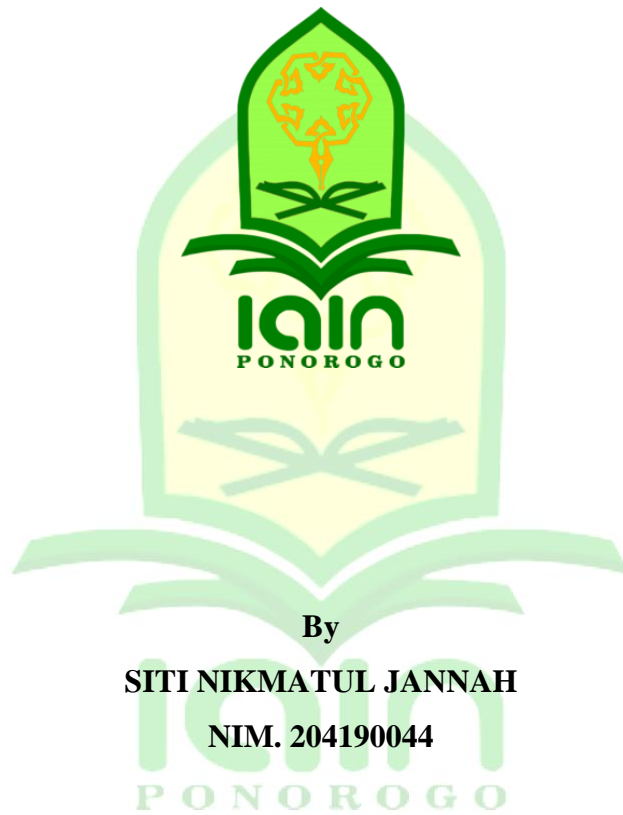


**THE EFFECTIVENESS OF EDUTAINMENT METHOD TO IMPROVE
STUDENTS' SPEAKING SKILL AT MTsN 3 PONOROGO**

THESIS



By

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2023

ABSTRACT

JANNAH, SITI NIKMATUL. 2023. *The Effectiveness of Using The Edutainment Method to Improve Students' Speaking Skill At The Seventh Grade of MTsN 3 Ponorogo.* Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Ponorogo. Advisor Wiwin Widyawati, M.Hum.

Keywords: *Teaching Speaking, Edutainment Method, Students' Speaking Skill*

One of the four language skills that students must master is speaking. Through speaking, students can convey their opinions and communicate with one another in a discussion. Speaking can also solve problems, communicate thoughts and opinions, convey feelings or desires to achieve something, and maintain relationships and friendships. Most students need help with their speaking ability. They complain they have limited vocabulary and are not motivated to express themselves because the students feel bored during the lesson. Hence, they are not severe when learning. With an appropriately applied method, students become more eager to join the study to improve their speaking skills.

The researcher formulated the research problem with the question, is there a significant difference in students' speaking skills between those who are taught using edutainment methods and those who are not taught using edutainment methods in the seventh grade of MTsN 3 Ponorogo? Then, the research objective the researcher wants to achieve is to find out whether the edutainment method improves the speaking skills of seventh-grade students at MTsN 3 Ponorogo.

This research used quantitative research with an experimental design. In this research, the researcher used two classes, namely the experimental class and the control class. According to this research, the object research was from the seventh-grade MTsN 3 Ponorogo, namely class VII A as the control class, consists of 20 students and class VII B as the experimental class consists of 21 students. The researcher used the purposive sampling technique to determine the experimental class and the control class. The researcher used test and documentation as data collection. The data were collected by given pre-test in the first meeting and given post-test at the last meeting. After collecting the data, the researcher analyzed the data using t-test with SPSS 25.

The result of the research concluded that there is a significant difference between students those who are taught using the edutainment method and those who are not taught using the edutainment method. The results show that the average post-test for the experimental class was 80.95, while the average post-test for the control class was 66.75, and testing using the t-test showed that the t-value was 6.437 with a significance of 0.000. This value is lower than 0.005 or significant ($p = 0.000 < 0.005$). This means the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. In other words, the results of the speaking skills of students those who are taught using the edutainment method and those who are not taught using the edutainment method have significant differences. Thus it can be concluded that the edutainment method affects students' speaking skills.

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CHAPTER I

INTRODUCTION

A. Background of The Study

In daily life, speaking is the most crucial ability. In these circumstances, the lungs, vocal tract, vocal cords, tongue, teeth, and lips are the body parts that we use to produce sound. Speaking is a form of interpersonal communication. It now forms a part of our daily routine. People communicate and convey ideas, feelings, and thoughts through language when they speak. Speaking can be used to give instructions or carry out tasks in various circumstances. Thus, the ability to communicate verbally with others is referred to as speaking.

One of the four language skills that students need to learn is speaking. The four abilities are speaking, writing, reading, and listening. By speaking about their ideas, students can speak or communicate their knowledge or concerns. Students can communicate what they know or don't know about what happened by talking to one another about it. Speaking can also be used to solve some problems, express thoughts and opinions, transmit feelings or wishes to accomplish something, maintain relationships and friendships, and enhance speaking abilities. As a result, speaking is a crucial language ability that students need to improve.

According to Brown and Yule, regardless of whether someone is successful in learning the language or not, speaking is a reference for language learners.¹ Speaking is the main focus of teaching English as a foreign language during the learning process.

¹ Julfikar Nurdin, "Students' Speaking Ability Awareness: A Qualitative Study at Zawiyah English Club Iain Langsa," *JADEs Journal of Academia in English Education* 2, no. 1 (August 19, 2021): 45, <https://doi.org/10.32505/jades.v2i1.3220>.

Focus and attention are needed when learning to speak, especially when it comes to pronunciation, grammar, vocabulary, comprehension, and fluency. All parts of speech must be taken into account when students converse with one another, and this is consistent with classroom phenomena where students are required to speak when disseminating information or material. The ability of students to communicate in English is the main objective of English teaching and learning. For students of all linguistic levels, oral communication is crucial. English is one of the world languages that are most frequently used to connect with foreigners. Because English is the most important skill for students to learn, those who don't learn it or aren't used to speaking it will have a lot of trouble when they need to use it.

Brown stated that the major instrument used in speaking as an interactive process for creating meaning is sound creation, reception, and processing.² Moreover, Bailey and Savage stated that the most important skill in learning English as a second or foreign language is speaking.³ In verbal communication, one must speak while successfully and clearly delivering information to listeners or other people so that the listener can comprehend the speaker's meaning and intention. Nonetheless, they occasionally consult others when they wish to learn more. Depending on their purpose, speaking can be categorized as either formal or informal. For their teacher or someone who is older than them and has a greater position, students typically employ formal language. Communication with friends, family, or anyone who have a close relationship with them is done informally.

² H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (Englewood Cliffs, N.J: Prentice Hall Regents, 1994).

³ Kathleen M. Bailey and Teachers of English to Speakers of Other Languages, eds., *New Ways in Teaching Speaking*, New Ways in TESOL Series (Alexandria, Va: Teachers of English to Speakers of Other Languages, 1994), 7.

In teaching speaking, it is important to use the right instructional methods and techniques. As a result, when learning English, both teachers and students need certain learning methods. According to Brown, methods are an all-encompassing collection of class definitions used to accomplish linguistic objectives.⁴ Methods are usually concerned primarily with the roles and behavior of teachers and students and the latter with elements such as linguistic goals and subject matter, sequencing, and provision. It refers to a phrase often used in effective teaching, especially when learning a language, to describe specific actions teachers believe can assist students in mastering the language they are learning. In other words, teaching methods are tools or techniques used in teaching and learning with the intention of obtaining direct benefits from interactions between students or between teachers during learning activities. The teacher can choose the best way to communicate the subject to students from a variety of methods when teaching English to students.

In this research, the researcher used the edutainment method to improve the speaking skill of the seventh-grade students at MTsN 3 Ponorogo. The researcher found some of the students' difficulties when speaking in English. So it can be said that the speaking skill of the seventh-grade students of MTsN 3 Ponorogo needs to be improved. Based on the result of the interview, it was informed that the teachers at MTsN 3 Ponorogo still used very limited learning methods, so students got bored easily and were not interested in participating in the teaching and learning process.⁵ This condition was the real situation found by the researcher during observation.

⁴ H. Douglas Brown, *Principles of Language Learning and Teaching*, 5th ed (White Plains, NY: Pearson Longman, 2007), 1.

⁵ Interview with Mrs. Mesirah on January 2023.

The words “education” and “entertainment” are combined to form the term “edutainment.” The term “edutainment” was originally used in 1973 by Robert Hayman in a report for the National Geographic Society. The phrase “edutainment” refers to entertaining movies, television programs, and online resources that have a strong instructional focus.⁶ So, in improving speaking skills, the teacher applies the edutainment method in the learning process. Learning activities are combined with entertaining and fun things such as singing, playing games, role-playing, using audio-visual aids, demonstrations, telling stories, and so on. In addition, learning using this method is not only used in indoor learning but can also be used in outdoor learning.

According to Shulman and Bowen, edutainment method is the process of promoting learning that is enjoyable through interaction and communication, discovery, raising learners’ awareness, and experimentation.⁷ Meanwhile, Druin and Solomon define education as a set with a variety of elements (such as sound, animation, video, writing, and graphics) where students can have fun while learning.⁸ Besides that, according to Okan, edutainment method is ongoing learning because it piques students’ interests and stirs their feelings.⁹ In other words, the edutainment method approach blends education and entertainment to improve student excitement for learning challenging concepts and information. This method also helps students retain information by making the concepts and information being taught more pleasurable.

⁶ David Buckingham and Margaret Scanlon, *Education, Entertainment and Learning in the Home* (Buckingham: Open Univ. Press, 2003), 12.

⁷ *Ibid*, 1232.

⁸ *Ibid*, 1233.

⁹ Zühal Okan, “Edutainment: Is Learning at Risk?: Edutainment: Is Learning at Risk?,” *British Journal of Educational Technology* 34, no. 3 (June 2003): 5, <https://doi.org/10.1111/1467-8535.00325>.

The degree to which students participate in the teaching and learning process has a significant impact on learning outcomes, together with one's own skills, existing knowledge, and learning preferences. Success in the classroom also aids students in overcoming obstacles. More opportunities for kids to utilize English in authentic contexts should be provided by teachers. Knowledge is not only a repository of ideas, concepts, or rules just waiting to be understood. There is no independent information available about this. Humans build knowledge in an effort to make sense of their experiences. When learning is typically combined with comedy, games, role plays, and demonstrations, it becomes enjoyable. Because they can also find enjoyment in it, students can learn in a variety of ways as long as the process is not monotonous, the students are happy with the teacher's teaching strategies, and the students can cheerfully and successfully complete the learning process. Students rarely recognized they were being required to learn or understand the subject until the teacher finally packed it with an intriguing entertainment notion.

Based on the problems that have been described in the background above and considering the importance of this research being carried out, the researcher is interested in researching and knowing more about the results of the application of the method. Therefore, the researcher will conduct a study on how effective the application of the edutainment method is in improving students' speaking skills, with the title **“THE EFFECTIVENESS Of USING THE EDUTAINMENT METHOD TO IMPROVE STUDENTS' SPEAKING SKILL AT THE SEVENTH GRADE OF MTsN 3 PONOROGO.”**

B. Identification of the Problem

When the researcher made observations in seventh grade at MTsN 3 Ponorogo, many students found difficulties in learning English. One case was the difficulty when they wanted to speak English. When teachers ask using English, they still difficult to answer questions from the teacher, so they answer using Indonesian.¹⁰ Therefore, the students' speaking skills of the seventh grades of MTsN 3 Ponorogo need to be improved.

Based on the interviews conducted by researchers with one of the teachers at MtsN 3 Ponorogo. The teacher mentioned that one of the factors causing students' difficulties in English was that seventh grade students at MTsN 3 Ponorogo got bored easily in English class.¹¹ So that when the teacher delivers the lesson they are not interested in following it. Teachers at MTsN 3 Ponorogo still use very limited learning methods, which affects the lessons delivered to students.

C. Limitation of the Problem

Due to limited time, energy, funds, and so on, this research focuses on the effectiveness of using edutainment methods to improve the English-speaking skills of the seventh-grade MTsN 3 Ponorogo students. The variables used are edutainment methods and students' speaking skills. The population of this research is all the students in the seventh grade of MTsN 3 Ponorogo in the academic year of 2022/2023, and the sample used as the object of research is class VII A, as many as 20 students, and VII B as many as 21 students. The technique used for sampling is purposive sampling. The data collection will be done through the test as an experimental. The experimental group is taught using the edutainment method.

¹⁰ Observation at Mts. Ma'arif Balong on September 2022.

¹¹ Interview with Mrs. Mesirah on January 2023.

D. Statement of the Problem

Based on the description of the background above, the researcher determines the formulation of the problem as follows: Is there any significant difference in the students' speaking skills between those who are taught using the edutainment method and those who are not taught using the edutainment method at the seventh grade of MTsN 3 Ponorogo?

E. Objective of the Research

Based on the formulation of the problem above, the purpose of this research is to find out whether the edutainment method improves the speaking skill of the seventh-grade students at MTsN 3 Ponorogo.

F. Significances of the Research

The results of this research are expected to provide benefits both practically and theoretically. The benefits of the results of this research are as follows:

1. Theoretical benefits

The results of this research are theoretically expected to contribute to the advancement of science and technology in the field of English.

2. Practical benefits

- a. For educators, the results of this research are expected to provide information about learning methods that are suitable for use today.
- b. For schools, this research is expected to be a benchmark for determining learning methods that are suitable for use today.
- c. For students, this research is a discourse to improve their learning outcomes.

- d. For the further researcher, the results of this research can be used as a reference for future researchers to be better and not repeat the mistakes made by the current researcher.

G. Organization of the Thesis

Systematic discussion is an important part of the research. In the systematic discussion, there are several chapters regarding explanations and descriptions of what will be used in the study. To be able to provide an overview of this study can be arranged systematic writing as follows:

Chapter I is the introduction which confirms the background of the study, formulation research, limitation of the study, research question, research objective, significance of the study, and organization of the thesis.

Chapter II is a review of the literature. Consisting several explanations based on the title, and it concludes the explanation definition of the edutainment method, the definition of speaking, teaching speaking, assessing speaking, previous related studies, framework, and hypothesis.

Chapter III is the research method. Covering these: research design, place and time of research, population and sample, operational definition of a research variable, research instrument, data collection technique, validity and reliability, and data analysis technique.

Chapter IV is the result and discussion of the study that is loaded with data presentation contain and research findings. This chapter is important information because the researcher will analyze the data obtained. So, the data are going to appear in this

chapter clearly. Statistical description, statistical inferential, assumption test, hypothesis test.

Chapter V is closing. This chapter shows the conclusion and recommendation. Conclusion answers statement of the problem and explain the result in summary. Then, recommendation provides additional information for next researchers, teachers, students, and readers to gain more beneficial knowledge that can be applied for educational purpose by this thesis.



CHAPTER II

LITERATURE REVIEW

A. Theoretical Background

Theoretical backgrounds are a series of definitions, concepts, and perspectives about a thing that are neatly arranged.

1. Speaking

a. Definition of Speaking

Considering English is the language that is used to communicate the most globally, many people are eager to learn it and become fluent in it in order to communicate with others globally for various objectives. When speaking is one of the most important abilities that must be honed when communicating verbally. Speaking allows people to learn what kinds of circumstances in the environment make it simpler for them to interact with one another.

Speaking involves the production, receiving, and processing of information as well as a participatory process for creating meaning.¹² Speaking ability is the capacity to interact with others while utilizing the right words to transmit ideas and concepts in a way that listeners can grasp. Speaking a language indicates that a person can hold a conversation relatively successfully. Speaking is successful when the speaker knows how to communicate in a way that is pertinent, perceptible, and well-liked by the audience.

The majority of speaking involves communication, which includes speaking to one or more landscapes and correlations in order to pay attention to

¹² Brown, *Teaching by Principles*, 267.

and comprehend the emotions of participants and others. Speaking is a talent, and in the first and second languages, writing skill is paying attention.¹³ In other words, a conversation can be thought of as a crucial instrument for communicating with others. The ability to generate a systemic meaning from vocal utterances has another definition.

According to Boonkit, speaking is one of the four macro skills required for efficient language use, especially when speakers are not conversing in their mother tongue.¹⁴ Because English is the most widely used language for communication, it is important to develop English speaking abilities with other skills in order to improve communication success with both native English speakers and other members of the global community. Meanwhile, according to Harmer, Fluency in speaking requires not only an understanding of linguistic structures but also the capacity to comprehend information and language “on the spot.”¹⁵

According to Rauf, speaking is the most natural form of communication, and it may be understood that speaking is the act of conveying ideas, thoughts, or feelings to others through the use of words or sounds of articulation in order to enlighten, convince, and entertain. Speech is the most crucial form of communication, and most individuals use it all the time. To be accepted in social

¹³ Sari Luoma, *Assessing Speaking*, Cambridge Language Assessment Series (Cambridge ; New York: Cambridge University Press, 2004), 10.

¹⁴ Kamonpan Boonkit, “Enhancing the Development of Speaking Skills for Non-Native Speakers of English,” *Procedia - Social and Behavioral Sciences* 2, no. 2 (2010): 1, <https://doi.org/10.1016/j.sbspro.2010.03.191>.

¹⁵ Jeremy Harmer, *The Practice of English Language Teaching, 4th Edition*, Fourth Edition (Harlow: Pearson Longman, 2007), 284.

life, we must convey our thoughts, opinions, or feelings as human beings, especially social creatures.¹⁶

Speaking can also be defined as a person's capacity to articulate their ideas verbally.¹⁷ Other individuals define speaking as the active application of language to convey meanings so that others can understand them.¹⁸ Thus, speaking is defined as an activity involving two or more persons in which the participants are both the listeners and the speakers and who must act on what they are hearing and contribute quickly. This ability is crucial since it pertains to how well students understand language.

Because of the significance of speaking abilities in this global language, in order to use English as a mode of communication, particularly in study and job activities, students and the general public must acquire high competency in both spoken and written foreign languages. Considering that its mastery is restricted to linguistic abilities, English, the social language of the world, is not only a need for academic study but also a means of contact between nations.

From the definition above, speaking is an activity involving two or more individuals in which the participants are both the listeners and the speakers who must put into action what they hear. This ability is crucial since it considers students' levels of linguistic proficiency. The success of language acquisition is defined as the fluency of learners in conversation. Speaking also has the general

¹⁶ Abdul Rauf, *Self and Peer Assessment in an Oral Presentation* (Jakarta: Syarif Hidayatullah State Islamic University, 2017), 6.

¹⁷ Penny Ur, *A Course in Language Teaching: Practice and Theory*, Cambridge Teacher Training and Development (Cambridge [England] ; New York: Cambridge University Press, 1996), 117.

¹⁸ Lynne Cameron, *Teaching Languages to Young Learners*, 15. print, Cambridge Language Teaching Library (Cambridge: Cambridge University Press, 2011), 40.

aim of persuasion, which means the speaker uses speaking to draw attention from the audience and get them to think or act in accordance with what the speaker says. Lastly, speaking also serves the function of entertaining, which requires speakers to put their audience's delight first.

b. The Elements of Speaking

When teaching speaking skills, teachers need to focus more on and pay closer attention to some English language components. According to Harmer, learners must be able to pronounce phonemes correctly, employ suitable stress and intonation patterns, and engage in connected speech if they want to be able to speak English effectively.¹⁹ But further, an English speaker will need to be able to talk in various conversations and conversational repair tactics, especially when English is a second language. Additionally, they must be able to survive in regular functional exchanges.

The following elements are necessary for the spoken production to speak in English:²⁰

1) Language Features

- a) English speakers must be able to create the language's distinct phonemes in addition to using connected speech with fluency. Sounds are changed, removed, added, or weakened in connected speech.
- b) Expensive tool: English native speakers alter the pitch of a specific portion of an utterance, shift volume and pace, and convey emotion (especially in faceto-face interaction).

¹⁹ Harmer, *The Practice of English Language Teaching, 4th Edition*, 343.

²⁰ *Ibid*, 345.

- c) Lexis and grammar: Teachers should provide a range of expressions for various situations, such as expressing agreement or disagreement, surprise, shock, or approval.
- d) Negotiation language: The negotiation language we use to request clarification and demonstrate the organization of what we are saying is beneficial for effective speaking. As we are listening to someone else speak, we frequently need to ask for clarification, and this is important for students.

2) Mental/ Social Processing

- a) Language processing: Effective speakers must be able to organize their thoughts effectively and process language so that their words are expressed in ways that not only make sense but also convey the desired meanings. The retrieval of words and their construction into propositionally acceptable sequences are both aspects of language processing.
- b) Interacting with others: Effective speaking also requires a lot of listening, awareness of the feelings of the other participants, and the linguistic ability to take turns or permit others to do so.
- c) (On the spot) information processing: We also need to be able to comprehend the information that people tell us as soon as we hear it, separate from how we react to their sentiments.

According to Harris, there are five speaking components that are consistently employed in class and draw teachers' attention. These aspects are:²¹

1) Pronunciation

Students can talk more clearly when they use pronunciation. This refers to the phonological process, which pertains to the grammatical part and is made up of the components and rules that govern how a language's sound variations and pattern changes. So, pronunciation is the study of how specific language words seem clear when people speak based on the aforementioned statement. Because pronunciation is crucial when speaking in order to facilitate clear communication.

2) Grammar

Students need to form correct sentences in conversation. With the help of grammar, students will also learn the right way to acquire language skills in both speaking and writing.

3) Vocabulary

Vocabulary refers to the appropriate vocabulary used in communication. Without adequate vocabulary, students will not be able to communicate effectively and express thoughts orally and in writing. Another challenge that prevents learners from acquiring language is a limited vocabulary. Students who lack vocabulary cannot communicate at all, while students who lack grammar are limited in what they can say. So, English learners cannot speak and write English properly without knowing the proper vocabulary.

²¹ Azlina Kurniati, "A Study On The Speaking Ability Of The Second Year Students Of Smk Telkom Pekanbaru," *Jurnal Online Mahasiswa* 2 (2) (2015): 13.

4) Fluency

Fluency is the capacity for effortless, fluid, and expressive reading, speaking, and writing. In other words, speakers are able to relate meaning to context while reading, understanding, and responding in clear, succinct language. Speaking accurately and fluently is a quality that can be characterized as fluency. A relatively rapid speaking rate and a limited number of pauses and “ums” or “ers” are indicators of fluency. These indicators show that speakers don’t spend much time searching for the linguistic components required to convey the information.

5) Comprehension

It is undoubtedly necessary for a topic to respond to speech as well as to begin it in oral communication.

c. **The Functions of Speaking**

There are some functions of speaking that must be considered. According to Richards, there are three functions of speaking:²²

1. As interaction, this is because our daily communication is interactional with other people.
2. As transaction, the emphasis is primarily on getting the point over clearly and accurately while also ensuring that the other person understands what we are trying to say.

²² Jack C. Richards, *Teaching Listening and Speaking From Theory to Practice* (Cambridge: Cambridge University Press, 2008), 22–27.

3. As performance, Speaking in this situation focuses more on monologue than dialogue. Speaking as a performance took place during speeches, public talks, announcements, retelling stories, and other situations.

d. The Goals of Speaking

Speaking is a human's ability to communicate thoughts orally, which explains its purposes quite clearly. According to Jim, the main objectives of the speaking class are fluency and confidence.²³ Based on this statement, speaking activities help students develop their fluency and self-assurance in speaking to others. Fluency is a term used to define the capacity to convey an intended message, which must be clear to the listener and easy to understand.

The goal of speaking is to consistently inform the listener so they can learn something new from the speaker. Speaking with the intention of persuading an audience entails speaking to catch their attention and influence them to believe or act in accordance with what the speaker has stated. The final objective of speaking is to entertain; this simply means that the speaker focuses on how to make the listener or audience like what the speaker stated.

But nevertheless, when teaching speaking in particular, the traits of good speaking include the student talking a lot, participation is even, high motivation, and language that is at an acceptable level:²⁴

- 1) Students talk a lot

²³ Jim Scrivener, *Learning Teaching: A Guidebook for English Language Teachers*, 2. ed., [Nachdr.], Macmillan Books for Teachers (Oxford: Macmillan, 2010), 146.

²⁴ Ur, *A Course in Language Teaching*, 120.

It should be evident that students take advantage of the chance to speak as much as they can during the speaking activities that are used for teaching and learning. Simply put, teachers continue to devote time to speaking exercises.

2) Participation is even

The minority of talkative students and the bulk of students should participate equally in speaking activities. As a result, every student has an equal opportunity to participate in speaking events.

3) High motivation

There should be something in the speaking activities that can inspire the students to participate. For instance, the teacher should choose an engaging theme for the activity.

4) The language that is at an acceptable level

All participants in speaking exercises must use language at an acceptable level, which implies that students who speak should do so in a way that is clear to others and relevant to their arguments.

e. Assessing Speaking

Speaking skills can be evaluated by asking students questions and engaging them in conversation. The teacher can evaluate their performance by asking targeted questions in class and speaking with students individually. The teacher may use a speaking scoring rubric when evaluating the students' speaking skills. The researcher used a speaking scoring rubric adapted from H. Douglas Brown in this research. The speaking scoring rubric, which included grammar,

vocabulary, comprehension, fluency, and pronunciation, was given to evaluate test takers' performance on each of the five basic criteria.

Table 2.1 Speaking Scoring Rubric²⁵

Name :

Class:

Aspect	4	3	2	1	Score
Grammar	The grammar covered in class was used to communicate effectively	Minor view difficulties arose from not using the grammar studied in the class	Grammatical errors led to many minor difficulties or one major breakdown in communication	Grammatical errors severely hampered communication	
Vocabulary	Vocabulary students in the class were used to express ideas eloquently	Minor view difficulties arose from not using the appropriate vocabulary	Some difficulties arose due to limited vocabulary and/or bad diction	Communication was severely hampered due to a lack of vocabulary	
Pronunciation	Student pronunciation was clear, and inflection and expression were used to enhance communication.	No serious problems arose, but better pronunciation, inflection, and/or non-verbal communication could have made communication	Some communication problems arose due to unclear pronunciation and/or lack of inflection and/or expression. Students have difficulty	Pronunciation, inflection, and/or expression confused communication on students may have very difficulty	

²⁵ Brown, 172-73.

		more efficient.	hearing.	hearing.	
Fluency	The student acted as a facilitator, helping the conversation flow and develop a conversation.	Some minor difficulties maintaining the conversation were evident	Some effort was required to maintain the conversation. There may have been a few long pauses	Much effort was required to maintain the conversation. There may have many long pauses.	
Comprehension	Comprehension is easy to understand at all times	Occasionally has to repeat students to be understood	Makes errors in pronunciation that sometimes lead to misunderstandings	Difficult to understand	
Total score					/20

The result of scoring student = $\frac{\text{Total Students score}}{100} \times 100$

2. Teaching Speaking

Teaching has basic meaning as the process to give information to students. When doing teaching activity the teacher is transferring knowledge, message, or skill to the student, and at that moment also occur interactive process between teacher and students. So the teacher needs to be aware of students' issues when acquiring speaking skills. When teaching speaking skills, there are various areas where the teacher needs to pay close attention. By providing guidance, knowledge, or training from the

teacher, speaking aims to help the students comprehend the proper manner to engage with the correct sounds and words.²⁶

According to Buchman, teaching as the work of helping people learn “worthwhile things,” which, as they pointed out, adds an explicitly moral dimension.²⁷ Furthermore, according to Cohen, teaching defined as helping others learn to do particular things, is an everyday activity in which many people engage regularly.²⁸ According to Thornbury, speaking as interactive and requires the ability to cooperate in the management of speaking turns. And speaking is a skill, and as such needs to be developed and practiced independently of the grammar curriculum.²⁹ Meanwhile, according to Nunan, teaching speaking means that the teacher teach the listener to: (1) produce the English speech sound and sound pattern, (2) use word and sentence, stress intonation pattern and the rhythm of the second language, (3) select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, (4) organize their thoughts in a meaningful and logical sequence, (5) use language as a means of expressing, values and judgments, (6) use the language quickly and confidently with few unnatural pauses, which is called as fluency.

a. The Teacher’s Role in Teaching Speaking

The teacher must convince students about the need to improve speaking skills and help to improve students' speaking skills. A teacher must have

²⁶ Hayriye Kayi, “Teaching Speaking: Activities to Promote Speaking in a Second Language,” *The Internet TESL Journal* Vol. XII No. 11 (November 2006): 1, <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>.

²⁷ Deborah Loewenberg Ball and Francesca M. Forzani, “The Work of Teaching and the Challenge for Teacher Education,” *Journal of Teacher Education* 60, no. 5 (November 2009): 17, <https://doi.org/10.1177/0022487109348479>.

²⁸ *Ibid*, 18.

²⁹ Scott Thornbury, *How to Teach Speaking*, repr., How to ... Series (Harlow: Longman, 2013), 64.

knowledge so that the teacher can provide students with the right information and roles to help students achieve student success in improving their speaking skills. According to Harmer, there are three important roles that teachers can play if they want to get their learners to speak fluently.³⁰

1) Prompter

It is when students are not sure about how to do a task, teachers often play the role as a prompter. During the speaking tasks, students might demonstrate a kind of struggling when they try to express themselves. In this case, the teacher usually gives hints, suggests phrases or vocabulary. However, the teacher should be careful when he gives prompts to students during oral tasks because the primary purpose of prompting is to give the right amount of motivation and encouragement, not take the initiative away from the students.

2) Participant

This is when the teachers participate in discussions not as teachers but as students. This role enables teachers to understand difficulties students face during speaking activities. As a participant, the teacher can also make sure that students participate and are involved in the task. However, teachers are not allowed to participate in discussions with students.

3) Feedback provider

This is when teachers give feedback after the oral activity. Teachers should be very careful when they give feedback since over-correction might hinder

³⁰ Selcuk Koran, "The Role of Teachers in Developing Learners' Speaking Skill," *6th International Visible Conference on Educational Studies and Applied Linguistics* (2015), 405.

students' motivation to talk. But encouraging responses may drive students to carry out the oral tasks with self-confidence which will in turn improve their speaking skill.

b. The Students's Role in Learning Speaking

In learning speaking, all students must be responsive, but it is more complex to take it. This attitude ignores that at the end of learning speaking, the student's success in improving their speaking skills will depend on how much effort the students put into it. The major of this attitude is the student's willingness to take responsibility for their learning. All the improvements that will occur are achievements students achieve from their abilities. Teachers may be skilled at noticing errors in their speaking skills, but students need to take action and try to monitor their efforts to ensure improvement is achieved.³¹

3. Method in Teaching Speaking

In teaching speaking skill, the teacher should make the students practice their speaking skills since to perform this skill well the students need to practice it again and again. To facilitate the students in practicing their speaking skill, the teacher can give them the speaking related-instructions or provide them with some methods.

According to Brown, the method is a generalized set of classroom specifications for accomplishing linguistic objectives. Methods are concerned primarily with teacher and student roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials. They are almost always thought of as being broadly applicable to a variety of audiences in

³¹ *Ibid*, 413.

a variety of contexts.³² Meanwhile, according to Enamul, a method is a systematic way of doing something. It implies an orderly, logical arrangement of steps. It is more procedural.³³ It is the term of pedagogy, and the main focus is on effectively presenting the subject matter to have mastery over it. It is a step-by-step scientific way of giving the subject matter. A method is related to the nature of the content of a subject to be taught.³⁴ Method refers to the formal pattern of the sequence of actions commonly indicated by instructions.

Here are some methods which can be employed by the teachers in teaching and learning process to make the students perform their speaking skill.³⁵

1) Role Play

Encourage students to take on different roles and engage in conversations or scenarios relevant to the topic of study. Role play can be done through skits, improvisation, or scripted dialogues. Students can practice speaking in different contexts and develop conversational skills by assuming different roles.

2) Game

Incorporate language learning games that focus on speaking skills. For example, you can use board games, card games, or online platforms that provide interactive speaking activities. These games can be designed to promote conversation, negotiation, and problem-solving while providing an entertaining element to keep students engaged.

³² Brown, *Teaching by Principles*, 16.

³³ Enamul Haque, "Teaching Approaches, Methods, and Technique", *International Conference on Language Education and Research* (2016).

³⁴ Arvind and Kusum, "Teaching Approaches, Methods And Strategy", *Scholarly Research Journal for Interdisciplinary Studies* vol. 4 (2017), 126. <https://doi.org/10.21922/srjis.v4i36.10014>

³⁵ *Ibid*, 138.

3) Telling Story

Use storytelling as a way to develop speaking skills. Students can create stories or retell existing ones, incorporating vocabulary and grammar structures they have learned. This method allows students to practice speaking creatively and imaginatively while enhancing their linguistic abilities.

4) Debate and Discussion

Engage students in debates or discussions on relevant and interesting topics. This strategy encourages critical thinking, argumentation, and persuasive speaking. It can be done through small group discussions, class debates, or online forums. Debates' competitive and interactive nature can make the learning process enjoyable for students.

5) Multimedia Presentation

Incorporate multimedia elements such as videos, images, and interactive presentations to stimulate speaking skills. Students can create and deliver presentations on various topics, using visual aids to support their speeches. This method enhances their speaking abilities and develops their digital literacy skills.

4. Edutainment Method

a. Definition of Edutainment Method

A derived word, edutainment, indicates a blending of entertainment and education or the union of entertainment and education.³⁶ This program's major objective is to promote knowledge via entertainment, making learning more

³⁶ Francesco Colace et al., "Work in Progress: Bayesian Networks for Edutainment," in *Proceedings. Frontiers in Education. 36th Annual Conference* (Frontiers in Education 36th Annual Conference, San Diego, CA: IEEE, 2006), 13–14, <https://doi.org/10.1109/FIE.2006.322573>.

flexible and simple while also increasing the enjoyment of the subjects and knowledge being taught.

Since the 1970s, the term “edutainment” has been used to describe computer games that incorporate learning theory.³⁷ Robert Heyman of the US National Geographic Academic Union was the first to propose the idea of education. The educational movies in this genre are referred to as “Education via Entertainment” by Robert Heyman. And developed by David Buckingham. David Buckingham, an expert on mass education in England, stated that the concept of education that requires visual material is a game-type teaching style or mixed with “games that describe in a few words.”³⁸

According to Hamid, the edutainment method is entertaining and fun education. Therefore, the outline of the edutainment method is learning that can please students.³⁹ The edutainment method seeks to teach or facilitate social interaction to students by incorporating various lessons in forms of entertainment that are familiar to them, such as television shows, games on computers or video games, movies, music, websites, multimedia devices, and so on. Besides that, the edutainment method can also be in the form of education in the wild, which can entertain and teach about animal life and their habitat.⁴⁰

According to Oxford Dictionary, edutainment can be define as a form of learning method which is designed to entertain, gain interest and at the same time engage people with the knowledge conveyed. Theoretically, edutainment method

³⁷ Buckingham and Scanlon, *Education, Entertainment and Learning in the Home*, 12.

³⁸ *Ibid*, 15.

³⁹ Moh. Sholeh Hamid, *Metode Edutainment: Menjadi Siswa Kreatif Dan Nyaman Di Kelas*, cet. 1 (Yogyakarta: Diva Press, 2011), 17.

⁴⁰ *Ibid*, 18.

can be defined as a concept, activities or environment that relies heavily on visual material, and narrative or game-like formats in a more informal and less didactic styles approach.⁴¹

b. Edutainment-Based Learning Principles

The basic principle of edutainment is that it starts with the assumption that learning that has been taking place at school seems scary and worrying and makes students unhappy, as well as feeling bored and bored. Therefore, the concept of edutainment seeks to create learning that is safe, comfortable, and fun for students.

There are three reasons underlying the emergence of the concept of edutainment, namely:⁴²

1. Positive feelings will accelerate learning, while negative feelings will slow learning or even stop it altogether. Therefore, the concept of edutainment seeks to combine education and entertainment. The goal of the edutainment approach is to make learning enjoyable or fun.
2. When people are able to use their thinking skills and emotional potential effectively, they produce learning achievements that were previously unforeseen.
3. If each learner can be properly motivated and taught in the right way, then they will all be able to achieve optimal learning outcomes.

⁴¹ Neneng Tasuah, and Diana. "The Implementation of Edutainment Method in Preschool Learning." In Proceedings of the International Conference of Early Childhood Education (ICECE 2017). Padang, Indonesia: Atlantis Press, 2018. <https://doi.org/10.2991/icece-17.2018.72>.

⁴² M. Fadillah, Lilif M. K. Filasofa, and Wantini, *Edutainment Pendidikan Anak Usia Dini : Menciptakan Pembelajaran Menarik, Kreatif, Dan Menyenangkan*, Edisi pertama, Cetakan ke-1 Februari 2014 (Jakarta: Kencana Prenamedia Group, 2014), 4–5.

c. The Basic Concepts of Edutainment

1. The concept of edutainment is a series of approaches to learning to bridge the gap that separates the teaching and learning processes so that it is expected to improve learning outcomes.
2. The basic concept of edutainment strives for learning to take place in a conducive and enjoyable atmosphere.
3. The edutainment concept offers a learning system that is designed with an efficient relationship, including the students themselves, the teacher, the learning process, and the learning environment. The edutainment concept places children at the centre of the learning process, as well as the subject of education.
4. In the concept of edutainment, learning processes and activities no longer appear in a scary face but in a humanist form and in educational interactions that are open and fun. This educative interaction will result in effective learning activities and is the main key to the success of a lesson. The assumption is that if every human being uses the potential of reasoning, which cannot be predicted beforehand if a person is able to recognize the type of learning and do the appropriate learning, then learning will be fun and will give optimal results.⁴³

d. Edutainment Learning Theory

1. Cooperative Learning Theory

The cooperative learning model is a group study. According to Davidson and Kroll, cooperative learning is defined as activities that occur in a learning

⁴³ Ratna Pangastuti, *Edutainment PAUD* (Yogyakarta: PT Pustaka Pelajar, 2014), 62–63.

environment in such a way that students in small groups share ideas and work together to complete academic assignments. Therefore, cooperative learning is a learning method based on teamwork to achieve certain goals. In addition, solving problems in understanding concepts is based on a sense of responsibility and the view that all students have the same goals.⁴⁴

2. The Triune Brain Theory

The concept of the triune brain was coined by Paul Maclean. The three parts of the brain above are one unit. This means that one brain will function properly. Therefore, to create good learning, the learning atmosphere must be made fun so that the brains are active it can function optimally. If the brain circuit can work well, students will find it easier to understand the material provided. So this is one of the importance of creating safe, comfortable, and enjoyable learning.⁴⁵ The three previously mentioned brain regions function as a single entity. It follows that just one brain will work properly. So that the minds can perform at their best, it is important to make the learning environment enjoyable. Students will have an easier time understanding the material supplied if the brain circuit is able to function properly. So, ensuring safe, pleasant, and engaging learning environments is important.

3. Theory of Multiple Intelligences

The theory of multiple intelligences is a theory that explains the multiple intelligences that every student and person may have because it does not rule

⁴⁴ Neil Davidson and Diana Lambdin Kroll, "An Overview of Research on Cooperative Learning Related to Mathematics," *National Council of Teachers of Mathematics* Vol. 22, No. 5 (November 1991): 362–65, <https://doi.org/10.2307/749185>.

⁴⁵ Rahmat Shodiqin, "Pembelajaran Berbasis Edutainment," *Jurnal Al-Maqayis* Vol 4, No 1 (2016): 36–52, <https://jurnal.uin-antasari.ac.id/index.php/maqoyis/article/view/792/628>.

out the possibility that every student or person has multiple intelligences, even though not all have the same degree of intelligence and talent.⁴⁶ According to Howard Gardner, The concept of multiple intelligences explains a variety of mental abilities, including linguistic, musical, logical, mathematical, spatial, physical, kinesthetic, intrapersonal, interpersonal, and naturalist intelligence.⁴⁷

e. **The Application of The Edutainment Method**

According to Hamruni, the edutainment method in the learning process is implemented by fulfilling the following aspects:

1. It provides a comfortable and happy atmosphere.
2. Creating a conducive learning environment.
3. Attract students' learning interest.
4. Present relevant material.
5. Involve positive emotions in learning.
6. Involves all senses and mind.
7. Adjust to the ability level of students.
8. Gives a successful experience.
9. Celebrate result.⁴⁸

Based on the description of the aspects of implementing the edutainment method according to Hamruni, the steps for implementing the edutainment method in learning can be formulated as follows:

1. The teacher starts the lesson by giving ice breaking.

⁴⁶ Ibid, 40.

⁴⁷ Howard Gardner, *Frames of Mind: The Theory of Multiple Intelligences* (New York: Basic Books, 2011),

9.

⁴⁸ Pangastuti, *Edutainment PAUD*, 63.

2. The teacher conveys learning objectives by giving a contextual description.
3. The teacher conveys learning with entertainment media which has been adapted to the subject matter.
4. The teacher presents activity-based learning (outdoor/indoor) through Student Worksheets.
5. The teacher closes the lesson by giving appreciation or rewards for students.⁴⁹

f. Advantages and Disadvantages of the Edutainment Method

According to Sagala, the following are the advantages and disadvantages of the edutainment method:

- 1) The interactions that occur during learning will result in positive independence, and the consolidation of knowledge can only be attained collaboratively through active learning explorations.
- 2) Every student actively participates in the learning process, and the teacher must be able to evaluate each student individually in order to ensure individual responsibility.
- 3) High levels of cooperation are required during the learning process to promote social skills.
- 4) It is possible to enhance the learning experience to increase mastery of the subject matter.

Meanwhile, the disadvantages of the edutainment method are:

- 1) When the fun element of learning is always emphasized, the learning process should be enjoyable.

⁴⁹ *Ibid*, 64.

- 2) Students are afraid to focus exclusively on enjoyment because studying is entertaining. Cause education and entertainment diverge too much.
- 3) For teenagers, the opportunity to study while having fun is a waste of time.⁵⁰

B. Previous Research Findings

Before conducted this research, it is important to looking back to the previous studies related to this research topic. To strengthen this research plan, the researcher presents some related previous studies as follows. First, this research is conducted by M. Faiz Fairuzabadzi about “*The Effect Of Edutainment Method On Students’ Speaking Skill At Seven Grade Students At MTs Siti Khadijah Sindangwangi.*” The research shows that in teaching speaking English, the teacher must choose a suitable method so that learning can improve their speaking skills. One of them is the edutainment method. The purpose of this study was to determine the improvement in speaking skills of students who were taught using the edutainment method compared to students who were not taught using the edutainment method. This research was conducted at MTs Siti Khadijah Sindangwangi. The population in this study were all seventh-grade students at MTs Siti Khadijah Sindangwangi, and the sample consisted of 30 students from seventh grade A as the experimental class and 30 students from seventh grade B as the control class. And the findings from this research are the effect of the edutainment method on students’ speaking skills can improve student learning outcomes and make a good contribution to students’ speaking skills.⁵¹

⁵⁰ Elena A. Bugreeva, “EDUTAINMENT AND INFOTAINMENT IN DISTANCE LEARNING AND TEACHING ENGLISH TO UNIVERSITY STUDENTS AND ADULT LEARNERS,” *Journal of Teaching English for Specific and Academic Purposes*, March 18, 2021, 169, <https://doi.org/10.22190/JTESAP2102169B>.

⁵¹ M. Faiz Fairuzabadzi, “*The Effect Of Edutainment Method On Students’ Speaking Skill At Seven Grade Students At MTs Siti Khadijah Sindangwangi.*”, 2015.

The difference between previous research and current research is that in the previous research, the technique used for sampling was random sampling. Then, the similarities between both of the research are using quantitative as the research design and taking speaking skill as the dependent variable.

Second, this research is conducted by Luthfiatul Azizah Nuril Anwar about “*The Implementation Of Edutainment Method In Teaching English At Mr. Fat English College.*” This research intends to explain the use of the edutainment method to avoid boredom during English teaching and learning activities. This is because the edutainment method is a method that is not only teacher-centered. The purpose of this research is, first, to describe the application of the edutainment method in teaching English at Mr. Fast English College Sidoarjo, the second, to explain students’ responses to the application of the edutainment method in teaching English at Mr. Fast English College Sidoarjo, and the third is to find out the teacher’s perception of the application of the edutainment method in teaching English at Mr. Fast English College Sidoarjo. This research uses a qualitative approach and uses descriptive qualitative research design. This research was conducted at Mr. Junior High School. Fast English College is located in Taman, Sepanjang, Sidoarjo, East Java. Data collection techniques used are observation, interviews, documentation, and questionnaires. Researchers analyzed the data by means of data reduction, data display, and drawing conclusions and data verification. And the findings of this research are that the application of the edutainment method in teaching English is effective and well implemented, as well as the students give very positive

responses. And also, the use of the edutainment method in teaching English can increase students' interest in the lesson.⁵²

The difference between previous research and current research is that the previous research used a qualitative approach and uses descriptive qualitative research design. Meanwhile, the similarities of both of the research used the edutainment method as an independent variable.

Third, this research is conducted by Milsa Ramadhani about "*The Use Of Edutainment Method Through Who Am I Game In Improving Students' Speaking Skill At The Eight Grade Of SMPN 1 Larompong.*" 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

⁵² Luthfiatul Azizah Nuril Anwar, "*The Implementation Of Edutainment Method In Teaching English At Mr. Fat English College.*", 2022.

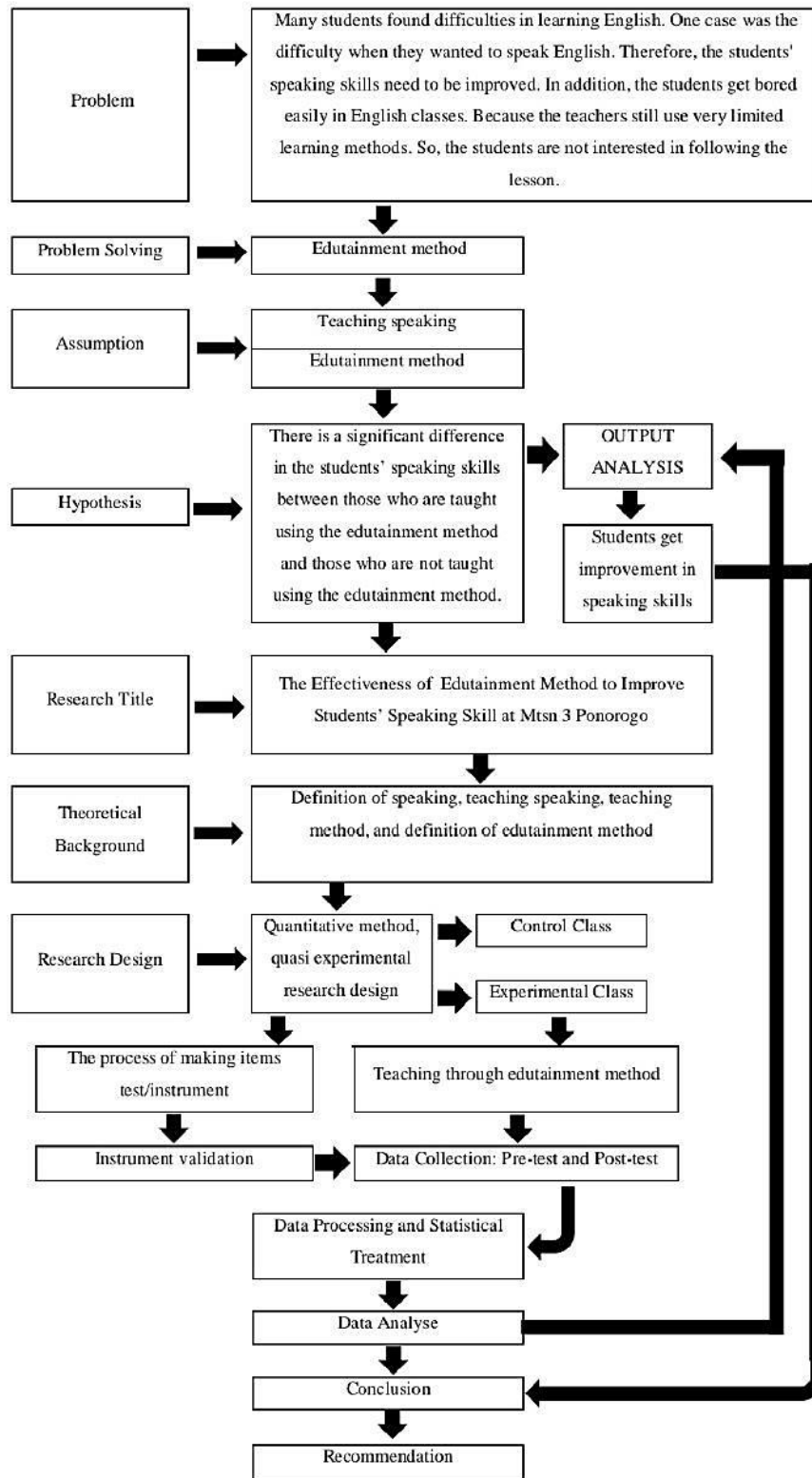
in the pre-test was 4,29, and the student's average score in the post-test was 8.65. In addition, statistical tests using SPSS 25 showed that $t_{(count)}-13.133$ is greater than $t_{(table)}-2.119$, which indicates that the alternative hypothesis (H_1) is accepted ($t_{(count)} > t_{(table)}$).⁵³

The difference between previous research and current research is that the previous research used the Who Am I game to improve students' speaking skills and the population in the previous study was class VIII while the population in the current study was class VII.. Meanwhile, the similarities of both of the research used the edutainment method as an independent variable and the dependent variable is speaking skill.



⁵³ Milsa Ramadhani , “*The Use Of Edutainment Method Through Who Am I Game In Improving Students’ Speaking Skill At The Eight Grade Of SMPN 1 Larompong.*”, Thesis, 2022.

C. Theoretical Framework



The researcher found a phenomenon that seventh-grade students at MTsN 3 Ponorogo had problems with speaking. Many students found difficulties in learning English. One case was the difficulty when they wanted to speak English. When teachers ask using English, they still difficult to answer questions from the teacher, so they answer using Indonesian. Therefore, the students' speaking skills need to be improved. Based on the interviews conducted by researchers with one of the teachers at MtsN 3 Ponorogo. The teacher mentioned that one of the factors causing students' difficulties in English was that seventh-grade students at MTsN 3 Ponorogo got bored easily in English class. So that when the teacher delivers the lesson, they are not interested in following it. Teachers at MTsN 3 Ponorogo still use very limited learning methods, which affects the lessons delivered to students.

Speaking is one of the four language skills that students need to learn. Because through speaking, students can speak or communicate their knowledge or concerns. Students can communicate what they know or don't know about what happened by talking to one another about it. Speaking can also solve problems, express thoughts and opinions, transmit feelings or wishes to accomplish something, maintain relationships and friendships, and enhance speaking abilities. As a result, speaking is a crucial language ability that students need to improve. So, students need treatment to improve their speaking skills. Therefore, the researcher assumed to conduct a treatment using the edutainment method to improve students' speaking skills. The researcher conducted research entitled "The Effectiveness of Edutainment Method to Improve Students' Speaking Skill at MTsN 3 Ponorogo". The purpose of this research is to find out whether

the edutainment method improves the speaking skill of the seventh-grade students at MTsN 3 Ponorogo.

Then, the researcher explain about teaching speaking and edutainment method in the theoretical background, and several previous research findings to strengthen the theories and made the first assumed to conduct a hypothesis. The null hypothesis (H_0) stated that there is no significant difference in the students' speaking skills between those who are taught using the edutainment method and who are not at seventh grade MTsN 3 Ponorogo. The alternative hypothesis (H_1) stated that there is a significant difference in the students' speaking skills between those who are taught using the edutainment method and who are not at seventh grade MTsN 3 Ponorogo.

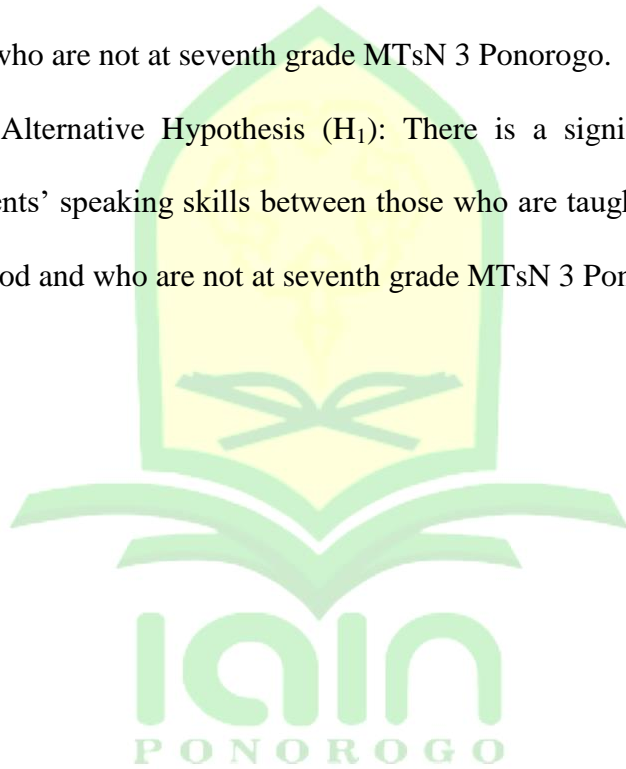
After that, the researcher explained the research method used in this research. This research referred to a quantitative method and applied quasi-experimental with nonequivalent (pre-test and post-test) control-group design. This research took two classes and then divided into two groups, namely the control group and the experimental group. The control and experimental groups were first given a pre-test to determine the extent of the students' initial abilities before being given treatment using the edutainment method. After being given the pre-test, the experimental group was given treatment, namely taught using the edutainment method. However, there was no treatment for the control group. Only the experimental group receives the treatment. After finishing teaching using the edutainment method, the control and experimental groups were given a final test (post-test) to find out how far the use of the edutainment method was in improving students' speaking skills.

D. Hypothesis

The hypothesis is a temporary answer to the problem under study. Formulating hypotheses in research activities is a good habit to spur research into conducting intensive studies. But in many cases, hypotheses can be replaced by research questions.⁵⁴

The following is the hypothesis that the researcher proposes in this research:

- a. The Null Hypothesis (H_0): There is no significant difference in the students' speaking skills between those who are taught using the edutainment method and who are not at seventh grade MTsN 3 Ponorogo.
- b. The Alternative Hypothesis (H_1): There is a significant difference in the students' speaking skills between those who are taught using the edutainment method and who are not at seventh grade MTsN 3 Ponorogo.



⁵⁴ Furqon, *Statistika Terapan untuk Penelitian* (Bandung: ALFABETA, 2002), 14.

CHAPTER III

RESEARCH METHODS

A. Research Design

In this research, the researcher used a quantitative research design. Quantitative research aims to describe phenomena by connecting numerical data for analysis with a method based on mathematics, namely statistics. The goal of quantitative analysis was to collect numerical data to explain the event under consideration.⁵⁵ According to Creswell, quantitative testing of objective theories involves analyzing the link between several factors. These variables can then be measured normally on devices to do statistical analysis on numbered data. A predetermined framework for the final written report includes an introduction, literature and theory, methods, results, and discussion.⁵⁶

In this research, the researcher used experimental research because, in actuality, it has an impact on a dependent variable or an outcome.⁵⁷ The research used a quasi-experimental design since the participant in this research were assigned according to specific criteria. The researcher decided to use quasi-experimental research because the availability of participants was limited, and the population in schools was following the number of samples expected by the researcher. Moreover, the researcher chose a quasi-experimental design because the participants were well-organized in a class where randomization was impossible.

⁵⁵ Daniel Muijs, *Doing Quantitative Research in Education with SPSS*, 2nd ed (Los Angeles: Sage Publications, 2011), 1–2.

⁵⁶ John W. Creswell, *A Concise Introduction to Mixed Methods Research*, Second edition (Los Angeles: SAGE, 2022).

⁵⁷ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012).

A quasi-experiment is an experiment in which the smallest experimental units are assigned to the experimental and control groups, not randomly.⁵⁸ In this research design, there were two divided class groups involved. The first is experiment groups, and the second is control groups. The control and experimental groups were first given a pre-test to find out the extent of students' speaking skills before being taught using the edutainment method. After being given the pre-test, the experimental group was given treatment in the form of learning using the edutainment method. However, there was no treatment for the control group. Only the experimental group received the treatment. After learning using the edutainment method, the two groups (experimental and control) were given a final test in the form of a post-test to find out the results of the edutainment method to improve students' English speaking skills. According to Donald Ary, quasi-experimental design tables can illustrate as follows:⁵⁹

Table 3.1 Quasi-Experimental Design Table

GROUP	PRE-TEST	TREATMENT	POST-TEST
E	O ₁	X	O ₂
C	O ₃		O ₄

Statement:

- E : Experimental Class
- C : Control Class
- O₁ : Pretest Experimental Class
- O₂ : Post-Test Experimental Class
- X : Treatment Experimental Class (Edutainment Method)

⁵⁸ T Dicky Hastjarjo, "Rancangan Eksperimen-Kuasi," *Buletin Psikologi* 27, no. 2 (December 5, 2019): 189, <https://doi.org/10.22146/buletinpsikologi.38619>.

⁵⁹ Donald Ary, Lucy Cheser Jacobs, and Asghar Razavieh, *Introduction to Research in Education*, 8th ed (Belmont, CA: Wadsworth, 2010), 15.

- O₃ :Pretest Control Class
- O₄ : Post-Test Experimental Class

B. Research Schedule and Setting

In this subheading, the researcher explained the research schedule and the settings carried out in the research.

1. The Schedule of The Research

In this research, four meetings were scheduled in the experimental and control classes. The meeting schedule is shown in the following table.

Table 3.2 Research Schedule of Experimental Class

Date	Activities
February 16 th 2023	Pre-test experimental class
March 2 nd 2023	First treatment (edutainment method)
March 3 th 2023	Second treatment (edutainment method)
March 16 th 2023	Post-test experimental class

At the first meeting, the researcher conducted a pre-test. In the pre-test, the researcher asked the students to describe the five pictures that had been prepared.

At the second meeting, the researcher conveys the subject matter (descriptive text about a person) through PowerPoint. Besides explaining the material using PowerPoint, the researcher also played movies related to the description text about the person. And before closing the lesson, the researcher invited students to sing a song. Delivering material through songs aims to make the class atmosphere more lively and fun.

At the third meeting, the researcher continued the material that was previously presented using a game (agree and disagree game). The students were very enthusiastic when the learning took place, and without realizing it, they had been playing and learning at the same time.

At the last meeting, the researcher conducted a post-test. In the post-test, the researcher asked the students to describe the five pictures that had been prepared.

Table 3.3 Research Schedule of Control Class

Date	Activities
February 14 th 2023	Pre-test control class
February 21 st 2023	First meeting
February 27 th 2023	Second meeting
March 14 th 2023	Post-test control class

The control class schedule is the same as the experimental class. But the researcher not gave treatment as in the experimental class. So, the researcher only teach based on the method used by English teachers in MTsN 3 Ponorogo.

At the first meeting, the researcher conducted a pre-test. The instructions were the same as in the experiment class. The researcher asked the students to describe the five pictures that had been prepared.

At the second meeting, the researcher did not use the edutainment method. The researcher used the method commonly used by English teachers at MTsN 3 Ponorogo, namely using, problem-based learning. So, researchers teach in class based on student problems. If students have problems speaking English, for example, pronunciation and meaning, students can ask the teacher.

At the third meeting, the researcher taught students based material in their book. the researcher did not use the edutainment method. The researcher used the

method commonly used by English teachers at MTsN 3 Ponorogo used problem-based learning.

At the last meeting, the researcher conducted a post-test. In the post-test, the researcher asked the students to describe the five pictures that had been prepared.

2. The Research Setting

This research will be conducted at MTsN 3 Ponorogo, which is located in Ngunut, Babadan, Ponorogo. The researcher chose MTsN 3 Ponorogo as the object of research because of the many achievements that have been achieved by the school and students in various competitions at the regional and national levels. Apart from that, MTsN 3 Ponorogo also has complete facilities and infrastructure, so MTsN 3 Ponorogo is one of the favorite schools in the area. Based on interviews with teachers, the teachers have not used the edutainment method used in this research.⁶⁰ When the researcher made observations in the classroom, the researcher saw that the teacher was still using very limited learning methods, so students got bored easily in English class. Therefore, the researcher decided to choose this school to conduct the research.

C. Population and Sample

1. Population

The population is the area for generalization where items and subjects with certain traits and features are researched, and conclusions are drawn. The population was all members of a group of people, events, or objects.⁶¹ The researcher conducted this research at MTsN 3 Ponorogo. The population of this research was the students

⁶⁰ Interview with Mrs. Mesirah on January 2023.

⁶¹ Sugiyono, *Metode penelitian pendidikan: (pendekatan kuantitatif, kualitatif dan R & D)*, Cet. 6 (Bandung: Alfabeta, 2008), 177.

in the seventh grade at MTsN 3 Ponorogo in the academic year 2022/2023. The seventh grade consists of five classes totaling 105 students.

The researcher took seventh grade as the research class because seventh grade is the lowest level in junior high school, with minimal mastery of speaking skills. In addition, seventh graders are still adjusting to a new learning environment, so many experience learning difficulties. Regardless of these reasons, the population of this class has the same class characteristics. That is the superior class so that students' abilities are considered equivalent.⁶²

2. Sample

According to Donald, the sample was a portion of the population.⁶³ The sample is part of the population to be selected, or the sample can also be said to be a mini population. In other words, if all members of the population are used as data sources, then the method is called a census, but if only a portion of the population is used as the data source, then the process is called sampling. The sampling procedure used in this study was non-probability with the purposive sampling technique. A non-probability selection technique called "purposive sampling" involves people who were thought to represent the community as a whole.⁶⁴ Based on this research, the samples taken by the researchers in this study were students of class VII-A, totaling 20 students, as the control class, and class VII-B, totaling 21 students, as the experimental class.

⁶² Interview with Mrs. Mesirah on January 2023.

⁶³ Ary, Jacobs, and Razavieh, *Introduction to Research in Education*, 646.

⁶⁴ *Ibid*, 648.

D. Operational Definition of Research Variables

Variables were anything that could have different values. Variables in quantitative research are designs that are given numbers to become concepts that have various values. Variables imply that scores will take on various meanings based on the sort of variable being evaluated.⁶⁵ In this research, there are two variables that are connected, namely:

1. Independent Variable

According to Creswell, independent variables are things that (possibly) cause, have an impact on, or affect outcomes. These were additionally known as therapeutic, altered, previous, or predictive factors.⁶⁶ Independent variables are variables that affect other variables or produce effects on other variables, which are generally in the order of time that occurs first. This variable is usually symbolized by the variable (X). The variable (X) in this study is the edutainment method which will be applied to the learning of the seventh-grade students at MTsN 3 Ponorogo.

2. Dependent Variable

According to Creswell, dependent variables rely on the independent variables; they are the outputs or impacts of the independent variables' effects.⁶⁷ Independent variables are variables that affect other variables or produce effects on other variables, which are generally in the order of time that occurs first. This variable is usually symbolized by the variable (Y). The variable (Y) in this research is the student's speaking skill which is produced after learning using the edutainment method. The

⁶⁵ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed (Thousand Oaks: SAGE Publications, 2014), 45.

⁶⁶ *Ibid*, 50.

⁶⁷ *Ibid*, 55.

speaking skill in this study is the speaking skill of the seventh-grade students of MTsN 3 Ponorogo.

E. Technique and Instrument of Data Collection

1. Data Collection Technique

Data collection was a component of a more significant study infrastructure. The process of collecting data was meticulous. Freedom was important, but without control, data collection will probably produce meaningless information.⁶⁸ In this research, the researcher used tests that consisted of pre-test and post-test and documentation.

a) Test

A test is a device or process used in conjunction with established procedures and guidelines to identify or quantify such in the atmosphere.⁶⁹ In this study, researchers used tests in the form of pre-test and post-test.

1. Pre-test

A pre-test was one of the data collection techniques to create an average for each participant, and each participant merged into the experimental and control groups. In this research, a pre-test was given to find out how far the students' speaking skills were. The pre-test questions consisted of five pictures that had been prepared by the researcher, and the researcher asked students to describe them.

2. Post-test

⁶⁸ Creswell, *Educational Research*.

⁶⁹ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed (Thousand Oaks: SAGE Publications, 2014).

Post-test procedures were used to identify and assess the consequences of the intervention. This procedure was used in most experimental designs.⁷⁰ Post-test is a matter of measuring the ability of students after being given treatment. Post-test was presented at the last meeting to test the differences between students before and after being given treatment. Students must describe the five pictures that have been prepared by the researcher.

b) Documentation

Documentation was a method used to obtain data and information in the form of books, archives, documents, written numbers, and pictures in the format of reports and information which can support research. Documentation is used to collect data and then review it. Documentation used in this study included lesson plans, attendance lists, photos, and students' scores pre-test and post-test.⁷¹

2. Data Collection Instrument

The instrument was a tool used to measure observed natural and social phenomena. Specifically, all of these phenomena were called research variables. This instrument is used to measure and collect data about a variable. Instruments were materials researchers used to select and conduct data collection.⁷² Researchers used pre-test and post-test as data collection instruments in this study. The pre-test is used to find out how much the students' speaking skills are. The students were given a pre-test by describing the five pictures that had been prepared by the researcher. In contrast, the post-test was conducted to find out whether there were significant

⁷⁰ Peter Newby, *Research Methods for Education, Second Edition*, 0 ed. (London: Routledge, 2014), 122, <https://doi.org/10.4324/9781315758763>.

⁷¹ Sugiyono, *Metode penelitian kuantitatif*, Cet. 1 (Bandung: Alfabeta, 2018).

⁷² *Ibid*, 32.

differences regarding students' speaking skills before and after being taught using the edutainment method in the seventh grade MTsN 3 Ponorogo.

Table 3.4 Research Instruments

Variables	Indicators	Instruments	Number of Instruments
X (Edutainment Method)	<ol style="list-style-type: none"> 1. The researcher conveys the subject matter (description text about a person) using PowerPoint. 2. The researcher played movies (the family and my classmate) related to the description text about a person as an example. 3. The researcher invited students to sing a song (my idol) as an example of a description text about a person. 4. And the last, the researcher used a game (agree and disagree game) to conveys the subject matter. 	Treatment in experimental class	
Y (Speaking Skill)	At the end of phase D, students use spoken, written, and visual texts in English to interact and	Oral test	1, 2, 3, 4 5

	<p>communicate in more diverse contexts and in formal and informal situations; various types of texts such as narratives, descriptions, procedures, and special texts (short messages, advertisements).) and the original text is the main reference in learning English in this phase. Students use English to discuss and convey wishes/feelings. Their understanding of written texts is growing, and inference skills begin to appear when understanding implied information. They produce written and visual texts in structured English with a more diverse vocabulary. They understand the purpose and audience when producing written and visual texts in English.</p>		
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F. Validity and Reliability

1. Validity

According to Brown, the hardest standard for an efficient test to meet is validity, which is also perhaps the most crucial principle.⁷³ In quantitative research, validity is the extent to which measuring instrument and what it means to measure validity relates to the significance of the research component. This validity used evidence that test results were appropriate. In this research, validation was carried out in class VII-C. The researcher used the Karl Person Product Moment. This validity test used SPSS 25. The steps to carry out validity using SPSS 25 were as follows:

- a) First, open SPSS 25
- b) Click analyze-correlated – then click bivariate
- c) After that, remove the item number from left to right
- d) Click data view
- e) Copy data analysis of all of the question
- f) Click OK

The indicator instrument criteria are as follows:

- a) If the $r_{\text{count}} >$ from the r_{table} , the test is valid.
- b) If the $r_{\text{count}} <$ from the r_{table} , the test is invalid.⁷⁴

Table 3.5 Validity of Pre-Test

Item of Number	r_{count}	r_{table}	Criteria
1.	0,6298	0,404	Valid
2.	0,6131	0,404	Valid

⁷³ Brown, *Language Assessment*, 3.

⁷⁴ Nuryadi et al., *Dasar-Dasar Statistik Penelitian*, cet. 1 (Yogyakarta: Sibuku Media, 2017), 74.

3.	0,6292	0,404	Valid
4.	0,6481	0,404	Valid
5.	0,6584	0,404	Valid

Based on the result of the content validity pre-test of speaking above $r_{count} > r_{table}$, it means the instrument of the pre-test is valid.

Table 3.6 Validity of Post-Test

Item of Number	r_{count}	r_{table}	Criteria
1.	0,5817	0,404	Valid
2.	0,5854	0,404	Valid
3.	0,5542	0,404	Valid
4.	0,6737	0,404	Valid
5.	0,7106	0,404	Valid

Based on the result of the content validity post-test of speaking above $r_{count} > r_{table}$, it means the instrument of post-test is valid. If the researcher does not actually ensure what they are trying to assess, no matter how excellent the research design or statistical analysis, the results will be useless.⁷⁵ When performing a research study, the validity instrument is a crucial component that must be considered. To ensure that research accurately measures what it is supposed to measure, it requires the right instruments to be used.⁷⁶

2. Reliability

A reliability test was reliable and predictable. The best strategy to handle test dependency is to take into account all of the potential contributing factors. That

⁷⁵ Ary, Jacobs, and Razavieh, *Introduction to Research in Education*, 13.

⁷⁶ J. B. Heaton, *Writing English Language Tests*, New ed, Longman Handbooks for Language Teachers (London ; New York: Longman, 1988), 159.

options should be taken into account by researchers.⁷⁷ In the technique of analyzing the reliability of the instrument, the researcher used the Cronbach Alpha coefficient. The reliability instrument will be measured with SPSS 25. The steps to carry out validity using SPSS 25 were as follows:

- a) Click Analyze - Scale - Reliability Analysis.
- b) Move the item from left to right – choose model Alpha.
- c) Select the variable to be analyzed by moving it to the item column.
- d) Click OK on the Reliability Analysis window.

The indicator instrument criteria are as follows:

- a) If the $r_{\text{count}} > 0,632$, then the test is reliable.
- b) If the $r_{\text{count}} < 0,632$, then the test is unreliable.⁷⁸

Table 3.7 Reliability of Pre-Test Reliability Statistic

Cronbach's Alpha	N of Items
0,649	5

The reliability test results from the pre-test data above show that Cronbach's alpha in this instrument was higher than the criterion value. Cronbach's alpha in this instrument was $0.649 > 0.632$. So, these results prove that the research instrument was reliable.

Table 3.8 Reliability of Post-Test Reliability Statistic

Cronbach's Alpha	N of Items
0,641	5

The reliability test results from the pre-test data above show that Cronbach's Alpha in this instrument was higher than the criterion value. Cronbach's alpha in this

⁷⁷ Brown, *Language Assessment*, 3.

⁷⁸ Nuryadi et al., *Dasar-Dasar Statistik Penelitian*.

instrument was $0.641 > 0.632$. So, these results prove that the research instrument was reliable.

G. Data Analysis Techniques

1. Assumption Test

a) Normality test

The normality test is applied to ratios, intervals, and data on ordinal scales.

The data must originate from a normal distribution if the analysis employed the parametric approach, in which case the normality conditions must also be satisfied. The procedure was non-statistical parametric if the data were nominal or ordinal, the sample size was small, and the distribution of the data was non-normal. A normality test is used to determine whether or not the data obtained was customarily distributed. The basis for decision-making is if the value $L_{\text{count}} > L_{\text{table}}$, then H_0 is rejected, and if the value of $L_{\text{count}} < L_{\text{table}}$, then H_0 is accepted.⁷⁹

To carry out the normality test, the researcher uses SPSS 25 in the following way:

1. Click the Analyze menu, enter descriptive statistics, then explore.
2. In the explore window, there was a dependent list column. Move the variable you want to test into that column. If the variable is qualitative, move it to the factor list column.
3. Select Both on Display. Check the descriptive section, then fill in the confidence interval for the mean with a certain number as needed. Then click continue.

⁷⁹ F. Danardana Murwani, *Statistik inferensial terapan untuk ekonomi dan bisnis* (Malang: Fakultas Ekonomi Universitas Negeri Malang, 2001), 23.

4. Click Plots, then check the normality plots with tests. If so, click continue, then click OK.
5. Normality tests can read the normality test results for further processing.⁸⁰

The interpretation of the normality test is as follows:

1. If the significance or probability value < 0.05 , then the distribution was abnormal.
2. If the significance or probability value > 0.05 , then the distribution was normal.⁸¹

b) Homogeneity test

A statistical technique known as the homogeneity test was created to demonstrate that two or more groups of sample data originated from a population with the same variance. The dependent variable must have the same disagreement for each subgroup in order for the regression analysis to be valid.⁸² So, the homogeneity test aims to find out whether, from several groups of data, studies have the same conflict or not. In other words, homogeneity means that the data sets we examine have the same characteristics. Moreover, homogeneity testing was created to ensure that modified data used in a series of analyses were from populations with similar levels of variety. The calculation steps using SPSS 25 are as follows:

1. Data entry into the SPSS program
2. Then click analyze and select compare mean
3. Click on one-way ANOVA.

⁸⁰ *Ibid*, 25.

⁸¹ Nuryadi et al., *Dasar-Dasar Statistik Penelitian*, 75.

⁸² *Ibid*, 82.

4. Then enter the dependent variable (y), namely learning achievement
5. Into the dependent list box and enter a variable free (x), namely learning motivation, into the factory box.
6. Then click on the options menu and put a tick (\surd) on the options homogeneity of variance test and then click continue.
7. Then, click OK.

The interpretation of the homogeneity test is as follows:

1. If the Significance Value (P-Value) < 0.05 , it was concluded is not the same (not homogenous).
2. If the Significance Value (P-Value) > 0.05 , it was concluded that it is the same (homogenous).⁸³

c) Hypothesis testing

1) Independent Sample t-test

This test is to determine the mean difference between two populations or independent data groups subjected to two different treatments. In this research, the researcher used the independent sample t-test with SPSS 25 as follows.⁸⁴

- a) Click analyze - then click compare means - click independent samples t-test.
- b) Selecting the variable to be tested in the test variable(s) box.
- c) Choose grouping variables.
- d) Define two types of groups in defining groups.

⁸³ Daniel Stockemer, *Quantitative Methods for the Social Sciences: A Practical Introduction with Examples in SPSS and Stata* (Cham: Springer International Publishing, 2019), <https://doi.org/10.1007/978-3-319-99118-4>.

⁸⁴ Nuryadi et al., *Dasar-Dasar Statistik Penelitian*.

e) Then, click OK.

Then, the interpretation of the independent sample t-test is as follows:

- a) If the Levene's Test significance value is smaller than 0.05 ($p < 0.05$), Levene's Test value is significant.
- b) If Levene's Test value is not significant, then we look at the t -value in the first row (equal variance assumed), while if Levene's Test value is significant, then we look at the t -value in the second row (equal variance not assumed).
- c) $T\text{-value} < 0.005$ (H_0 rejected).
- d) $T\text{-value} > 0.005$ (H_0 accepted).



CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Descriptive Statistic

In this research, the researcher focused on the seventh grade of MTsN 3 Ponorogo, which consisted of classes VIIA, VII B, VII C, VII D, and VII E. In this research, the researcher took samples from 2 classes, namely VII A and VII B. The control class was VII A, and the experimental class was VII B.

Based on observation made by the researcher at MTsN 3 Ponorogo, the researcher found that students' English speaking skills needed to be improved. This is because teachers at MTsN 3 Ponorogo still use very limited learning methods, so students get bored easily and are less interested in participating in the teaching and learning process. So, students need treatment or methods to improve their English speaking skills.⁸⁵

To overcome these problems, teachers can use appropriate teaching methods to improve students' speaking skills. One of them is the edutainment method. According to David, the words "education" and "entertainment" are combined to form the term "edutainment."⁸⁶ The edutainment method is learning activities combined with entertaining and fun things such as singing, playing games, role-playing, using audio-visual aids, demonstrations, telling stories, and so on. In learning using the edutainment method, teachers are required to make the teaching and learning process interesting and fun so that students do not realize that they are studying or understanding the subject.

⁸⁵ Interview with Mrs. Mesirah On January 2023.

⁸⁶ Buckingham and Scanlon, *Education, Entertainment and Learning in the Home*, 12.

In this research, the researcher gave treatment to the experimental class. The treatment was given twice after the students were given the pre-test. The first treatment was given on March 2nd, 2023, and the second treatment on March 3rd, 2023. This treatment aims to improve students' speaking skills using the edutainment method. The researcher conveys the subject matter (descriptive text about a person) through PowerPoint. Besides explaining the material using PowerPoint, the researcher also played movies related to the description text about the person as an example of the material so that students could understand the material more clearly. And before closing the lesson, the researcher invited students to sing a song that related to the reviewed material. Then, in the second treatment, the researcher continued the material that was previously presented using a game (agree and disagree game).

In this research, the researcher used the edutainment method for treatment in the experimental class. The scores used in this research are pre-test and post-test scores. The pre-test was given at the beginning of the treatment, and after the treatment was given twice, the post-test was given at the last meeting. In the control class, the researcher used the problem-based learning method and did not use the edutainment method. The score used is the pre-test score given at the beginning of the meeting and the post-test score at the last meeting.

1. Descriptive Statistic of Experimental Class

This section presents about the teaching procedures at control class and pre-test and post test score of control class.

a. Teaching Procedures in Experimental Class

In this research, the researcher taught using the edutainment method in the experimental class. In this experimental class, the researcher gave a pretest at the beginning of the meeting and then taught using the edutainment method twice.

At the first meeting, the researcher conducted a pre-test. In the pre-test, the researcher asked the students to describe the five pictures that had been prepared.

At the second meeting, the researcher conveys the subject matter (descriptive text about a person) through PowerPoint using visual aids. Besides explaining the material using PowerPoint, the researcher also played movies with the title ‘The Family and My Classmate’ related to the description text about the person as an example of the material so that students could understand the material more clearly. And before closing the lesson, the researcher invited students to sing a song with the title “My Idol”. The song is played through the available visual aids. Delivering material through songs aims to make the class atmosphere more lively and fun.

At the third meeting, the researcher continued the material that was previously presented using a game (agree and disagree game). The researcher conducted the agree and disagree game as follows:

- 1) The researcher divided the students into two groups.
- 2) The first group consists of troops who agree, and the second group consists of troops who disagree.
- 3) The game begins with one of the students coming forward to be a model.

- 4) The group that agreed would comment with positive statements, for example, "She has beautiful eyes".
- 5) And the group that disagreed would comment with negative statements, for example, "But she has dark skin".

The students were very enthusiastic when the learning took place, and without realizing it, they had been playing and learning at the same time.

At the last meeting, the researcher conducted a post-test. In the post-test, the researcher asked the students to describe the five pictures that had been prepared.

b. Students' Scores of Score of Pre-Test and Post-Test in Experimental Class

The pre-test and post-test scores for the experimental class are shown in the table below:

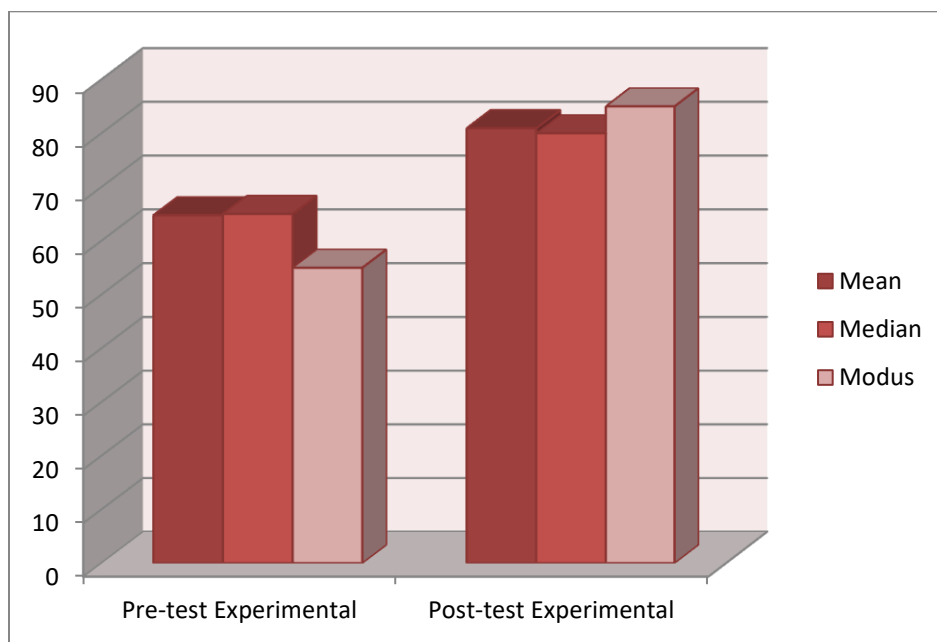
Table 4.1 Experimental Class Students' Scores of Pre-test and Post-test

No.	Name	Score	
		Pre-test	Post-test
1	Ahmad Reihan Yasmin R.	55	75
2	Alfa Ridzky Fernanda Bagaskara	75	85
3	Alifa Meidina Muida Rosanti	75	90
4	Amelia Ayu Safitri	65	85
5	Anggy Zivanna Dwi Fransisca	55	80
6	Bagaskara Zayyan Andika Hakim	75	85
7	Cinta Melisya Cindy Aprilia	55	75
8	Clarista Nouva Aurellyya	60	80
9	Danin Shin Siya	65	85
10	Fadhil Alfaruqi Sofiana Baskoro	60	70
11	Farida Naura Azmi	70	80
12	Fathma Ludiya Jannati	60	75
13	Harinsa Silfia Rahma	70	85
14	Langita Anggun Sahirra Hawa Asm	55	75
15	Mahda Figia Khoiru Nisa	60	80
16	Naya Syifau Rohmah	65	70
17	Olivia Putri Permadhani	75	90

18	Rahma Nur Azizatul Maghfiroh	70	80
19	Suci Ayu Anggraini	55	75
20	Talitha Amelia Syahira	75	95
21	Azhara Nabila	65	85

The table above shows that the lowest experimental class pre-test score was 55, and the highest pre-test score was 75. Then the lowest experimental post-test score was 70, and the highest was 95.

Figure 4.1 Chart of Pre-Test and Post-Test Experimental Class



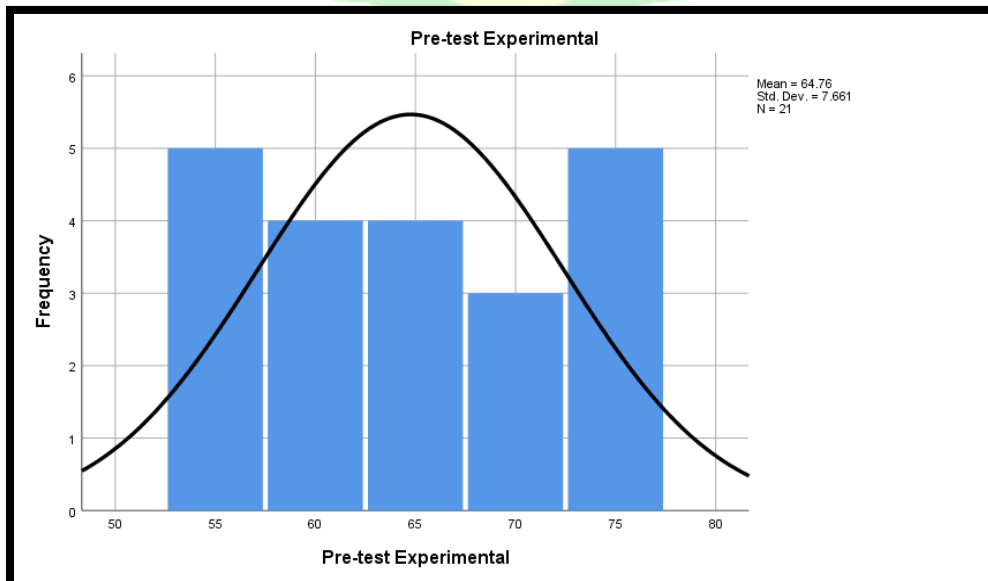
Based on the chart above, it can be seen from the chart above that the average pre-test experimental score is 64.76, and the post-test is 80.95. From this data, it can be seen that the range in pre-test and post-test scores on average for experimental classes after being taught using the edutainment method was 16.19. This means there is an increase in value after using the edutainment method. The experimental pre-test median is 65, while the experimental post-test median is 80. Then, the pre-test experimental mode is 55, while the experimental post-test is 85. Then, the results of the score of experimental class students can be seen in the table below :

Table 4.2 Frequency Distribution of Pre-Test In Experimental Class

Pre-test Experimental					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	5	23.8	23.8	23.8
	60	4	19.0	19.0	42.9
	65	4	19.0	19.0	61.9
	70	3	14.3	14.3	76.2
	75	5	23.8	23.8	100.0
	Total		21	100.0	100.0

The frequency distribution table above shows various types of student scores and their percentage. In this pre-test experimental class, 23.8%, or five students, got a score of 55, and 19.0%, or four students, got a score of 60. 19.0%, or four students, got a score of 65, and 14.3%, or three students, got 70. Then 23.8%, or five students, got a score of 75. The pre-test score of students will be more clearly presented in the following histogram:

Figure 4.2 Histogram of Pre-Test in Experimental Class



Based on the histogram above, it can be seen that there are five students who get a score of 55. Four students get a score of 60, and four students get a score of 65. Then, three students get a score of 70, and five students get a score of 75.

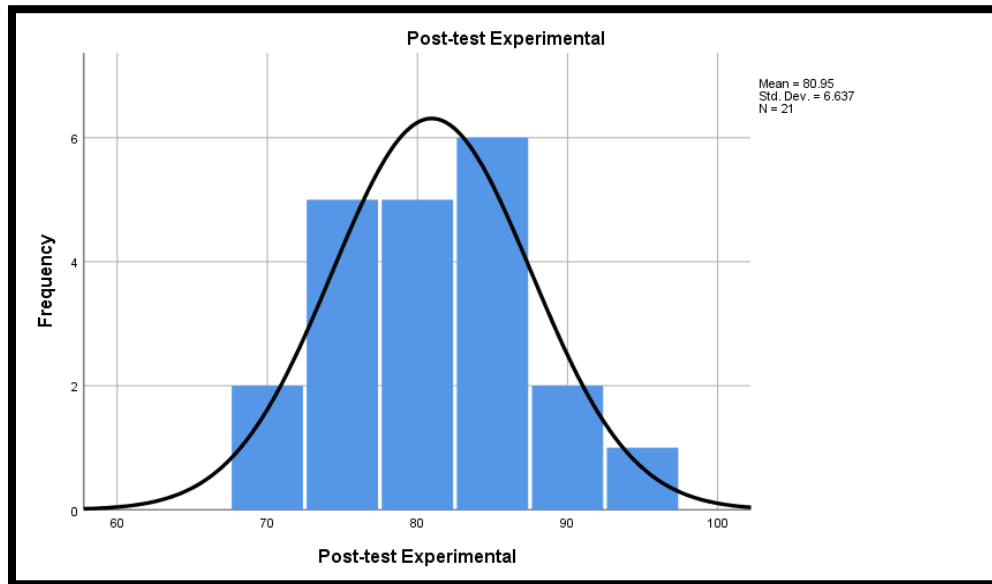
Table 4.3 Frequency Distribution of Post-Test in Experimental Class

Post-test Experimental					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	2	9.5	9.5	9.5
	75	5	23.8	23.8	33.3
	80	5	23.8	23.8	57.1
	85	6	28.6	28.6	85.7
	90	2	9.5	9.5	95.2
	95	1	4.8	4.8	100.0
	Total	21	100.0	100.0	

The frequency distribution table above shows various types of student scores and their percentage. In this post-test experimental class, 9,5%, or two students, got a score of 70, and 23,8%, or five students, got a score of 75. 23,8%, or five students, got a score of 80, and 28,6%, or six students, got 85. Then, 9,5%, or two students, got a score of 90, and 4,8%, or one student, got 95. The post-test score of students will be more clearly presented in the following histogram:



Figure 4.3 Histogram of Post-Test in Experimental Class



Based on the histogram above, it can be seen that there are two students who get a score of 70. Five students get a score of 75, and five students get a score of 80. Then, six students get a score of 85, two students get a score of 90, and one student gets a score of 95.

2. Descriptive Statistic of Control Class

The control class schedule was the same as the experimental class. But the researcher did not give treatment as in the experimental class. So, researcher only teach based on the method used by English teachers in MTsN 3 Ponorogo.

At the first meeting, the researcher conducted a pre-test. The instructions were the same as in the experiment class, the researcher asked the students to describe the five pictures that had been prepared.

At the second meeting, the researcher did not use the edutainment method. The researcher used the method commonly used by English teachers at MTsN 3 Ponorogo,

namely using, problem-based learning. The researcher explains the material through the blackboard.

Students listen and collect important information from the material that the researcher explained. In addition, the researcher also asked the students to repeat the new vocabulary about descriptive text about person spoken by the researcher. With guidance and direction from the teacher, students ask what they don't understand. The questions from students were answered or explained by other students or by the researcher.

At the third meeting, the researcher did not use the edutainment method. The researcher used the method commonly used by English teachers at MTsN 3 Ponorogo, namely using, problem-based learning. The researcher asked the students to read the descriptive text in the textbook together. Then, the researcher asked the students to make a descriptive text about their classmates. The students take turns in front of the class by describing their classmates. After finishing, the researcher invites students to ask questions about the descriptive text they have learned. And the questions from students were answered or explained by other students or by the researcher.

At the last meeting, the researcher conducted a post-test. In the post-test, the researcher asked the students to describe the five pictures that had been prepared.

The pre-test and post-test values for the control class are shown in the table below:

Table 4.4 Control Class Students' Scores of Pre-Test and Post-Test

No.	Name	Score	
		Pre-test	Post-test
1	Adelia Widhia Putri	50	65
2	Aulia Mayang Kusuma Wardani	60	70
3	Devina Dwi Ariska	60	70
4	Evelyna Atalie	55	75
5	Faidzal Ihtiarifaíz	60	70
6	Fanesya Yolanda Saputri	50	65
7	Felaya Aradifa	70	80
8	Hana Asfa Zakiya	50	60
9	Lexy Ibroha Fadilla Pradani	50	65
10	Ma'asafa Omarrosyada Zahir	45	65
11	Moh. Fatachul Khoiry	65	55
12	Muhammad Rafi Hasan Sholikin	70	75
13	Naqqi Mumtazal Haq	60	65
14	Peter Oktavian Zahri Abdillah	70	75
15	Raka Akrom Fadhlur Rohman	50	70
16	Rengganis Putri Andini	50	60
17	Salma Nur Kholifa	60	65
18	Stevany Chandra Permanasari	65	75
19	Yunensi Febriani	40	50
20	Yuwana Narendra Nur Sunny	50	60

The table above shows that the lowest control class pre-test score was 40, and the highest pre-test score was 70. Then the lowest control post-test score was 50, and the highest was 80.

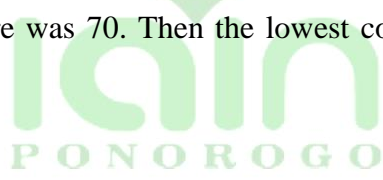
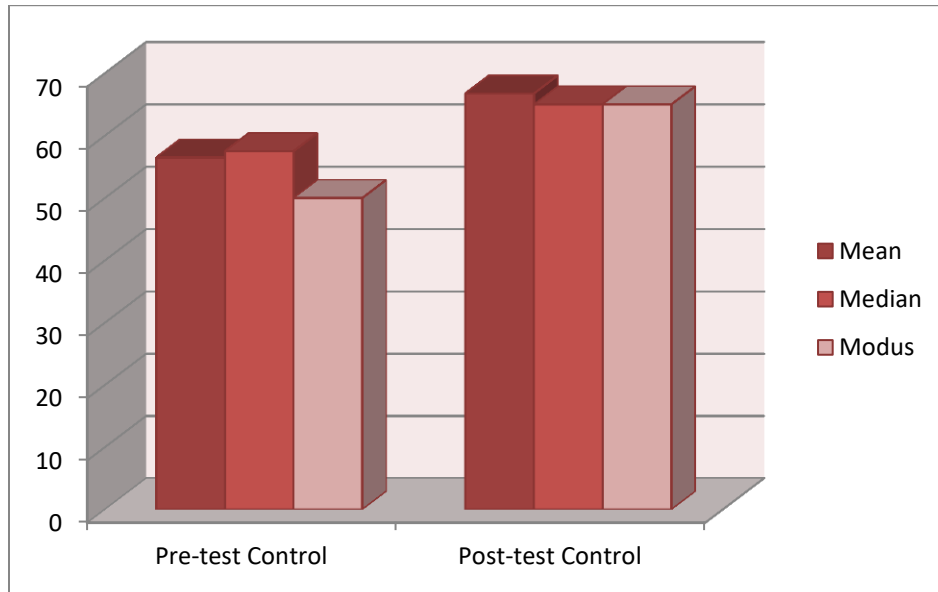


Figure 4.4 Chart of Pre-Test and Post-Test Control Class



Based on the chart above, it can be seen from the chart above that the average pre-test experimental score is 56.50, and the post-test is 66.75. From this data, it can be seen that the range in pre-test and post-test scores on average for experimental classes after being taught using the edutainment method was 11.25. This means there is an increase in value after using the edutainment method. The experimental pre-test median is 57.50, while the experimental post-test median is 65. Then, the pre-test experimental mode is 50, while the experimental post-test is 65. Then, the results of the score of control class students can be seen in the table below:

Table 4.5 Frequency Distribution of Pre-Test in Control Class

Pre-test Control					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	5.0	5.0	5.0
	45	1	5.0	5.0	10.0
	50	7	35.0	35.0	45.0
	55	1	5.0	5.0	50.0
	60	5	25.0	25.0	75.0
	65	2	10.0	10.0	85.0
	70	3	15.0	15.0	100.0
	Total		20	100.0	100.0

The frequency distribution table above shows various types of student scores and their percentage. In this pre-test control class, 5.0% or one student got a score of 40, and 5.0% or one student got a score of 45. 35.0%, or seven students, got a score of 50, and 5.0%, or one student, got 55. Then 25.0%, or five students, got a score of 60, and 10.0%, or two students, got a score of 65. And 15.0%, or three students, got a score of 70. The pre-test score of students will be more clearly presented in the following histogram:

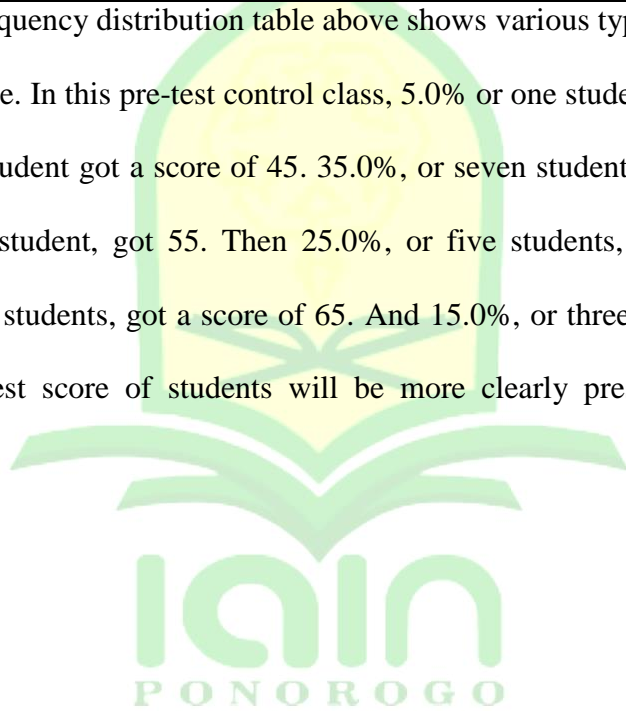
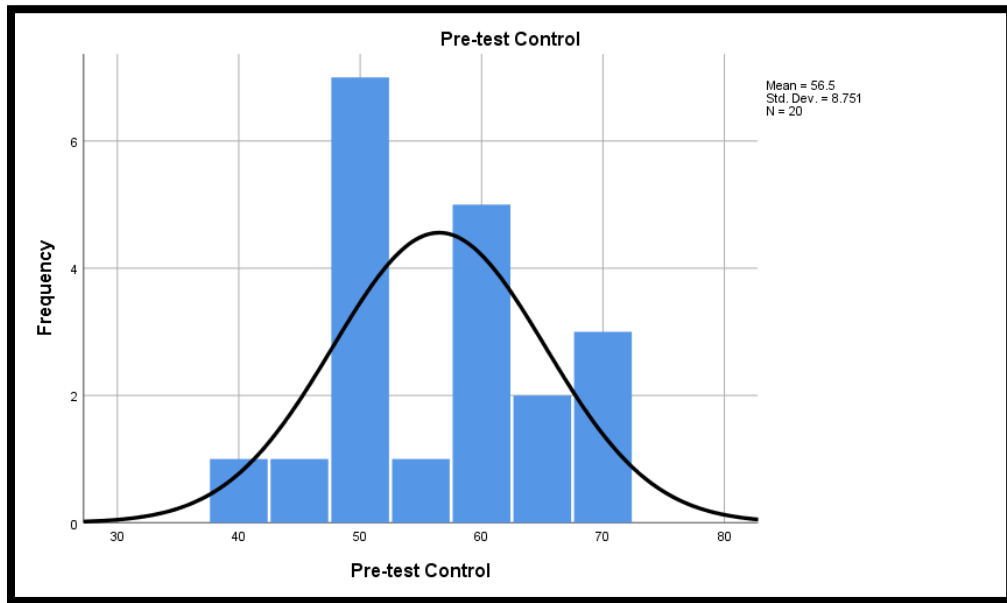


Figure 4.5 Histogram of Pre-Test in Control Class



Based on the histogram above, it can be seen that there is one student who gets a score of 40. One student gets a score of 45, and seven students get a score of 50. Then, one student gets a score of 55, five students get a score of 60, two students get a score of 65, and three students get a score of 70.

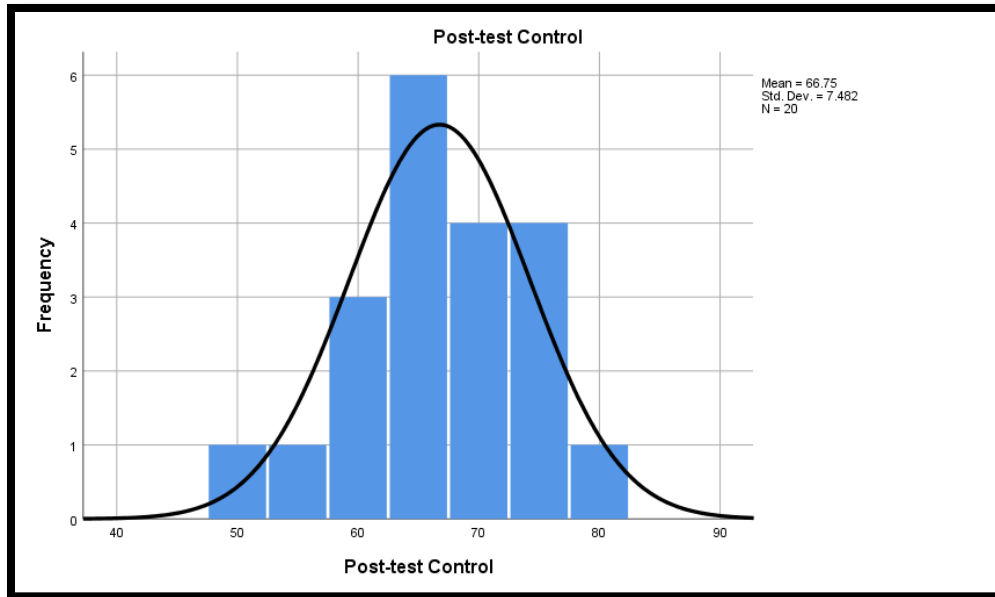
Table 4.6 Frequency Distribution of Post-Test in Control Class

Post-test Control					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	5.0	5.0	5.0
	55	1	5.0	5.0	10.0
	60	3	15.0	15.0	25.0
	65	6	30.0	30.0	55.0
	70	4	20.0	20.0	75.0
	75	4	20.0	20.0	95.0
	80	1	5.0	5.0	100.0
	Total		20	100.0	100.0

The frequency distribution table above shows various types of student scores and their percentage. In this post-test control class, 5.0%, or one student, got a score of 50, and 5.0%, or one student, got a score of 55. 15.0%, or three students, got a score of 60,

and 30.0%, or six students, got 65. Then 20.0%, or four students, got a score of 70, 20.0%, or four students, got 75, and 5.0%, or one student, got a score of 80. The post-test score of students will be more clearly presented in the following histogram:

Figure 4.6 Histogram of Post-Test in Control Class



Based on the histogram above, it can be seen that there is one student who gets a score of 50. One student gets a score of 55, three students get a score of 60, and six students get a score of 65. Then, four students get a score of 70, four students get a score of 75, and one student gets a score of 80.

B. Inferential Statistic

1. Assumption Test

a) Normality test

The normality test is used to measure ordinal scale data, intervals, or ratios. If the analysis used the parametric method, then normality requirements must be met; namely, the data comes from a normal distribution. If the data is not normally distributed, the number of samples is small, and the data type is nominal

or ordinal, then the method was non-statistical parametric. A normality test was used to determine whether or not the data obtained was customarily distributed. The normality test is applied to ratios, intervals, and data on ordinal scales. The data must originate from a normal distribution if the analysis employed the parametric approach, in which case the normality conditions must also be satisfied. The procedure was non-statistical parametric if the data were nominal or ordinal, the sample size was small, and the distribution of the data was non-normal. To ascertain if the data obtained were normally distributed, a normality test was utilized. According to Murwani, The basis for decision-making is if the value $L_{count} > L_{table}$, then H_0 is rejected, and if the value of $L_{count} < L_{table}$, then H_0 is accepted.⁸⁷

The calculated normality test by Kolmogorov Smirnov shows in the table below:

Table 4.7 Test of Normality

Test of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experimental Class	.158	21	.187	.945	21	.274
Control Class	.158	20	.200*	.955	20	.445
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Based the table above shows a significant score based on the table normality test data conducted using SPSS 25 using Kolmogorov Smirnov.

⁸⁷ Murwani, *Statistik inferensial terapan untuk ekonomi dan bisnis*, 23.

Murwani stated that the decision was made if the value of $L_{\text{count}} > L_{\text{table}}$, then H_0 was rejected, and if the value of $L_{\text{count}} < L_{\text{table}}$, then H_0 was accepted.⁸⁸ The data above shows that in the experimental class, the score was higher than α 0.05 ($0.187 > 0.05$). This means that the score of the experimental class is normal, likewise, with the control class scores. The control class score showed that it was higher than α 0.05, namely $0.200 > 0.05$. This indicates that the control class score is normal.

b) Homogeneity Test

A statistical technique known as the homogeneity test was created to demonstrate that two or more groups of sample data originated from a population with the same variance. According to Nuryadi, the regression analysis requires that the regression error for each grouping be based on the dependent variable having the same disagreement.⁸⁹ In this research, the researcher conducted a homogeneity test using SPSS 25, which can be seen in the table below:

Table 4.8 Table of Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Student's Score	Based on Mean	.191	1	39	.665
	Based on Median	.133	1	39	.717
	Based on the median and with adjusted df	.133	1	37.45 1	.717
	Based on trimmed mean	.220	1	39	.641

⁸⁸ *Ibid.*

⁸⁹ Nuryadi et al., *Dasar-Dasar Statistik Penelitian*, 89.

From the homogeneity test data above, it can be seen that the scores in the experimental class and control class are based on the average. Nuryadi stated that a value could be said to be homogeneous if > 0.05 .⁹⁰ The results showed that the student's Levene test score was 0.191. This indicates that the Lavene test value is > 0.05 or $(0.191 > 0.05)$. So it can be concluded that the scores of students in the experimental class and the control class are homogeneous.

c) Testing of Hypothesis

After carrying out the normality test and homogeneity test, the researcher tested the hypotheses. The researcher used the independent sample t-test to analyze the data.

In this research, the researcher used the independent sample t-test by SPPSS 25 as follows:

Table 4.9 Independent Sample T-Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Student's Score	Equal variances assumed	.191	.665	6.437	39	.000	14.202	2.206	9.740	18.665
	Equal variances are not assumed.			6.418	37.917	.000	141.-02	2.213	9.722	18.682

⁹⁰ *Ibid*, 98.

From the SPSS output above, the columns to note are the Levene's Test value and its significance and the t-value and its significance. Levene's Test is a statistical technique to test the equality of variances between two groups.⁹¹ If the Levene's Test significance value is smaller than 0.05 ($p < 0.05$), Levene's Test value is significant. If the Levene's Test value is not significant, then we look at the t-value in the first row (equal variance assumed), while if the Levene's Test value is significant, then we look at the t-value in the second row (equal variance not assumed).⁹²

The SPSS output above shows that Levene's Test value is not significant (as $p = 0.665 > 0.05$). This means that the variances in the two groups are equal. Therefore, we look at the t-value in the first row, which is 6.437 with a significance of 0.000. This means the t-value is significant ($p = 0.000 < 0.005$). Or it can be said that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. In conclusion, there was a significant difference between the speaking skill of students who were taught using the edutainment method and those who were not taught using the edutainment method. Thus it can be concluded that the edutainment method has an effect on students' speaking skills in the seventh grade of MTsN 3 Ponorogo.

C. Discussion

Based on the analysis above, the average post-test score of students in the control class is 66.75. In contrast, the average value of students in the experimental class is 80.95. And the results show a P value or sig smaller than (0.005). This shows that after

⁹¹ Nuryadi et al., *Dasar-Dasar Statistik Penelitian*, 113.

⁹² *Ibid*, 114.

the researchers gave treatment to the experimental group, their score had an increase from before. During the treatment, the students looked very enthusiastic about participating in the lesson, and their activities in class only focused on the material provided through audio-visual.

Based on the results in the table above, the researcher can conclude that using the edutainment method is declared successful and can improve students' speaking skills. From the data above, student scores can increase after using the edutainment method, with a difference in results of 14.2.

The previous subchapter shows that the t-value is 6.437 with a significance of 0.000. Nuryadi states that the t-value is significant when ($p = 0.000 < 0.005$).⁹³ This means that the results of the speaking skills of students taught using the edutainment method and those not taught using the edutainment method have a significant difference. Thus it can be concluded that the edutainment method has an effect on students' speaking skills.

This research is related to the journal of M. Faiz Fairuzabadzi, "The Effect Of Edutainment Method On Students' Speaking Skill At Seven Grade Student At MTs Siti Khadijah Sindangwangi," the use of edutainment methods in teaching student speaking. Based on the findings of the research, he concluded that in order to teach speaking English, the teacher must select an effective methodology. The edutainment approach is one of them. This research aimed to compare students who received instruction through the edutainment method to those who did not in order to determine whether the former group of students had improved their speaking skills. The results of this research also

⁹³ *Ibid*, 114.

show that the impact of the edutainment approach on students' speaking skills can enhance student learning outcomes and significantly improve students' speaking skills.⁹⁴



⁹⁴ M. Faiz Fairuzabadzi, “*The Effect Of Edutainment Method On Students’ Speaking Skill At Seven Grade Students At MTs Siti Khadijah Sindangwangi.*”, 2015.

CHAPTER V

CLOSING

A. Conclusion

Based on the results of data analysis, it can be concluded that the edutainment method effectively improves the speaking skills of seventh-grade students of MTsN 3 Ponorogo in the 2022/2023 academic year. This can be seen from the post-test scores of students taught using the edutainment method or the experimental class higher than those not taught using the edutainment method or the control class. The average post-test of the experimental class was 80.95, while the average post-test of the control class was 66.75. And the results show that the P or sig value is smaller than (0.005). And on the other hand, testing using the t-test showed that the t-value was 6.437 with a significance of 0.000. This value is lower than 0.005 or significant ($p = 0.000 < 0.005$). This means the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. In other words, the results of the speaking skills of students taught using the edutainment method and those not taught using the edutainment method have significant differences. Thus it can be concluded that the edutainment method has an effect on students' speaking skills.

B. Recommendation

After completing the research, the researcher recommends that the teacher present the content in a more imaginative manner and pay closer attention to the student's participation during the teaching and learning process. As a result, the success of teaching

speaking depends less on the lesson plan and more on the teacher's ability to make the classroom more exciting and entertaining. The researcher offers the following recommendations to teachers, students, and readers on the training of speaking skills through edutainment:

1) For English Teachers

The teacher should employ an imaginative and creative approach to teaching and learning English. Thus, when learning English, especially in speaking, which has a higher difficulty level than the other lesson, the students do not feel bored, anxious, terrified, or under pressure. The teachers can teach their students through edutainment methods. As a result, the students experience greater comfort, enjoyment, and satisfaction while learning to speak.

2) For The Students

The researcher hopes that students have high motivation to improve their speaking skills. By applying the edutainment method, the researcher hopes students will feel more enthusiastic, confident, and focused on learning English, especially in the speaking class.

3) For the Next Researchers

The researcher thinks that the findings of this research will serve as a guide or foundational knowledge to conduct more research and further develop this approach in the classroom, mainly when teaching speaking. The researcher also expects that other researchers who face similar issues in the future will use the research findings as a starting point and a source of inspiration.

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