

**THE USE OF EDUTAINMENT METHOD THROUGH
WHO AM I GAME IN IMPROVING STUDENTS'
SPEAKING SKILL AT THE EIGHTH GRADE
OF SMPN 1 LAROMPONG**

A Thesis

*Submitted to the English Education Study Program of Tarbiyah and Teacher
Training Faculty of State Islamic Institute of Palopo for Undergraduate Degree in
English Education*



Proposed By:

MILSA RAMADHANI

18 0202 0127

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2023**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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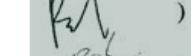
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THESIS APPROVAL

This thesis entitled "The Use of Edutainment Method Through Who Am I Game in Improving Students' Speaking Skill at the Eighth Grade of SMPN 1 Larompong," which was written by Milsa Ramadhani, Reg. Number 18 0202 0127, a student of English Language Education Study Program Tarbiyah of State Islamic Institute of Palopo, has been examined and defended in Munaqasyah session which was carried out on January, 12th 2022. Coincided with Jumadil Akhir, 19th 1444 H, it is authorized and acceptable as fulfilment for undergraduate degree in English Language Education Study Program.

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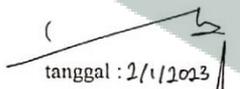
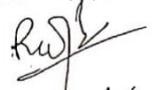
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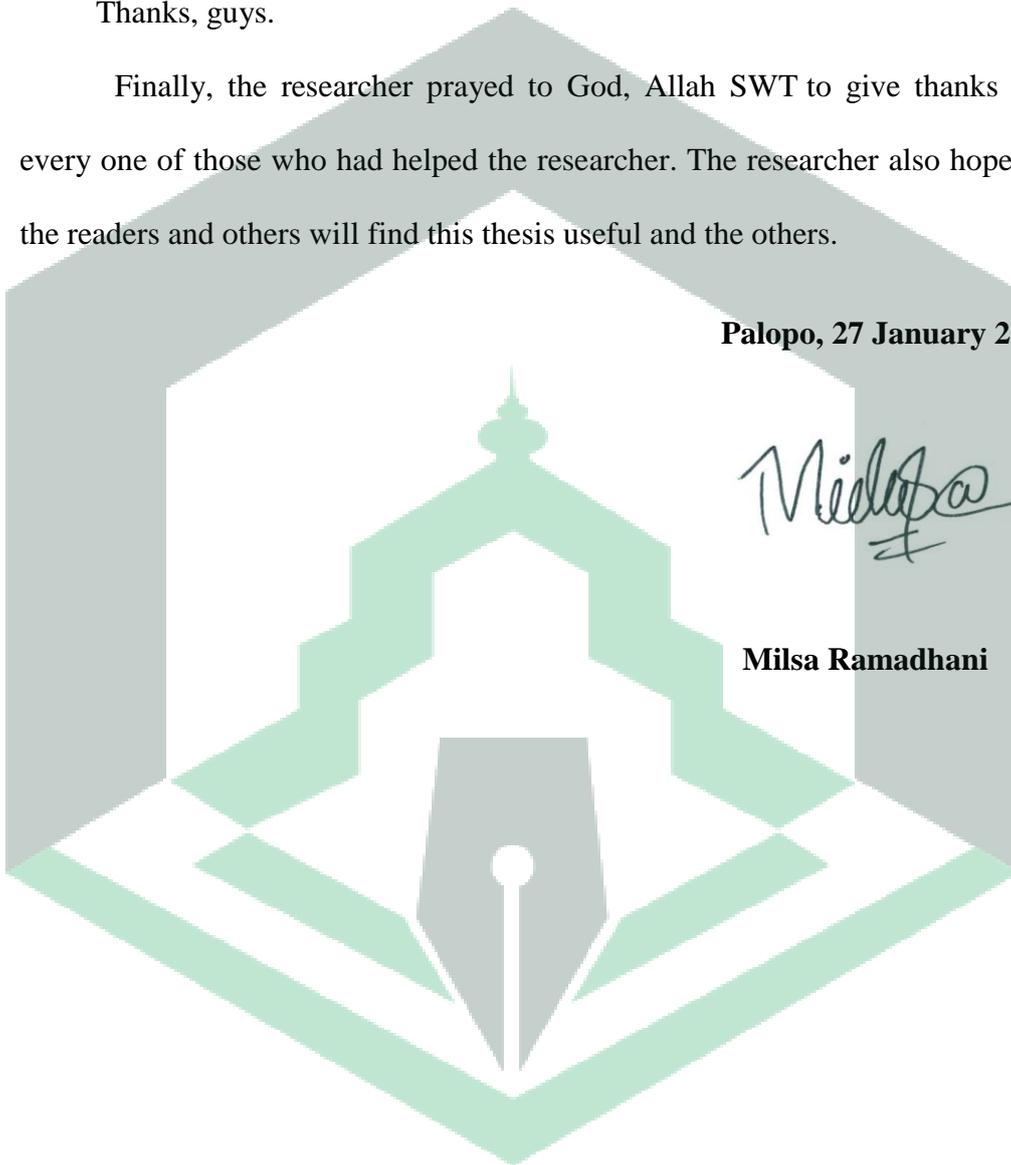
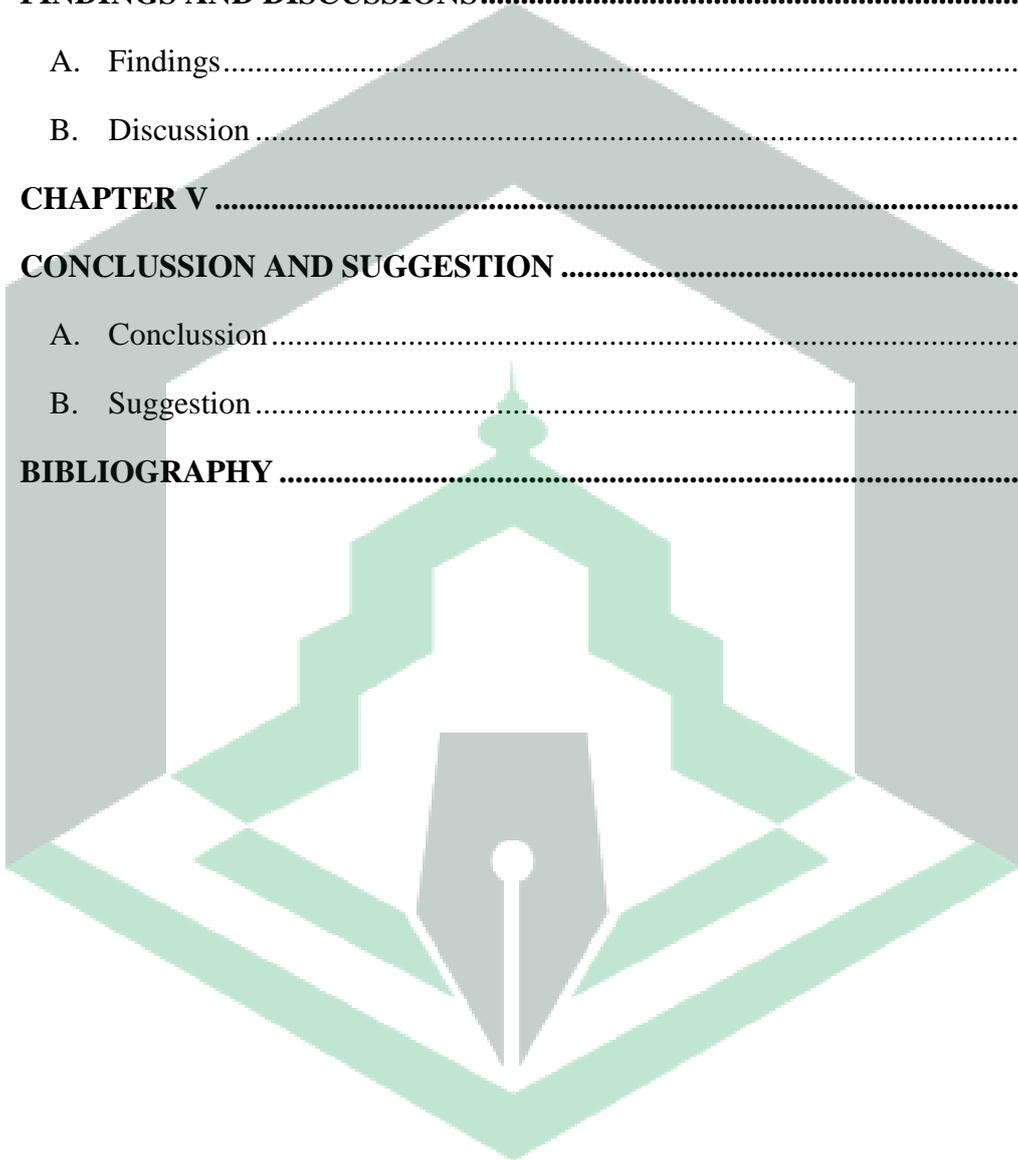


TABLE OF CONTENT

ACKNOWLEDGMENT	i
TABLE OF CONTENT	iv
LIST OF TABLES	vi
ABSTRACT	vii
CHAPTER I.....	1
INTRODUCTION.....	1
A. Background	1
B. Research Question.....	4
C. The objective of the research	4
D. Significance of the research	4
E. Scope of the Research	5
CHAPTER II	6
REVIUW AND RELATED LITERATURE	6
A. Previous Studies	6
B. Concept of theory	8
C. Conceptual Framework	19
D. Hypothesis.....	20
CHAPTER III RESEARCH METHODOLOGY	21
A. Method of the Research	21
B. Research Design.....	21
C. Variable	21
D. Population and Sample.....	22
E. The Instrument of the Research	22

F. The Procedures for Collecting Data.....	23
G. The Technique of Data Analysis.....	26
CHAPTER IV.....	31
FINDINGS AND DISCUSSIONS.....	31
A. Findings.....	31
B. Discussion.....	41
CHAPTER V.....	44
CONCLUSSION AND SUGGESTION.....	44
A. Conclusion.....	44
B. Suggestion.....	44
BIBLIOGRAPHY.....	46



LIST OF TABLES

Table 3.1 Research Design.....	21
.Table 3.2 Accuracy Rubric Scoring.....	26
Table 3.3 Fluency Rubric Scoring	27
Table 3.4 Comprehensibility Rubric Scoring.....	28
Table 3.5 The Classification Score For-Test.....	29
Table 4.1 The score of students' speaking skill in pre-test.....	31
Table 4.2 Descriptive Statistics of Accuracy in Pre-Test	32
Table 4.3 The Rate Percentage Score of Students' Accuracy in Pre-Test.....	33
Table 4.4 Descriptive Statistics of Fluency in Pre-Test.....	33
Table 4.5 The Rate Percentage Score of Students' Fluency in Pre-Test	34
Table 4.6 Descriptive Statistics of Comprehensibility in Pre-Test.....	34
Table 4.7 The Rate Percentage Score of Students' Comprehensibility in Pre-Test.....	35
Table 4.8 The score of students' speaking skill in pos-test.....	35
Table 4.9 Descriptive Statistics of Accuracy in Pos-Test	36
Table 4.10 The Rate Percentage Score of Students' Accuracy in Post-Test	37
Table 4.11 Descriptive Statistics of Fluency in Post-Test	37
Table 4.12 The Rate Percentage Score of Students' Fluency in Post-Test.....	38
Table 4.13 Descriptive Statistics of Comprehensibility in Pos-Test.....	39
Table 4.14 The Rate Percentage Score of Students' Comprehensibility in Post-Test.....	39
Table 4.15 The Mean Score and Standard Deviation in Pre-Test and Post-Test..	40
Table 4.16 The Paired Samples Correlations of Pre-Test and Post-Test	40
Table 4.17 The Paired Samples Test of Pre-Test and Post-Test.....	41

ABSTRACT

Milsa Ramadhani, 2022. *“The Use of Edutainment Method Through Who Am I Game In Improving Students’ Speaking Skill At The Eighth Grade of SMPN 1 Larompong”*. English Language Education Program Tarbiyah and Teacher Training Faculty state Islamic Institute (IAIN) Palopo supervised by the consultant (I) Dr. H. Rustan Santaria, S. Pd., M. Hum. and consultant (II) Fadhliyah Rahmah Muin, S.Pd,I., M.Pd.

This research aims to find out whether the application of the Edutainment method through the Who am I game is effective or not in teaching speaking to class VIII students of SMPN 1 Larompong. The research method used was an experiment with a one-class pre-test and post-test design by conducting the treatment for four meetings. The population of this research was students of class VIII SMPN 1 Larompong for the 2022 academic year. The researchers used a purposive sampling technique and took 17 students from class VIII/A as a sample. The instrument used to collect data in this research was a speaking test. The results of the pre-test and post-test were then calculated using SPSS 25. The results of data analysis were used to determine the hypothesis, whether the hypothesis in this research was accepted or rejected. The findings of this research indicate that teaching speaking using the edutainment method through the who am I game is effective in improving the speaking skills of class VIII students of SMPN 1 Larompong. This is proven by the significant difference between students’ pre-test and post-test scores where the average student score in the pre-test was 4,29, and the student’s average score in the post-test was 8,65. In addition, statistical tests using SPSS 25 showed that $t_0(t_{count})=13.133$ is greater than $t_t(t_{table})=2.119$, which indicates that the alternative hypothesis (H_a) is accepted ($t_0 > t_t$).

Key Word: Speaking skill, edutainment method through who am I game

CHAPTER I

INTRODUCTION

A. Background

Currently, English has been agreed as the official language and the only international language. In this case, English is the language of science and technology. Therefore, without English, someone will have difficulty in dealing with the interaction of an increasingly fast, open, and uncontrolled world. Based on this, in Indonesia, English has been included in the curriculum and has become one of the important subjects in schools. So that English has a great opportunity to be used as the language of instruction in several schools in Indonesia.

In learning a language, especially English, four skills must be mastered by students, namely listening, speaking, reading, and writing. The four skills are interrelated and influence each other. Speaking skill is no exception. Speaking is a skill that is mastered by students in addition to other skills. Because speaking skills function to express one's thinking ideas. Richard (2002) states, "Speaking is one of the central communication elements in the teaching of EFL (English as a Foreign Language). It is an aspect that requires special attention and instruction."¹ Speaking is widely used in communication. Because by talking, people can communicate directly, and other people can provide and receive responses in a short time. Therefore speaking is an important skill that must be taught in the English learning process because by speaking, we can express our ideas and feelings.

¹Jack C. Richards And Willy A, *Methodology in Language Teaching Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002).

Based on the results of observations that have been done by researcher at SMPN 1 Larompong. The researcher found several problems faced by students in speaking English, especially in speaking ability. According to the English teacher at SMPN 1 Larompong, the problem for students in speaking English was a lack of vocabulary and lack of self-confidence to speak English. The technique or method of teaching speaking applied by the teacher is to give students the memorized sentences and then carry out simple dialogues. Meanwhile, according to some students, the problems they face in speaking English are lack of vocabulary, shyness, and fear of making mistakes in speaking. Students also said that the teacher's methods or strategies in teaching speaking were less interesting.

English subjects are one of the subjects that require a meaningful and fun learning atmosphere. Considering that English subjects, especially speaking skills, are lessons that are considered difficult for students, the implementation of learning requires a method or strategy that can make students enjoy the learning process and is easy to accept and understand the material being studied. Therefore the researcher offers a fun learning strategy or method to help students develop their speaking skills. In this study, the researchers focused on the speaking problems faced by students starting from vocabulary, lack of confidence, and lack of excitement. In this case, the researcher will apply the edutainment method. This method is a learning process designed so that education and entertainment content can be harmoniously combined so that learning becomes more enjoyable. Applying this method, the teacher can design fun learning activities by using a

variety of interesting games or multimedia, while students have the opportunity to easily facilitate their speaking methods in a fun way.

Learning speaking with the edutainment method can be carried out with various games, role-playing, or involving multimedia. In this research, the researcher wants to apply the edutainment method through the game. Because games are not only motivating and fun but can also provide excellent practice to improve vocabulary, pronunciation, grammar, and four language skills. Games are also one of the easy activities to do in the classroom. Game is one of the techniques that can be applied in teaching speaking because the game is one of the potential activities that give students a sense of freedom to express themselves. Games are also potentially useful for encouraging students to interact and communicate with other students orally (Brewster and Ellis 2002).² In this research, the researcher focused on the who am I game. The reason for using this game is because the who am I game is a simple guessing game, and in speaking, activities can give students more opportunities to practice speaking during the times allocated. can make students more creative and communicative.

Based on the description above, the researcher conducted a study entitled “The Use of the Edutainment Method through Who am I Game in Improving Students’ Speaking Skills at the eighth grade of SMPN 1 Larompong.”

²Brewster J and Ellin., *The Primary English Teacher's Guidance*, (New Edition. London: Pinguin English., 2002). 27

B. Research Question

Based on the problems that have been described in the background, the researcher formulate a research statement as follows:

Is the edutainment method through who am I game effective to improve students' speaking skills?

C. The objective of the research

Related to the questions above, the research objectives is:

To find out whether the edutainment method through who am I game is effective or not to improve students' speaking skills.

D. Significance of the research

1. Theoretically

This research is expected to make a positive contribution, especially to the theory of teaching and learning English, especially in speaking skills using the edutainment method through who am I game.

2. Practically

a. Teacher

The results of this study are expected to be useful information for teachers about the edutainment method in improving students' speaking skills.

b. Students

The results of this study are expected to improve their speaking skills by using the edutainment learning method.

c. Researcher

The results of this study are expected to be a reference for further research, and they can also review and develop this research.

E. Scope of the Research

The scope of the research is focused on finding out the effectiveness of the edutainment method through who am I game at SMPN 1 Larompong. It is focused on three aspects of speaking, namely accuracy, fluency, and comprehensibility.



CHAPTER II

REVIEW AND RELATED LITERATURE

A. Previous Studies

In this research, the researcher found some research related to the use of edutainment method in teaching.

Muhammad Faiz Fairuzabadzi (2015) “The Effect of Edutainment Method On Students’ Speaking Skill At Seven Grade Student At Mts Siti Khadijah Sindangwangi.” This type of research uses a quasi-experimental research method. This study aims to (1) determine the activities of students while teaching and learning, (2) to determine the differences in the improvement of student learning outcomes in learning English, (3) to determine student responses.³

The similarity in this study is to use of the edutainment method. While the difference in this research is that Muhammad Faiz Fairuzabadzi’s research focuses on the application of the edutainment method with various kinds of fun games or multimedia, while in this study focuses on the application of the edutainment method through who am I game.

Susanti (2020) “The Implementation of The Model Edutainment In The Learning In Mi Modern Al-Azhary Lesmana Ajibarang District, Banyumas Regency” This type of research uses descriptive qualitative research. Based on the results of his research, he concluded that: The learning design using the

³ Muhammad Faiz Fairuzabadzi, “The Effect of Edutainment Method on Students’ Speaking Skill at Seven Grade Student at Mts Siti Khadijah Sindangwangi,” 2015, 1–71, <http://repository.syekhnurjati.ac.id/id/eprint/2888>.

edutainment method at MI Modern Al-Azhary Lesmana includes learning design and classroom design. Design learning by telling stories, watching videos, groups and presentations, conducting learning through games and making mini-film projects resulting from students' own role-playing.⁴

The purpose of this study was to describe and analyze in depth the implementation of the edutainment model in learning at MI Modern Al-Azhary Lesmana, Ajibarang District, Banyumas Regency. The similarity in this study is to use the edutainment method. The difference in this research is that Susanti focuses on the edutainment learning design that is applied at MI Modern Al-Azhary Lesmana. While in this research, the researcher focuses on the application of the edutainment method through who am I game in improving students' speaking skills.

Karimna Isya Karima (2019) "Application of the Edutainment Method Through listen repeat and speak game to improve speaking skills Arabic." This research uses a quantitative approach and a quasi-experimental research methodology. The results of this study indicate that the application of the edutainment method through listen repeat and speak game can improve the Arabic language skills of seventh-grade students of MTs Ar-Rohman.⁵

⁴ Susanti, "Implementasi Model Edutainment Dalam Pembelajaran Di Mi Modern Al-Azhary Lesmana Kecamatan Ajibarang Kabupaten Banyumas," 2020, i-145, <http://repository.iainpurwokerto.ac.id/7183/>.

⁵ Karimna Isya Karima, "Penerapan Metode Edutainment Melalui Permainan Simak Ulang-Ucap Untuk Meningkatkan Keterampilan Berbicara Bahasa Arab," *Penelitian Bahasa, Sastra, Dan Budaya Arab* 2 (n.d.): 58-68, <https://doi.org/10.17509/alsuniat.v2i1.24072>.

The similarity in this research is to use the edutainment method through games to improve students' speaking skills. While the difference in this research is that Karimna focuses on the application of the edutainment method through listening repeat and speak games, while in this research, the researcher applied the edutainment method through the who am I game. Furthermore, other differences are found in the object and research method.

B. Concept of Theory

1. Speaking

a. Definition of Speaking

Speaking is one of the important skills that need to be mastered by language learners because by speaking, someone can directly express their ideas, their feelings in communicating with others. By having good speaking skills, it will be easier for us to communicate with other people. There are several definitions of speaking, according to experts.

Speaking, according to Brown (2001), is a productive skill that can be directly and empirically observed. Productive skills are those that allow a person to produce language. In this case, the speaker's performance during the speaking process can be directly observed and empirically measured.⁶ In this perspective, speaking is a productive skill and can be observed directly and empirically. Meanwhile, Harmer (2007) explains that speaking is a form of communication, so it's critical that what you say is conveyed as effectively as possible.⁷ Speaking is interactive and requires the ability to operate in turn management," says

⁶ H Douglas Brown, Principle Of Language Learning and Teaching (San Francisco: San Francisco University Press, 2001).

⁷ Jeremy Harmer, How to Teach English (London: Addition Pearson Longman, 2007).

Thornbury (2005). This is also typically done in real time, with little opportunity for detailed planning. He went on to explain that most language learners face challenges with speaking.⁸ Therefore, speaking skills require special attention in the language learning process.

From the definitions above, it can be understood that although speaking people can communicate or express their feelings, thoughts, or ideas in order to understand each other. Speaking is the ability to speak or often convey a series of ideas. It means in the process of speaking. There must be at least two people to make the communication, one as the speaker and the other as the listener. In speaking communication, the speaker must be able to express or convey their ideas clearly, so that the listener can accept what the speaker is communicating. They must understand the incoming message and arrange it accordingly for production.

b. Aspect of Speaking

Speaking is a skill that is difficult to assess accurately because this skill is a complex skill to acquire. The three components below are generally recognized, namely accuracy, fluency, and comprehensibility.

1) Accuracy

Pronunciation is the way certain sounds or sounds are produced. This includes the way people pronounce words. Pronunciation refers to a person's pronunciation and other skills. In this case, the pronunciation is limited to

⁸ Scott Thornbury, *How to Teach Speaking* (New York: Pearson Education Limited, 2005).

segmental phonemes consist of sound segments: hence, vowels, consonant, and semi-vowel sounds of a language.

2) Fluency

fluency is a speaking term that refers to the fineness of words or syllables, and phrases used when speaking quickly.

3) Comprehensibility

Comprehensibility is the ability to understand the topic of a conversation, draw conclusions, and then explain those conclusions is known as comprehensibility.⁹

2. Edutainment Method

a. Definition Edutainment Method

According to Susanti (2020), the basic concept of edutainment-based learning was introduced in the 1980s at Super Camp by Eric Jensen, Greg Simmons, and Bobbi Deporter, who developed self-confidence, learning skills, and the ability to communicate in a pleasant environment through a ten-day learning program. The first group consisted of sixty teenagers at the time. The vast majority of them are hesitant, suspicious, and unwilling to cooperate. Even the program's initiator and his partners are concerned about it. However, after a while of walking, the initiators and partners began to witness amazing breakthroughs. In the end, the program was more successful than anticipated, and it became a significant event in the lives of the youth who participated in it. Super camp activities improve the lives of thousands of people. SuperCamp activities have a

⁹ Hormailis, "The Use of Group Work Technique for the Improvement of Speaking Ability the Second Year Student on MAN 2 Pekanbaru Pekanbaru", *Unpublished Thesis*, 2003.

positive impact on the lives of thousands of students and those around them. In Super camp, all curricula are harmoniously a combination of three elements; academic skills, physical achievements, and skills in life. This curriculum is founded on fundamental philosophy. The belief is that learning can and should be enjoyable to be effective. The belief is that learning is a lifelong activity that can be done successfully and with enjoyment.¹⁰

According to M. Fadhillah (2014), the term “edutainment” is derived from two words: education and entertainment. In other words, edutainment is education that is entertaining or enjoyable.¹¹ Meanwhile, edutainment, as defined by Moh. Soleh Hamid in Aip Saripuddin (2020), is a learning process that is designed in such a way that education and entertainment content can be combined harmoniously to create fun learning. Furthermore, Aip Saripuddin explained that, in this case, fun learning is usually done through humor, games, role-playing, demonstrations, and multimedia. Learning can also be achieved in other ways as long as students enjoy the process.¹²

According to Susanti (2020), in her research, edutainment is a learning method that combines education with entertainment by utilizing various media, particularly technology or entertainment media, in an effort to present fun learning in such a way that students are unaware that they are learning. In other words, edutainment is a method of making the educational and teaching processes so

¹⁰Susanti, “Implementasi Model Edutainment Dalam Pembelajaran Di Mi Modern Al-Azhary Lesmana Kecamatan Ajibarang Kabupaten Banyumas.” <http://repository.iainpurwokerto.ac.id/7183/>

¹¹et all M. Fadillah, *Edutainment Pendidikan Anak Usia Dini Menciptakan Pembelajaran Menarik, Kreatif, Dan Menyenangkan*, ed. Kencana, 1st ed. (jakarta: Kencana, 2014).

¹² Aip Saripuddin.Isnaini Yuningsih Faujiah, *Model Edutainment Dalam Pembelajaran Paud*, 1st ed. (Depok: Rajawali pers, 2020).

enjoyable that students can easily grasp the essence of learning without feeling like they are learning.¹³

Based on the explanation above, it can be concluded that edutainment is a learning method that combines education with entertainment in teaching and learning activities so that students will feel more relaxed, learning will be more fun, and students will feel comfortable without being burdened so that they will be enthusiastic and eager to follow the learning in class.

b. Characteristics of Edutainment

According to M.Fadhillah, (2014), the characteristics of edutainment are as follows:

- 1) The concept of edutainment refers to a set of approaches in learning that aim to bridge the gap between the teaching and learning processes in order to improve learning outcomes.
- 2) The basic concept of edutainment, such as acceleration, seeks to make learning that occurs in a conducive and pleasant environment.
- 3) The edutainment concept indicates a learning system with an effective link that includes students, teachers, the learning process, and the learning environment.¹⁴

In the concept of edutainment Learning processes and activities no longer have a scary face in the concept of edutainment, but rather a humane face and an open and fun educative interaction.

¹³Susanti, "Implementasi Model Edutainment Dalam Pembelajaran Di Mi Modern Al-Azhary Lesmana Kecamatan Ajibarang Kabupaten Banyumas."

¹⁴M. Fadillah, *Edutainment Pendidikan Anak Usia Dini Menciptakan Pembelajaran Menarik, Kreatif, Dan Menyenangkan*.

c. Steps for implementing edutainment

According to Nadia Noor Fahmi (2018), the steps for implementing edutainment are as follows:

- 1) It offers convenience and a pleasant atmosphere.
- 2) Creating a conducive learning environment.
- 3) Interesting.
- 4) Presenting pertinent information.
- 5) Involving positive emotions in learning.
- 6) Involves both the senses and the mind.
- 7) Adapting to students' ability levels.
- 8) Providing a positive experience.
- 9) Results celebration.¹⁵

3. Game

Some people love playing games, from kids to adults. Playing game gives you a feeling of excitement and stress-relieving. According to Wright, Betteridge, and Buckby (2006), a game is an entertaining and engaging activity that is often challenging and an activity in which the learners play and usually interact with other people.¹⁶ Thus, the writer can assume that the game is not only an engaging and fun activity but also a challenging activity in which learners collaborate and interact with one another.

¹⁵Nadia Noor Fahmi, *Penerapan Edutainment Dalam Pembelajaran Ilmu Pengetahuan Sosial Di Mi Muhammadiyah Wirasana Purbalingga*, 2018, <http://repository.uinsaizu.ac.id/id/eprint/4124>.

¹⁶David Betteridge and Michael Buckby Andrew Wright, *Games for Language Learning* (United Kingdom: Cambridge University Press.p.1, 2006).

Tuan and Doan (2010) defined a game as an activity with rules, a goal, and an element of fun. Games should be regarded as an integral part of the language syllabus, not as a frivolous Friday afternoon or end-of-term activity.¹⁷ Thus, the writer concludes that a game is not only an entertaining activity, but it also has rules and goals that make it disciplined while also being comfortable and exciting.

a. Types of Game

According to Hadfield (1987:4), Language games are classified into two types: linguistic games and communicative games. Linguistic games are games that emphasize precision, such as using the correct antonyms. Conversely, communicative games are games that focus on the exchange of information and ideas that a person, such as two people, identify the difference between two images that are similar but not identical. Furthermore, Hadfield (1987:5) divides language games into some categories:

1) Guessing Games

Guessing Games are guessing games that use these principles. It was the player who had that information who purposefully withheld it while others guessed what it was.

There are several guessing games that can be played at various levels, according to Lee in Betteridge and Buckby. Namely:

1) Guess what it is? Is it?

2) Guess Who I am?/ What is my name?/ Who is he/ she?

¹⁷Luu Trong Tuan and Nguyen Thi Minh Doan, *Teaching English Grammar Through Games* (Studies in Literature and Language, 2010).

3) Guess what is there in my bag today?

4) Guess where it is?

2) Search Games

Search games is another variation that involves the entire class is search games. Everyone in the class has one piece of information about these games. To fill out a questionnaire or solve a problem, players must obtain all or a large amount of the available information. As a result, each student is both a giver and a receiver of information.

3) Matching Games

Matching games use a different principle but also involve information transfer. Matching identical pairs of cards or pictures is the aim of these games, which can be played as a whole-class activity in which everyone must circulate until they find a partner with the same card or picture.

4) Exchanging and collecting games

The barter principle is used in games of exchanging and collecting.

Players have specific items or cards they are willing to trade for others to complete a set. This can be played as a whole-class activity in which players circulate freely, exchanging cards or articles at random; as an inter-group activity in which players agree to collect a specific set of articles as a group and then exchange articles between groups; or as a card game based on the 'rummy' principle.

5) Combining activities¹⁸

Combining activities require players to act on specific information to arrange themselves in groups, such as families or people living in the same flat.

4. Who am I Game

According to Klippel (1984), the who am I game is one of those simple guessing games with very simple rules; one person knows something others want to know. Furthermore, Klippel defines guessing games as games in which participants compete individually or in groups to identify something that is not clearly shown (as in puzzles or guessing).¹⁹

Based on the above, it is possible to conclude that the who am I game is a guessing game in which a person or participant knows something and competes individually or as part of a team to identify or figure it out. The teacher can change the rules of this game. The player holds the information, and the others have to guess who, what, and where it is. Things that must be guessed can be in the form of single words, phrases, sentences, or sentences. In this research the researcher choose this game is because the who am I game is a simple guessing game, and in speaking activities can give students more opportunities to practice speaking during the times allocated, can make students more creative, and communicative.

¹⁸J.Hadfield, *Elementary Communication Games* (UK: Thomas Nelson and Sons., 1987).

¹⁹F Klippel, *Keep Talking. Communicative Fluency Activities for Language Teaching*. (Cambridge: Cambridge University Press., 1984).

a. The Steps of Who Am I Game

According to Walidi (2006:30), there are five steps in the Who Am I game, there are:

- 1) Two groups are formed, namely Group A and Group B, and the number of members must be equal and balanced.
- 2) Cards given to one player from one group, for example, Group A.
- 3) After that, the player observes the card for 90 seconds in front of the group with a convincing expression, and he tries to give the characteristics or description of the mysterious object/animal on the card.
- 4) By looking at the characteristics described by their friends, the other members try to guess the name of the mysterious object/animal, and it is conveyed verbally after the time runs out (90 seconds) by the interlocutor of the interpreter. After the time runs out, the next sign is Group B's turn with the same opportunity and time.²⁰

According Meekis in M. Fatkhur Rohman (2016) lists the procedures for playing the game "Who am I" such as; Choose one name for each person playing. Don't let any of the players see the name until the game has started. Names can represent real people you know, celebrities, animated characters, story books, characters, historical figures, or animals like mammals, birds, etc. Put one label on each back. Don't let him see the name before you put it there. Tell everyone the rules. Everyone gets a "yes or no" question to find out who he is. For example, he might ask, "Am I a boy?" Am I? live?" and so on. The question can't be/or a

²⁰Walidi., *Games for Improving English* (Jogjakarta: PT Citra Aji Parama, 2006).

question like “Am I” a boy or a girl?” The players roam around the room asking other people questions. Tell them they can’t just ask one person a question; the point is to get along. Whoever guesses correctly first wins the game. No clues are allowed, unless everyone is stuck and can’t figure out who they are. Vary the game by using object names instead of people and animals.²¹

b. Advantages and Disadvantages of Using Who Am I Game In Teaching.

According to M.fatur Rohman (2015), there are several advantages to teaching English use who am I game, namely:

1. Can make students more creative and communicative.
2. Provide more opportunities for students to express their feeling and opinion.
3. This game gives a positive effect on the student’s interest and motivation in learning.
4. Increase cooperation among students.
5. Increase tolerance among students.

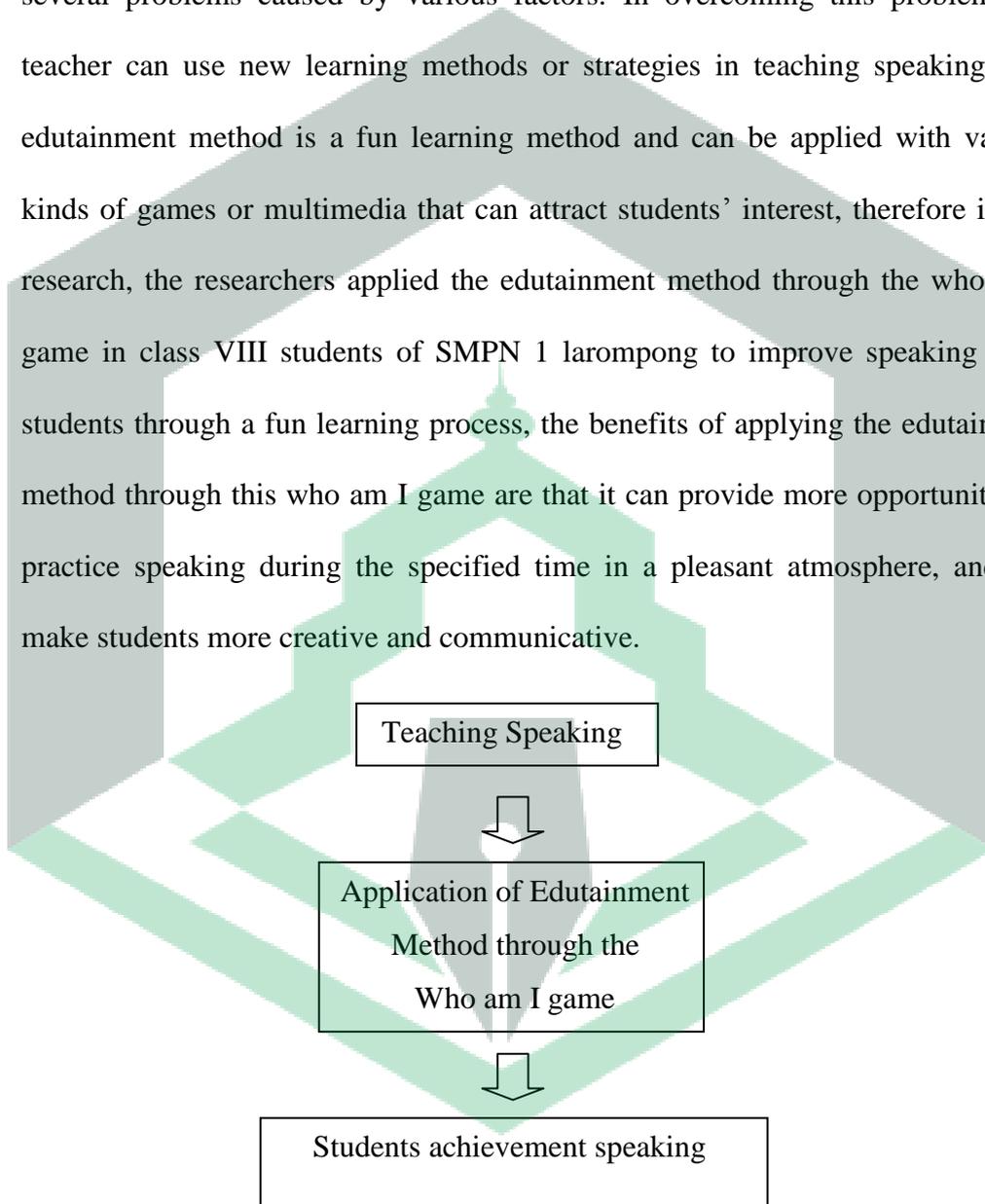
And the disadvantage of this game is that the teacher who implements this game must use time effectively and efficiently. so the teacher must manage the time as best as possible in implementing this activity.

And the next There are 3 aspects of speaking which one is dominant in this research on chapter 3 parts discussion.

²¹M. Fatkhur Rohman, “The Use of Who Am I Game to Improve Students’ Speaking Skills,” 2016, <http://e-repository.perpus.iainsalatiga.ac.id/id/eprint/738>.

C. Conceptual Framework

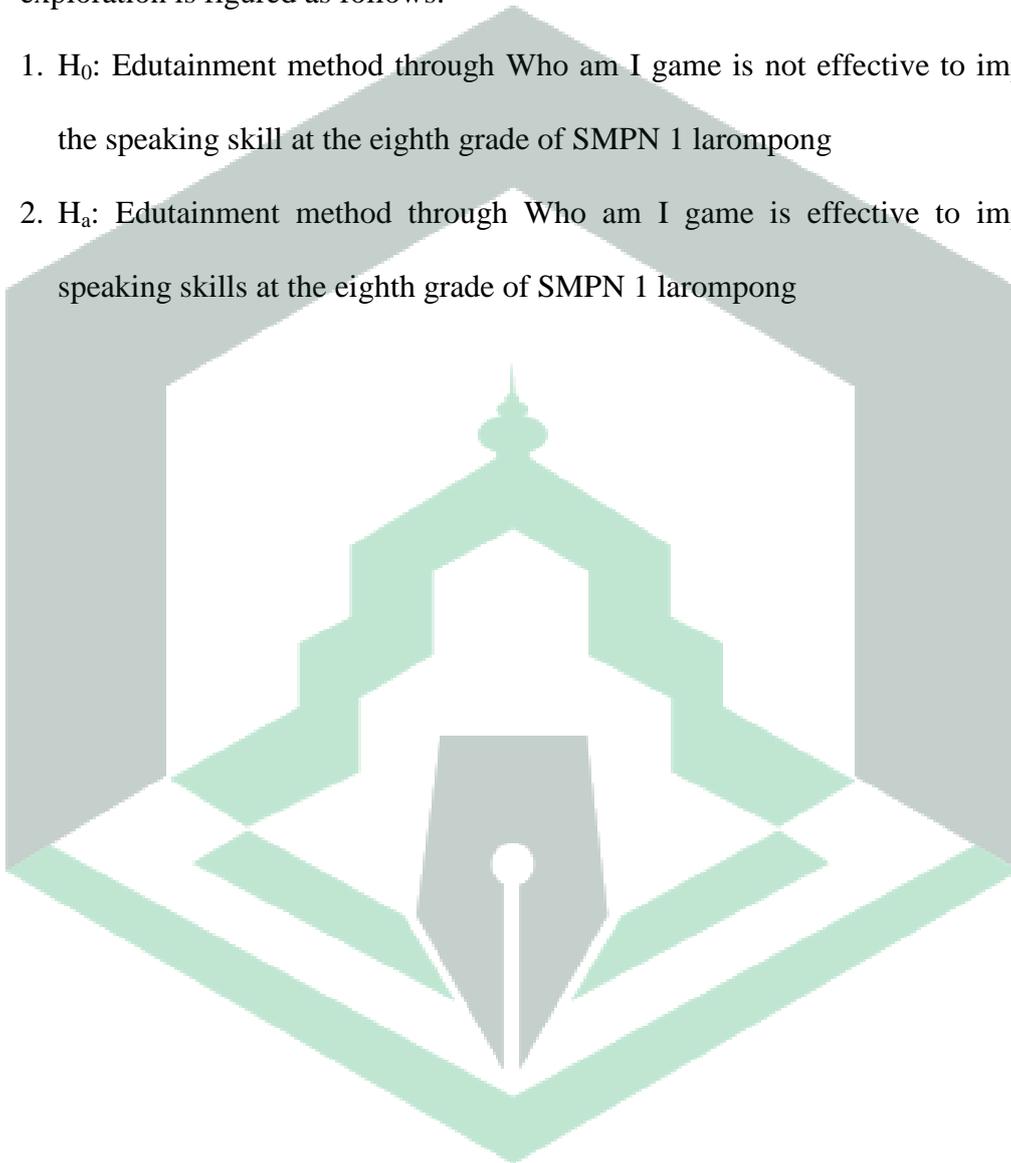
Speaking is one of the important skills in learning a language, especially English. However, in the process of learning a language, students experience several problems caused by various factors. In overcoming this problem, the teacher can use new learning methods or strategies in teaching speaking. The edutainment method is a fun learning method and can be applied with various kinds of games or multimedia that can attract students' interest, therefore in this research, the researchers applied the edutainment method through the who am I game in class VIII students of SMPN 1 larompong to improve speaking skills students through a fun learning process, the benefits of applying the edutainment method through this who am I game are that it can provide more opportunities to practice speaking during the specified time in a pleasant atmosphere, and can make students more creative and communicative.



D. Hypothesis

This hypothesis is an impermanent response to the outcome that was normal. Based on the clarification in the presentation. So the speculation in this exploration is figured as follows:

1. H_0 : Edutainment method through Who am I game is not effective to improve the speaking skill at the eighth grade of SMPN 1 larompong
2. H_a : Edutainment method through Who am I game is effective to improve speaking skills at the eighth grade of SMPN 1 larompong



CHAPTER III

RESEARCH METHODOLOGY

This chapter described the research methods, research design, variables, population and samples, research instruments, data collection procedures, and data collection techniques.

A. Method of the Research

The method used the pre-experimental research method. It aimed to find out the effectiveness of the Edutainment method through Who am I game to improve students speaking skills.

B. Research Design

The research design applied the pre-experimental design, one group pre-test, and post-test design. The design was written as follows:

Table 3.1 Research Design

Pre-test	Treatment	Post-test
O1	X	O2

Note:

O1: Pre-test

X: Treatment

O2: Post-test.²²

C. Variable

In this research, there are two variables, namely :

1. Independent variable: Edutainment Method through Who am I game
2. Dependent variable: students' achievement in speaking skill.

²² Sugiyono, *Metode Penelitian Kualitatif Dan R&D* (Bandung: Alfabta, 2007).

D. Population and Sample

1. Population

The population in this research was the students in the eighth grade of SMPN 1 Larompong. The population consisted of 64 students in two classes.

2. Sample

Purposive sampling was used in this research. In this research, the researcher chose class A because, in this class, the students have poor public speaking and lack confidence in their ability to speak. In this class, there are 32 students enrolled, but in this research, the researcher chose 17 students to be respondents with the consideration that there were 17 students who followed the entire series of treatments given.

E. The Instrument of the Research

In this research, researcher used tests to collect data. The test consisted of pre-test and post-test, which were used to measure students' speaking ability before and after treatment. The form of the test is an oral test. In the pre-test, students were given two minutes to talk about describing about friend in your class, and in the post-test, students were given two minutes to talk about describing about animals in the zoo. The speaking skill assessment focuses on three aspects of speaking, namely accuracy, fluency, and comprehensibility.

F. The Procedures for Collecting Data

The data collecting the research used the procedure below:

1. Pre-test

The researcher gave a pre-test to the students before being given treatment to obtain data to determine the student's initial ability to speak English. In this test, students are given two minutes to describe something, such as an object, place, or person.

2. Treatment

In treatment, the researcher conducted four meetings. The steps were followed:

First meeting

- 1) The researcher explains the material, Vocabulary, and how to ask questions using the WH Question.
- 2) Students are divided into 4-5 groups with the same and balanced number of members.
- 3) Each group is given 1 card containing a picture and given time to observe the picture on the card.
- 4) After that, the researcher determines a group that will start the game.
- 5) One group comes to the front of the class, after which other group members will start asking questions about the pictures that the group has, while the groups that go up will take turns answering the questions given according to the characteristics of the pictures on the cards they have got.

- 6) By looking at the characteristics that have been answered by the group that goes to the front, each group works together to try to guess the name of the mysterious object/animal described by the other group.
- 7) The game lasts until there is a group that manages to answer correctly the picture that is owned by the group that comes forward.

Second Meeting

- 1) Each student is given 1 card containing a picture.
- 2) Students observe the pictures on the cards. After that, students try to provide characteristics or descriptions of the mysterious pictures/objects contained in the card.
- 3) After students describe the pictures they have, other students are given the opportunity to ask more specific questions so they can more easily guess the name of the picture their theme has.
- 4) By looking at the characteristics that have been answered and explained by the theme, other students will try to guess the name of the mysterious picture/object that their theme has.

Third meeting

- 1) The researcher explained the material, vocabulary, and how to ask questions using the WH Question.
- 2) Students are divided into 4-5 groups with the same and balanced number of members.
- 3) Next one team member looks at the card that contains the picture.

- 4) After that, the other team members take turns asking questions to students observing the picture. And students will answer according to the characteristics of the person or animal on the card.
- 5) Questions are given until group members can guess what picture is on the card.

Fourth meeting

- 1) The researcher explains the material and vocabulary related to the material.
- 2) One of the students comes forward to see the picture on the card.
- 3) After that, other students ask what picture is on the card, and the student who observes the card will answer according to the characteristics of the person or animal on the card.
- 4) The game is considered finished when there are students who can answer the picture on the card correctly.
- 5) And the game is continued by the next student.

3. Post-test

After giving the treatment, the researcher gave a post-test. The research gave the final test by giving a test similar to the initial test to find out if it had improved or the same as the initial test.

G. The Technique of Data Analysis

The data collected through pre-test and post-test were analyzed by the following steps:

1. Scoring Classification

The researcher must assess the significance of the data while studying it—scoring classification, including accuracy, fluency, and comprehensibility.

1) Accuracy

.Table 3.2 Accuracy Rubric Scoring.

Classification	Score	Criteria
Excellent	6	Pronunciation is very slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors.
Very Good	5	Pronunciation is slightly influenced by the mother tongue. A view of minor grammatical and lexical errors, but most utterances are correct.
Good	4	Pronunciation is moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors only cause confusion.
Average	3	Pronunciation is seriously influenced by the mother Tongue only has a few serious phonological errors, Some of which cause confusion.
Poor	2	Pronunciation is seriously influenced by mother tongue with errors causing a breakdown in

		Communication. Many “basic” grammatical and Lexical errors.
Very Poor	1	Serious pronunciation errors, as well as many “basic” grammatical and lexical errors. No evidence of having mastered any of the languages Skill and areas practiced in the course.

2) Fluency

Table 3.3 Fluency Rubric Scoring

Classification	Score	Criteria
Excellent	6	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very Good	5	Has to make an effort at times to search nevertheless, smooth delivery on the whole and Only a few unnatural pauses.
Good	4	Although he has to make and search for words, there are not too many unnatural pauses. Fairly Smooth delivery, mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
Average	3	Has to make an effort much of the time. Often has to search for the desired meaning. Frequently fragmentary and halting delivery. Almost give up

		making an effort at times. Limited range of expression.
Poor	2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery.
Very Poor	1	Full long and unnatural pauses. Very halting and fragmentary delivery. At times gives up on making The effort. Very limited range of expression.

3) Comprehensibility²³

Table 3.4 Comprehensibility Rubric Scoring.

Classification	Score	Criteria
Excellent	6	Easy for the listener to understand and speaker's Intention and general meaning. Very few Interruption or clarification required.
Very Good	5	The speakers' intentions and general meanings are Fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
Good	4	Most of what the speaker says is easy to follow. His The intention is always clear, but several interruptions are necessary to help him convey the message or to Seek clarification.

²³ Heaton, J. B. Writing English Language Test. (New York Longman).

Average	3	The listener can understand a lot of what is said, But he must constantly seek clarification. Cannot understand many of the speakers' more complex or longer sentences.
Poor	2	Only small bits (usually short sentences and phrases) can be understood, and then with The considerable effort by someone who is listening The speaker.
Very Poor	1	Hardly anything of what is said can be Understood. Even when the listener makes a Great effort or interrupts, the speaker is unable to clarify anything he seems to have said.3

2. Classifying the students' score

The student's performance will be divided into six levels: the teenagers' speaking skills' scoring classification.

Table 3.5 The Classification Score For-Test

Classification	Scale	Score
Excellent	6	86-100
Very good	5	71-85
Good	4	56-70
Average	3	41-55
Poor	2	26-40
Very poor	1	25-0

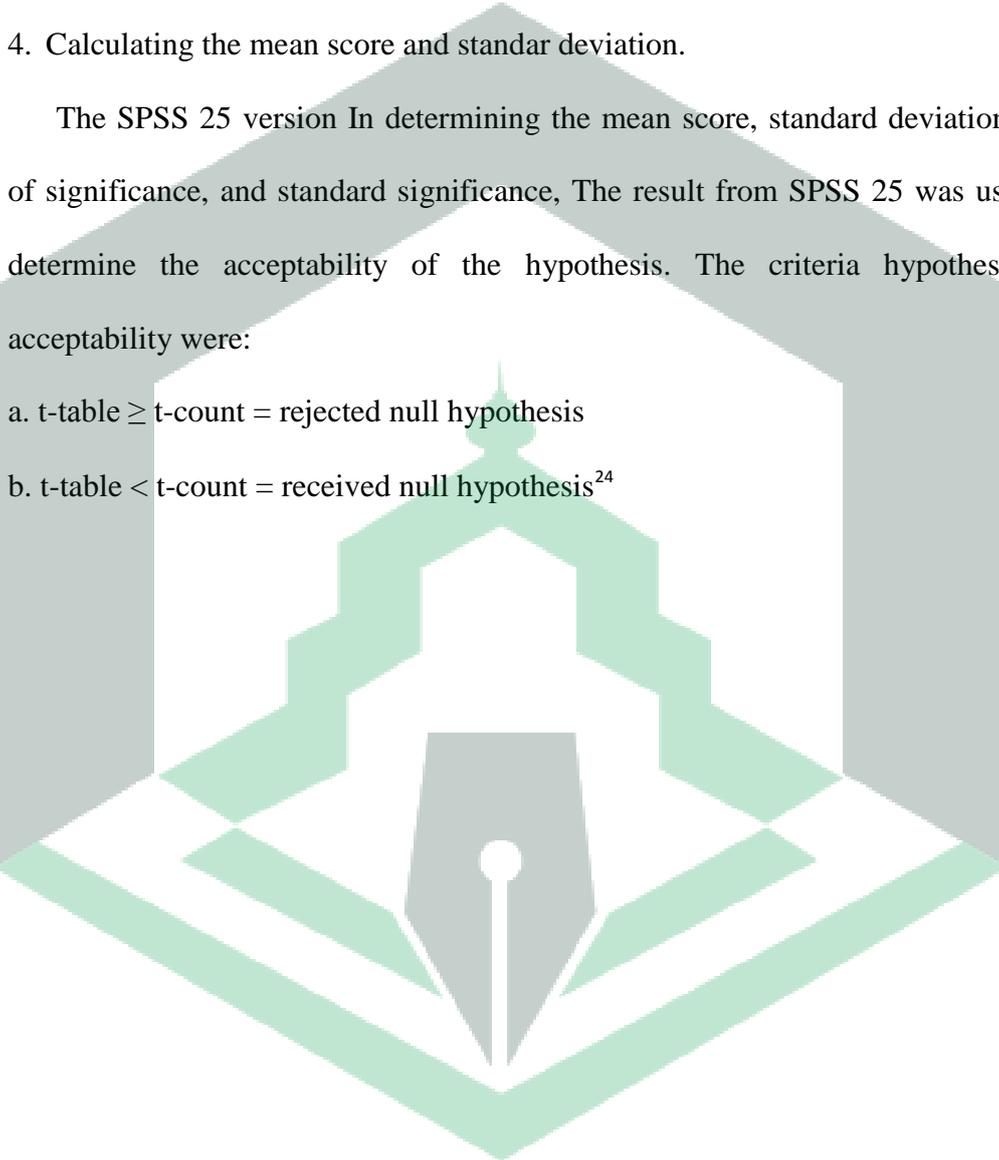
3. Calculating the percentage of the students' by using the following formula :

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

4. Calculating the mean score and standar deviation.

The SPSS 25 version In determining the mean score, standard deviation, test of significance, and standard significance, The result from SPSS 25 was used to determine the acceptability of the hypothesis. The criteria hypothesis of acceptability were:

- a. $t\text{-table} \geq t\text{-count} = \text{rejected null hypothesis}$
- b. $t\text{-table} < t\text{-count} = \text{received null hypothesis}$ ²⁴



²⁴ L.R. Gay, Geoffrey E. Mills, and Peter Airasian, "EDUCATIONAL RESEARCH Competencies for Analysis and Applications", 10th ed. (London: Pearson Education, Inc, 2012).

CHAPTER IV FINDINGS AND DISCUSSIONS

A. Findings

This section showed the result of the data that have been tabulated statistically, Showing the percentage classification and standard deviation of student scores consisting of pre-test and post-test.

1. Analysis of students' score in the test

a. Pre-test

In this section, the researcher showed the score of the students speaking in the pre-test. as well as the mean scores and standard deviation of the students as a percentage of the student's speaking skill scores. Then, the researcher presented the data in the tables and calculated the score by using SPSS 25. The pre-test results can be seen in the following table 4.1

Table 4.1 The score of students' speaking skill in pre-test

NO	Respondent	The aspect of speaking			Total score	Score of test
		Accuracy	Fluency	Comprehensibility		
1	R1	1	1	1	3	17
2	R2	1	1	1	3	17
3	R3	1	2	1	4	22
4	R4	1	1	1	3	17
5	R5	2	1	1	4	22
6	R6	2	2	2	5	33
7	R7	1	2	1	5	22
8	R8	2	2	2	6	33
9	R9	1	1	2	4	22
10	R10	2	2	1	5	28

11	R11	2	1	2	5	28
12	R12	1	1	2	4	22
13	R13	2	1	1	4	22
14	R14	2	1	2	5	28
15	R15	2	2	1	5	28
16	R16	1	2	1	4	22
17	R17	1	1	1	4	17
	Σ17	25	24	23		400

Table 4.1 presents the students' speaking skill scores in accuracy, fluency, and comprehensibility.

1) Accuracy

To calculate the average score of students' accuracy in the pre-test, the researchers used SPSS 25 to determine the measurement results and the level of accuracy. The result can be presented in table 4.2

Table 4.2 Descriptive Statistics of Accuracy in Pre-Test

	N	Minimum	Maximum	Mean	Std Deviation
Accuracy	17	1	2	1,47	,514
Valid N (listwise)	17				

Table 4.2. It showed that the student's lowest score is 1,0, and the highest score is 2,0. It also indicates that the mean of the student's score in the pre-test is 1,47, and the standard deviation is 514.

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

Classification	Score	Rating	Pre- Test	
			Frequency	Percentage
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	0	0
Average	41-55	3	0	0
Poor	26-40	2	8	47%
Very poor	≤25	1	9	53%
Total				100%

Table 4.3 above shows that the score of there were 9 (53%) students' got a very poor score, 8 (47%) students' got a poor score, and there were no students who got excellent, very good, good or average scores.

2) Fluency

To calculate the average score of students' fluency in the pre-test, the researchers used SPSS 25 to determine the measurement results and the level of fluency. The result can be presented in table 4.4.

Table 4.4 Descriptive Statistics of Fluency in Pre-Test

	N	Minimum	Maximum	Mean	Std Deviation
Fluency Valid N	17	1	2	1,41	,507
(listwise)	17				

Table 4.4. It showed that the student's lowest score is 1,00, and the highest score is 2,00. It also indicates that the mean of the student's score in the pre-test is 1,41, and the standard deviation is 507.

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

Classification	Score	Rating	Pre- Test	
			Frequency	Percentage
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	0	0
Average	41-55	3	0	0
Poor	26-40	2	7	41%
Very poor	≤25	1	10	59%
Total				100%

Table 4.5 above shows that the score of there were 10 (59%) students' got very poor score, 7 (41%) students' got poor score, and there was no students got excellent, very good, good, and average score.

3) Comprehensibility

To calculate the average score of students' comprehensibility in the pre-test, the researchers used SPSS 25 to determine the measurement results and the level of comprehensibility. The result can be presented in table 4.6 and table 4.7

Table 4.6 Descriptive Statistics of Comprehensibility in Pre-Test

	N	Minimum	Maximum	Mean	Std Deviation
Comprehensibility	17	1	2	1,35	,493
Valid N (listwise)	17				

Table 4.6. It showed that the student's lowest score is 1,00, and the highest score is 2,00. It also indicates that the mean of the student's score in the pre-test is 1,35, and the standard deviation is 493.

Table 4.7 The Rate Percentage Score of Students' Comprehensibility in Pre-Test

Classification	Score	Rating	Pre- Test	
			Frequency	Percentage
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	0	0
Average	41-55	3	0	0
Poor	26-40	2	6	35,3%
Very poor	≤25	1	11	64,7%
Total				100%

Table 4.5 above shows that the score of there were 11 (64,7%) students' got very poor score, 6 (35,3%) students' got poor score, and there was no students got excellent, very good, good, and average score.

b. Post-test

In this section, the researcher showed the rate percentage of students' scores of speaking abilities in the post-test. The result was presented in tables 4.8.

Table 4.8 The score of students' speaking skill in pos-test

NO	Respondent	The aspect of speaking			Total score	Score of test
		Accuracy	Fluency	Comprehen sibility		
1	R1	2	2	2	6	30
2	R2	3	2	2	7	39

3	R3	3	3	3	10	50
4	R4	2	3	2	7	39
5	R5	3	4	2	9	50
6	R6	4	3	4	11	61
7	R7	2	3	2	7	39
8	R8	4	3	3	10	56
9	R9	3	4	3	10	56
10	R10	3	3	2	8	44
11	R11	3	3	3	9	50
12	R12	3	2	3	8	44
13	R13	3	4	4	11	61
14	R14	3	4	3	10	56
15	R15	2	3	3	8	44
16	R16	3	3	3	9	50
17	R17	2	2	3	7	39
		58	51	47		808

1) Accuracy

To calculate the average score of students' accuracy in the post-test, the researcher used SPSS 25 to determine the measurement results and the level of accuracy. The following results are recorded in table 4.9.

Table 4.9 Descriptive Statistics of Accuracy in Pos-Test

	N	Minimum	Maximum	Mean	Std Deviation
Accuracy	17	2	4	2,82	,636
Valid N (listwise)	17				

Table 4.9. It showed that the student's lowest score is 2,00, and the highest score is 2,82. It also indicates that the mean of the student's score in the post-test is 1,35, and the standard deviation is 636.

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

Classification	Score	Rating	Pre- Test	
			Frequency	Percentage
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	2	12%
Average	41-55	3	10	59%
Poor	26-40	2	5	29%
Very poor	≤25	1	0	0
Total				100%

Table 4.10 above shows that the score of there were 5 (29%) students' got a poor score, 10 (59%) students' got average score, 2 (12%) students' got good score, and there were no students got excellent, very good, and very poor score.

2) Fluency

To calculate the average score of students' fluency in the post-test, researcher used SPSS 25 to determine the measurement results and the level of fluency. The following results are recorded in table 4.11.

Table 4.11 Descriptive Statistics of Fluency in Post-Test

	N	Minimum	Maximum	Mean	Std Deviation
Fluency Valid	17	2	4	3,00	,707
N (listwise)	17				

From table 4.11. It showed that the student's lowest score is 2,00 and the highest score is 4,00. It also indicates that the mean of the student's score in the post-test is 3,00, and the standard deviation is 707.

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

Classification	Score	Rating	Pre- Test	
			Frequency	Percentage
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	4	23,5%
Average	41-55	3	9	53%
Poor	26-40	2	4	23.5%
Very poor	≤25	1	0	0
Total				100%

Table 4.12 above shows that the score of there were 4 (23.5%) students' got a poor score, 9 (53%) students' got an average score, 4 (23.5%) students' got a good score, and there were not students got the excellent, very good, and very poor score.

3) Comprehensibility

To calculate the average score of students' comprehensibility in the post-test, the researcher used SPSS 25 to determine the measurement results and the level of comprehensibility. The following results are recorded in table 4.13

Table 4.13 Descriptive Statistics of Comprehensibility in Pos-Test

	N	Minimum	Maximum	Mean	Std Deviation
Comprehensibility	17	2	4	2,76	,664
Valid N (listwise)	17				

From table 4.13. It showed that the student's lowest score is 2,00 and the highest score is 4,00. It also indicates that the mean of the student's score in the post-test is 2,76, and the standard deviation is 664.

Table 4.14 The Rate Percentage Score of Students' Comprehensibility in Post-Test

Classification	Score	Rating	Pre- Test	
			Frequency	Percentage
Excellent	86-100	6	0	0
Very Good	71-85	5	0	0
Good	56-70	4	2	12%
Average	41-55	3	9	53%
Poor	26-40	2	6	35%
Very poor	≤25	1	0	0
Total				100%

Table 4.14 above shows that the score of there were 6 (35%) students' got a poor score, 9 (53%) students' got average score, 2 (12%) students' got good score, and there were no students got excellent, very good, and very poor score.

2. The comparison between the result in pre-test and post-test

This section shows the mean score and standard deviation on the pre-test and post-test, then contrasts the two and shows the average score.

Table 4.15 The Mean Score and Standard Deviation in Pre-Test and Post-Test

		Mean	N	Std Deviation	Std Error mean
Pair 1	Pre-test	4,29	17	,849	,206
	Post-test	8,65	17	1,539	,373

Table 4.15 sample statistics indicated that the standard deviation in the pre-test is 849 and in the post-test is 1,539. It also showed that the mean score of students in the pre-test is 4,29, and the mean score of the students in the post-test is 8,65. The result of the table above showed that the mean score of students in the post-test was higher than the mean score of students in the pre-test. It concluded that the Edutainment method through Who am I game was effective in teaching speaking skills for students at the eighth grade of SMPN 1 Larompong.

Table 4.16 The Paired Samples Correlations of Pre-Test and Post-Test

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	17	,467	,059

Table 4.16 paired sample corrections of the pre-test and post-test above presented that the correlation of the student's ability before and after treatment is 0,467. It means that there was a significant correlation between students' ability in speaking skills before and after treatment.

Table 4.17 The Paired Samples Test of Pre-Test and Post-Test

		Paired differences							
		95% Confidence Interval Of Teh Difference					T	Df	Sig.-(2 tailed)
	Mean	Std Deviation	Std Error mean	Lower	Upper				
Pair 1	Pretest- posttest	-4,353	1,367	,331	-5,056	-3,650	-13,133	16	,000

From table 4.17 the paired sample test, the researcher got data that t_0 (t_{count}) = -13,133 and df (degree of freedom) = 16. the value of t_t = 2.119. It was the standard of signification 0,05 (5%) with a (df) degree of freedom= 16. Based on the result, t_0 (t_{count}) was higher than t_t (t_{table}), $t_0 > t_t$.

$$13,133 > 2.119$$

Related to the results of the research that ($t_0 > t_t$) t_{count} is higher than t_{table} . It was concluded that the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted.

B. Discussion

This research aims to determine whether the edutainment method through who am I game improves students' speaking skills at the eighth grade of SMPN 1 larompong. In this research, there are three items analyzed by the researcher according to three aspects of speaking assessment, namely; accuracy, fluency, and comprehensibility. In this research, there were 17 respondents who had been given treatment. The result data analysis showed that the prominent among three aspects of speaking better improved is fluency, in the pre- test not students' got good

classification and then increased in post-test, 4 students got good classification. The mean score of the students' pre-test is 4,29, and the mean score of the post-test is 8,65. The standard deviation of the pre-test is 849, and the standard deviation of the post-test is 1,539. Furthermore, the results of the research, which are statistically calculated, show that the calculated t_{table} is 13.133 with a df (degrees of freedom)= 16, while the standard t_{table} is a significant level of 0.05 (5%) on df = 16 is 2.119. From these data, it can be concluded that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. It means that using the Edutainment method through who am I game could improve the student's ability in speaking skills.

There were also previous research results that found the use of the edutainment method in teaching is effective in improving speaking, namely by Muhammad Faiz Fairuzabadzi found that after the application of the edutainment method, there was a significant difference between the post-test students in the experimental class and the control class. Therefore, the researcher concludes that the effect of the edutainment method on students' speaking skills can improve student learning outcomes and make a good contribution to students' speaking skills.²⁵

The findings of Yusni Karimna Isya Karima (2019), which he researched to improve students' speaking skills. In his research, he focused on applying the edutainment method through listen, repeat and speak games to improve students'

²⁵Fairuzabadzi, "The Effect of Edutainment Method on Students' Spe Aking Skill at Seven Grade Student at Mts Siti Khadijah Sindangwangi."

speaking skills, and the results of his research showed that there was progress in students' speaking skills.²⁶

The similarity of the results of previous research and this research is that this research and this research found the effectiveness of the edutainment method through games to improve students' speaking skills. By using the edutainment method through games, students can improve their speaking skills. Meanwhile, the difference in the results from the previous one is that this research focuses on the application of the edutainment method through who am I games, while previous studies such as Muhammad Faiz Fairuzabadzi focused on implementing the edutainment method by sharing various kinds of games, and fun activities, while Karima Isya Karimna in her research applied the method. Edutainment which focuses on the application of listen, repeat and speak games to improve students' speaking skills.

²⁶Karima, "Penerapan Metode Edutainment Melalui Permainan Simak Ulang-Ucap Untuk Meningkatkan Keterampilan Berbicara Bahasa Arab."

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher concluded that the use of the edutainment method through the who am I game was effective in improving the speaking skills of class VIII students of SMPN 1 Larompong, we can observe from the results of the pre-test average score of 4.29 while the average value of the post-test is 8.65 this showed that the students' score in the post-test is better than the pre-test. Furthermore, the results of the research, which are statistically calculated, show that the calculated t_{table} is 13.133 with a df (degrees of freedom)= 16, while the standard t_{table} is a significant level of 0.05 (5%) on df = 16 is 2.119. From these data, it can be concluded that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted, which states that the use of the edutainment method through the who am I game can improve the speaking ability of class VIII students of SMPN 1 Larompong.

B. Suggestion

Based on the result of the research, the researcher proposed suggestions as follows:

1. Suggest for the teacher

The researcher suggests to English teachers apply interesting types of learning strategies or methods in teaching speaking skills to increase students' motivation in learning. Researchers suggest using the edutainment method

through who am I game because this game is interesting and can be done individually or in groups in the learning process.

2. Suggest for the students

The learning process should involve active participation from the students. Do not be afraid to express yourself, especially when speaking. Everywhere they go, and at all times, they should put what they have learned from their teacher into practice. They must also pay close attention and take learning and teaching seriously. They must also participate actively by asking questions when they do not understand a teacher's explanation.

3. Suggest for the next researcher

For future research, It is hoped that they will look for other signs of the edutainment method through fun games or multimedia and in other English skills, such as writing and vocabulary. and researchers can use this research as a supplement to their own research with different variables and conditions.

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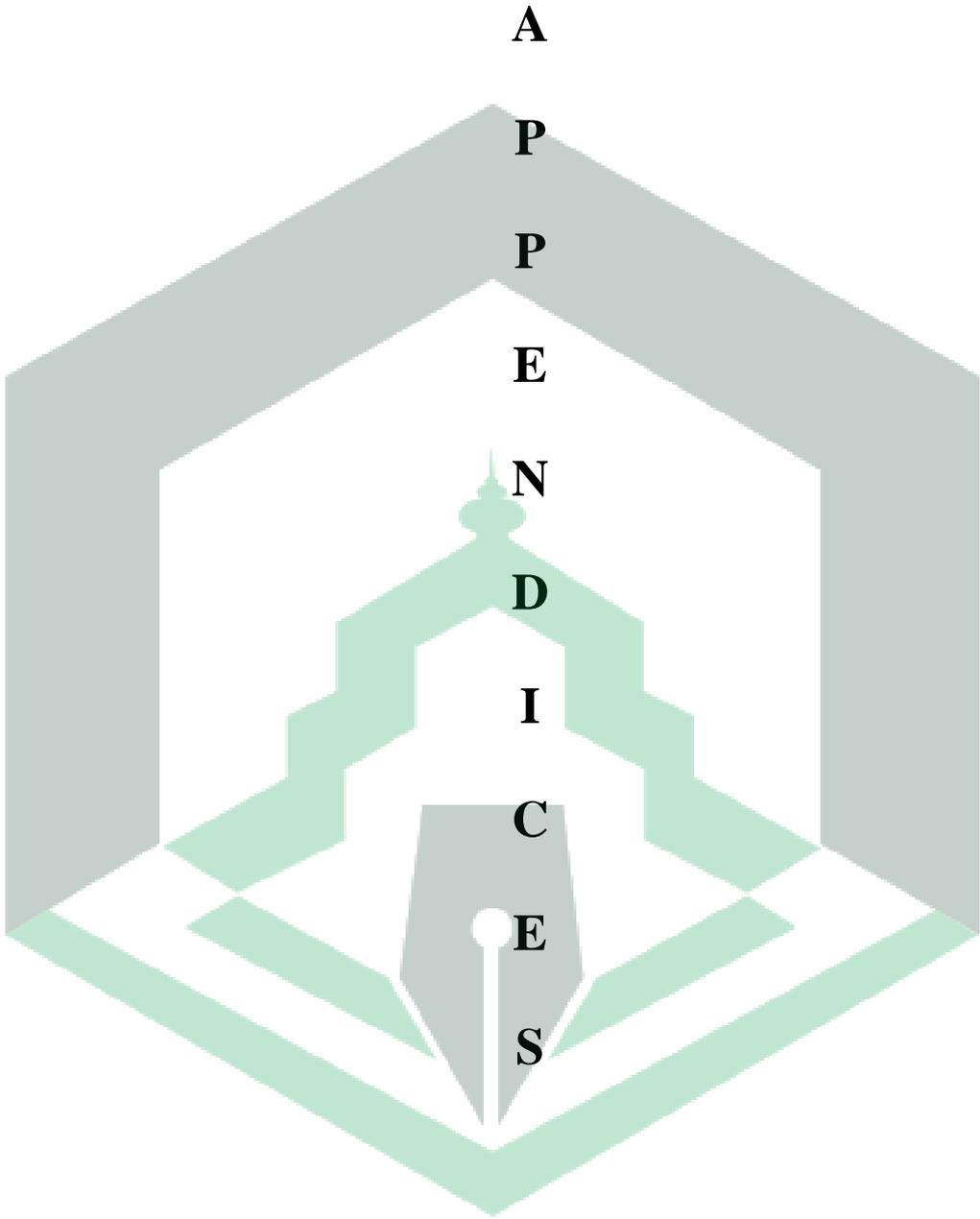
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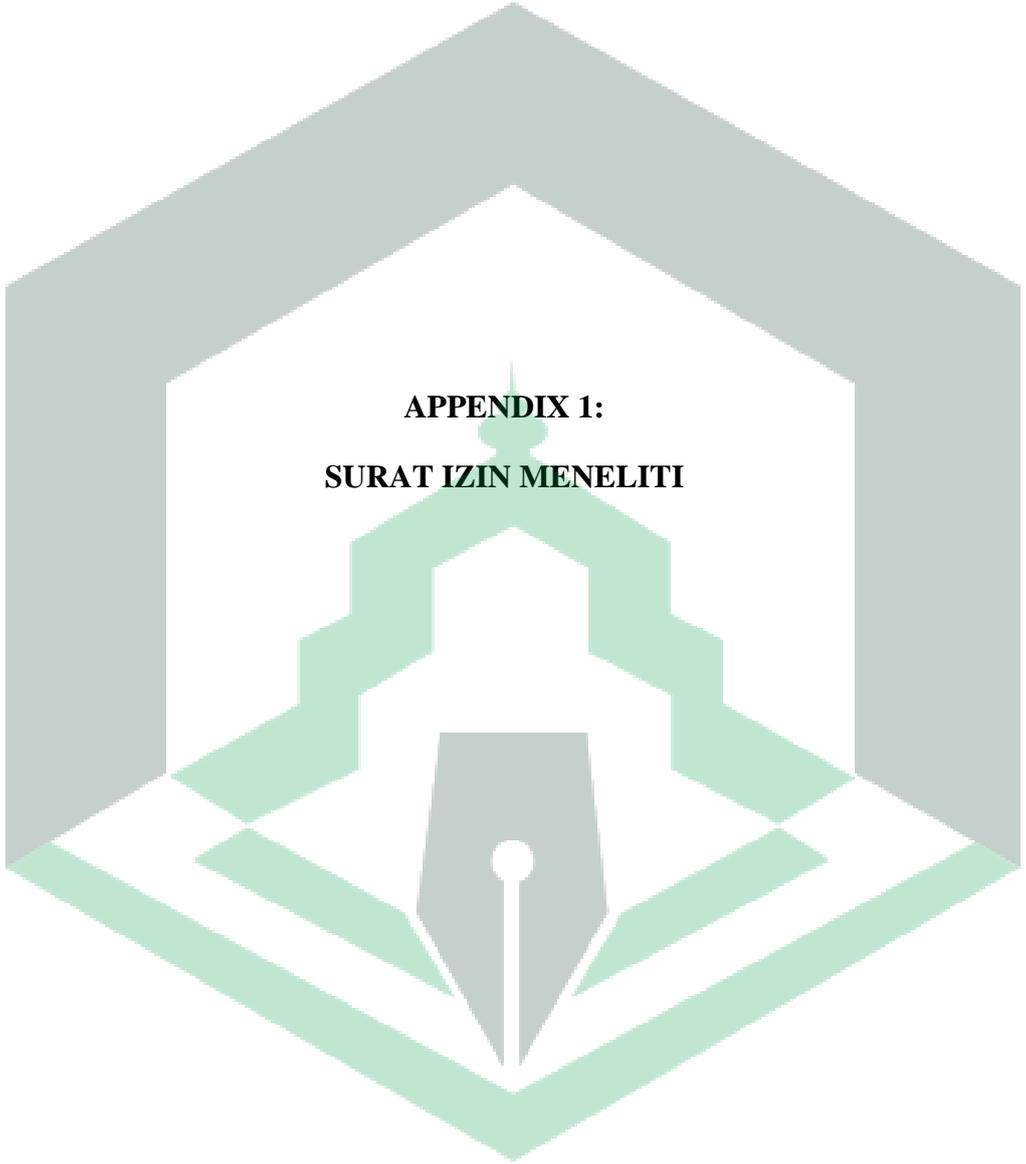
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APPENDIX 1:
SURAT IZIN MENELITI



**PEMERINTAH KABUPATEN LUWU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 LAROMPONG**
Alamat : Jln. Poros Siwa - Palopo - Kel. Larompong, Kode Pos 91997

KETERANGAN PENELITIAN
NO: 125/DIKBUD/SMP.1/TU/2022

Yang bertanda tangan di bawah ini : Kepala SMP Negeri 1 Larompong

Nama : IDRIS, S.Pd., M.M
NIP : 197209222006041003
Pangkat/GOL : PEMBINA TK.I. IV/b
Jabatan : KEPALA SEKOLAH

Dengan ini menyatakan dengan sesungguhnya bahwa :

Nama : MILSA RAMADHANI
NIM : 1802020127
Jenis Kelamin : Perempuan
Pekerjaan : Mahasiswa
Perguruan Tinggi : Institut Agama Islam Negeri Palopo
Program Studi : Bahasa Inggris

Telah melakukan penelitian di SMP Negeri 1 Larompong pada tanggal 11-27 Oktober 2022
Dengan Judul Penelitian **"The Use Of Edutainment Method Throught Who Am I Game in
Improving Student's Speaking skill at The Eight Grade of SMPN 1 Larompong"**

Demikian Surat Keterangan ini dibuat dengan sesungguhnya untuk dipergunakan sebagaimana mestinya.

Larompong, 28 Oktober 2022
Kepala Sekolah



[Signature]
IDRIS, S.Pd., M.M
NIP. 197209222006041003



APPENDIX 2:
SURAT IZIN MENELITI



PEMERINTAH KABUPATEN LUWU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Alamat : Jl. Cpu Daeng Risaju No. 1, Belopa Telpun : (0471) 3314115

Nomor : 508/PENELITIAN/02.01/DPMTSP/X/2022
Lamp : -
Sifat : Biasa
Perihal : **Permohonan Surat Izin Penelitian**

Kepada
Yth. Ka. SMP Negeri 1 Larompong
di -
Tempat

Berdasarkan Surat Dekan Institut Agama Islam Negeri Palopo : 2232/In.19/FTIK/HM.01/10/2022 tanggal 04 Oktober 2022 tentang permohonan Izin Penelitian.

Dengan ini disampaikan kepada saudara (i) bahwa yang tersebut di bawah ini :

Nama : Milsa Ramadhani
Tempat/Tgl Lahir : Bajo / 01 Desember 2000
Nim : 18 0202 0127
Jurusan : Pendidikan Bahasa Inggris
Alamat : Lingk Mentang
Kelurahan Larompong
Kecamatan Larompong

Bermaksud akan mengadakan penelitian di daerah/instansi Saudara (i) dalam rangka penyusunan "Skripsi" dengan judul :

THE USE OF EDUTAINMENT METHOD THROUGH WHO AM I GAME IN IMPROVING STUDENTS SPEAKING SKILL AT THE EIGHT GRADE OF SMPN 1 LAROMPONG

Yang akan dilaksanakan di **SMP NEGERI 1 LAROMPONG**, pada tanggal **10 Oktober 2022 s/d 10 Desember 2022**

Sehubungan hal tersebut di atas pada prinsipnya kami dapat menyetujui kegiatan dimaksud dengan ketentuan sbb :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan harus melaporkan kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Mentaati semua peraturan perundang-undangan yang berlaku.
4. Menyerahkan 1 (satu) exemplar copy hasil penelitian kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin tidak mentaati ketentuan-ketentuan tersebut di atas.



Diterbitkan di Kabupaten Luwu
Pada tanggal : 10 Oktober 2022
Kepala Dinas,

Drs. H. RAHMAT ANDI PARANA
Pangkat : Pembina Tk. I IV/b
NIP : 19641231 199403 1 079

Tembusan :

1. Bupati Luwu (sebagai Laporan) di Belopa.
2. Kepala Kesbangpol dan Linmas Kab. Luwu di Belopa.
3. Dekan Institut Agama Islam Negeri Palopo.
4. Mahasiswa (i) Milsa Ramadhani.
5. Arsip.



**APPENDIX 3:
INSTRUMENT PENELITIAN**

INSTRUMENT

Pre-test

Task activity in Pre-test

Describe people .(Describe about friend in your class)

Post-test

Task activity in Post-test

Describe animals in the Zoo





APPENDIX 4 :
RPP AND LASSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 1 Larompong

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/AGanjil

Materi Pokok : Teks Interaksi Transaksional; Memberi dan Meminta Informasi Mengenai Keberadaan Manusia, Binatang.

A. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik diharapkan mampu:

1. Siswa diharapkan mampu memahami, menganalisis, merancang dan membuat kalimat untuk describing people and animal.
2. Siswa diharapkan mampu melakukan monolog pendek mengenai describing people and animal.

B. Materi dan Strategi Pembelajaran

1. Materi Pembelajaran : Describing people and animals
2. Aktivitas pembelajaran : Guru menjelaskan materi pembelajaran sesuai dengan buku yang di gunakan di sekolah, setelah itu siswa akan melakukan praktik berbicara melalui kegiatan yang telah di rancang oleh guru.
3. Strategi Pembelajaran
 - a. Teori : Constructivism
 - b. Pendekatan : Active learning, Contextual
 - c. Model Pembelajaran : Problem Based-Learning
 - d. Metode : Edutainment : Who Am I Game
 - e. Teknik : Presentasi, game
 - f. Perangkat : Rpp, Rubrik Penilaian, Buku
 - g. Moda : Offline

C. Evaluasi Pembelajaran/Assessment

- a. Tes
- b. Rubrik Penilaian.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 1 Larompong

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/AGanjil

Materi Pokok : Teks Interaksi Transaksional; Memberi dan Meminta Informasi Mengenai Keberadaan Manusia, Binatang.

D. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik diharapkan mampu:

1. Siswa diharapkan mampu memahami, menganalisis merancang dan membuat kalimat untuk menanyakan dan menyebutkan keberadaan orang, binatang.
2. Siswa mampu Mengidentifikasi kalimat menanyakan dan menyebutkan keberadaan orang, binatang.

E. Materi dan Strategi Pembelajaran

1. Materi Pembelajaran : Teks Interaksi Transaksional; Memberi dan Meminta Informasi Mengenai Keberadaan Manusia, Binatang.
2. Aktivitas pembelajaran : Guru menjelaskan materi pembelajaran sesuai dengan buku yang di gunakan di sekolah, setelah itu siswa akan melakukan praktik berbicara melalui kegiatan yang telah di rancang oleh guru.
3. Strategi Pembelajaran
 - a. Teori : Constructivism
 - b. Pendekatan : Active learning, Constextual
 - c. Model Pembelajaran : Problem Based-Learning
 - d. Metode : Edutainment : Who Am I Game
 - e. Teknik : Presetation, Game
 - f. Perangkat : Rpp, Rubrik Penilaian, Buku
 - g. Moda : Offline

F. Evaluasi Pembelajaran/Assessment

- c. Tes Rubrik Penilaian.

Lesson Plan Treatment 1

Class : VIII/A
Topic : Describing people
Skill : Speaking
Objectives : Students are be able to describe about people.
Times : 1 X 45
Meeting : 1 (Treatment 1)

Present Activities	Interaction	Time
<p>1. Opening :</p> <ul style="list-style-type: none"> • Opening • Greeting the students • Praying • Attendance List • Attention grab • Presentational Material <p>The teacher explains the material and steps to play Who am I game</p>	T- SS	
Practice Activities	Interaction	Time
<ol style="list-style-type: none"> 1. The researcher explains the material, Vocabulary, and how to ask questions using the WH Question. 2. Students are divided into 4-5 groups with the same and balanced number of members. 3. Each group is given 1 card containing a picture and given time to observe the picture on the card. 4. After that, the researcher determines a group that will start the game. 5. One group comes to the front of the class, after which 	SS-SS	

<p>other group members will start asking questions about the pictures that the group has, while the groups that go up will take turns answering the questions given according to the characteristics of the pictures on the cards they have got.</p> <p>6. By looking at the characteristics that have been answered by the group that goes to the front, each group works together to try to guess the name of the mysterious object/animal described by the other group.</p> <p>7. The game lasts until there is a group that manages to answer correctly the picture that is owned by the group that comes forward.</p>		
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Production Activities	Interaction	Time
<p>The researcher explains and corrects the possible errors of students in speaking.</p> <p>• Closing</p>	T-SS	10

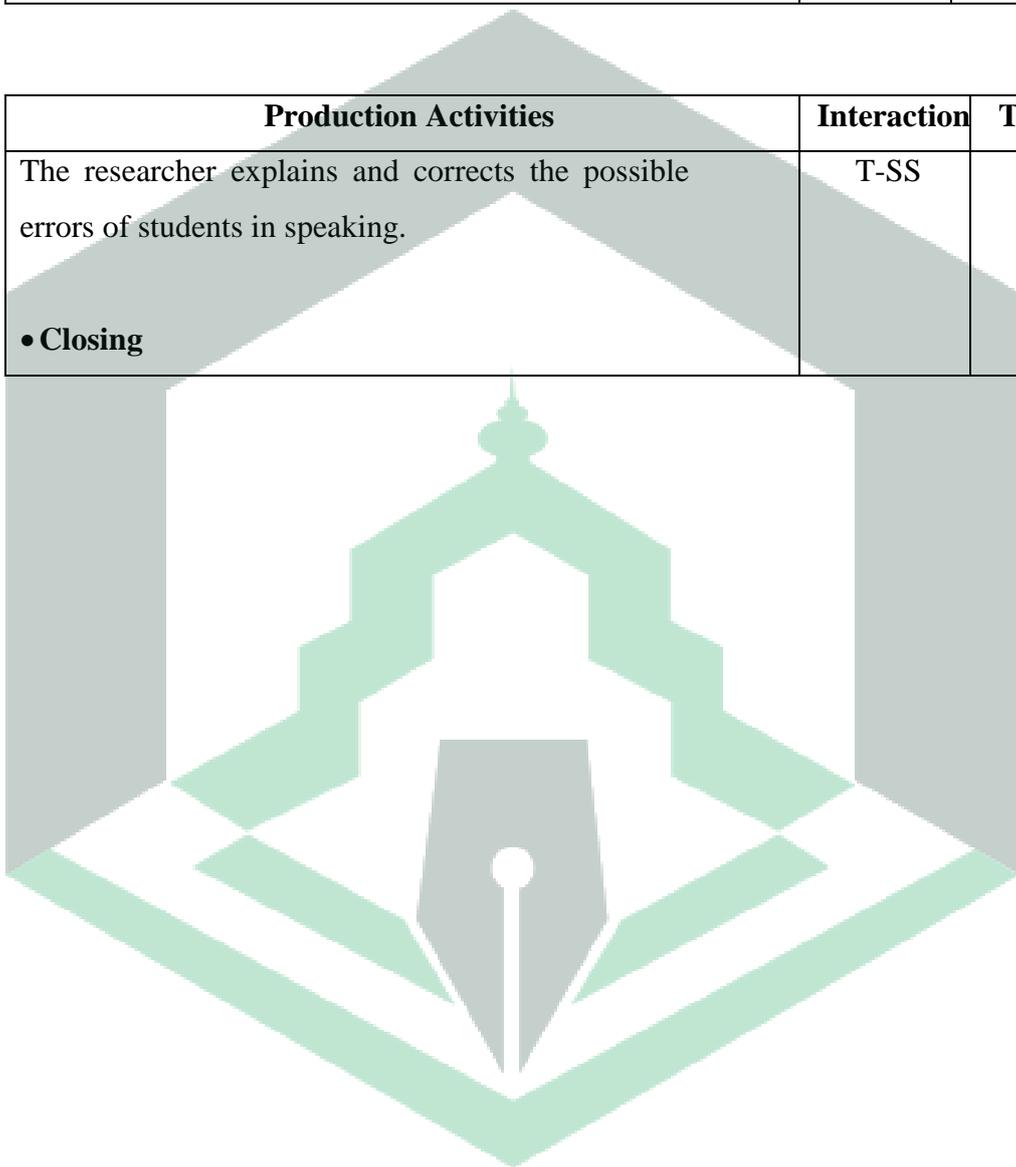
Lesson Plan Treatment 2

Class : VIII/A
Topic : Describing Animals
Skill : Speaking
Objectives : Students are be able to describe about Animals.
Times : 1 X 45
Meeting : 2 (Treatment 2)

Present Activities	Interaction	Time
<p>1. Opening :</p> <ul style="list-style-type: none"> • Opening • Greeting the students • Praying • Attendance List • Attention grab • Presentational Material <p>The teacher explains the material and steps to play Who am I game</p>	T- SS	
Practice Activities	Interaction	Time
<ol style="list-style-type: none"> 1. Each student is given 1 card containing a picture. 2. Students observe the pictures on the cards. After that, students try to provide characteristics or descriptions of the mysterious pictures/objects contained in the card. 3. After students describe the pictures they have, other students are given the opportunity to ask more specific questions so they can more easily guess the name of the picture their theme has. 	SS-SS	

4. By looking at the characteristics that have been answered and explained by the theme, other students will try to guess the name of the mysterious picture/object that their theme has.		
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Production Activities	Interaction	Time
<p>The researcher explains and corrects the possible errors of students in speaking.</p> <p>• Closing</p>	T-SS	10



Lesson Plan Treatment 3

Class : VIII/A

Topic : Transactional Interaction Text; Giving and Asking for Information Regarding the Whereabouts of People, Animals.

Skill : Speaking

Objectives : Students are be able to Identify sentences asking for and mentioning the presence of people, animals.

Times : 1 X 45

Meeting : 3 (Treatment 3)

Present Activities	Interaction	Time
<p>2. Opening :</p> <ul style="list-style-type: none"> • Opening • Greeting the students • Praying • Attendance List • Attention grab • Presentational Material <p>The teacher explains the material and steps to play Who am I game</p>	T- SS	

Practice Activities	Interaction	Time
<ol style="list-style-type: none"> 1. The researcher explained the material, vocabulary, and how to ask questions using the WH Question. 2. Students are divided into 4-5 groups with the same and balanced number of members. 	SS-SS	

<p>3. Next one team member looks at the card that contains the picture.</p> <p>4. After that, the other team members take turns asking questions to students observing the picture. And students will answer according to the characteristics of the person or animal on the card.</p> <p>5. Questions are given until group members can guess what picture is on the card.</p>		
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Production Activities	Interaction	Time
<p>The researcher explains and corrects the possible errors of students in speaking.</p> <p>• Closing</p>	T-ss	10

Lesson Plan Treatment 4

Class : VIII/A

Topic : Transactional Interaction Text; Giving and Asking for Information Regarding the Whereabouts of People, Animals.

Skill : Speaking

Objectives : Students are be able to Identify sentences asking for and mentioning the presence of people, animals.

Times : 1 X 45

Meeting : 4 (Treatment 4)

Present Activities	Interaction	Time
<p>6. Opening :</p> <ul style="list-style-type: none"> • Opening • Greeting the students • Praying • Attendance List • Attention grab • Presentational Material <p>The teacher explains the material and steps to play Who am I game</p>	T- SS	

Practice Activities	Interaction	Time
<ol style="list-style-type: none"> 1. The researcher explained the material and vocabulary related to the material. 2. One of the students comes forward to see the picture on the card. 	SS-SS	

<p>3. After that the researcher pointed out 1 student who would guess the picture that the theme had by asking several questions. and students who observe the card will answer according to the characteristics of the person or animal on the card.</p> <p>4. The game is considered finished when there are students who can answer the picture on the card correctly.</p> <p>5. And the game is continued by the next student.</p>		
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Production Activities	Interaction	Time
<p>The researcher explains and corrects the possible errors of students in speaking.</p> <p>• Closing</p>	T-SS	10



APPENDIX 5:
SURAT KETERANGAN VALIDASI

SURAT PERNYATAAN VALIDASI INSTRUMEN PENELITIAN

Saya yang bertanda tangan dibawah ini:

Nama : Dr. Masruddin, M. Hum.
NIP : 19.800613.200501.1005
Pendidikan akhir :

Menyatakan bahwa instrumen penelitian TA atas nama Mahasiswa :

Nama : Milsa Ramadhani
NIM : 18 0202 0127
Prodi : Pendidikan Bahasa Inggris
Judul TA : The Use of Edutainment Method Through Who am I Game In Improving Students Speaking Skill At The Grade of SMPN 1 Larompong

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, 03 Oktober 2022

Validator,



NIP. 19800613.200501.1005

Catatan:

Ben tanda ✓



APPENDIX 6:

SPEAKING TRANSCIP PRE-TEST AND POST-TEST

Speaking transcrip

Pre-test

R1 : A. Afrehan Adiningrat, he live in rape-rape,medium hight, short hair, in school he always use masker and he is quite people.

R2 : My friend Muh Nibras Alfath he quite person, he has nouse pointy , dark skin, he is naughty, and lazy people, he live in Pasar.

R3 : Raihana is my friend she live in Rambatikala, she is kind, good, a bit hight, often ambrassed, and I think she is like to eat noodle.

R4 : My friend is Yusuf Ibrahim he live in Cappie ,he fat and black he like to distrub me and my friend and like to minta money.

R5 : My friend name Irsa Mukmin he is short, he has short hair, he live in Batu Lotong, he like to play fotball.

R7 : My friend is Aksay Ramadhan, he is tall, he is skinni, he is verry chatty people, he acctually kind but sometimes he is annoying.

R8 : My friend name is Raihana, she is kind, beutiful, she is not arrogant, abit high, she has white skin and pointy nouse, often ambarassed

R9 : My friend name is Nadin, she is beautiful, tall, she hass pointy nouse, she often angry but heart is good, she like anime.

R10:My name is Mustika my friend ame is Adinda Azahra zahiya she is beautiful, she is tall than me, she live in larompong, she is goo, loyal, quaite,and sometimes help me

R11: Tiara Anugra is my friend she is beautiful, she is fat then me, she is tall,she is not arrogant, she very friendly.

R12: My friend name is Nadin Aulia she live in Batu Lotong, beautiful, good people, and like to eat snack, noodle and egg.

R13: My friends name is Gladisa Sintia Misba, her character are good, pretty, talla, beautiful, but a lidel crazy she is also cheerful person, she like eats noodles.

R14: Yusuf ibrahim he is fat, she live in Cappie , she like to eat, he like to distrub students in the class, he seldom to work PR from teacher.

R15: Aksay Ramadhan is my friend, he is skinni, he is tall, and white skinn, he is chatty, he is kind, and he is annoying, he live in Batu lotong.

R16: My friend is Raihana, she is beutiful, she is kind, she is not arrogant, abit high, she has white skin and pointy nouse, she always help me work PR.

R17: My friend name is Tiara, she live in Komba, she is beautiful,she is talla she is fat ,she is kind and friendly, she like sing.



Pos-test

- R1** : It is Zebra, it is medium size, it has black and white stripe, it has four lengers and long tail, it eat grass, it can run, it lives in savana
- R2** : It is Bear, it is very Big size, it has black, brown colour, it has two hands and two lengers, it eat meat, it can run, it lives in savana.
- R3** : It a hourse, it is big and very strong ,it has four legs,it's colour is brown,it has long tail, it eat grass, it run fast,
- R4** : It's a parrot, it's small, it has red,blue,yellow,green color feather and two leg, it can flay, it can speak like people, it live on the land.
- R5** : It's bird, its eat sends, it is small, it is ca fly, it is live in on the land.
- R6** : it's hourse, it is medium size, it has brown color, it has four legs and long tail, it eats grass, it run fast and very strong.
- R7** : It's Butterflay, it is small, it has full colour, it has small stature, it eat flower honey, it fly, it live on the land.
- R8** : It's shark, it live in the ocean, it is very big, it's eat small fish,it can swim.
- R9** : It's snack, it's live in the land and the wather, it has no leg, it is small, it eats meat.
- R10** : It is bear, it is big, it has sense of, it can run, its live in the juggle.
- R11** : It is rabbit, it's medium size, it has white color, it has long ears,it like to eat fegetables, it jump, it live on the land,
- R12** : It is hamster,it is similar like mouse, it is medium size, it has four legs little, it eats sends,it can run fast, it live on the land.
- R13** : It is elephant, it is very big, it's has big ears, a long trunk, and four lengers, it eats grass, it lives on the land.

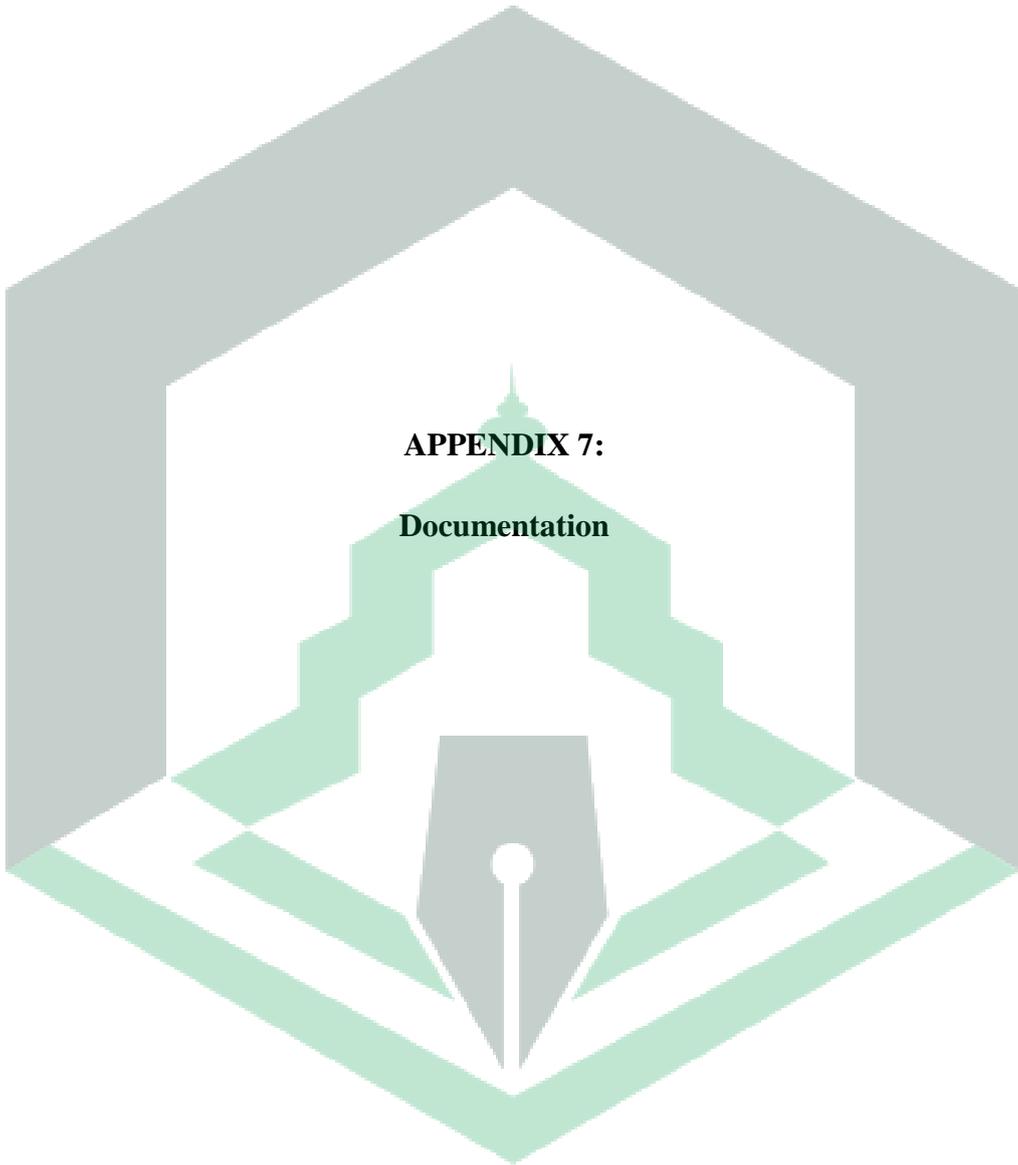
R14 : Dolphine, it is medium size, it has no leg.it eats small fish, it can swim, it smart fish, it lives on the wather.

R15 : It is Zebra, it is medium size, it has white and black color, it has four lengs, it has long tail, it eat grass, it can run, it lives in jugle.

R16: It is monkey, it is medium siza, it has two hands, and two leg, it is like eat banana, it can climb, it lives in the jugle.

R17: Crocodile, it is big, it has four legs, long tail, and sharp teeth. It eats meet, it can run, it is live on the wather and on the land.





APPENDIX 7:

Documentation

A. Pre-test



The students were doing a pre-test. They were describing people

B. Treatment 1



Figure 1 & 2 researcher introduced herself and explained the material
And The students' played who am I game

C. Treatment 2



The researcher explained the material
The students played who am I game individually

D. Treatment 3



The researcher explained the material And The students played who am I game

E. Treatment 4

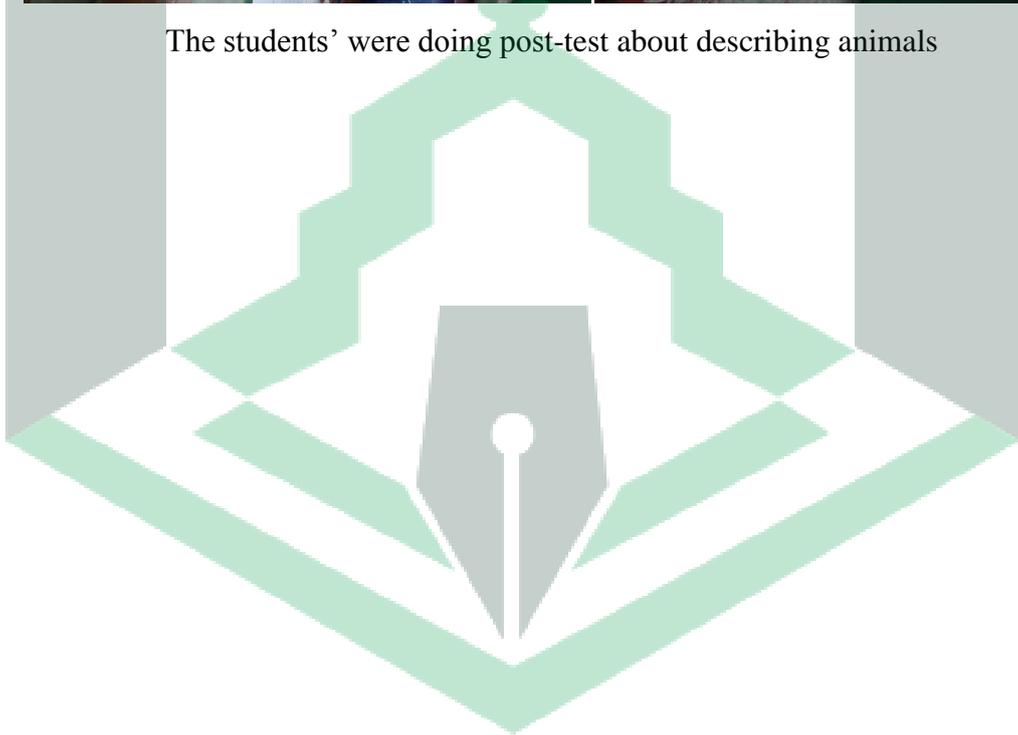


The students played who am I game individually

F. Pos-test



The students' were doing post-test about describing animals



CURICULUM VITAE



MILSA RAMADHANI she was born on 01 December 2000 in Bajo. Her father's name is Sudirman and her mother's name is Nurbaya. She has one brother and two young sisters. She is the second child in her family. She started her study on Elementary School (SDN 428 Mentang) in 2008 and she graduated in 2013. After that, she continued her study at MTS DDI AL-FURQAN Buntu Kamassi. She graduated in 2016 and continued her study at SMAN 1 Larompong, she graduated in 2018. After that in 2018 she continued her study at State Institute for Islamic Studies (IAIN) Palopo and taking English Department. In the end of her study at the State Institute for Islamic Studies (IAIN) Palopo, wrote a thesis entitled is "The Use of Edutainment Method Through Who am I Game in improving Students' Speaking Skill at The Eighth Grade of SMPN 1 Larompong".

