TEACHING SPEAKING SKILL BY USING PAPER RELAY RUNNING GAME AT SMA NEGERI 4 PALOPO

A THESIS

Presented as Particle fulfillment for the Attainted of S.Pd Dagree in English Language Education Study Program Tarbiyah and Teacher Training Faculty state Islamic Institute of Palopo

IAIN PALOPO

By

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

TARBIYAH AND TEACHER TRAINING FACULTY

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STATE ISLAMIC INSTITUTE OF PALOPO

2022

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Palopo,

The Researchers

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ABSTRACT

Nurdiyani, 2022. "*Teaching Speaking Skill By Using Paper Relay Running Game At SMA Negeri 4 Palopo*". Thesis, English Study Program of Tarbiyah and Teacher Training Faculty the state Institute for Islamic Studies (IAIN) Palopo. Consultant I, Dr. Hilal Mahmud, M.M and Consultant II, Dr. Jufriadi, S.S., M.Pd

This thesis aims to improve students' speaking skills through a paper relay running game at SMA Negeri 4 Palopo. The purpose of this study was to determine whether the use of paper relay running games can improve students' speaking skills or not. This research uses pre-experimental research. This research was conducted in one class, namely pretest and posttest. The population in this study were students of class XII MIPA SMA Negeri 4 Palopo. The sample of this research was 15 students. The sampling technique in this research were a random sampling. The research instrument were a test. The researchers gave pre-test and post-test to students. The data were analyzed using SPSS 20. The results of this study showed a significant effect of the paper relay running game learning media in improving students' speaking skills. This significance can be seen from the researcher's findings that the average pre-test and post-test scores after being given treatment were higher than the pre-test and post-test scores (23.07>77.27). This means that there were a significant difference between the pretest and posttest. Thus, the paper relay running game were effectived in improving students' speaking skills.

Keywords: ***Speaking Skill, Game, Paper Relay Running Gam***

CHAPTER I

INTRODUCTION

A. Background

Speaking is one of the most important in learning English. Speaking is one of the most effective communication tools of our time. Earthy colored expresses that from and which means rely upon the setting wherein they happen, including the actual members, their encounters, the climate, and the reason for talking. They are unconstrained, open repaired, and developing. Outside the class, speaking is used twice as often as listening, which is, in turn, is used twice as much as reading and writing. in the class, speaking and listening is the most often used skill.[1]

In addition, before moving on to the previous discussion, we can first look at the hadith/Qur'anic verse about seeking knowledge which reads:

وَمَنْ سَلَكَ طَرِيقًا يَلْتَمِسُ عِفِيهِ لْمًا سَهَّلَ اللهُ لَهُ بِهِ طَرِيقًا إِلَى الْجَنَّةِ

The meaning "Whoever follows a path in search of knowledge, Allah will make easy for him the path to Paradise." (Narrated by Bukhari and Muslim).

Supporting Richards, expresses that talking is the verbal utilization of language to speak with others. There are many purposes when somebody speaks

[1] Rothman, Howard B., et al. "Acoustic analyses of trained singers perceptually identified from speaking samples." *Journal of voice* 15.1 (2001): 25-35.

with others. One of the reasons for existing is to get the data.[2] As per Cameron, talking is characterized as the dynamic utilization of language to communicate meaning with the goal that others can figure out them. Individuals need to address express their brains, sentiments, and thoughts. To have the option to talk, one ought to have the informative ability.

From some expert opinions above the researcher concludes that speaking is a very important thing in daily life where speaking is a tool to communicate between individuals with other individuals and also as a source of information. in shutter speaking education is very influential for student development. especially in the English language, speaking is the most important component among other components where students are required to be able or fluent in English. therefore, here the researcher wants to take the speaking research method to help students make speaking easier with the method to be taught.

The role of a teacher is very important in the process of learning English. The teacher must have the ability to develop strategies in preparing teaching material so that students are easier to understand and interested in learning. One of the methods is games. According to Brewster and Ellis, games are not only motivating and fun but also provide excellent practice for improving vocabulary, pronunciation, grammar, and the four language skills[3]. According to Martin in Brewster and Ellis, states that games are fun activities that allow young learners to

[2] Abdulah, Diya Rofa. "Promoting students' speaking spontaneity through games." *Journal of Applied Linguistics (ALTICS)* 1.1 (2019).

[3] Annisa, Riska Khikmatul, Lailatul Musyarofah, and Rahadyan Gunarespati. "Teaching Speaking Using Mafia Game For The Eleventh Grade Students." *Repository STKIP PGRI Sidoarjo*.

practice the foreign language in a relaxed and enjoyable way. In playing a game students can relax, not as in doing exercise in the textbook. Moreover, Nunan, says that game is a very appropriate teaching technique in the young-learners classroom. Students can learn while playing in their classrooms. They will feel comfortable in their classroom as well as their home.[4]

Based on the experience that often occurs, beginner students will find it easier to understand when the classroom conditions are fun. From the results of the study, one of the constraints of students is the lack of interest in learning because the material obtained is less attractive, so students feel bored to learn. In addition to a lack of interest in learning, students also experience problems with their speaking.

Based on preobservation research at SMAN 4 Palopo, the researcher found that the students there still have a low ability in language learning especially in speaking. To get accurate information, the author interviewed an English teacher at SMAN 4 Palopo. The teacher said that his students had problems with speaking. Most students lack in speaking because they are lazy to practice their pronunciation and lack interest in learning. The rest are less interested and feel bored with their learning methods.

Therefore, the researchers has the solution to overcome this problem. The strategy of the paper relay running game. The following information is expected to be able to improve the ability of students to learn English. The title of the

[5] Brewster, J., G. Ellis, and D. Girard. 2002. *The Primary English Teacher's Guide, New Edition*. London: Penguin

research is **"Teaching Speaking by Using Paper Relay Running Game in SMAN 4 Palopo"**

B. Research Question

Based on the background focus above, the formulation of the problem in this research is paper relay running game effective in teaching speaking skills at SMAN 4 Palopo?

C. The objective of the Research

Concerning the problem statement above, this research aim: whether using paper relay running game is effective in teaching speaking skills at SMAN 4 Palopo or not.

D. Significant of the Research

1. Theoretically

This resulting study is expected to be useful information for all readers to teach students speaking by using games. Also to English teacher of SMAN 4 Palopo. To increase the students' motivation to learn English and train students' speaking skills with the game.

2. Practically

The researcher expected, this study will be useful for the researcher, for students, and then for the English teachers, as follows:

a. The Research

This resulting study is expected to be useful information for all readers to teach students speaking by using games. Also to English teacher of SMAN 4 Palopo. To increase the students' motivation to learn English and with the game can improve the students' speaking skills.

b. The Students

The used game allows the students to prepare their presentations and promotes oral communication in English to reduce the language anxiety and nervousness in the classroom one to the insecurity of being teased for making mistakes.

c. The Teachers of English

This research would be useful information for the teachers of English. In case play the game proves effective in teaching speaking, the teacher can use a similar method to replace the old ones.

E. Scope of the Research

The target of this study is investigating the implementation of approximative systems of foreign language in the teaching of speaking skills. Properly speaking in this case, by using paper relay running game for the students of SMAN 4 Palopo. Furthermore, this study tries to train students' speaking skills where the scope and limitations of the research only focus on describing an object.

1. Subject

   The research subject is limited to the twelfth-grade students of SMAN 4 Palopo.

2. Object

The research object is limited to the students' achievement in speaking skills by using paper relay running games for the learners.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research

In this chapter the researcher presents the previous related research findings, they are cited below :

Lestiani, in her research entitled “improving the students’ speaking skill by using English Quartet cards games for the fourth year students of SDN Tlogomas II Malang”. Based on the result, the research concludes that using quartet cards games can improve the students speaking skills.[5]

Eko aji prasetyo, in her research “Teaching English Using High Town Card Game To Enhance Students’ Speaking Ability”. In his research, the researcher uses a modified card learning media. Each player has a card that requires the player to play a role based on the cards obtained.

Ihtiara, in her research "using games on improving the spiking ability of the students at SMKN 1 Godean". Based on the research, the use of games in language teaching and learning can improve the students speaking ability. In her research, she used some games to increase the students' ability [6]

[5] Widya Maretta Lestiani, improving the students' speaking skills by using English cards games for the fourth year students of SDN Tlogomas II Malang (a thesis). (2009)

[6] to speak. Pendidikan, s.. *using English mingling games to improve the speaking skills of the seventh-grade students at SMP Muhammadiyah 2 late in the academic year of 2013/2014* (doctoral dissertation, Yogyakarta state university). (2014).

Syamaun, implemented the use of language games to improve the speaking ability of the second-year MTs students. The game that was applied in his research is a guessing game. The finding shows that the game challenges the students to share ideas in speaking activities.

Jenny Arista, in her research "improving the students' speaking skill through hot potatoes game at the second grade of senior high school students". Based on the research, It can be concluded there was significant improvement of the students‟ ability in speaking by applying Hot Potatoes Game at the second-grade students of MAS PAB 2 HELVETIA.[7]

From several related research findings, there are similarities and differences with researchers. What they have in common is the use of games (paper/cards) as learning media, while the difference between the five other researchers and the researchers is that there are differences in game techniques, different rules, and the essence of each game.

B. Speaking Skills

1. Definition

Speaking skills as discussed in the previous chapter are one of the basic language skills that have an important role than other skills because of their importance and are used for communication. So that, the writer will explain the nature of speaking itself so that gives the obvious information about what speaking is.

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[7] (Arista, J. . *Improving the Students' Speaking Skill through Hot Potatoe Game at The Second Grade of Senior High School Students* (Doctoral dissertation, Universitas Islam Negeri Sumatera Utara). (2018).

In a formal environment between teachers and students always interact to make a communicate. Where communication is the output modality and learning is the input modality of language acquisition.[8] Speaking is the ability to talk in English. In another word, speaking is an inseparable component of communication. In communicating something to the other we should have many vocabularies to explain our idea. Informal and formal communication we should understand what the other says and he understands what we say too.

Richards, states in English as a second language, the mastery of speaking skills is a priority. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency.[9] As per Bailey, talking is a course of association where speakers expect to assemble significance through creating, getting, and handling data.[10]

Burns and Joyce, Speaking is an intelligent course of developing implying that includes delivering and getting, and handling data.[11] According to Jones, talking is a type of correspondence, with the goal that way you say should be passed on most successfully. how you say something can be pretty much as significant as what you say in getting importance across.[12]

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[8] H. Douglas Brown, Principle of Language and Teaching (New York: Practice Hall, 1980),p.87.
[9] Richards, Jack C. . *Teaching Listening and Speaking From Theory to Practice*. London: Cambridge University Press. (2008).
[10] Bailey, *Definition of Speaking*. H. Douglas Brown (1994) in Baharuddin (2000).
[11] *Burns, A., & Joyce, H. Focus on speaking. Sydney: National Center for the English Language Teaching and Research. (1997).*
Brown, H.D. (1994). Teaching by principles: an interactive approach to language pedagogy. Englewood Cliffs, NJ: Prentice-Hall Regents.
[12] *Burns, A., & Joyce, H. . Focus on speaking. Sydney: National Center for English. (1997).*

From some of the theories above, it can be concluded that speaking skills are related to communication. speaking is a skill to use language appropriately to express feelings, ideas, and opinions, also to be able to gather knowledge from other people by making joint communication.

Technically speaking, a purpose can be defined as why something exists, how we use an object, or why we make something. For public speaking, all three can be applicable. For example, when we talk about a speaker's purpose, we can question why a specific speech was given; we can question how we are supposed to use the information within a speech, and we can question why we are personally creating a speech. For this specific chapter, we are more interested in that last aspect of the definition of the word "purpose": why we give speeches.

Speakers hope to accomplish general and specific purposes when they communicate. For most speaking in college and beyond, there are two general purposes: to inform or to persuade. The line between informing and persuading is not absolute, and many speeches will do some of both. Nonetheless, they are useful guides for speakers.

When a speaker seeks to inform, they want the audience to leave the speech knowing more than they knew beforehand. Speakers may want to explain an idea or process, share new information, or show how to do something.

When a speaker aims to persuade an audience, they want them to adopt a new position or belief, to change their minds, or to be moved to action. Persuasion

calls a speaker to advocate one position among others that are possible and be willing to defend it against challenges.

2. Problem of Speaking

In learning English as a foreign language, everyone thinks that speaking is more difficult than learning other skills in English. Most of the learners get the problem when they perform speaking because they have to be able to reach the goal of communication namely make an understanding interaction. Besides that, the speakers must have some vocabulary to communicate their ideas as the way in communicating with the other one. Jack Richard and Willy A, Renandya say that "speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriate in social interactions.[13]

As Brown demonstrates some of the characteristics of spoken language can make oral performance easy as well as, in some cases difficult:

a. Clustering

Fluent speech is phrasal, not by word. Learners can organize their output both cognitively and physically (in-breath group) through such clustering.

b. Redundancy

The speaker has an opportunity to make meaning clear through the redundancy of language. The learner can capitalize on this feature of spoken language.

[13] Jack C. Richard and Willy A. Renandya, Methodology in Language Teaching, (First editions; New York: Cambridge University Press, 2002), p. 204.

c. Reduced Form

Contraction, elisions, reduced vowels, etc. all form special problems teaching spoke English.

d. Performance Variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, background, and correlations. Learners can be taught how to pause and hesitate.

e. Colloquial Language

Make sure your students are reasonably well acquainted with the words idioms, and phrases of colloquial language and those they get practice in producing these forms.

f. Rate of Delivery

Another silent characteristic of fluency is rate dilatory.

g. Stress, Rhythm, and Intonation

This is the most important characteristic of the English pronunciation pattern to convey an important message.

h. Interactions

As a note in the previous section, learning to produce waves of language in a vacuum-without interlocutor-would rob speaking skill of its richest component the creativity of conversational negotiating.

3. Characteristics of a Succesful Speaking Activity

Penny Ur states that there are four characteristics of speaking activities, as follow:

a. Learners talk a lot

As much as possible of the period allowed for the activity is occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

b. Participation is an event

Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.

c. Motivation is high

Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

d. Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.[14]

4. The Main Aspect of Assessing Speaking Skill

The main objective of teaching spoken language is the development of the ability to interact successfully in that language and this involves comprehension

[14] Penny Ur, A., Course in Learning Teaching, Practice and Theory, Great Britain: Cambridge University Press, 1996

as well as production.[15] Testing students to spoken language and this command is one of the most important aspects of an overall evaluation of the students' language performance. Rasyid and Hafisah J. Nur David speaking skill into two features that consist of fluency and accuracy, and the second is performance features that consist of content and intonation. Appropriacy is the ability to use language generally appropriate to the function.[16] Based on the statements above, the speaking skill is classified into three main components, as follows:

a. Fluency

Fluency is the ability to produce what one wishes to say smoothly and without undue hesitation and searching.[17] According to Scott Thornbury, fluency is simply the ability to speak fast.[18]

b. Accuracy

Accuracy is the ability to use target language intelligible pronunciation, particular grammatical and lexical accuracy. Brown says that accuracy is achieved to some extent by allowing the student to focus on the elements of phonology grammar and discourse in their output.[19] Rachael Roberts in her article states that one way to improve accuracy in speaking is by always practicing students speaking, one of the ways is using task repetition.[20]

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[15] M. Basri Wello and Hafisah Amin J. Nur, An Introduction to ESP. (Ujung Pandang: CV. Sunu Baraya, 1999), p. 71.
[16] Muhammad Rasyid and Hafisah J. Nur, Teaching English and Foreign Language, p.201.
[17] M. Basri Wello and Hafisah Amin J. Nur., Op cit, p. 372
[18] Scott Thornbury, How to Teach Speaking, (England: person education limited, 2005), p. 5.
[19] H. Douglas Brown, Teaching by Principles: An Interactive Approach to Language Pedagogy. (Ed II; San Francisco: Addison Wesley Longman Inc., 2001), P. 268.
[20] Rachel Roberts, Task Repetition: Helping Students to Improve Accuracy, Repertoire and

c. Comprehensibility

Comprehension is an exercise to improve one understand.[21] According to Scott Thornbury, comprehension is the ability to understand quite well the topic nomination with considerable repetition and rephrasing. According to H Martin Manser, comprehensibility is the ability to understand the site well to the nomination with considerable repetition and comprehension. It is an exercise to improve other understanding.[22]

5. Topics of Speaking Skill at Senior High Scool

speaking skill in English is a person's skill to convey desire and his thoughts to anyone through word of mouth, however, skills speaking is difficult to develop if you don't talk continuously and can be done with peers in the classroom, English teachers, or other teachers who can speak English. The aim is to improve speaking skills, use of vocabulary, improve the order, perfect the utterances, English sentences, and practice listening so it's easy to receive messages from the interlocutor.

In English lessons, there are several main materials integrated discussion, such as listening, speaking, reading, and writing. Everything is studied in order according to the textbooks that have been provided by the school. In this stage, students or students who learn skills speaking English is more accepting from the learning environment or listening to the various forms and styles of other

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Fluency. Online: http//elt-resourceful.com/2012/11/14/task-repetition-helping students-to-improve-accuracy repertoire-and-fluency. Accessed on January 28th2016.

[21] H. Martin Manser, Oxford Learners Pocket Dictionary, (New; 1995), p. 81.

[22] H. Martin Manser, op.cit., p.105

people's speech, speech, the structure of the language used, and the development of its vocabulary so that it can be repeated at home or school. Students save in their memory as much as possible in the form of new vocabulary level basic (basic), new sentences, sayings, and others are readily practiced with the interlocutor just answering questions question.

Learning that takes shelter in constructivist theory is cooperative. Cooperative learning arises from the concept that students will more easily find and understand difficult concepts if they discuss them with their friends. Students routinely work in Peer groups become the main aspect of cooperative learning. Definition of cooperative learning model or Cooperative Learning is a series of student learning activities in certain groups to achieve the formulated learning objectives[23].

As for the characteristics of cooperative learning, namely:

a. Each member has an important role.
b. There is a direct interaction relationship between students.
c. Each group member is responsible for his/her learning and also his group of friends.
d. Teachers help develop skills group interpersonal.
e. The teacher only interacts with the group when needed.

[23] Trianto, *Model-model Pembelajaran Inovatif Berorientasi Konstruktivistik,* (Jakarta: Pustaka Prestasi), hlm 41

Cooperative learning is structured to increase student participation, facilitate students with experience leadership attitudes and make decisions in groups, as well as provide opportunities for students to interact and learn

together with students from different backgrounds. So in cooperative learning students have a dual role, namely as students or students as a teacher. By working collaboratively to achieve goals together, students will develop relationship skills

with fellow human beings who will be very useful for life outside of school.

6. Ways of Teaching Speaking Skill

Teaching speaking is of course different from the teaching system of reading, listening, and writing. So it must have seriousness and discipline, and make the atmosphere more lively and interesting so that students do not feel bored because they see the current situation where students prefer relaxed but serious teaching. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols. Speaking is a crucial part of second language teaching and learning. However, the goal of teaching speaking should improve the students' communicative skills because students can express themselves and learn how to use a language. Nowadays, many teachers agree that students should learn to speak a foreign language by interacting with others. For this case, students should master several speaking components', such as pronunciation, grammar, vocabulary, and fluency (Syakur, 1987: 3).[24]

7. Classroom speaking activities

[24] Syakur, *Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols.* (1987: 3),

Many of the classroom speaking activities which are currently in use fall near the communicative end of the communication continuum. The following activities are also helpful in getting students to practice speaking skills.

a. Information-gap activities

An information gap is where two speakers have different bits of information, and they can only complete the whole picture by sharing the information- because they have different information, there is a 'gap' between them.

b. Telling stories

We spend a lot of our time telling other people stories and anecdotes about what happened to us and other people. Students need to be able to tell stories in English, too. The teacher can encourage students to retell stories that they have read in their books or found in newspapers or on the internet (such retelling is a valuable way of provoking the activation of previously learned or acquired language).

c. Favorite objects

A variation on getting students to tell personal stories is an activity in which students are asked to talk about their favorite objects. Students think about how they would describe their favorite objects in terms of when they got them, why they got them, what they do with them, why they are so important to them, and whether there are any stories associated with them.

d. Meeting and greeting

Students role-play a formal/ business social occasion where they meet several people and introduce themselves.

e. Surveys

Surveys can be used to get students to interview each other. For example, they can design a questionnaire about people's sleeping habits.

f. Famous people

Students think of five famous people. They have to decide on the perfect gift for each person. We can also get groups of students to decide on which five famous people (living or dead) they would most like to invite for dinner, what they would talk about and what food they would give them.

g. Student presentations

Individual students give a talk on a given topic or person. For this to work for the individual, time must be given for students to gather information and structure it accordingly.

h. Ballon debate

A group of students is in the basket of a balloon that is losing air. Only one person can stay in the ballon and survive (the others have to jump out). Individual students representing famous characters or professions have to argue why they should be allowed to survive.

i. Moral dilemmas

Students are presented with a 'moral dilemma' and asked to decide how to resolve it (Harmer, 2007:131).[25]

C. The Paper Relay Running Games

1. Definition Of Paper Relay Running Game

Is one of the playing activities where players who consist of a group, take turns sticking a piece of paper that has been provided to certain parts of the body of their group friends or to a part of the media that has been provided. This game aims to train and help students to speak more easily. Besides speaking, indirectly this game can also train students' vocabulary, but in this game, the most emphasized is how students can speak English with ease and fun.

2. Materials In Playing The Paper Relay Running Game

There are some materials in playing the paper relay running game. They are paper, masking tape, pen, scissors, and media (like a doll or plants). This is where paper is a writing medium, while the pen is used to write a sentence on paper. The scissors are useful for cutting paper, the tape serves to fold the paper with a word written on it to the limbs or other media according to the writing on the paper.

3. Rules of Playing Paper Relay Running Game

The paper relay running game has some rules. They are :

1) Before starting the game, first provided a small paper containing a word.

[25] Harmer, *The following activities are also helpful in getting students to practice 'speaking-as-a-skill.* (2007:131).

2) Each player forms a small group of five or more people (depending on the number of participants)
3) Each group chooses one of its members to stand in front of the class. The members who stood in front of the class were then willing to stretch out their arms during the game.
4) The remaining players of each group formed a line where their hearts swayed to the front of the class.
5) Each member takes turns in front of the class to paste a piece of paper containing certain words (such as the name of a body member), then the player glues the paper to the player's limb according to the information on the paper
6) After pasting the paper, the pasting member is responsible for explaining the word they paste (like describing an object). The game is done repeatedly until the agreed time runs out.
7) After one group finishes the game then the other group is invited to start the game with the group.
8) the winning group can be determined by the time spent by a group. the group that has a short duration of time will be the winner (with several other considerations)

The researchers arranges these rules because he wants to relate the game to the improvement of students' speaking skills. before adding rules, this game only leads to an increase in vocabulary, but the researcher wants to adapt the game to the type of research that is more inclined to improve student speaking.

4. Advantages and Disadvantages of Using Paper Relay Running Game in Teaching

a. Advantages

1) Developing children's speaking skills
2) Learning media
3) Developing children's thinking and imagination
4) As a means of communications
5) Build closeness
6) Keep students interested
7) Build students to be active in the classroom

b. Disadvantages

1) demands more teacher involvement and intervention.
2) Need careful planning and setting the right game environment
3) Learning takes more time
4) Need to pay attention to student activities during the game to carry out the process and learning outcomes.

Games are the best means for students to be able to control their emotions to be more stable, how to learn to speak they are more interesting and able to stimulate students' creativity in exploring their speaking style.

D. Hypothesis

The hypotheses of this study are stated below:

a. The null hypothesis (Ho): It is not effective to teach speaking by using the paper relay running game technique.

b. The alternative hypothesis (Ha): It is effective to teach speaking by using the paper relay running game technique.

To test the hypotheses, the criteria of testing hypotheses are used It means to accept or reject the null hypothesis will use at-table with a degree of freedom (df=n-2) and 5% as the level of significance. The criteria for testing the hypothesis are as followed:

1) The alternative hypothesis (Ha) will be accepted if the result of the t-test calculation will be the same or greater than that of the critical value as stated. It means that the null hypothesis (Ho) will be rejected.
2) The null hypothesis (Ho) will be accepted if the result of the test calculation will be less than the critical values as stated in the f-value table. It means that the alternative hypothesis (Ha) will be rejected.

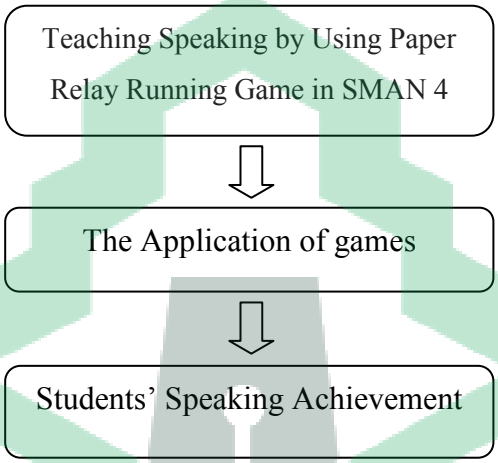
E. Conceptual framework

Speaking is a way to communicate the idea that is arranged and developed based on the speakers' needs in a certain situation. In a broad meaning, speaking is more than producing words or sounds.

In general, students have difficulty speaking in English, which is where their abilities are important to be improved, two factors become obstacles in the teaching and learning process. These factors include, the teacher having difficulty in creating a learning atmosphere where students are expected to speak and they also have difficulty in motivating students to speak English. It is different with

students who are still less aware of learning to speak because of the minimal use of English in everyday life.

The purpose of this research is to improve the students' speaking ability using game media. learning while playing is expected so that students continue to practice speaking and motivate them to learn to speak, and feel happy during the teaching and learning process. The game is a medium that can stimulate students to express their ideas, and students are also expected to be more motivated in speaking English. Indirectly, they will try to use English more actively and improve their ability to communicate with each other.



CHAPTER III

RESEARCH METHOD AND DESIGN

This chapter describes the research design, variable population, and sample, instrument of the research the procedure of collecting data, and technique of data analysis.

A. Design of the Research

The research used the pre-experimental method. So, this is involved one group of students with pre-test and post-test. The design of this research can be descanted as follows:

Pattern: O_1 X O_2

Where :

O_1 = The result of the pre-test

X = The treatment

O_2 = The result of the student's post-test

In this design the research observes, the first was before treatment/experiment and the second one after treatment (X). The observation doesn't was called pre-test ($O_{1)}$ and the observation done was called post-test ($O_{2)}$.

B. Variable of Research

This research consisted of two variables namely:

1. The Independent variable was teaching speaking by using paper relay running game in SMAN 4 Palopo

2. The dependent variable was the student's speaking achievement in SMAN 4 Palopo

C. Population and Sample

1. Population

The population is all object of research. Based on the opinion above, the population of this research is the third-grade students of SMAN 4 Palopo.

2. Sample

For the sample in this research, the researcher uses a random sampling technique all of the students in one class were taken as a sample of this research namely at SMAN 4 Palopo. The number of the sample is 15 students.

D. Instrument of the Research

The instrument of the research was a speaking test that consists of pre-test and post-test. This pre-test aimed to find out the students' previous speaking skills by introducing themselves and then being given treatment such as understanding what sentences are often used to describe other people or objects. After they are understood, they will be brought into a game. While the post-test was to find out the improvement of students' speaking ability after giving care. In the pre-test show that twelve student got lower score (1) and one student got the highest score (3). Besides, it also shows that the average score of the post-test was 23.07 and the standard deviation was 4.621. In the post test the highest score of student

was 94 and the lowest score was 72. Besides, it also shows that the average score of the post-test was 77.27 and the standard deviation was 6.408.

E. The procedure of Collecting Data

To collect the data, the writer used some procedures as follows:

1. Pre-test

The pre-test has been given before treatment. The writer asked the students to tell about themselves (introduction) to identify the students' ability to speak before applying treatment.

2. Treatment

The writer conducted treatment after doing the pre-test and the treatments were done until three treatments. The steps are as follows:

a. First treatment

1) Before the researchers gave materials, the researchers asked students to tell how to process learning to teach in class. This process is used to grow to feel self-confidence and interact with other friends.
2) The researchers explain how to describe other people.
3) After all, students understand, the researchers asked students to give each example.
4) Make study groups, where each group shows one representative to be a statue in front of the group line
5) Groups take turns according to the lottery numbers.

6) Each member takes turns taking a piece of paper which will then be attached to the student's body which becomes a statue in front of the class according to the contents of the piece of paper, after which each student is asked to explain the piece of paper that they have pasted.
7) For example sentences students get paper that says "hair", then students are asked to describe the hair of their friend who became the statue according to what they saw
8) Students take turns going forward pasting and explaining until the paper provided runs out
9) The group that completes the task in a shorter time, is considered the winner
10) the researcher asked about the material and gave directions related to the next meeting.
11) The researchers closed the class

b. Second treatment

1) Before the writer gave materials, the writer asked students to tell how to process learning to teach in class. This process is used to grow to feel self-confidence and interact with other friends.
2) The researchers explain how to describe plants.
3) After all, students understand, the researchers asked students to give each example.
4) Make study groups, where each study group has a complete plant that is placed on the table right in front of each group

5) Groups take turns according to the lottery numbers.

6) Each member takes turns taking a piece of paper which will then be attached to the student's body which becomes a statue in front of the class according to the contents of the piece of paper, after which each student is asked to explain the piece of paper that they have pasted.

7) Example sentences that students get on paper that says "stem", then students are asked to describe the stem according to what they see

8) Students take turns going forward pasting and explaining until the paper provided runs out

9) The group that completes the task in a shorter time, is considered the winner

10) the researcher asked about the material and gave directions related to the next meeting.

11) The researchers closed the class

c. Third treatment

1) Before the writer gave materials, the writer asked students to tell how to process learning to teach in class. This process is used to grow to feel self-confidence and interact with other friends.

2) The researchers explain how to describe animals.

3) After all, students understand, the researchers asked students to give each example.

4) Create study groups, where each group has a picture of an animal that has been provided in front of each group

5) Groups take turns according to the lottery numbers.

6) Each member takes turns taking a piece of paper which will then be attached to the student's body which becomes a statue in front of the class according to the contents of the piece of paper, after which each student is asked to explain the piece of paper that they have pasted.

7) For example sentences, students get paper that says "mouth", then students are asked to describe the mouth of the animal picture

8) Students take turns going forward pasting and explaining until the paper provided runs out

9) The group that completes the task in a shorter time, is considered the winner

10) the researcher asked about the material and gave directions related to the next meeting.

11) The researchers closed the class

3. Post-test

The post-test would be given to students after doing treatment, in the post test students will describe themselves respectively.

F. The technique of Data Analysis

The data is collected by the writer tabulated into scoring classification, and test significance the following:

To analyze the students speaking test, there would be some certain used by the researcher for the students' score. The criteria were as follow:

- Fluency

- Accuracy
- Comprehensibility

To analyze the data, the researcher used the following steps :

1. Speaking Test

The research determined the scoring classification which includes Fluency, Accuracy, and Comprehensibility. Those assessment criteria are as follows :

a. Fluency

Table 1:The Fluency Criteria

Rating	Criteria
6	Speaks without too geat and effort with a fairly wide range of expression. Searchers for words occasionally but not only one or two unnatural pauses.
5	Has to make an effort at the time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
4	Although he has made an effort to search for words, they are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary success in conveying the general meaning. Fair range expression.
3	Has to make an effort for much of the time. Often has searched for the desired meaning. Rather halting delivery and fragmentary. The range of expression is often limited.
2	Long pauses while researcher for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the efforts at the time. Limited range of expression.
1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times give up making the effort with, very limited range of expression.

b. Accuracy

Table 2:The Accuracy Criteria

Rating	Criteria
6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors.
5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
4	Pronunciation is moderately influenced by the mother tongue but has no serious phonological error. A few grammatical and lexical errors but only confusing.
3	Pronunciation is influenced by the mother tongue only a few serious phonological errors. Several grammatical and lexical errors, some of which confuse.
2	Pronunciation is seriously influenced by the mother tongue with an error causing a breakdown in communication. Many basic and grammatical errors.
1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.

c. Comprehensibility

Table 3:The Comprehensibility Criteria

Rating	Criteria
6	Easy for the listener to understand the speaker's intentional and general meaning. Very few interruptions or clarification are required.
5	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification on necessary.
4	Most of what the speaker says is easy to follow. His attention is always clear but several interruptions are necessary to help him to convey the message to seek clarification.
3	The listener can understand a lot of what is said. But be must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.
2	Only a small bit (usually sort sentence and phrase) can be understood and then with considerable effort by someone who is used to listening to the speaker.
1	Hardly anything of what is said can be understood. Even when the listeners make a great effort to interrupt, the speaker is unable to clarity anything he seems to have said.

(Adopted from Heaton)[26]

Besides the technical of scoring through seven scales above, the writer also makes rating classification to measure the student's speaking ability. The following is rating scale classification.[27]

a. Looking for the mean score by using Statistical Product and Service Solution Program (SPSS) for Window.
b. Looking for standard deviation by using Statistical Product and Service Solution Program (SPSS) for Window.
c. Looking for "t0", by using Statistical Product and Service Solution Program (SPSS) for Windows.

1. Analyzing the data of the questionnaire

   a. Analyzing the questionnaire using the following formula

$$P = \frac{Fq}{N} \times 100\%$$

Where:

P = Rate Percentage

Fq = Frequency of Respondents

N = Total Sample

The classification of the students' response using problem-solving in teaching

   b. Criteria hypothesis acceptability[28]

If $t_0 \geq t_t$ = reject the null hypothesis

[26] J.B Heaton, Writing English Language Test, (ed. 1:New York Inc, 1998),p.100
[27] Deryanto, Evaluasi Pendidikan,(Jakarta PT : Rineka Cipta, 2007),p.211
[28] Subana, Rahadi Moestyo. Statistik Pendidikan. (Bandung: Pustaka Setia, 2000).p.179

If$t_0 \leq t_t$=receivenullhypothesis.

Chapter IV

FINDING AND DISCUSSION

A. Findings

This section show the analyzed data which is tabulated statistically. Shows the percentage classification and standard deviation of student's scores consisting of pre-test and pos-test.

1. Analysis of students score

a. Pre-test

Within this part, the writer displayed the speaking skills scores of the teemagers in the pre-test, the learners mean and standard deviation score as well as the persentage score of the learner speaking skills. The writer shows the score in tables, than the compute with the assistance of SPSS 20.

Table 4.1:The score of students speaking skills in the pre-test

No.	Respondent	The aspect of speaking			Score of test
		accuracy	fluency	comprehensibility	
1	R1	2	1	1	17
2	R2	1	2	1	22
3	R3	1	1	3	28
4	R4	3	3	1	28
5	R5	1	1	1	28
6	R6	1	1	1	17
7	R7	2	2	1	28
8	R8	1	1	1	22
9	R9	1	2	1	22
10	R10	3	2	1	28
11	R11	1	1	2	22
12	R12	1	2	2	28
13	R13	1	1	1	17
14	R14	1	1	1	17
15	R15	2	1	1	22
TOTAL		22	22	19	346

In this section, the write dscribe the average score of students speaking skills one by one starting from accuracy, fluency, and comprehensibility.

1) Accuracy

To calculate the avverage score of students accuracy in the pre-test, the writer used SPPS 20 to determine descriptive statistics and the rate of percentage of accuracy. The following results are recorded in the table :

Table 4.2:Descriptive statistics of accuracy in pre-test.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
accuracy	15	1	3	1.40	.632
Valid N (listwise)	15				

The Table 4.2 shows that ten student got lower score (1) and one student got the highest score (3).

2) Fluency

To calculate the average score of students fluency in the pre-test, the writer used SPSS 20 to determine descriptive statistics and the rate of percentage of fluency. The following results are recorded in the table:

Table 4.3:Descriptive statistics of fluency in pre-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
fluency	15	1	3	1.47	.640
Valid N (listwise)	15				

The Table 4.3 shows that nine student got lower score (1) and one student got the highest score (3)

3) Comprehensibility

To calculate the avarage score of students comprehensibility in the pre-test, the writer used to SPSS 20 to determine descriptive statistics and the rate of persentage of comperhensibility. The following result are recorded in the table:

Table 4.4:Descriptive statistics of comprehensibility in pre-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
comprehensibility	15	1	3	1.27	.594
Valid N (listwise)	15				

The Table 4.4 shows that twelve student got lower score (1) and one student got the highest score (3).

To calculate the average value of teenagers' correct answers, the researcher calculated those by using SPSS 20. The results can be presented in a descriptive statiscal table which can be seen in table 4.5:

Table 4.5. The mean score and standard deviation of pre-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pretest	15	17	28	23.07	4.621
Valid N (listwise)	15				

Besides, it also shows that the average score of the post-test was 23.07 and the standard deviation was 4.621.

2. Post-Test

Within this part, the writer displayed the score of the students speaking skills in the post-test. As well as the students mean and standars deviation score and the persentage score of the learnesr spekaing skill. The writers show the score in the table, then compute the score with the assistance of SPSS 20:

Table 4.6:The Score of students vocabulary in the Post-test

No.	Respondent	The aspect of speaking			Score of test
		accuracy	fluency	comprehensibility	
1	R1	5	4	4	72
2	R2	6	5	4	83
3	R3	5	4	4	72
4	R4	4	4	5	72
5	R5	5	4	4	72
6	R6	6	6	5	83
7	R7	4	4	5	72
8	R8	5	5	4	78
9	R9	5	6	4	83
10	R10	4	5	4	72
11	R11	5	6	6	94
12	R12	4	5	5	78
13	R13	4	5	4	78
14	R14	4	5	4	72
15	R15	6	4	4	78
TOTAL		72	72	66	1.153

In this section, the write dscribe the average score of students speaking skills one by one starting from accuracy, fluency, and comprehensibility.

1) Accuracy

To calculate the avverage score of students accuracy in the pre-test, the writer used SPPS 20 to determine descriptive statistics and the rate of percentage of accuracy. The following results are recorded in the table :

Table 4.7:Descriptive statistics of fluency in post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
accuracy	15	4	6	4.80	775
Valid N (listwise)	15				

2) Fluency

To calculate the average score of students fluency in the pre-test, the writer used SPSS 20 to determine descriptive statistics and the rate of percentage of fluency. The following results are recorded in the table:

Table 4.8:Descriptive statistics of fluency in post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
fluency	15	4	6	4.80	.775
Valid N (listwise)	15				

3) Comprehensibility

To calculate the avarage score of students comprehensibility in the pre-test, the writer used to SPSS 20 to determine descriptive statistics and the rate of persentage of comperhensibility. The following result are recorded in the table:

Table 4.9:Descriptive statistics of comprehensibility in post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
comprehensibility	15	4	6	4.40	.632
Valid N (listwise)	15				

To calculate the average value of teenagers' correct answers, the researcher calculated those by using SPSS 20. The results can be presented in a descriptive statiscal table which can be seen in table 4.10:

Table 4.10. The mean score and standard deviation of post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
posttest	15	72	94	77.27	6.408
Valid N (listwise)	15				

From table, it can be seen that the highest score of student was 94 and the lowest score was 72. Besides, it also shows that the average score of the post-test was 77.27 and the standard deviation was 6.408.

The results would be presented into the table descriptive statistic as follows:

Table 4.11. The mean score and standard deviation of pre-test and post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pretest	15	17	28	23.07	4.621
posttest	15	72	94	77.27	6.408
Valid N (listwise)	15				

Table described the statistical result of the pre-test and post-test. From the group of the table above, N was the total of the subject data which was 15 from pre-test and 15 from post-test is significantly different. The mean that acquire by the pre-test group was 23.07 while the mean score of post-test group was 77.27. Further the statisticalhypo thesis of the research was described in the table bellow:

Table 4.12. The paired samples Ttest of pre-test and post-test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-54.200	9.025	2.330	-59.198	-49.202	-23.258	14	.000

Based on the table 4.8 above, in the pre-test and post test the researcher found that the proCHAPTERility value (significant 2-tailed) value is lower than alpha (α) (0.00<0,05). It means that it is significant. It means that H_a is accepted and H_0 is rejected.

Related to the result that ($t_{value} < t_{alpha}$) the t_{value} was lower than t_{alpha}, it means that H_a is accepted and the Null hypothesis (H_0) was rejected. It means that it is significant. Therefore, the researcher believed that theaching speaking skill by using paper relay running game for the students of SMA Negeri 4 Palopo.

B. Discussion

Best on preobservation resarchers at SMA Negeri 4 Palopo, the researchers found that the student there still have a low ability in language learning especially in speaking. The student had problems with speaking, most student lack in speaking because the are lazy to practice their pronuncition, lake interest in learning, and feel bored with their learnng methods. Therefore, the

researchers has the solution to overcame this problem and the strategy of the paper relar running game.

Considering these findings, The researcher presents a discussion about the data given to the students. This section describes the improvement of students in teaching speaking skills by using a paper relay running game at SMA Negeri 4 Palopo.

Researchers improve students' speaking skills in several treatments given using game learning media. in a game media plays an important role in improving students' abilities, which can increase students' self-confidence which makes the learning process more fun, can eliminate boredom, overcome students' fear of conveying what they know. from the observations that have been made, they do not have new media that can refresh students' minds in carrying out the learning process in class.

In this study, researchers applied suitable media to overcome obstacles to students to train students' speaking skills. The researcher used pre-experimental which consisted of two groups, namely pre-test and post-test. The researcher found that the test given to the students could improve the students' speaking ability from the research results obtained. The average score of the students in the test proves that the students have better English skills after the previous treatment, according to the students' average scores on the pre-test and post-test.

Based on analysis from the students' evaluation at the pre-test, the highest score got by the student was 28 and the lowest score was 17. While in the post-test the highest score got by the student was 94 and the lowest score

was 72.

Based on the table of paired samples t-test the significance value of 2-tailed 0.00> 0.05 which indicates a significant change between the pre-test and post-test. This shows that there is a significant effect on the difference in treatment given to each variable, and to test it, it is not seen from the minimum but the 2-tailed significance value.

From the results of the analysis of the classification table and the percentage level of students in the post-test and the average score, it can be concluded that students' skills are more improved than before they went through some of the commitments given. From the results of this study, the average value of students in the pre-test and post-test, it can be concluded that teaching speaking using the game method is effective in training students' speaking, especially in SMA Negeri 4 Palopo students.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the findings, data analysis, and discussion in the previous chapter, the researcher concludes that the use of the method of teaching speaking skills using a paper relay running game can significantly improve speaking skills at SMA Negeri 4 Palopo. This learning media can be applied in the teaching and learning process in class because it can make students more active in class, this can be proven by the values obtained. the results on the pre-test showed an average score of 23.07, then the post-test, the average value of students was 77.27. It means that in the use of this method there is a difference between the pre-test and the post-test. Thus, teaching speaking skill by using paper relay running game is effective to improve students' speaking ability.

B. Suggestion

From the based on the result of the research, the researcher would like to gave some suggestion.

1. For the teacher

Teachers can apply this game method as a learning media in the classroom because it can contribute to the learning process in an effort to improve students' speaking skills and build a more active classroom atmosphere.

2. For the students

This research is expected to help students to make it easier in the learning process in class, especially in improving students' speaking skills.

3. For another researcher

Hopefully this research will be an improvement for further research, especially in training students' speaking skills. Hopefully with this research, it can be useful as a reference for conducting other research in the same field.

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APPENDICES

1. Pre-Test

Dscribing People

My father is Mr. Marzuki. He is very warm, smart, dan funny person. I live with him in Munjungan, Trenggalek. My father is quite handsome man. Now, he is about 35 years old. He has well-built body because he always does exercise every day. He is also tall. He has short black hair and black eyes. He has an oval face and pointed chin. He has slight moustaches and beard. He has slight dark brown skin. My father is a junior high school teacher. He teaches sports. He always goes to school in early morning and comes home in the afternoon around 03.00 pm. He works hard for his family. We all love him so much. He is the best father in the world to me.

2. Treatment

First meeting:

Describing part of body

Second meeting:

Describing part of animals

Third meeting:

Describing part of plant

3. Post-test

My name is Chyntia, usually all of my friends call me Tia. I am 12 years old, I was born in Jakarta on January 21, 2009. Now I attend Junior High School 6 in my hometown, 1st grade of Junior High School. My favorite subject is sports.

I have straight hair and tan skin. I have one crooked teeth on the left. please don't really mind it. My goal of life is to be an professional athlete, whatever it is. Now, I focus on basketball and also football. But, it is possible for me to learn other sports because I really love sports.

Rencana Pelaksanaan Pembelajaran (RPP)

Mata pelajaran : Bahasa Inggris	Alokasi Waktu : 3 Pertemuan (3x45 Menit)
Sekolah : SMAN 4 Palopo	Kelas/Semester : Tiga/Genap

Kompetensi Dasar

Mendeskripsikan secara lisan teks sederhana secara mandiri yang melibatkan tindakan memberikan informasi sesuai dengan konteks penggunaannya

Tujuan Pembelajaran

1. Melatih keterampilan berbicara siswa dengan mendeskripsikan teks sederhana yang telah disiapkan
2. Membantu siswa dalam meningkatkan kreatifitas dalam berbicara
3. Membantu siswa untuk lebih percaya diri dalam berbicara
4. Meningkatkan keaktifan siswa dalam proses belajar
5. Membuat siswa enjoy selama proses pembelajaran berlangsung

Kegiatan Pembelajaran

Pertemuan 1

Materi pembelajaran : describing people

Langkah-langkah pembelajaran :

1) Menyapa siswa dan mempersilapkan siswa untuk memulai pelajaran
2) Memberi motivasi siswa agar terpacu untuk belajar
3) Menjelaskan tentang topic kegiatan pembelajaran yang akan dilaksanakan
4) Membuat kelompok belajar, yang dimana tiap kelompok menujuk satu perwakilan untuk menjadi patung di depan barisan kelompok tersebut
5) Grup bergiliran sesuai dengan nomor undian.
6) Setiap anggota bergantian mengambil satu potongan kertas yang kemudian akan di tempelkan pada bagian tubuh siswa yang menjadi patung di depan kelas sesuai dengan isi dari potongan kertas tersebut,setelah itu masing-masing siswa diminta untuk menjelaskan potongan kertas yang telah mereka tempelkan tersebut
7) Contoh kalimat siswa mendapatkan kertas yang bertuliskan “hair”, maka siswa diminta untuk mendeskripsikan rambut dari teman mereka yang menjadi patung tersebut sesuai dengan apa yang mereka lihat
8) Siswa bergantian maju menempelkan dan menjelaskan sampai kertas yang disediakan habis
9) Grup yang menyelesaikan tugas dengan waktu yang lebih singkat, dianggap sebagai pemenang

Penilaian Pembelajaran

Pengetahuan

- Mengetahui arti dari setiap teks yang terdapat pada potongan kertas

Keterampilan

- Mampu mendeskripsikan kata yang terdapat pada potongan kertas
- Kemampuan berbicara didepan kelas

Sikap

- Menggunakan bahasa yang baik
- Bekerja sama dengan kelopok

Rencana Pelaksanaan Pembelajaran (RPP)

Mata Pelajaran : Bahasa Inggris	Alokasi Waktu : 3 Pertemuan (3x45 Menit)
Sekolah : SMAN 4 Palopo	Kelas/Semester : Tiga/Genap

Kompetensi Dasar

Mendeskripsikan secara lisan teks sederhana secara mandiri yang melibatkan tindakan memberikan informasi sesuai dengan konteks penggunaannya

Tujuan Pembelajaran

1. Melatih keterampilan berbicara siswa dengan mendeskripsikan teks sederhana yang telah disiapkan
2. Membantu siswa dalam meningkatkan kreatifitas dalam berbicara
3. Membantu siswa untuk lebih percaya diri dalam berbicara
4. Meningkatkan keaktifan siswa dalam proses belajar
5. Membuat siswa enjoy selama proses pembelajaran berlangsung

Kegiatan Pembelajaran

Pertemuan 2

Materi pembelajaran : describing plants

Langkah-langkah pembelajaran :

1) Menyapa siswa dan mempersilapkan siswa untuk memulai pelajaran
2) Memberi motivasi siswa agar terpacu untuk belajar
3) Menjelaskan tentang topic kegiatan pembelajaran yang akan dilaksanakan
4) Membuat kelompok belajar, yang dimana tiap kelompok belajar memiliki satu tumbuhan lengkap yang d letakkan diatas meja tepat didepan masing-masing kelompok
5) Grup bergiliran sesuai dengan nomor undian.
6) Setiap anggota bergantian mengambil satu potongan kertas yang kemudian akan di tempelkan pada bagian tubuh siswa yang menjadi patung di depan kelas sesuai dengan isi dari potongan kertas tersebut,setelah itu masing-masing siswa diminta untuk menjelaskan potongan kertas yang telah mereka tempelkan tersebut
7) Contoh kalimat yang siswa dapatkan pada kertas yang bertuliskan “stem”, maka siswa diminta untuk mendeskripsikan batang sesuai dengan apa yang mereka lihat
8) Siswa bergantian maju menempelkan dan menjelaskan sampai kertas yang disediakan habis
9) Grup yang menyelesaikan tugas dengan waktu yang lebih singkat, dianggap sebagai pemenang

Penilaian Pembelajaran

Pengetahuan

- Mengetahui arti dari setiap teks yang terdapat pada potongan kertas

Keterampilan

- Mampu mendeskripsikan kata yang terdapat pada potongan kertas
- Kemampuan berbicara didepan kelas

Sikap

- Menggunakan bahasa yang baik
- Bekerja sama dengan kelopok

Rencana Pelaksanaan Pembelajaran (RPP)

Mata Pelajaran : Bahasa Inggris	Alokasi Waktu : 3 Pertemuan (3x45menit)
Sekolah : SMAN 4 Palopo	Kelas/Semester : Tiga/Genap

Kompetensi Dasar

Mendeskripsikan secara lisan teks sederhana secara mandiri yang melibatkan tindakan memberikan informasi sesuai dengan konteks penggunaannya

Tujuan Pembelajaran

1. Melatih keterampilan berbicara siswa dengan mendeskripsikan teks sederhana yang telah disiapkan
2. Membantu siswa dalam meningkatkan kreatifitas dalam berbicara
3. Membantu siswa untuk lebih percaya diri dalam berbicara
4. Meningkatkan keaktifan siswa dalam proses belajar
5. Membuat siswa enjoy selama proses pembelajaran berlangsung

Kegiatan Pembelajaran

Pertemuan 3

Materi pembelajaran : describing animal

Langkah-langkah pembelajaran :

1) Menyapa siswa dan mempersilapkan siswa untuk memulai pelajaran
2) Memberi motivasi siswa agar terpacu untuk belajar
3) Menjelaskan tentang topic kegiatan pembelajaran yang akan dilaksanakan
4) Membuat kelompok belajar, yang dimana tiap kelompok memilik satu gambar hewan yang telah disediakn didepan masing-masing kelompok
5) Grup bergiliran sesuai dengan nomor undian.
6) Setiap anggota bergantian mengambil satu potongan kertas yang kemudian akan di tempelkan pada bagian tubuh siswa yang menjadi patung di depan kelas sesuai dengan isi dari potongan kertas tersebut,setelah itu masing-masing siswa diminta untuk menjelaskan potongan kertas yang telah mereka tempelkan tersebut
7) Contoh kalimat siswa mendapatkan kertas yang bertuliskan “mouth”, maka siswa diminta untuk mendeskripsikan mulut dari gambar hewan tersebut
8) Siswa bergantian maju menempelkan dan menjelaskan sampai kertas yang disediakan habis
9) Grup yang menyelesaikan tugas dengan waktu yang lebih singkat, dianggap sebagai pemenang

Penilaian Pembelajaran

Pengetahuan

- Mengetahui arti dari setiap teks yang terdapat pada potongan kertas

Keterampilan

- Mampu mendeskripsikan kata yang terdapat pada potongan kertas
- Kemampuan berbicara didepan kelas

Sikap

- Menggunakan bahasa yang baik
- Bekerja sama dengan kelopok

PICTURES

Pictures 1: the activity of gluing paper on the limbs

Pictures 2: the process of determining the parts of the paper that will be attached to the limbs

Pictures 3: the process of describing objects

Pictures 3: the process of describing objects

CURRICULUM VITAE

Nurdiyani was born in Kampung Baru on april 24, 1997. Her father name is Hardin and her mother name is Sunarsih. The author completed her education in 2010 at SDN 113 Harapan. Then the same year, she continued her education in 2013 at SMP Negeri 1 Masamba. She continude education in 2016 at senior high school 02 Masamba. The outhor continued her education at the english education study program of the tarbiyah and teacher training faculty at the state islamic institue of palopo (IAIN Palopo). She actively serves in 2019 as member of the Langkanae Art Palopo (SSLA).