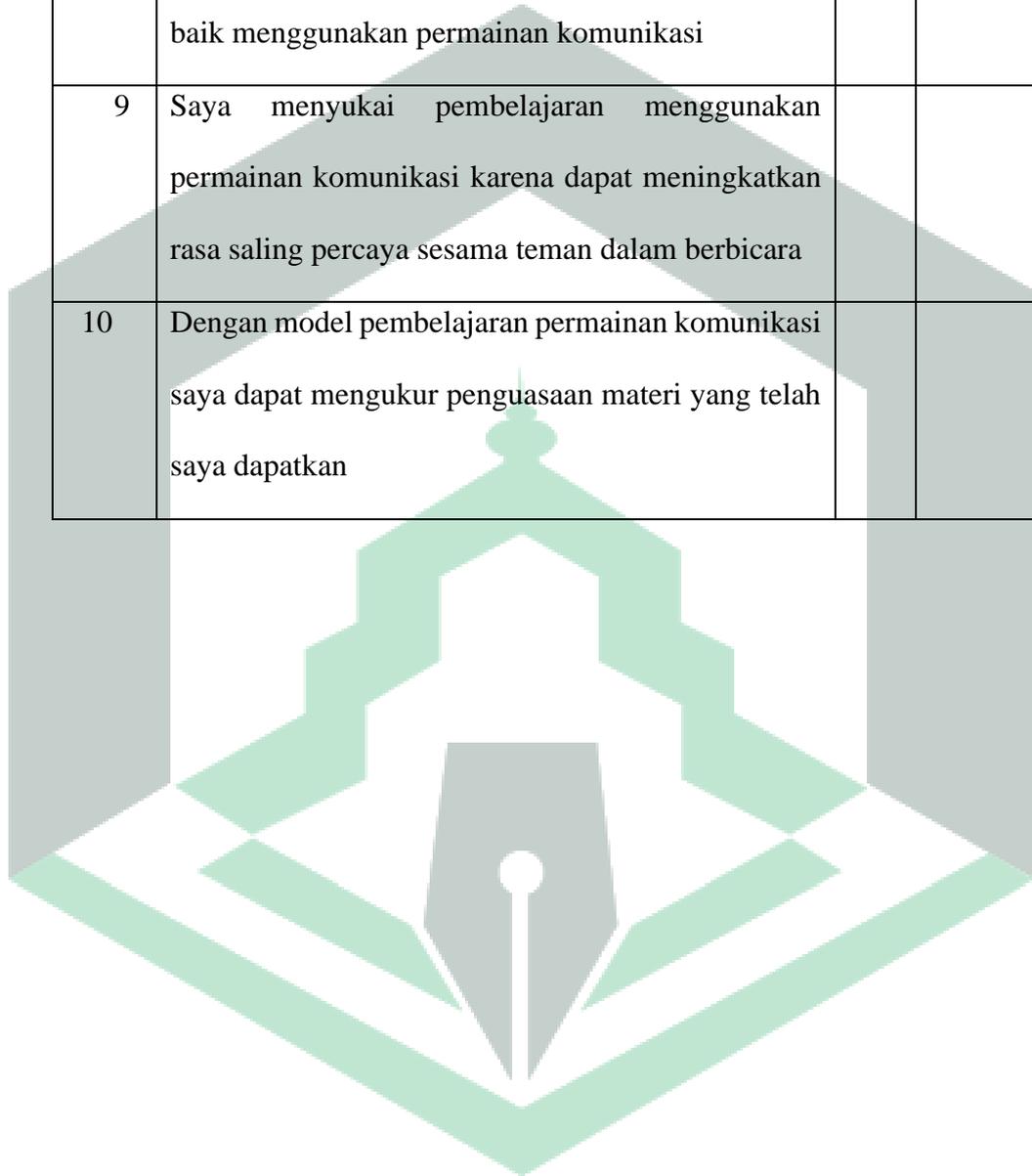
Hari, tanggal :

Tempat :

Narasumber :

No	Item	Respon	
		Ya	Tidak
1	Menurut saya, menggunakan permainan komunikasi sebagai media pembelajaran menjadikan pembelajaran speaking menyenangkan		
2	Menurut saya, permainan komunikasi sebagai media pembelajaran mempunyai banyak kelebihan		
3	Permainan komunikasi dapat membantu saya dalam meningkatkan kemampuan berbicara menggunakan bahasa inggris?		
4	Dengan menggunakan permainan komunikasi, saya lebih mudah dalam menghafal kosakata bahasa inggris?		
5	Saya senang belajar dengan model pembelajaran ini karena harus aktif sehingga tidak membosankan		
6	Saya merasa senang bekerja sama dalam kelompok karena saya merasa bagian dari kelompok yang mempunyai andil dalam sukses tidaknya kelompok tersebut		

7	Dengan model pembelajaran permainan komunikasi dapat meningkatkan konsentrasi belajar saya		
8	Saya merasa guru menyampaikan materi dengan baik menggunakan permainan komunikasi		
9	Saya menyukai pembelajaran menggunakan permainan komunikasi karena dapat meningkatkan rasa saling percaya sesama teman dalam berbicara		
10	Dengan model pembelajaran permainan komunikasi saya dapat mengukur penguasaan materi yang telah saya dapatkan		



Appendices 6 Validation Questionnaire

**SURAT PERNYATAAN VALIDASI  
KUESIONER SISWA**

Saya yang bertanda tangan dibawah ini:

Nama : Magfirah Thayyib  
NIP : 198507192018012001  
Pendidikan akhir : S3 Linguistik

Menyatakan bahwa instrumen penelitian TA atas nama Mahasiswa :

Nama : Herlisa Rumpak  
NIM : 18 0202 0191  
Prodi : Pendidikan Bahasa Inggris  
Judul TA : Improving Students' Speaking Ability Through  
Communicative Language Games At Smpn 2 Bupon

Setelah dilakukan kajian atas instrumen penelitian TA tersebut dapat dinyatakan

- Layak digunakan untuk penelitian  
 Layak digunakan dengan perbaikan  
 Tidak layak digunakan untuk penelitian yang bersangkutan

Dengan catatan dan saran/perbaikan sebagaimana terlampir.  
Demikian agar dapat digunakan sebagaimana mestinya.

Palopo, 04 Juli 2022

Validator,

Magfirah Thayyib  
Magfirah Thayyib

NIP. 198507192018012001

Catatan:

Bertanda ✓

## Appendices 7 **Transcript Speaking test**

Hari, tanggal : Kamis, 25 Agustus 2022

Tempat : kelas VIII 5

Narasumber : siswa kelas VIII 5

P: What is your name?

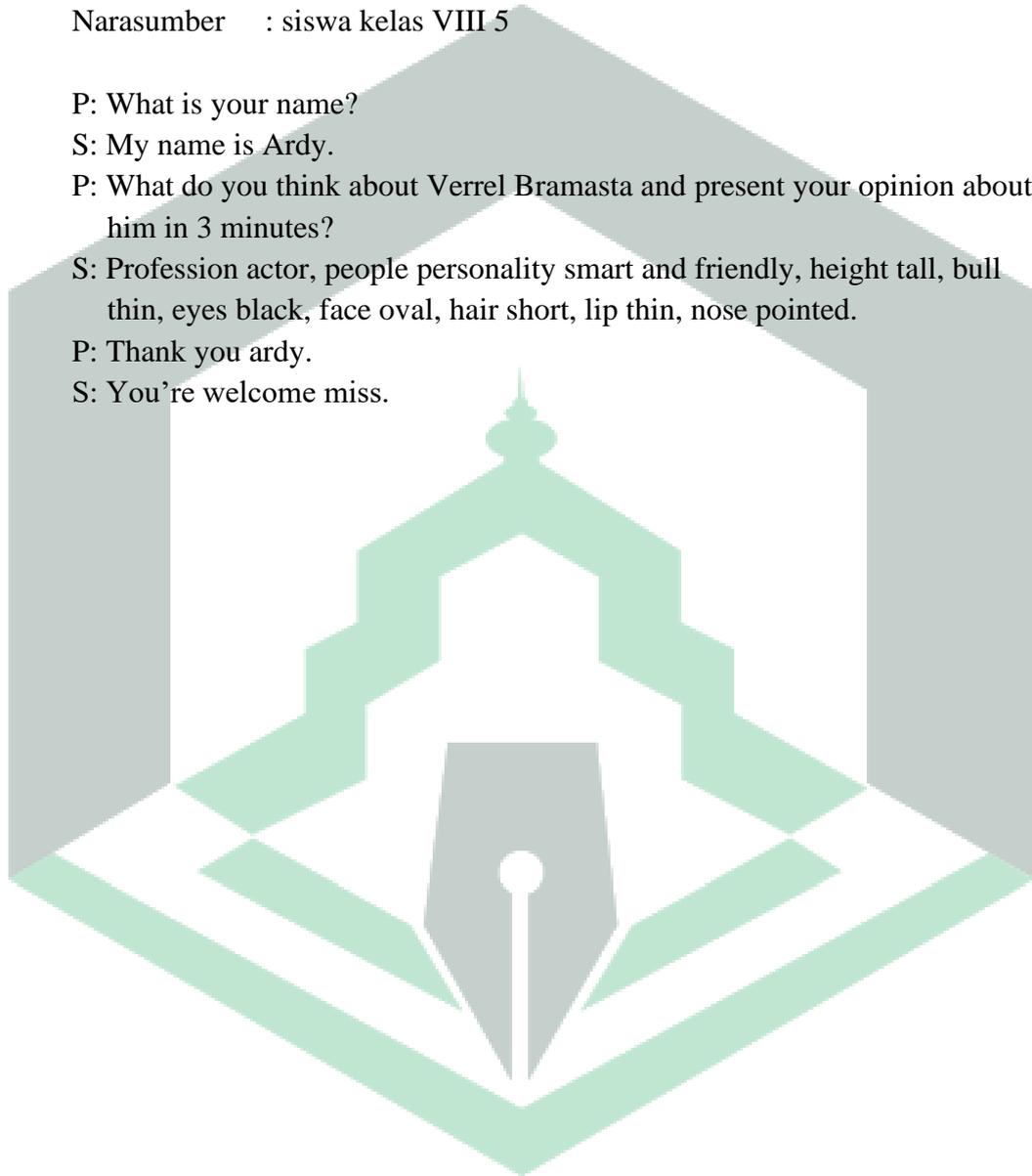
S: My name is Ardy.

P: What do you think about Verrel Bramasta and present your opinion about him in 3 minutes?

S: Profession actor, people personality smart and friendly, height tall, built thin, eyes black, face oval, hair short, lip thin, nose pointed.

P: Thank you Ardy.

S: You're welcome miss.



## Appendices 8 Observation result

1. Instrument penelitian : Lembar observasi  
 Materi : Describing people (appearance, personality / character and profession).  
 Tanggal pengamatan : 25 Agustus 2022  
 Jumlah siswa yang diamati : 10 Siswa

Berilah tanda centang pada kolom skor sesuai dengan kondisi sebenarnya!

No	Aspects observed	Skor			
		1	2	3	4
1	Antusiasme siswa saat mengikuti pembelajaran				✓
2	Perhatian siswa terhadap guru pada saat penyampaian materi			✓	
3	Keaktifan siswa dalam bertanya dan menjawab pertanyaan			✓	
4	Interaksi siswa saat melakukan aktivitas secara berkelompok				✓
5	Ketertiban saat mengikuti proses pembelajaran			✓	
6	Penampilan hasil kerja siswa dalam kelompok				✓
7	Penampilan hasil kerja siswa secara individu			✓	
	<b>Jumlah</b>				

## appendices 9 Questionnaire result

Instrumen penelitian : kuesioner siswa

Petunjuk:

1. Pertanyaan- pertanyaan berikut ini berkaitan dengan pengajaran berbicara pada pelajaran Bahasa Inggris
2. Bacalah dengan seksama setiap pertanyaan di bawah ini!

Berilah tanda *checklist* pada salah satu pilihan jawaban dalam kolom yang telah di sediakan

No	Item	Respon	
		Ya	Tidak
1.	Menurut saya, menggunakan permainan komunikasi sebagai media pembelajaran menjadikan pembelajaran speaking menyenangkan	✓	
2.	Menurut saya, permainan komunikasi sebagai media pembelajaran mempunyai banyak kelebihan	✓	
3.	Permainan komunikasi dapat membantu saya dalam meningkatkan kemampuan berbicara menggunakan bahasa inggris?	✓	
4.	Dengan menggunakan permainan komunikasi, saya lebih mudah dalam menghafal kosakata bahasa inggris?	✓	

5	Saya senang belajar dengan model pembelajaran ini karena harus aktif sehingga tidak membosankan	✓		
6	Saya merasa senang bekerja sama dalam kelompok karena saya merasa bagian dari kelompok yang mempunyai andil dalam sukses tidaknya kelompok tersebut	✓		
7	Dengan model pembelajaran permainan komunikasi dapat meningkatkan konsentrasi belajar saya	✓		
8	Saya merasa guru menyampaikan materi dengan baik menggunakan permainan komunikasi	✓		
9	Saya menyukai pembelajaran menggunakan permainan komunikasi karena dapat meningkatkan rasa saling percaya sesama teman dalam berbicara	✓		
10	Dengan model pembelajaran permainan komunikasi saya dapat mengukur penguasaan materi yang telah saya dapatkan	✓		

(<https://repository.upi.edu>)

Appendices 10

RENCANA PELAKSANAAN PEMBELAJARAN  
( CYCLE I)

Nama tempat : SMPN 2 BUA PONRANG  
Mata pelajaran : Bahasa Inggris  
Materi pokok : Describing people  
Sub materi : appearance (penampilan fisik)  
Alokasi waktu : 2 X 45 minutes

A. Tujuan pembelajaran

1. Siswa dapat memahami materi tentang penggunaan permainan komunikasi.
2. Siswa dapat melafalkan setiap kata dalam bahasa Inggris dengan benar

B. Langkah – langkah pembelajaran

➤ **Pertemuan 1**

**1. Pendahuluan (15 menit)**

- a. guru melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran dipimpin oleh salah seorang siswa
- b. menyampaikan garis besar dan cakupan materi dan tujuan pembelajaran tentang kegiatan yang akan dilakukan peserta didik

**2. Kegiatan inti (60 menit)**

- a. guru memberikan materi tentang mendeskripsikan orang melalui penampilan fisik.
- b. Guru memberikan stimulus kepada peserta didik dengan menunjuk satu orang ke depan sebagai contoh cara mendeskripsikan orang.
- c. Guru membagi peserta didik menjadi dua kelompok.
- d. Guru menjelaskan permainan guessing games
- e. Peserta didik memilih satu perwakilan setiap kelompok untuk maju dan berdiri di depan anggota kelompoknya.
- f. Guru menulis satu nama artis dan meletakkannya di atas kepala perwakilan kelompok.

- g. Anggota kelompok di minta untuk memberikan klu tentang penampilan fisik artis tersebut.
- h. Peserta didik yang menjawab pertama dialah pemenangnya.
- i. Peserta didik di berikan kesempatan untuk menyampaikan hasil identifikasinya.

**3. Penutup (15 menit)**

- a. guru mengucapkan "Salam" kepada Siswa

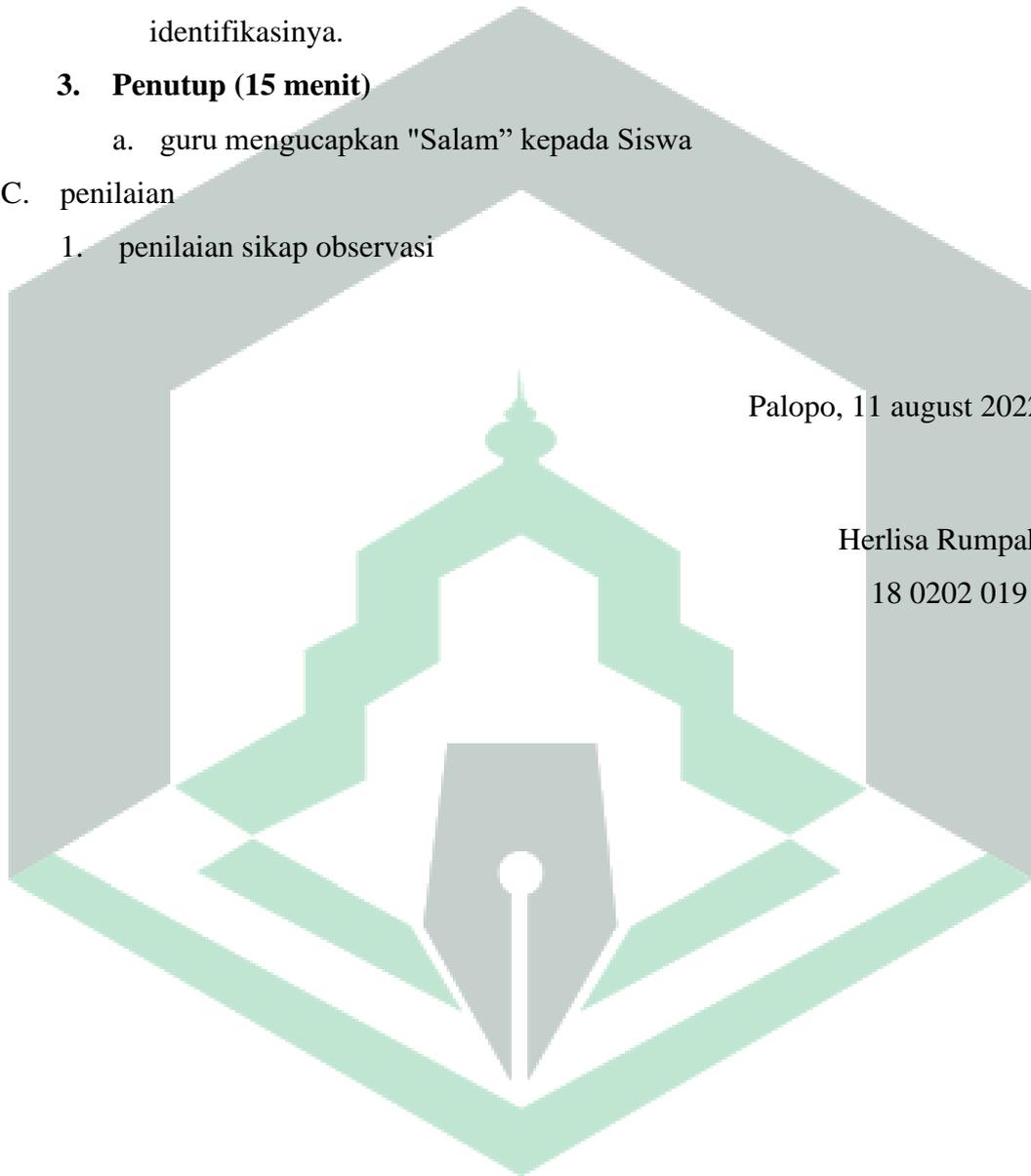
**C. penilaian**

- 1. penilaian sikap observasi

Palopo, 11 august 2022

Herlisa Rumpak

18 0202 0191



RENCANA PELAKSANAAN PEMBELAJARAN  
( CYCLE II)

Nama tempat : SMPN 2 BUA PONRANG  
Mata pelajaran : Bahasa Inggris  
Materi pokok : Describing people  
Sub materi : personality/character ( sifat/karakter)  
Alokasi waktu : 2 X 45 minutes

A. Tujuan pembelajaran

1. Siswa dapat memahami materi tentang penggunaan permainan komunikasi.
2. Siswa dapat melafalkan setiap kata dalam bahasa Inggris dengan benar

B. Langkah – langkah pembelajaran

➤ **Pertemuan 1**

**1. Pendahuluan (15 menit)**

- a. guru melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran dipimpin oleh salah seorang siswa
- b. menyampaikan garis besar dan cakupan materi dan tujuan pembelajaran tentang kegiatan yang akan dilakukan peserta didik

**2. Kegiatan inti (60 menit)**

- a. guru memberikan materi tentang mendeskripsikan orang melalui sifat/karakter.
- b. Guru memberikan stimulus kepada peserta didik berupa tampilan gambar.
- c. Peserta didik di berikan kesempatan untuk mengidentifikasi gambar tersebut.
- d. Guru membagi peserta didik menjadi empat kelompok.
- e. Guru menjelaskan permainan guessing games.
- f. Peserta didik memilih satu perwakilan setiap kelompok untuk maju dan berdiri di depan anggota kelompoknya.

- g. Guru memilih satu gambar artis dan meletakkannya di atas kepala perwakilan kelompok.
- h. Anggota kelompok di minta untuk memberikan klu tentang penampilan fisik dan sifat atau karakter artis tersebut.
- i. Peserta didik yang menjawab pertama dan benar dialah pemenangnya.
- j. Peserta didik di berikan kesempatan untuk menyampaikan hasil identifikasinya.

**3. Penutup (15 menit)**

- a. guru mengucapkan "Salam" kepada Siswa

**C. Penilaian**

1. penilaian sikap observasi

Palopo, 13 august 2022

Herlisa Rumpak  
18 0202 0191

RENCANA PELAKSANAAN PEMBELAJARAN  
( CYCLE III)

Nama tempat : SMPN 2 BUA PONRANG

Mata pelajaran : Bahasa Inggris

Materi pokok : Describing people

Sub materi : Profesi

Alokasi waktu : 2 X 45 minutes

A. Tujuan pembelajaran

1. Siswa dapat memahami materi tentang penggunaan permainan komunikasi.
2. Siswa dapat melafalkan setiap kata dalam bahasa inggris dengan benar

B. Langkah – langkah pembelajaran

➤ **Pertemuan 1**

**1. Pendahuluan (15 menit)**

- a. guru melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran dipimpin oleh salah seorang siswa
- b. menyampaikan garis besar dan cakupan materi dan tujuan pembelajaran tentang kegiatan yang akan dilakukan peserta didik

**2. Kegiatan inti (60 menit)**

- a. guru memberikan materi tentang mendeskripsikan orang melalui profesi.
- b. Guru memberikan stimulus kepada peserta didik berupa permainan siapa yang salah dalam maju ke depan dan deskripsikan orang melalui penampilan fisik dan profesi.
- c. Guru menjelaskan kembali materi tentang mendeskripsikan orang.
- d. Guru membagi peserta didik menjadi empat kelompok.
- e. Guru menjelaskan permainan guessing games“ who I am”.
- f. Peserta didik memilih satu perwakilan setiap kelompok untuk maju dan berdiri di depan anggota kelompoknya.
- g. Perwakilan kelompok memilih salah satu gambar di depan.

- h. Anggota kelompok di minta untuk memberikan klu tentang penampilan fisik dan profesi artis tersebut.
- i. Peserta didik yang menjawab pertama dan benar dialah pemenangnya.
- j. Peserta didik di berikan kesempatan untuk menyampaikan hasil identifikasinya.

**3. Penutup (15 menit)**

- a. guru mengucapkan "Salam" kepada Siswa

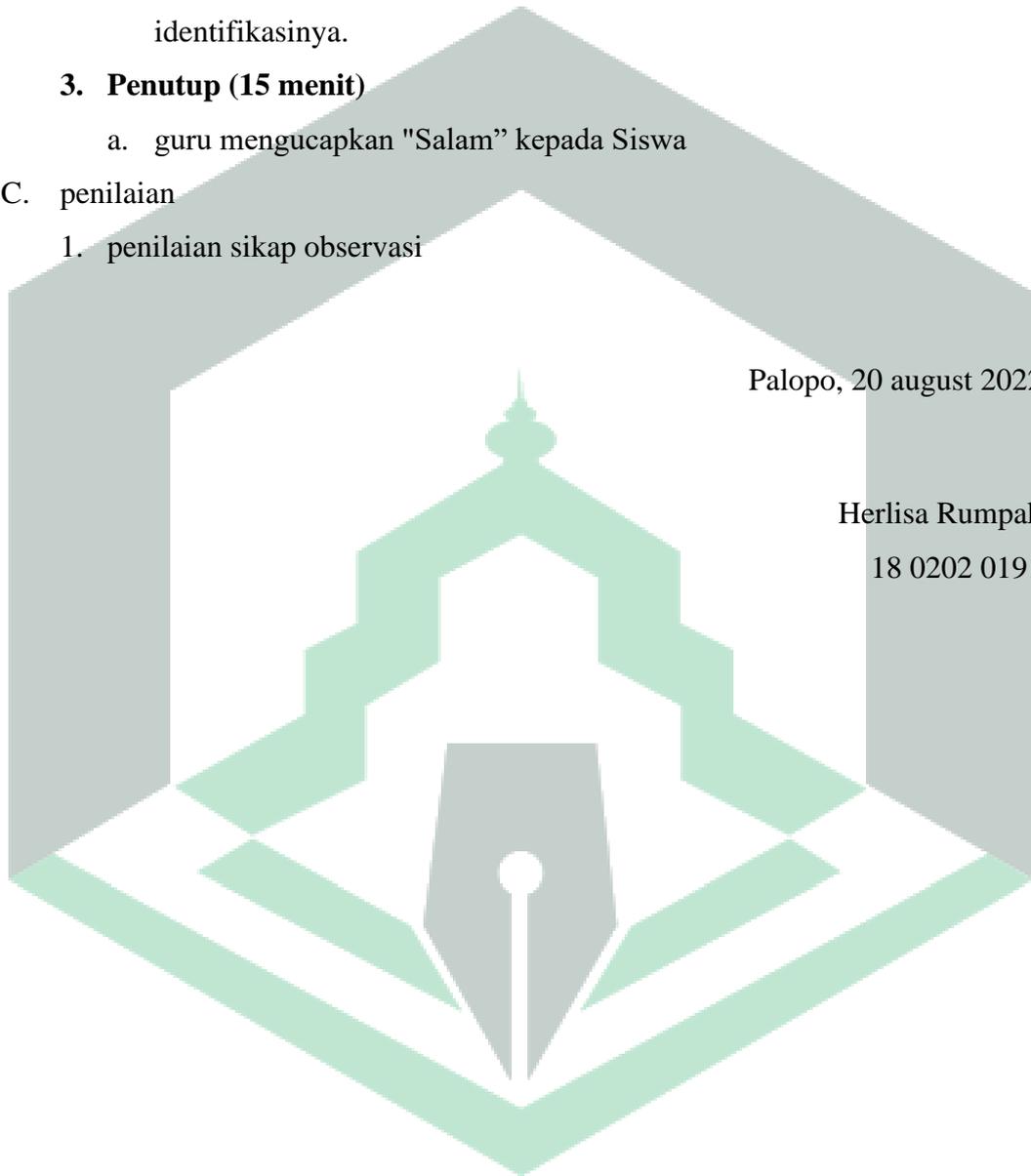
**C. penilaian**

- 1. penilaian sikap observasi

Palopo, 20 august 2022

Herlisa Rumpak

18 0202 0191



RENCANA PELAKSANAAN PEMBELAJARAN  
( CYCLE IV)

Nama tempat : SMPN 2 BUA PONRANG

Mata pelajaran : Bahasa Inggris

Materi pokok : Describing people

Sub materi : penampilan fisik, sifat / karakter, dan profesi

Alokasi waktu : 2 X 45 minutes

A. Tujuan pembelajaran

1. Siswa dapat memahami materi tentang penggunaan permainan komunikasi.
2. Siswa dapat melafalkan setiap kata dalam bahasa inggris dengan benar

B. Langkah – langkah pembelajaran

➤ **Pertemuan 1**

**1. Pendahuluan (15 menit)**

- a. guru melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran dipimpin oleh salah seorang siswa
- b. menyampaikan garis besar dan cakupan materi dan tujuan pembelajaran tentang kegiatan yang akan dilakukan peserta didik

**2. Kegiatan inti (60 menit)**

- a. guru memberikan materi tentang mendeskripsikan orang melalui penampilan fisik, sifat/ karakter, dan profesi.
- b. Guru membagi peserta didik menjadi empat kelompok.
- c. Guru menjelaskan permainan guessing games.
- d. Peserta didik memilih satu perwakilan setiap kelompok untuk maju dan berdiri di depan anggota kelompoknya.
- e. Perwakilan kelompok memilih salah satu gambar di depan.
- f. Anggota kelompok di minta untuk memberikan klu tentang penampilan fisik, sifat/ karakter, dan profesi artis tersebut selama 2 menit.
- g. Peserta didik yang menjawab pertama dan benar dialah pemenangnya.

h. Peserta didik di berikan kesempatan untuk menyampaikan hasil identifikasinya.

**3. Penutup (15 menit)**

a. guru mengucapkan "Salam" kepada Siswa

C. penilaian

1. penilaian sikap observasi

Palopo, 25 august 2022

Herlisa Rumpak

18 0202 0191



**Appendices 11**

**TEACHING MATERIAL**

**Cycle I**

Describing people (appearance)

Height

- Tall
- Short
- Straight
- Wavy
- Curly
- Bald

face

oval

round

square

eyes

black

brown

blue

big

slanted

lip

thin

thick

Nose

Flat

Pointed

general appearance

beautiful

handsome

Gorgeous

cute

height

short

medium height

tall

build

slim

thin

age

young

medium age

complexion

dark

light

fat

old

tan

## Cycle II

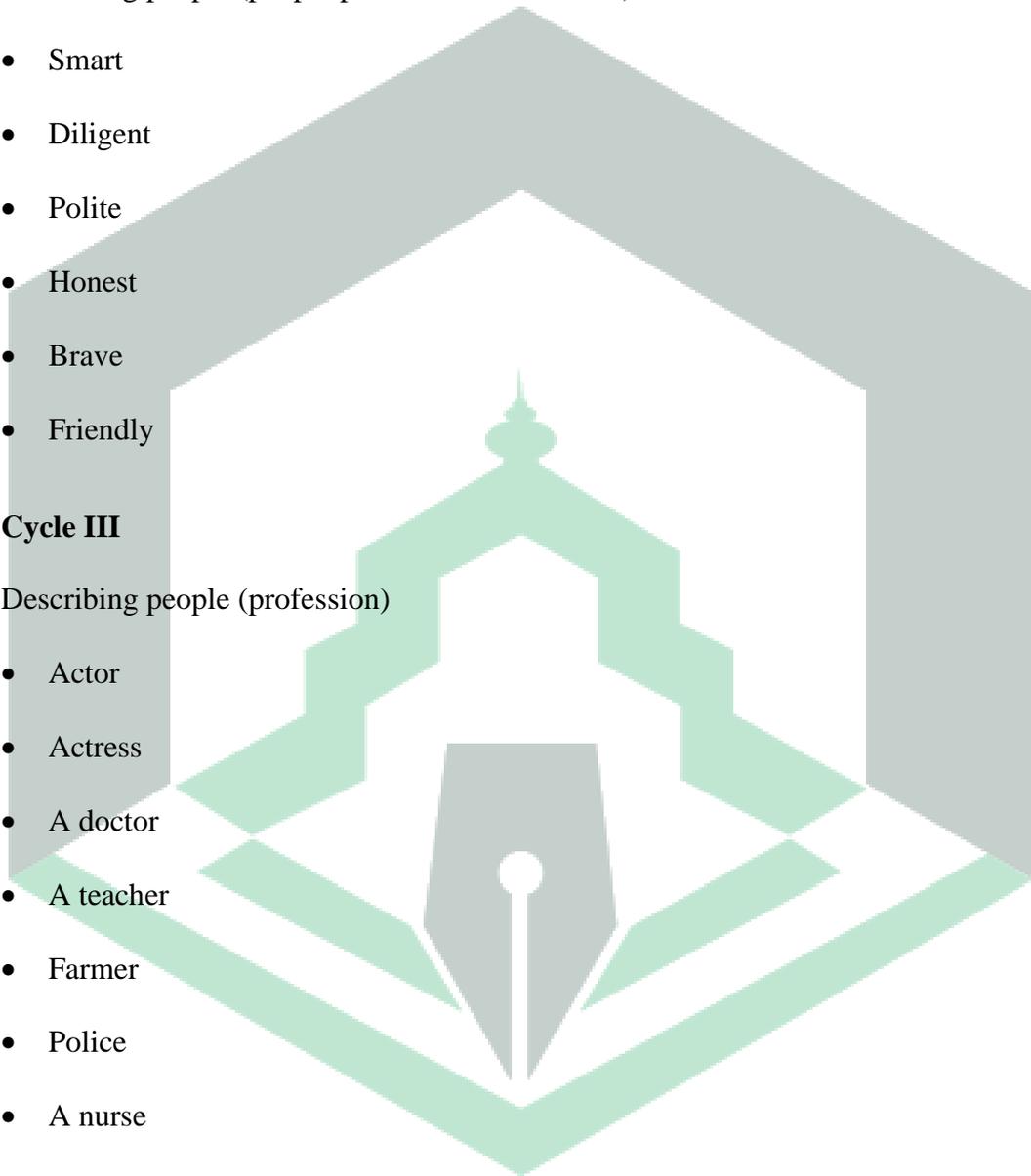
Describing people (people personalities/character)

- Smart
- Diligent
- Polite
- Honest
- Brave
- Friendly

## Cycle III

Describing people (profession)

- Actor
- Actress
- A doctor
- A teacher
- Farmer
- Police
- A nurse
- Singer



**Appendices 12**

**DOCUMENTATION**

Cycle I



Process of delivering material Describing People



Guessing games implementation

Speaking test

**Cycle II**



process of delivering material

group division



Guessing games implementation

**Cycle III**



Material delivery process



image selection process



Guessing games implementation`



Speaking test

**Cycle IV**



giving material



Guessing games implementation



Guessing games implementation



Speaking test



Distributing questionnaire to students'



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PALOPO  
FAKULTAS TARBIYAH & ILMU KEGURUAN  
Jl. Agas Kei, Balandi, Kec. Bara 91914 Kota Palopo  
Email: ftk@iainpalopo.ac.id Web: www.ftk-iainpalopo.ac.id

Nomor : 1531 /In.19/FTIK/HM.01/08/2022 Palopo, 03 Agustus 2022  
Lampiran : -  
Perihal : **Permohonan Surat Izin Penelitian**

Yth. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu  
Satu Pintu Kabupaten Luwu  
di -  
Belopa

*Assalamu Alaikum Wr. Wb.*

Dengan hormat, kami sampaikan bahwa mahasiswa (i) kami, yaitu:

Nama	: Herlisa Rumpak
NIM	: 18 0202 0191
Program Studi	: Pendidikan Bahasa Inggris
Semester	: VIII (delapan)
Tahun Akademik	: 2021/2022

akan melaksanakan penelitian dalam rangka penulisan skripsi pada lokasi SMPN 2 Bupon dengan judul: "Improving Students' Speaking Ability Through Communicative Language Games at SMPN 2 Bupon". Untuk itu kami mohon kiranya Bapak/Ibu berkenan menerbitkan Surat Izin Penelitian.

Demikian surat permohonan ini kami ajukan, atas perhatian dan kerjasamanya kami ucapkan banyak terima kasih.

*Wassalamu Alaikum Wr. Wb.*

Dekan,  
  
Dr. Nurdin K. M.Pd.  
NIP.19681231 199903 1 014



PEMERINTAH KABUPATEN LUWU  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**SMP NEGERI 2 BUA PONRANG**  
*Alamat : Desa Mario Kecamatan Ponrang Kab. Luwu*

### SURAT KETERANGAN

Nomor 141/Dikbud SMP 02/TU/2022

Yang bertanda tangan di bawah ini

Nama : **MUHAMMAD SALEH, S. Pd**  
NIP : 196910292006041008  
Pangkat/Golongan : Pembina. IV/a  
Jabatan : Kepala Sekolah

Menerangkan bahwa

Nama : **HERLISA RUMPAK**  
Tempat/Tgl Lahir : Mendula, 1 Juni 1999  
NIM : 18 0202 0191  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan : Bahasa Inggris

Bahwa yang bersangkutan telah melakukan Penelitian untuk penyusunan karya ilmiah (Skripsi) dengan judul **"IMPROVING STUDENTS SPEAKING ABILITY THROUGH COMMUNICATIVE LANGUAGE GAMES AT SMPN 2 BUPON"** mulai tanggal 11 Agustus - 25 Agustus 2022.

Demikian surat keterangan ini kami berikan untuk digunakan sebagaimana mestinya.



Mario, 11 Agustus 2022  
**MUHAMMAD SALEH, S. Pd.**  
NIP. 196910292006041008

Scanned by TapScanner

## BIOGRAPHY



Herlisa Rumpak, was born in Mendula on June, 1<sup>th</sup> 1999. She is the third daughter of five children, from her beloved parents Nasri R and Rosnaeni. She has one brother and three sisters. She lives in Tanjong, Bupon district, Luwu Regency, South Sulawesi. She was graduated from SDN 331 Tanjong in 2012, SMP Negeri 2 Cikampek in 2015, and SMA Negeri 2 Bua Ponrang in 2018. After graduated from senior high school, she continued her study at English Education Department of IAIN (Institut Agama Islam Negeri) Palopo of English Program S-1 degree.