IMPROVING STUDENTS' SPEAKING ABILITY BY USING BOARD GAMES TECHNIQUE AT EIGHTH GRADE OF MTsN 5 PONOROGO IN ACADEMIC YEAR 2018/2019

THESIS

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ABSTRACT

KARTIKASARI, EKA. 2018. *Improving Students' Speaking Ability by Using Board Games Technique at Eighth Grade of MTsN 5 Ponorogo in Academic year 2018/2019.* **Thesis**, English Education Department, Education and Teacher Training Faculty, State Institute of Islamic Studies Ponorogo (IAIN). **Advisor: Dr. Ahmadi, M.Ag.**

Key Word: Speaking Ability, Board Games Technique

Speaking is the oral communication to communicate with others to express their feeling or ideas through sound or word and appropriate utterances. Teaching speaking is considered a simple process commercial language schools around the world hire people with no training to teach conversation. Teacher must apply some methods to improve the students' speaking ability. One of them is Board Games Technique. It is designing to practice students' reaction in specific situation by using create a competitive atmosphere and students' imagination.

The objective of this study is to improve the students' speaking ability through board games technique at eighth grade of MTsN 5 Ponorogo. Besides, it objective is to know the students' activeness and response about the using of this strategy in teaching speaking. This research was conducted during August-September 2018. The subject in this research was the eighth grade of MTsN 5 Ponorogo in academic year of 2018/2019, especially 8 E class that consisted of 22 students. The object of this research is the students' activeness and achievement.

This research applied Classroom Action Research (CAR) in two cycles. Every cycle had two meeting which coved by four activities in every meeting. The steps of activities were planning, acting, observing and reflecting. The data was collected through test (oral test), observation and the other data which supported the research such as photographs and videos to analyze the students' score during teaching learning process, especially in teaching speaking descriptive text.

There was an improvement at students' activeness from the first to the second cycle at 22.73% and 54.54% respectively. Furthermore, the students' achievement also was improved from the first to the second cycle at 9.09% passed and 86.35% passed respectively. Besides, the students' response related the using of board games technique in teaching speaking was good responses. They felt enjoy, more active and interest with the activities during the teaching and learning process.

So, from the explanation above, the researcher concluded that board games technique can improve the students speaking ability, especially in teaching speaking descriptive text at eighth grade of MTsN 5 Ponorogo. It became important for the teacher to increase and develop the students' ability in teaching. The teacher should be able to use appropriate technique in learning English especially in teaching speaking so that it could make the students felt enjoy and more motivated in learning speaking.

CHAPTER I

INTRODUCTION

A. Background of the Study

In curriculum 2013, English may not be included in the subjects to be taught in primary school, but it does not mean that children no longer need to learn English. Starting the language learning in the young age is beneficial for the children, because English can be used by children every time to communicate with other speaker. Children may not be apprehensive to speak English because English is International language.

Language is made up of words and a series of rules that connect word together. [1] If language is only viewed in this way, language learning just involves learning vocabulary and the rules for constructing sentences. It sees language as fixed and finite and does not explore the complexities involved in using language for communication.

In language teaching, the four skills are described in terms of their direction. Language generated by the learner (in speech or writing) is referred to as productive. Language directed at the learner (reading or listening) is called receptive. Another important idea is the channel, which refers to the

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[1] Angela Scarino and Anthony J. Liddicoat, *Teaching and Learning Languages, A Guide* (Australia: GEON, 2009), 15.

medium of the message (aural/oral or written).[2] Thus, speaking is the productive oral skill. It consists of producing systematic verbal utterances to convey meaning.

Speaking is a productive skill that can be directly and empirically observed; those observations are invariable colored by the accuracy and effectiveness of a test-taker's listening skill.[3] Speaking activities focused on accuracy aim at elimination of mistakes and at correctness of produced utterances not only in term of grammar, but also vocabulary and proper pronunciation.[4]

Teaching is implied the first definition of learning, may be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing of knowledge, causing to know or understand.[5]

Teaching speaking is sometimes considered a simple process Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple.[6]

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[2] David Nunan, *Practical English Language Teaching, First Edition* (Singapore: McGraw-Hill, 2003), 48.

[3] H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (San Francisco: California, 2003), 151.

[4] Martin Sterba, *Teaching Speaking in ESP Classrooms* (Brno: Masaryk University, 2014), 6.

[5] H. Douglas Brown, *Principles of Language Learning and Teaching, Fifth Edition* (United State: Pearson Education, Inc, 2007), 8.

[6] David Nunan, *Practical English Language Teaching, First Edition*, 48.

The teaching and learning process in Indonesia, teacher has problem to teach their students. In SMAN 1 Bangko Riau, teacher found the problems in teaching and learning process, actually in learning English. The problems that faced by the teachers are material and media which used by the teacher did not relevant with the students' characteristic. The teacher did not give creative or interesting method to their students, so that the students are not interesting to join the learning English process. After the teacher giving the interest method and also giving them games, the students are more interesting in the teaching and learning process. Only 40% students that interest to join the class before the teacher gave the games, but after the teaching gave them interesting method and some game, nearly 70% students are motivated to join in the teaching and learning English process.[7]

Most of the students (70 %) assure that English is not spoken during their English lessons. They say that the teacher speaks Spanish except for some explanation or some comments. Only 27% of the students feel incapable of communicating in English with other person (teacher, classmate) whereas 73% is able to speak English with some difficulties, but can maintain a conversation in English. In relation to the possibility of understanding a native speaker, the results are very varied. A half of the students 52% think that they

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[7] Eva Diana Sari, *"Meningkatkan Motivasi Belajar Siswa Materi Expression Melalui Game,"* (Agustus – Januari, 2014), 5.

would understand a native speaker but a 48% consider that it result very difficult or almost impossible.[8]

According to a study conducted by English teaching at Junior High School in Iceland 2006 only 10% of English teachers always use the target language in the classroom, 66% of them use it often or sometimes, and 24% of them seldom use the target language in the classroom. The same study showed that the students did not use English much either. In fact, 39% of the students said they seldom answered their teacher in English and an astonishing, 75% of the students said that they did not use the target language to communicate with their fellow students. The students look up to their teacher when their teacher do not use the target language inside the language classroom, it should make the students do not use the language either.[9]

The problems of learning English especially speaking ability also happened in Ponorogo. Students are not too interesting toward English lesson, because they judged English lesson too difficult to learn and also their teacher performed them monotonous teaching. Just 60% students that are interesting to join the English class, but after the teacher giving them fun strategy and

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[8] Maria Rodrigues, *The Important of Teaching Listening and Speaking Skills* (Curso: Faculted of Education 2012), 34.

[9] Sigridur Dogg Sigurdardottir, *The Use of Games in the Language Classroom* (Haskola Island: Sigillum Universitatis Islandiae, 2010), 16.

games, 77% students more successful in increasing their speaking ability. Students are more actively speak and confident to perform. [10]

The problem of poor speaking skills could emanate from lack of emphasis on speaking skills in the curriculum since it is not examined in national examinations, teacher' own limited English proficiency, class conditions that do not favor oral activities and limited opportunities outside class for practicing using English language.[11]

Based on the interview with some English teachers of MTsN. 5 Ponorogo on Friday, 12 January 2018 at 09.00 a.m, students are shy to practice English, especially to speak English. The main factors that become a problem in their learning processes are the lowest their vocabulary and motivation to practice English, so that they are difficult to practice speaking English. They will practice English if their teacher ask them to practice in front of the class.[12]

The problems that appear in MTsN. 5 Ponorogo are the lowest students' motivation and students' vocabulary, the teacher's strategy or media are not interesting in teaching and learning process. So that, the media, strategy, technique, that the teachers are used in their teaching do not relevant

[10] Nina Khayatul Virdyna, *"Meningkatkan Kemampuan Berbahasa inggris dengan strategi mandatory participation melalui variasi public speaking performances,"* E-journal Vol 12, No 1 (2015).

[11] Benter Oseno Gudu, *Teaching Speaking Skills in English Language Using Classroom Activities in Secondary School Level, Journal of Education and Practice* (Kenya: Moi University, 2015) , 56.

[12] Based on observation with Mr. Taqiyudin Ashari on Friday, January 12 2018 at 09.00 a.m.

with the characteristics of the students then the students' speaking ability are not increasing.

One technique that was used by the teacher to increase the students' ability in English is Games. Games have so many advantages for students and teachers in learning process. The students can be more motivated and challenged. Games provide language practice in various skills of speaking, listening, writing, and reading. Games also encourage students to interact and communicate.[13]

Games could be helpful in solving in this problem because they call in communication, and they emphasize fluency instead of accuracy, which should encourage students to communicate because when the emphasize is on the fluency students usually do not receive much criticism although they might make errors.

One of games that can be improved the students' speaking ability is board game. Board game can be used to improve students' grammar ability, mastery vocabulary and speaking ability in making sentences. Board game is kind of game which the students are given some words and they need to write the correct pattern and make sentences. The advantages of this technique are

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[13]Wawan Setiawan , *"Improving The Students' Mastery Of Vocabulary Through Games,"(2013), 3.*

the students can enjoy and actively involved in teaching and learning process.[14]

Board game technique is designed to practice students' reaction in specific situation by using create a competitive atmosphere and students' imagination.[15] By using board game technique in their teaching process, students can express their ideas, increase their speaking ability and also vocabulary directly in limited time with their timework and they feel fun activities in the classroom.

Based on the background that mentioned above, the researcher wants to conduct a research entitled: **"IMPROVING STUDENTS' SPEAKING ABILITY BY USING BOARD GAME TECHNIQUE AT EIGHTH GRADE OF MTsN 5 PONOROGO IN ACADEMIC YEAR 2017/2018".**

B. Identification and Limitation of the Problems

1. Identification of the Problems

There are many problems of speaking that can be identified as research subject on eighth grade students of MTsN 5 Ponorogo:

a. The students are too shy to share their ideas through speaking because they lack of grammatical and lack of confidence.

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[14] Dyah Saraswati, *The Use of Board Game to Improve Students' Grammar Mastery* (Salatiga: IAIN Salatiga, 2015), 8.

[15] Martin Sterba, *Teaching Speaking in ESP Classrooms,* 37.

b. The students are afraid and anxious of saying something wrong incomprehensible.

c. The strategy, media, and technique that had been given by the teacher could not interest in teaching process.

d. The students are not motivated in speaking because there is no chance to speak outside the class.

e. The students have few vocabularies to practice in speaking.

2. Limitation of the Problems

Based on the identification of the problems above, the researcher limits those problems in improving students' speaking ability by using board games technique at eighth grade of MTsN 5 Ponorogo in academic year 2018/2019, with 8E class that consist of 24 students.

C. Statement of the Problems

1. How can the Board Games Technique improve the students' speaking ability at eighth grade of MTsN 5 Ponorogo ?

D. Objectives of the Study

1. To improve the students' speaking ability through Board Games Technique at eighth grade of MTsN 5 Ponorogo.

E. Significance of the Study

1. Theoretical Significance

   The results of this study can be used as references on using board game to improve students' speaking and it is expected that this research can inspire other researcher to conduct research related to the similar topic.

2. Practical Significance

   a. For Students

   The students can improve their speaking ability through board race technique and also students are expected to have goodimprovement in speaking and learning behavior during the teaching and learning process.

   b. For Teacher

   The teacher can know the students' needs and their students' skill, so that teacher can give / use the appropriate media/strategy/technique to teach their students in teaching and learning process.

   c. For Researcher

   The researcher can use this technique in teach on teaching and learning process. The study also gives insights to the researcher about what things which have to be considered in every teaching and learning process.

F. Organization of the Thesis

This graduating paper is composed into five chapters, and able to clarify as follows:

Chapter I is introduction which covers background of the study, identification and limitation of the problems, statement of the problems, objectives of the study, significance of the study, and organization of the thesis.

Chapter II is review of literature related speaking, teaching speaking, board game, and technique of teaching speaking by using board game. Indeed previous research findings, theoretical framework and hypothesis also occur in this chapter.

Chapter III is research method. It discusses about research report and research method. The research report explains about the general situation of MTsN 5 Ponorogo. Then, the research method consists of research design, subject of the study, research schedule, and classroom action research procedures which contains of planning, action, observation and reflection.

Chapter IV is research result. This chapter explains about research setting, cycle's explanation, cycle analysis and discussion.

Chapter V is closing. This chapter provides of conclusion related to this research and suggestion based on the research already had done.

CHAPTER II

PREVIOUS RESEARCH FINDINGS, THEORETICAL BACKGROUND,

THEORETICAL FRAMEWORK AND HYPOTHESIS

This chapter gives a brief explanation about some theories that support this study. It deals with the theory related to research problems including of previous research findings, theoretical background, theoretical framework and hypothesis.

A. Previous Research Findings

In this study, the researcher uses previous of research findings below:

First, previous research finding related to this research was a thesis entitled *"The Effectiveness of Using Board Games towards Students' Speaking Skill"*. A thesis from Rizky Amalia Azzahroh, the student of English Education Department, Faculty of Tarbiyah and Teachers Training, State Islamic university Syarif Hidayatullah Jakarta. The findings of the research showed that the use of board games has significant effect towards students' speaking skills.[16]

The differences of the research are her research used quantitative research by quasi experimental design at senior high school while this research used

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[16] Rizky Amalia Azzahroh, *The Effectiveness of Using Board Games towards Students' Speaking Skill* (Jakarta: State Islamic university Syarif Hidayatullah Jakarta, 2015).

classroom action research at junior high school. The similarities of these researches are both of them using board game to conduct the speaking skill.

Second, previous research finding that had done by Dyah Saraswati the student of English Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga with the title "*The Use of Board Game to Improve Students' Grammar Mastery*".[17]

The differences research finding of the researcher is her research was used three cycles and every cycle include of two meeting while this research was used two cycles and every cycle include of two meeting, her research focused on Board Game to improve the students' grammar mastery while this research focused on Board Race to improve students' speaking ability. The similarities of these researches are both using classroom action research to conduct the research.

Third, previous research finding related to this research was a thesis entitled "*Improving the Fourth Grade Students' Speaking Skills through Board Games SDN 1 Pandak Bantul*". A thesis from Juniati Nurkasanah, the student of English Education Department, Faculty of Language and Art, State University of

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[17] Dyah Saraswati, *The Use of Board Game to Improve Students' Grammar Mastery* (Salatiga: IAIN Salatiga, 2015.

Yogyakarta. The findings of the research showed that the use of board race technique was able to increase students' speaking ability.[18]

The similarities of these researches are both of them using classroom action research and board games. The differences of the research is her research implied the research at elementary school while this research implied at junior high school, her research consist of two cycles with three meeting in each cycle while this research consist of two cycles with two meeting.

Fourth, previous research finding related to this research was a thesis entitled "*Improving Students' Speaking Skills through Speaking Board Games of Grade VIII of SMP N 13 Yogyakarta in the Academic Year of 2013/2014"*. A thesis from Lia Amalia Nirmawati, the student of English Education Department, Faculty of Language and Art, State University of Yogyakarta. The objective of her research is to improve speaking skills through speaking board games. The findings of the research showed that the use of speaking board games to teach speaking improved the students' speaking skills.[19]

The similarities of these researches are both using classroom action research by participants at junior high school. The differences of the research is

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[18] Juniati Nurkasanah, *Improving the Fourth Grade Students' Speaking Skills Through Board Games at SDN 1 Pandak Bantul Yogyakarta* (Yogyakarta: State University of Yogyakarta, 2014).

[19] Lia Amalia Nirmawati, *Improving Students' Speaking Skills through Speaking Board Games of Grade VIII of SMP N 13 Yogyakarta* (Yogyakarta: State University of Yogyakarta, 2015).

this research was used two cycle by two meeting to conduct the research while her research was used three cycle by two meeting to conduct the research.

Fifth, previous research finding related to this research was a thesis entitled *"Improving Students' Speaking Proficiency Using Games"*. A thesis from Dwi Nurul Fajariyah, the student of English Education Department, Faculty of Tarbiyah and Teachers Training, Sebelas Maret University Surakarta. The findings of the research showed that games can improve students' speaking proficiency or not and to identify the situation when games are implementing in the speaking activities.[20]

The similarities of these researches are both using classroom action research by participant at eight grades. The difference of her research is was used recount and narrative text while this research was used descriptive text and some expression related to students' daily activities.

B. Theoretical Background

1. Speaking

a. Definition of Speaking

Johnson and Morrow said that speaking which is popular withterm 'oral communication', is an activity involving two or more

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[20] Dwi Nurul Fajariyah, *Improving Students' Speaking Proficiency Using Games* (Surakarta: Sebelas Maret University, 2009).

people in which hearers and speakers have to react to what they hear and make their contributionsat a speed of a high level.[21]

Cameron says that speaking is the active use of language toexpress meanings so that other people can make sense of them. Moreover, it isrecognized as an interactive, social and contextualized communicative event. Speaking requires learners to be possession of knowledge about how to producenot only linguistically connect but also pragmatically appropriate utterances.[22]

Tarigan states that speaking is the capability in pronouncing sound or word to express or convey though, idea or feeling (opinion and wish).

Based on the explanation above speaking is the oral communication to communicate with other to express their feeling or ideas through sound or word and appropriate utterances.

b. **The Function of Speaking**

When teaching speaking process, the students communicate both with their teacher and friends. The students also can study language through speaking, so that they can achieve the goal of learning language.

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[21]Johnson. and Morrow, *Communication in The Classroom:Handbooks for Teachers' series* (London: Longman, 1981) , 21.

[22]Deborah Cameron, *Working with Spoken Discourse* (Oxford: SAGE Publications, 2001), 9.

People speak or communicate to order people in order to share and convey their thoughts, feelings, opinions and views just like what they do in their life and social life, so that the students can maintain the relationship among them. In brief, speaking in the classroom has functioned almost as same as speaking in real and social life in the society. [23]

c. **Components of Speaking**

The components of speaking can be classified into four, they are:

1) Grammar

Grammar is a description of the structure of language and way in which units such as word and phases are combined to produce sentences in language.[24] Grammar can help people to use their spoken, written and visual language knowledgeably, creatively, reflectively and critically to achieve their own purposes and to participate fully in a number different language communities. [25] Most of teachers conceptualize grammar as descriptions of the structure of a language, prescription for its use, perhaps as sentence sense or style, and as kind of books designed for teaching all these. By using grammar, people can more easy to communicate with other and easy understand in speaking.

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[23] Rizky Amalia Azzahroh, *The Effectiveness of Using Board Games towards Students' Speaking Skill* (Jakarta: UIN Jakarta, 2015), 12.

[24] David Nunan, *Practical English Language Teaching Grammar,* (Singapore: Mc Graw Hill,2005), 2.

[25] Weaver and McNally, dkk, *To Grammar or not to Grammar* (2001), 2.

2) Pronunciation

Pronunciation is the way for students to produce clearer language when they speak.[26] The concepts of pronunciation include the sounds of language or phonology, stress, rhyme, and intonation. The learner may enunciate the sounds perfectly and still sound foreign because of unacceptable stress and intonation that often make a difference to meaning.[27]

3) Fluency

Fluency may in many communicative language courses be an initial goal in language teaching.[28] Fluency may be the easiest quality to judge in your students' speaking. Fluency does not improve at the same rate as other language skills. Fluency is a judgment of this ease of communication and is an important criterion when evaluating speaking.[29]

4) Vocabulary

Vocabulary may be single word form, multi-word form, and some component of word.[30] Vocabulary should be improved in order that the words might be used appropriately. One cannot communicate effectively or

[26] Andi Tenri Ampa, Muhammad Amin Rasyid, dkk, *"The Students' Needs in Developing Learning Materials for Speaking Skills in Indonesia"* , Journal of Education and Practice Vol. 4, No 17, 2013(Makasar: UMI Makasar, 2013), 175.

[27] Penny Ur, *A Course in Language Teaching,* (New York : Cambridge University Press, 1996), 47.

[28] H. Douglas Brown, *Teaching by Principles; An Interactive Approach to Language Pedagogy, Second Edition* (San Francisco: California, 2000), 268.

[29] https://busyteacher.org/4836-how-to-evaluate-speaking.html. Accessed on 15th July 2018.

[30] Penny Ur, *A Course in Language Teaching* , 60.

express their ideas both oral and written form if they do not have sufficient

vocabulary, without vocabulary nothing can be conveyed.[31]

d. Types of Speaking

There are five types assessing of speaking, as follows:[32]

1) Imitative

One end of continuum types of speaking performance is the ability to

simply parrot back (imitate) a word or phrase or possibly in sentence.

While this is purely phonetic level of oral production, a number of

prosodic, lexical and grammatical properties of language may be included

in the criterion performance.

2) Intensive

Intensive is the production of short stretches of oral language designed

to demonstrate competence in narrow band of grammatical, phrasal, lexical

or phonological relationships (such as intonation, rhyme, stress).

3) Responsive

Responsive include interaction and test comprehension but at

somewhat limited level of short conversations, standard greeting and small

talk, simple requests and comments.

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[31] Andi Tenri Ampa, Muhammad Amin Rasyid, dkk, *"The Students' Needs in Developing Learning Materials for Speaking Skills in Indonesia"* , Journal of Education and Practice Vol. 4, No 17, 2013, 175.

[32] H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (San Francisco: California, 2003), 141-142.

4) Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and or multiple participants. Interaction can take two forms of transactional language, which has purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships.

5) Extensive (monologue)

Extensive oral production tasks include speeches, oral presentations, story-telling, during the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or rules out altogether.

e. **Macro and Micro Skill of Speaking Ability**

1) **Macro Skills of Speaking**

There are the skills that should be implemented in speaking activities; [33]

a) Appropriately accomplishing communicative functions according to situations, participants, and goals.

b) Use appropriate styles, registers, implicative, redundancies, pragmatic conventions, conversion rules, floor keeping and

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[33] Ibid., 143.

yielding, interrupting, and other sociolinguistic features in face-to-face conversations.

c) Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feeling, new information and given information, generalization and exemplification.

d) Convey facial features, kinetics, body language, and other nonverbal cues along with verbal language.

e) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well in understanding.

2) Micro Skill of Speaking

According to Brown suggests some micro skills of oral communication, they are:[34]

a) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.

b) Produce reduced forms of words and phrases..

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[34] H. Douglas Brown, *Language assessment: Principles and classroom practices,* 142-143.

c) Monitor the oral production and use various strategic devices pauses, fillers, self-corrections, backtracking to enhance the clarity of the message.

d) Use grammatical word classes (nouns, verbs, etc.) systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.

e) Produce speech in natural constituentsin appropriate phrases, pause groups, breath groups, and sentences.

f) Express a particular meaning in different grammatical forms.

g) Use appropriate registers implication, pragmatic conventions, and othersociolinguistic features in face-to-face conversations.

h) Use facial features, kinetics, body language, and other nonverbal cues alongwith verbal language to convey meanings.

f. Principles for Designing Speaking Technique

There are some principles for designing speaking technique, they are:[35]

1) Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning and fluency.

2) Provide intrinsically motivating techniques.

3) Encourage the use of authentic language in meaningful contexts.

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[35] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition* (San Francisco:California, 2000), 275.

4) Provide appropriate feedback and correction.

5) Capitalize on the natural link between speaking and listening.

6) Give students opportunities to initiate oral communication.

7) Encourage the development of speaking strategies.

g. **Characteristics of Success in Speaking**

There are four characteristics of success in speaking, following:[36]

1) **Talk a lot**

   As much as possible the period of time allotted to the activity is in fact occupied by learners talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

2) **Participation is even**

   Classroom discussion is hot dominated by a minority of talkative participants. All get change to speak, and contributions are fairly evenly distributed.

3) **Motivation is high**

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

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[36] Penny Ur, *A Course in Language Teaching* (New York: Cambridge University Press, 1996), 120.

4) **Language is an acceptable level**

Learners express themselves in utterances that relevant, easily comprehensible to teach other and of an acceptable level of language accuracy.

2. **Teaching Speaking**

a. **Definition of Teaching Speaking**

Teaching speaking is sometimes considered a simple process Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple.[37]

According to Nunan, there are five principles for teaching speaking;[38]

1) Be aware of difference between second language and foreign language learning contexts.

2) Give students practice with both fluency and accuracy.

3) Provide opportunities for students to talk by using group or pair work and limiting teacher talk.

4) Plan speaking task that involve negotiation for meaning.

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[37] David Nunan, *Practical English Language Teaching, First Edition* (Singapore: McGraw-Hill, 2003), 48.

[38] Endang Mulyani, *The Usse of Realia to Improve Students' Speaking Skill* (Salatiga: IAIN Salatiga, 2015), 28-31.

5) Design classroom activities that involve guidance and practice in both transactional and international speaking.

b. **Components of Teaching Speaking**

1) **Need Analysis of Teaching Speaking**

Needs analysis refers to the activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of particular group of students.[39] It means that need analysis includes all the activities used to collect information about the students' learning needs, wants, wishes, desires, etc. Needs analysis is also a systematic process for determining and addressing needs between current conditions and desired conditions.[40] The discrepancy between the current condition and wanted condition must be measured to appropriately identify the need.

The purposes of need analysis are able to identify the ability of students, what knowledge and skill the students already have, what the student wish to achieve, to know the difficulties in language learning, in order to decide what language points the student needed to learn. [41]After knowing the purposes of need analysis, the researcher can give

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[39] Pryla Rochmahwati, *English Curriculum and Material Development* (Ponorogo: STAIN Po PRESS, 2016), 16.
[40] Ibid., 16.
[41] Ibid., 17.

alternative about what the researcher have to do to help the student increase their ability and achieve their wish in language learning[42]

According to Education Act number 64 (Permendikbud No. 64 Tahun 2013) the basic competence of teaching speaking is; students are able to identify social function, text structures and linguistic elements of the short and simple text, students are able to communicate interpersonally, transactional, and functional about self, family, other, concrete and imaginative object, closest with life and students' daily life at home, school and society.[43]

In the 2013 curriculum, the students need to achieve four competencies, namely; religious, social, knowledge and skill competencies. Those competencies may be implied to basic competence and indicator. The topics related to the students' competency are mention label and list of things, instruction, notice, private invitation, announcement, recount, narrative, descriptive, and songs through interpersonal, transactional and functional discourse on literacy functional level by observing, questioning, exploring, associating, and communicating.

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[42] Pryla Rochmahwati, *English Curriculum and Material Development*,17.
[43] Permendikbud No. 64 Tahun 2013, Standar Isi Pendidikan Dasar dan Menengah, 82.

2) Formulating Specific Objectives of Teaching Speaking

The diagnosis of needs described above will have provided clues as to which objectives or which aspect of them to emphasize. It is to translate the general objectives of the school into specific objectives in the light of what the unit encompasses and what the analysis of needs indicates.[44] Special attention should be given to the cumulative progression in the level of the behaviors indicated in the objectives.

The objectives are students performances of the concepts described in the session goals. Objectives should always focus on the students, not the instructor. Objectives should address outcome, not learning process. Each objective should focus on only one idea and measure specific behaviors.[45]

According to Bixler, there are three types of objectives, they are:[46]

a. Cognitive includes knowledge or information recall, comprehension or conceptual understanding, the ability to apply knowledge, the ability to analyze a situation, the ability to synthesize information from a giving situation, and the ability to evaluate a given situation.

b. Affective refers to attitudes, appreciations, and relationships among others.

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[44] Hilda Taba, *Curriculum Development; Theory and Practice* (New York: San Francisco), 350.

[45] Pryla Rochmahwati, *English Curriculum and Material Development,* 31.

[46] Ibid., 27-28.

c. Psychomotor dealt with physical skills.

Based on the development of basic competence to be students achieved in speaking learning process of Junior High School at Eighth Grades the following indicators are; identify the social functions, the structure of the texts, and linguistic elements of descriptive text (about someone, things, animals, places), simple expressions and responses (about giving instruction, inviting, prohibiting, and asking permission), arrange simple oral and written short text by using well-organizes text structures and linguistic elements accurately and acceptable.

3) **Selecting Material for Teaching Speaking**

Teaching material is one of the important aspects in English teaching programs. From textbooks, videos, pictures from internet, teachers rely greatly on a diverse range of materials to support teaching and learning process. The language programs overall orientation must be considered in term of approached and syllabuses, as well as in terms of how that orientation will influence the choices that must be made in the development and implementation of materials.

Based on syllabus, the content of teaching speaking as follow; expressing to ask attention, asking opinion, asking ability of someone, giving instruction, prohibiting, inviting, greeting card, simple present, present continuous, and descriptive text. In this research will conduct the materials which can be implied in teaching speaking are; prohibiting *(No*

smoking, No parking), asking permission *(Can I go out, please?, May I open the window, please?*), inviting (*Can you come to my house?, How about going to cafe?*), giving instruction (*Be careful, Open the door, please),* ability to do something *(Can you play the guitar? My uncle can run very fast)*, present tense *(simple present tense and present continuous tense)* and descriptive texts *(describing someone, places, animals, things).*

4) **Selecting Assessment of Teaching Speaking**

Assessment as the systematic collection of information about student learning, using the time, knowledge, expertise, and resources available, in order to inform decision about how to improve learning. Educational assessment is the process of documenting, usually in measurable term, knowledge, skill, attitudes, and beliefs. It is a tool or method of obtaining information from tests or other sources about the achievement or abilities of individuals. It often used interchangeably with test.

A test is an instrument or systematic procedure for measuring a sample of behavior. Test refers to a specific set of questions or tasks that is administered to an individual or to all members of a group and measures a sample of behavior. [47]

As the productive performance, the assessment of teaching speaking may oral or written stimulus that must be specific enough to elicit output

[47] Pryla Rochmahwati, *English Curriculum and Material Development*, 33.

within an expected range of performance.[48] The assessment of teaching speaking can be taken by individual and team works. The individual assessment which taken by videos and performance in the learning process, then team works assessment which taken by comprehension, enthusiasm, and appropriate answering the question related the task.

5) **Selecting activities for Teaching Speaking**

There are variety activities in teaching speaking that may be used based on the situation in the classroom, they are:

a) Group Interaction. Group Interaction can help the English language learning classroom enjoy practicing speaking in English, use interactive strategies to help students build fluency when speaking, spend time taking about favorite topics and practice as a group, so that the class will more interesting.

b) Discussion. Discussion is one of the activities in practicing the speaking skill. It may help the students think about what happened during the lesson and to draw lesson that they can apply in other contexts. Discussion also gives the students opportunity to discover for themselves the importance of human right values, share their ideas, find solution in their discussion groups and present their opinion in front of the class.

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[48] H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (San Francisco: California, 2003), 151.

c) Dialogue. Dialogue may be used to practice speaking. It helps the students practice in speech, pronunciation, intonation, and strees.by using dialogue either short or long in teaching speaking, the students are also motivated to practice and have self-confidence to speak English.

d) Role play. Role play in the classroom involves students actively in learning process by enabling them to act in a real scenario. It can be used to diagnose interactive skills, to provide models and practice, and to motivate individuals to pay more attention to their interpersonal impact. Role play has appeal for students because it allows the students to be creative and to put themselves in another person's place for a while.

e) Interview. By interview students can practice their speaking skill not only in the class but also outside and help them becoming socialized. After interview, each student can present the result in front of the class.

f) Reporting. Reporting activity may be conducted in training the students' speaking skill. The students are asked to report what they find or watch as the most interesting news. They can also whether have experienced anything worth in daily lives.

g) Presentation. Presentation may give students opportunities to present information in class. The students will be more confidence in front of their friends.

According to 2013 curriculum, the activities of teaching speaking are implemented by observing, questioning, exploring, associating, and communicating which implied by board game technique.to promote the students' fluency of spoken English with conducting various sources, including English textbook, the real text, the students' English competence have, and some other English subject.

6) **Evaluation of Teaching Speaking**

Evaluation is a disciplined inquiry to determine the worth of things. Things may include programs, procedures or objects. Research and evaluation are different even though similar data collection tools may be used. Evaluation yields information that has immediate use while research need not. Evaluation result in value judgments while research need not and some would say should not.

The purposes of evaluation can be divided into two broad categories; first, general purpose includes accountability, curriculum development, self-development. Second, specific purpose for evaluation have the roles of curriculum supervisors are; help developing the school's education goals, plan curriculum with students, parents, teachers and other stakeholders, design program of study by grade levels, plan or schedule classes or school calendar, encourage curriculum innovation and change, etc.[49]

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[49] Pryla Rochmahwati, *English Curriculum and Material Development*, 71-72.

According to *Permendikbud No. 66 tahun 2013* about educational evaluation standard, it is mentioned that the result of student evaluation based on several principals; objective, educative, coherent, transparent, economical, and accountable. The evaluate of this research is taken by individual value through video and activities in learning process and team work value through how they are active in the team and can work with their team. The aspects to evaluate the learner consist of pronunciation, grammar, vocabulary, and fluency by criterion poor, good, rather good, and very good.

3. **Board Game**

   a. **Definition of Game**

   To increase the speaking skill, we need method to be used. One of them is game. The definition of game is an activity that you do to have some fun. Games are able to help the students practice the target language being learned in relaxed way.

   Students concern about game in their daily activity. Some students play games for fun thing. For other also play the game for relaxing their main. Teacher uses the game as the technique in their teaching so that the English class activities can cheer up and make the language more pleasurable and easier to be learned.

   Game means an activity which is entertaining and engaging, often challenging and an activity in which the learners play and usually interact

with others.[50] Games are essentially engaging and the native language concerns can easily be substituted for English in my cases. It means that by using games, students have interest to break the challenge in each game.

Games can offer practice in all stages of teaching and learning sequence including presentation, practice and production. Providing games are not difficult because we can look for a suitable game for each level.

b. **Definition of Board Game**

One of games that can be used in teaching learning process is board games. Board game can be defined as something or an instrument that is used to attract students' motivation to follow the teaching and learning process because board game can make the students more focus in learning, because they do not feel that they are forced to learn. They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson.

Board game is one of methods that will give many advantages for teacher and the students either. For the classroom activities, board games can be used in personal, groups or for whole class, but in this research, the researcher played the board games in team/groups.

Board Game technique is designed to practice students' reaction in specific situation by using create a competitive atmosphere and students'

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[50] Andrew Wreight, Betteridge D, Buckby M, *Games for Language Learning* (Cambridge: Cambridge University Press, 2006), 1.

imagination. [51] By using board game technique in their teaching process, students can express their ideas directly in limited time with their timework and they feel fun activities in the classroom.

The useful of board game in teaching and learning process for the students are:

1) Board game adds variation to a lesson and increase motivation by providing a plausible incentive to use the target language.

2) The game context makes the foreign language immediately useful to the children.

3) Create warm and happy atmosphere where teacher and pupil enjoy working together.

4) Make learning English enjoyable and fun-remember you are influencing their attitude to language learning.

5) Do not worry about mistakes.

6) Use a lot of gestures, actions, pictures to demonstrate the students' understand easily.

7) Play board game, singsongs, say rhymes and chants together.

8) Lesson plan with varied activities, some quiet, some noisy, some sitting, some standing and moving,

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[51] Martin Sterba, *Teaching Speaking in ESP Classrooms* (Brno: Masaryk University, 2014), 37.

c. Technique of Teaching Speaking by Using Board Game

One of game in teaching speaking English is Board Race. The effort of the linguist has strong basic because the learner entertained with their everyday life, give chances to the student to more creatively because Board Games as method in teaching speaking English is very effective and more interested because the students will be memorized the vocabulary and, the enjoying to speak related some words in the board. So that using Board Games in teaching speaking will give achievement acquiring English.

Board Games can increase motivation to learn the English for the students. They also have to add advantage of being memorable the words much less likely that the students will forget the words, and therefore the language practice it. Board Game which helps to bring the students memorizes more words through speaking.

The teachers begin to explain the technique of Board Game in order to make the students have more interests, attention and understand about the material. These games are appropriate for six students or more.

There are five steps that can be applied when the teacher use; [52]

a. Teacher divides the class into 3 till 4 groups, every group have different spidol's colour.

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[52] Sigridur Dogg Sigurdardottir, *The Use of Games in the Language Classroom* (Haskola Island: Sigillum Universitatis Islandiae, 2010), 11.

b. Every group make vertical line toward whiteboard, teacher writes some topic in the whiteboard. Every group have different topic.

c. The students must write the word related the topic, after that the students connect it become a sentence. This section is competition form and has limited time.

d. Every group have point then the biggest point and the correct connection sentences related the topic will be gotten some reward from the teacher.

C. Theoretical Framework

Based on the relevant studies result can be proposed the theoretical framework of the research, that may use as a basic of hypothesis formulation to comprehend inter variable relation.

The functions of speaking are to express feeling, opinion, ideas, and emotion. One of strategy to increase students' speaking skill can use of board game in the teaching and learning process so that more interesting and have fun.

Board game can be defined as something or an instrument that is used to attract students' motivation to follow the teaching and learning process because board game can make the students more focus in learning, because they do not feel that they are forced to learn. They also enable learners to acquire new experiences within a foreign language which are

not always possible during a typical lesson. Board game will give many advantages for teacher and the students either.

Based on the statement above, board game is as method may help the students in learning English especially in speaking ability. Likewise, the writer wants to investigate increasing students' speaking ability through board game.

D. Action Hypothesis

The application of board games technique can improve the students' speaking ability at the eighth grade of MTsN. 5 Ponorogo in Academic Year 2018/2019.
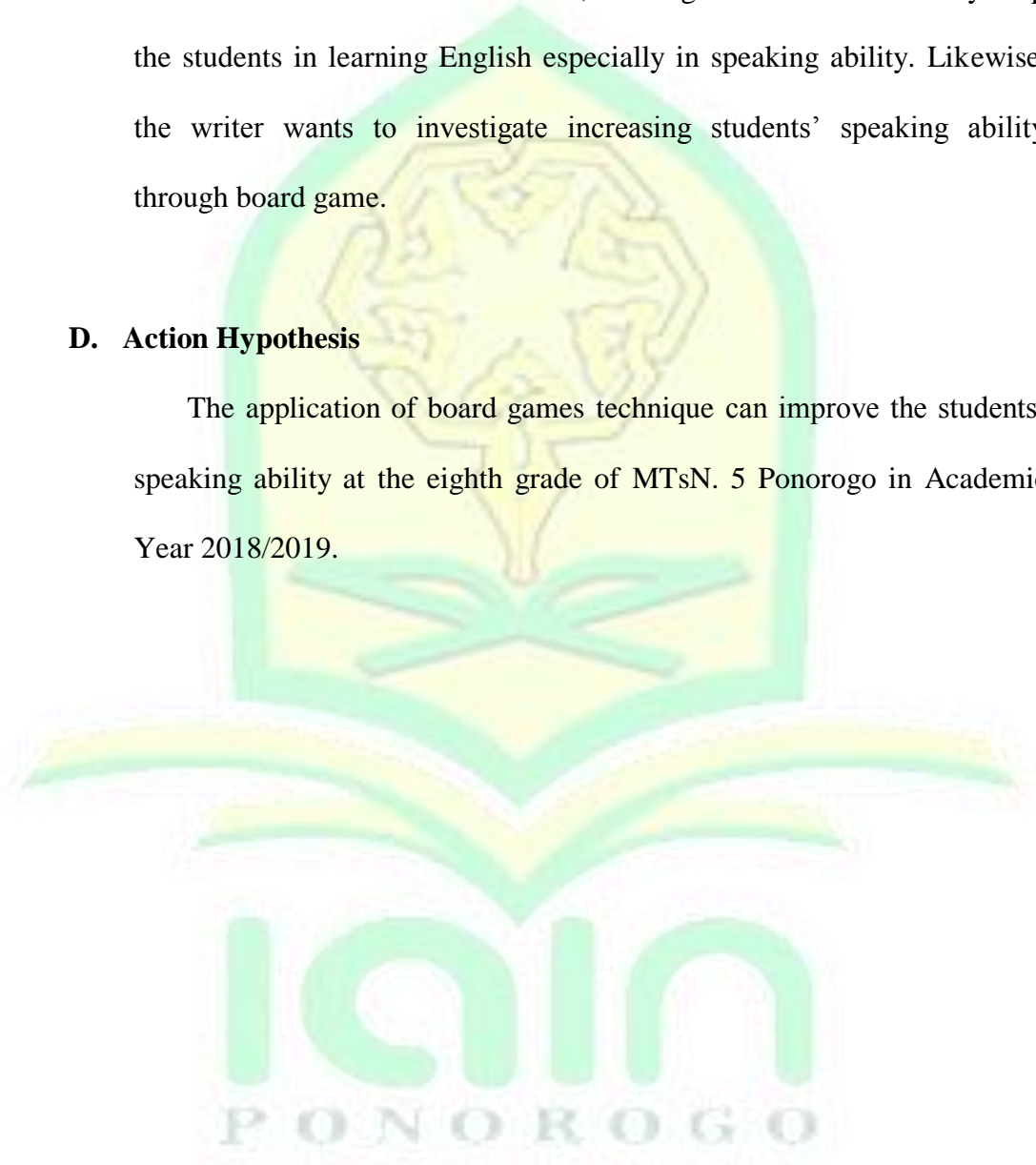
CHAPTER III

RESEARCH METHOD

This chapter presents research method that used in this study. This part has a goal to provide the information about research design, research subject and setting, research procedure and research schedule.

A. Research Design

In this research, the researcher conducted classroom action research because the researcher feels the students have the problems related to speaking learning activity so that the students' speaking ability cannot be developed well. An action research is any systematic inquiry conducted by the teacher, researcher, principals, and school counselors in teaching and learning environment to gather information about how their particular school operates, how teachers teach and how well the students learn.[53]

The research design of classroom action research in this study was used a collaborative design. It means that the researcher collaborates with the real English teacher. The researcher becomes the English teacher who taught speaking through board games technique to the students, while the real English teacher becomes as observer who observe the researcher during the teaching learning activities. So, the real English teacher is not only as observer the

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[53] Geoffrey E. Mills, *Action Research: A Guide for the Teacher Researcher. (2nd ed)*, (New Jersey: Merril Prentice Hall, 2003), 6.

teaching and learning activities but also as collaborator who helps the researcher during the research process.

B. Research Subject and Setting

In this part, the researcher would like to describe the subject and setting of the research. Each of them will be described below:

1. The Subject of Research

The subject of this research is the students of the eighth grade at MTsN 5 Ponorogo. From all of class in eighth grade, researcher took two classes those are VIII F and VIII E, but the researcher would focus on VIII E class because the teacher recommended that class by following reasons:

a. The students still have problems related speaking ability based on observation and interview with Mr. Taqiyudin Ashari as the English teacher of MTsN 5 Ponorogo.

b. The students' enthusiasm and motivation of speaking are still low, because they have less vocabulary and less confident.

c. The teacher less applied technique in teaching speaking.

d. Board games technique had never applied in the class before.

e. Teacher suggested using VIII E class as the research because the students at that class easy to control than others.

2. **Setting of Research**

This research conducted in MTsN 5 Ponorogo, particulary in class VIII E with 22 students; six of boys and sixteen of girls. MTsN 5 Ponorogo located in Jalan Al-Basyariah No 113 Pulosari, Jambon, Ponorogo. The location is strategies, far from town and reached easily.

C. **Research Variables**

The researcher took some variables to be observed, they are:

1. The students' activeness in teaching and learning using board games.

2. The students' achievment in speaking ability using board games.

D. **Research Procedures**

In this action research, the researcher conducted two cycles where each cycle has two meetings. Every cycle consist of four phases, they are planning, acting, observing and reflecting. They are following:

1. **Cycle 1**

   a. **Planning**

   This section discussed the activities concerning with the planning of action which conducted by the researcher.

The activities that have been done in planning phase were:

1) Choosing the Subject Material

The researcher chose the material of some expression like giving instruction, inviting, prohibiting, and asking permission. It must be related with the based competence and basic competence. While conducting the teaching and learning process, the researcher gave some theme. It was included giving instruction *(sit down please, be quite please, be careful)*, inviting *(please join with us),* prohibiting *(No smoking!, don't be noise, please!)*, asking *permission (can I go out please, may I open the window please).*

2) Choosing the Strategy

In conducting teaching and learning process, researcher has strategy which apply in the classroom in order the teaching will be alive. In this research, researcher use board games as a technique in teaching speaking. Here, to support the application of board games technique, the researcher conducted team work and discussion strategy. The researcher decided the class into some group to manage the students' activity. Then, the researcher delivered the material by using board games.

3) Choosing the Media

Media is one of tool that uses to support the teaching and learning process. Selection the appropriate media is so important, so that the teaching and learning process can apply actively. The researcher uses some

media as whiteboard, LCD, board marker, and some examples related the theme that has been chosen before. Besides that, the researcher also uses English books, magazine and newspaper.

4) **Making Lesson Plan**

Before the researcher enters the class, the researcher must make lesson plan to know the step of activities that will be done in the classroom. The lesson plan must cover the students' competence and based competence of speaking skill at VIII grade. The process of making lesson plan based on the students' competence is not easy. The researcher must also prepare the equipment for doing teaching and learning. Surely, the equipment must support board games technique.

In MTsN 5 Ponorogo uses 2013 curriculum. To make a good lesson plan, the researcher makes it based on syllabus. Syllabus is used to conduct the goals of teaching learning in the lesson plan. Lesson plan was designed by the researcher which was contain of standard competency, basic competence, indicators, purposes of learning, material, strategy, procedures of board game technique, and assessment. The material for eighth grade of Junior High School in first semester is some expression (prohibiting, inviting, asking permission, giving opinion) and descriptive texts.

In English subject, there are some criterions of success in learning. The researcher took the standard or KKM based on formulated of junior high school. The percentage to determine the success of English subject is

getting 70 or more. If 70% of students reach more then on KKM standard, it can be concluded that the research was successful.

b. Acting

The next part after planning is acting. This section is implantation of planning and lesson plan before to solve the problems. This section is about step or activities that will be conducted in this research. This study conducted by two cycles, every cycle had twice meeting. The result of each cycle had been evaluated, so that it can improve the application of next cycle.

The activity of teaching and learning process conducted based on 2013 curriculum. The activity had been conducted on the lesson plan. The researcher had done each meeting by detailed the step below:

First activity the teacher gave information related board games technique and what the students would be done in this activity. This process needs for about 10 minutes.

Second activity the teacher divided the class into four teams randomly then asked them to take piece of paper and board marker. The paper contain of the difference topic in each team. It needs 10 minutes.

Third activity the teacher asked the students to make example of sentence based on the topic that had been they got. Every member of teams makes a vertical line and one by one of them write one example of

sentences on the whiteboard competitively. They had to do this activity for 20 minutes.

After that, the teacher gave reward to the team that was practiced good performance and cooperative each other. Then the teacher asked the students to conclude material and activities that was done of them.

c.   Observing

Observation is the process of collecting data indicating the process of strategy in involving classroom problems.[54] The researcher observed the teaching and learning process using board games technique by documentation that use for collecting data.

In observation phase, the researcher was observed as following:

1)   Observing the learning process

The researcher observed the teaching and learning process using board games technique in the class. The tools that use the researcher to observe is documentation for collecting data to gather evident during the learning process of teaching speaking by using board games technique in the classroom.

2)   Observing the students' activities

The researcher observed the teaching learning activities using board game in teaching speaking based on the observation sheet of lesson plan.

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[54] SyamsudinAR,Vismaia S Damaianti, *Metode Penelitian Bahasa* (Bandung: PT Remadja Roesdakarya, 2006), 237.

3) Observing the condition of the class

The researcher observed the condition of the class during the teaching and learning process of teaching speaking by using board games technique. The researcher took field note the students' activeness in the classroom as data collection. The researcher observed the students activeness by using checklist. It could be showed on the appendix 3.

The instrument to measure the students' speaking ability consists of five aspects; they are vocabulary, pronunciation, grammar, fluency, and comprehension. It could be seen on the appendix 2.

Besides, the researcher gave instrument to know the students perception toward the strategy that used in teaching and learning process based on the questionnaire which could be seen on the table 4.17-4.20.

d. **Reflecting**

Reflection was done after the teaching and learning process. Reflecting is the process of analyzing data to determine how far the data collected have shown the success of the strategy in solving the problems.[55]

The result and process of this research were measure as variables. The process included the response of the students when teaching and learning process. Then the result included the students' score in teaching speaking, product and students' activeness during teaching in the class.

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[55] Suharsimi Arikunto, *Prosedur Penelitian* (Jakarta: RinekaCipta, 1992), 191.

The researcher reflected the implementation in each cycle was intended to find out the improvement of speaking ability after giving treatment. In this state, the researcher conducted 2 cycles.

Here, to get successful of the research, the students' score would reach from KKM. The minimum standard (KKM) of English subject is 75. If 70% of students got score more than KKM (75), it showed that this technique could improve the students' speaking ability. The students' perception could be shown from the questionnaire. If most of the students agreed with the questions, it showed that this research got positive responses, but if most of the students disagreed with the questions, it showed that the research got negative responses.

2. Cycle 2

a. Planning

The activities that have been done in planning phase were:

1) Choosing the Subject Material

In cycle 2, the researcher chose the material of narrative text. It must be related with the based competence and basic competence. While conducting the teaching and learning process, the researcher gave some theme. It was described humans *(family, teacher, friend, doctor, ect),* things *(book, dictionary, table, transportation, etc)*, places *(school, hospital, house, etc)*, animals *(cat, mouse, cow, bird, etc).*

2) Choosing the Strategy

In conducting teaching and learning process, researcher has strategy which implement in the classroom in order will be alive. Here, the researcher uses board games technique to support the teaching learning process like cycle 1. The researcher conducted team work and discussion strategy by decided the class into some group to manage the students' activity. Then, the researcher delivered the material by using board games.

3) Choosing the Media

Media is one of tool that uses to support the teaching and learning process. Selection the appropriate media is so important, so that the teaching and learning process can apply actively. The researcher uses some media as whiteboard, LCD, board marker, and some examples related the theme that has been chosen before. Besides that, the researcher also uses English books, magazine and newspaper like as cycle 1.

4) Making Lesson Plan

The researcher develop lesson plan with specific action based on the students' competence. The lesson plan also covers the students' speaking skill at VIII grade. The process of making lesson plan based on the students' competence is not easy. The researcher must also prepare the equipment for doing teaching and learning. Surely, the equipment must support board games technique.

In English subject, the researcher took the standard or KKM based on formulated of junior high school as success in teaching. The percentage to determine the success of English subject is getting 70 or more. If 70% of students reach more then on KKM standard, it can be concluded that the research was successful.

b. **Acting**

The action was done to solve the students' problems related to speaking ability, so that the students' competence of speaking can improve in cycle 2. In this action, the researcher taught the students with same activities or action, strategy and media, but different materials that were taught in cycle 1.

c. **Observing**

Observation is the process of monitoring and observing the teaching activities. The researcher observed and monitored the teaching learning process by following guideless of teaching and learning process observation.

d. **Reflecting**

In cycle 2, reflection as the final cycle and didn't any cycle more after this cycle. The researcher reflected the implementation of the process approach was considered successful, the researcher determine that the project was effective in improving students' speaking ability using board games technique at VIII E class.

E. Research Schedule

Table 3.1

Schedule of CAR

No	Activities	Time	Description
1.	Observation	February 10th-12th, 2018	The researcher interviewed the English teacher and some students.
2.	Acting research	August 6th-30th, 2018	Cycle 1 was conducted on August 7th, 2018 – August 11th, 2018. Cycle 2 was conducted on August 21, 2018 – August 25th, 2018.
3.	Reporting research	September 4th-8th, 2018	The researcher reported result of the study.

CHAPTER IV

RESEARCH RESULT

In chapter 4 presents the result of the research, it includes some part such as general description about research setting, research subject and demographic information.

A. **General Description about Research Setting**

The research was conducted in MTsN 5 Ponorogo which is located at Jalan Al-Basyariah No 113 Pulosari, Jambon, Ponorogo. This research was conducted in VIII Class, particularly in VIII E Class with 22 students in the classroom, six of boys and sixteen of girls.

The condition of the school was good building; there were many classes that clean, tidy and comfortable. Besides, there was some facilitation that conducts the teaching such chair, table for students and teachers, a white board, and board marker. By some facilitation, the teaching and learning could be conducive.

B. **Research Subject**

The subject of this research is MTsN 5 Ponorogo with the students of VIII class, but this research was conduct of VIII E Class with 22 students. The students' result of teaching speaking before giving treatment was gotten from English teacher. The score of students' speaking below:

Table 4.1

The Students' Result of Speaking Score in VIII Class

VIII class		
	VIII E	**VIII F**
N	22	26
∑	1334	1622
M	60,63	62,38

Based on the student result of speaking score, the researcher could take conclusion that VIII E class got the low score then VIII F. So, researcher took VIII E class as the research. The English teacher also recommended taking VIII E class for research. Hopefully after implementation of approach, the students' speaking ability on that class could improve.

The percentage of students' VIII E score in speaking was below:

Table 4.2

The Percentage of Students' VIII E Score in speaking

Range score	**Total**	**Percentage**
0-20	-	-
21-40	-	-
41-60	14	63,64%
61-80	8	36,36%
81-100	-	-
Total	22	100%

The table above presented the students' speaking score of VIII E class. The score showed that mostly students were failed because they got score less than the minimum standard (KKM). So, the researcher decided to conduct the research on that class.

C. Cycle Explanation

1. Cycle 1

In cycle, the researcher conducted the research on August 6th, 2018. This cycle the researcher did one day meeting that done in 2x40 minutes. The classroom action research was conducted by four phase, they are planning, acting, observing and reflecting. The process of classroom action research would be explained as following:

a. Planning

In this state, the researcher planned everything which needed for the research. Based on the information and observation before from English teacher, the researcher prepared treatment to improve the students' speaking ability. In the first cycle the teaching learning was done in 2x40 minutes by the theme *"Would you like to come?"* with material such giving instruction, inviting, prohibiting and asking permission. Some step planned holding classroom action research in the first cycle was:

1) Identify the Problems

In this part, the researcher identified the students' problem in teaching speaking. In teaching speaking, the students felt bored and passive. Besides, they thought that spoke English was very difficult because of grammar and many vocabularies that should they remember, so that they felt shy and afraid to speak English. After that the researcher began to use board games technique in teaching learning process.

2) Designing Lesson Plan

The researcher designed lesson plan based on syllabus then decided the theme. In the first cycle the researcher used the theme "*Would you like to come?*"

3) Preparing Material

The researcher got material about expression. It explained giving instruction, inviting, prohibiting, and asking permission.

4) Making The Research Instrument

a) Observation sheet which used to measure the students activeness, cooperativeness and attitudes

b) The test with speaking practices or other instrument to measure the students' ability, knowledge, cooperative, and talent by individual or group in speaking test.

b. Acting

The researcher was conducted the first cycle in twice meeting. It was conducted on August 7th, 2018 and August 11th, 2018. The activity in every meeting was presented below:

1) First Meeting on August 7th, 2018

For the first beginning activities in the classroom, the researcher opened activities with greeting and praying. The research was needed 80 minutes in this meeting. 8 minutes in the pre activities, 60 minutes in the main, and 12 minutes in the post activities. The researcher was applied lesson plan based on board games technique. Here, the activities were based on the steps of board games technique in teaching speaking. The steps were presented as following:

a) Building Knowledge about Content

This activity, the researcher introduced board games technique and discussion of expression text. The theme of this text was about *"Would you like to come?"*. In this occasion the researcher was contributed the material to students about giving instruction, inviting, prohibiting, and asking permission.

The researcher tried to explore students' knowledge related the theme. Then the researcher asked the students to find out the difficult vocabulary. The students must find the meaning by themselves, after that the researcher and the students began the discussion together.

Besides, the students could ask the question related the theme that hadn't been understood, and then the teacher gave opportunity the student to give their opinion related the content.

b) Constructing Students' Knowledge

In this step, the teacher tried to expose the students' knowledge about expressing. Teacher asked students to find out the purpose of expression. The researcher also as the teacher gave explanation the structure and information related the theme. To make sure that the students understood of this theme, teacher gave question and answered session. Then teacher asked the students write the sentences based on the research guidance. After that the students explained what was they wrote.

In the end of teaching learning process, teacher concluded the material related *Would you like to come?*. The teacher also asked the students about their difficult.

2) **Second Meeting on August 11th, 2018**

In the second meeting, the researcher reviewed the material that had been taught before. The researcher asked to pray for beginning the activities. The researcher was checking the memorized about the material before. In this meeting, the researcher was applied board games technique in teaching speaking. The steps of implementing board games technique were below:

a) Joint Construction of the Oral Expression

In this second meeting, the researcher was constructed students' ideas in oral or speaking session. The researcher divided the class into 4 groups, each group got piece of paper that was filled of a topic and a board marker. The students must mention a sentence based on the topic that was accepted then write it in the whiteboard. The students was practiced it one by one by oral expression with their members in rotation. Every group must collect expression as much as possible to become the winner in the games.

b) Independent Construction of Oral Expression

Here, the students should try to create their own the explanation based on the topic with their members. The students must make different expression from the other members. The students tried exploring their knowledge to find out the different expression. Most of the students still difficult and confuse. The students asked the students to speaking English during the teaching and learning process. The researcher was observed the activities during the teaching leaching process.

c) Linking to Related Expression

In this step, the researcher gave a few times for students to explain their activity before. The students clarified their explanation by asking the members of their group. By this activity, teacher can clarify and check the students' understanding in the learning process.

c. **Observing**

In this part, the researcher observed the students. The researcher always observed the students' progress while the teaching and learning process. The researcher also observed the students' activeness in teaching speaking, because the researcher wants to know how many students attention during teaching process. Here, the researcher would show the result of students' activeness, and students' achievement in speaking ability. The result was presented as below:

1) **The Result of Students' Activeness Observation**

The result of students' activeness observation in cycle 1 was below:

Table 4.3

The Result of Students' Activeness Observation in Cycle 1

No	Name	SC		SP		SA		Score		Explanation	
		1	2	1	2	1	2	1	2	1	2
1	Anggun	√	√					1	1	Less Active	Less Active
2	Ayyun	√	√					1	1	Less Active	Less Active
3	Azizah		√	√	√	√		2	2	Active	Active
4	Bagas	√	√	√	√	√	√	3	3	Very Active	Very Active
5	Bilqis	√	√		√	√	√	2	3	Active	Very

										Active
6	Desi	√	√	√	√	√	√	3	3	Very Active	Very Active
7	Nur	√	√		√	√	√	2	3	Active	Very Active
8	Dewi			√			√	1	1	Less Active	Less Active
9	Setya	√				√		1	1	Less Active	Less Active
10	Irham			√	√		√	1	2	Less Active	Active
11	Fadli	√	√	√	√	√	√	3	3	Very Active	Very Active
12	Hidayat	√	√					1	1	Less Active	Less Active
13	Prayogi					√	√	1	1	Less Active	Less Active
14	Prita		√			√	√	1	2	Less Active	Active
15	Saputra	√	√		√	√		2	2	Active	Active
16	Julaihah				√	√	√	1	2	Less Active	Active
17	Noer		√	√	√			1	2	Less Active	Active
18	Janah	√	√					1	1	Less Active	Less Active
19	Wahyu	√	√	√	√			2	2	Active	Active
20	Febri	√	√			√	√	2	2	Active	Active

No	Name							SC	SP	Criteria SC	Criteria SP
21	Wulan					√	√	1	1	Less Active	Less Active
22	Rifqi		√	√		√		1	2	Less Active	Active

Explanation:

1) Criteria of Students' Cooperativeness (SC)

   a) Very active if the students took conversation by happily, enjoyable and enthusiasm

   b) Active if the students took conversation by enthusiasm without feeling enjoyable

   c) Less active if the students took conversation without feeling enjoyable, happy and enthusiasm

2) Criteria of Students' Participation (SP)

   a) Very active if the student could respond and give feedback toward teacher and students' question.

   b) Active if the students want to ask related the materials who haven't understood.

   c) Less active if the students could not ask, give feedback, answer the teacher' and students' question

3) Criteria of Students' Attention (SA)

a) Very active if the students pay attention and enthusiasm in teaching and learning process.

b) Active if the students pay attention, but didn't talk and ask to their teacher and friend in teaching and learning process.

c) Less active if the students didn't attention, enthusiasm while the teacher give explanation, exactly talk with their friends and sleepy.

The instrument to evaluate the students' activeness observation was showed in the table below:

The percentage of each criterion could be seen below:

a) Meeting 1 on Cycle 1

Table 4.4

The Percentage of Students' Activeness in Meeting 1

Aspect	Criteria		
	Less Active	Active	Very Active
Activeness	13	6	3
Percentage	59,09%	27,27%	13,64%

From the table above, the percentage of students' activeness showed that most of the students still less in speaking, only 3 students very active in teaching, so that the students' speaking ability needed to improve.

b) Meeting 2 on Cycle 1

Table 4.5

The Percentage of Students' Activeness in Meeting 2

Aspect	Criteria		
	Less Active	Active	Very Active
Activeness	8	9	5
Percentage	36,36%	40,91%	22,73%

Based on the table above, the students' activeness was few improved then in meeting 1, but the researcher still wanted continuing the researcher in cycle 2. Hopefully in cycle 2, the students' activeness could increase as good as possible then in cycle 1.

2) **The Result of Students' Speaking Test Observation**

The students' result of speaking test in cycle 1 was showed as below:

Table 4.6

Recording the Students' Speaking Test in Cycle 1

No	Name	KKM	Score	Notify
1.	Anggun Ratnasari	75	65	FAILED
2.	Ayyun Maya Alfiani	75	65	FAILED
3.	Azizah Nur Rohma	75	70	FAILED
4.	Bagas Wicaksono	75	88	PASSED

5.	Bilqis Amatulloh	75	72	FAILED
6.	Desy Rahasti Nur Amaly	75	70	FAILED
7.	Dyana Nur Azizah	75	70	FAILED
8.	Julia Dewi Indah	75	70	FAILED
9.	Liya Setya Ningsih	75	65	FAILED
10.	Muhammad Maulana Irham	75	65	FAILED
11.	Muhammad Ulil Fadli	75	85	PASSED
12.	Nur Hidayati	75	70	FAILED
13.	Ridho Prayogi	75	65	FAILED
14.	Ristanti Prita Damayanti	75	70	FAILED
15.	Riyan Ananda Saputra	75	70	FAILED
16.	Siti Julaihah	75	72	FAILED
17.	Siti Noer Assiqin	75	70	FAILED
18.	Siti Nurjanah	75	70	FAILED
19.	Sri Wahyuni	75	70	FAILED
20.	Tiara Valentina Febriana	75	65	FAILED
21.	Tri Wulandari	75	70	FAILED
22.	Wahyu Rifqi Ardiansyah	75	70	FAILED

Based on the table above, it showed that from 22 students only 8 students was passed in this researcher, and 14 students was failed in this research. It meant that the research would conduct the research in second cycle.

Here, the percentage of students' achievement in speaking ability on cycle 1 was showed as below:

Table 4.7

The Percentage of Students' Achievement in Cycle 1

Indicator	Total Students	Percentage
Passed	2	9.09%
Failed	20	90.91%
Total	22	100%

Based on the table above, from 22 students in the classroom research, only 8 students was passed in this cycle, and 14 students was failed in this cycle . Here, the result of students' speaking test in cycle 2 was below:

Here, the result of students' achievement in cycle 1 was showed as below:

Table 4.8

The Students' Result of Speaking Test in Cycle 1

Description	Score	
	Meeting 1	Meeting 2
N	22	22
$\sum$	1436	1578
M	65.27	71.73

Classified and Frequent of speaking in cycle 1 was showed as below:

Table 4.9

Classified and Frequent of Speaking in Cycle 1

Range score	Total	Percentage
0-20	-	-
21-40	-	-
41-60	10	45.45%
61-80	10	45.45%
81-100	2	9.10%
Total	**22**	**100%**

d. **Reflecting**

In this process, the researcher observed and analyzed all activities to overcome the first cycle's weakness in order to design the better treatment in the next cycle. There were many weaknesses in the first cycle whether from the teacher or the students. The researcher had been able to build their next framework and creative thinking was improved, but only few of students could improve their ability.

Besides the students' activeness still less. So, in the next cycle the researcher would conduct some different activities in order to build the students' activeness and interest in teaching speaking.

2. **Cycle 2**

Based on the previous cycle the students' activeness was not improved, so the researcher was conducted the second cycles. It cycles was conducted on August 21, 2018 and August 25th, 2018. In this cycle, the researcher was conducting the research in two meeting. The detailed explanation of result in cycle 2 was covered as following:

a. **Planning**

The second cycles created based on the result of evaluation and reflection on the first cycle. In this step, the researcher prepared the materials which were need in for second cycle. The activities of the step were as followed:

1) Making Lesson Plan

The lesson plan in second cycles was almost same with first cycle. The different here was used of theme and media. The researcher used newspaper and piece of paper, but the researcher still used board games technique in this cycle.

2) Preparing the Material

The material in second cycles here were different from first cycle. The material of second cycles was descriptive text. The researcher prepared piece of paper randomly which contained describing of something such human, thing, animal, and place.

3) Preparing the Research Instrument

a) Observing Sheet

b) Assessment instrument

b. Acting

In this state, the action was conducted in two meeting. The time the researcher took was also 80 minutes in this activity. Every meeting was used board games technique in teaching speaking as following:

1) First Meeting on August 21, 2018

The first, the research gave greeting and checking students' attendance list. After that the researcher began the class by reciting prayed and giving ice breaking. It was done to build up the students' motivation and mood in teaching. The researcher was applied board games technique in this cycle. The steps can be shown as following:

a) Building Knowledge about the Content

The researcher asked the students to open the students' book sheet then read the material related the theme *I'm proud of Indonesia* about descriptive text. The researcher was explained the language feature and

structures text about descriptive text. The content of the text was showed in daily life. It was about description of human, thing, animal and place.

The teacher gave the students some chance to ask a question or give response if they were still not understood related the content. It used to build up the students' activeness in the group and checking students' understand.

b) Deconstructing students' Knowledge

In this phase, the researcher checked the students' knowledge about descriptive text by presenting the action randomly. It included the using connective and present tense in descriptive text.

After that the students wrote some vocabularies in the whiteboard then they connected it became sentence or paragraph. The researcher asked the students to explain their opinion about their topic.

c) Joint construction of the Text

The researcher divided the class into four groups. Each group got different theme and each students was presented different content. Then the students began to construct the descriptive text in group. The researcher asked the students to think the content that would be explained related the topic. After that, the researcher asked the students to present the content based on their ideas. In this activity, the researcher was a role to manage and observe the students in teaching learning process.

The next, the researcher asked the members of each group presents action based on the topic. The other group would clarify what the students were presented by mention the name of the description then wrote it in the white board.

In the end of activity, each group collected the result of description. Most of the collector' group would be the winner in this activity. The researcher asked the students to clarify this activity to check the students' understanding related the material.

2) Second Meeting on August 25th, 2018

In the second meeting, the researcher also began the teaching by praying and greeting. After that the researcher checked the students' attendance list. Then the researcher review material that was learned before. This activity was the last activity that had been conducted in teaching learning process. The research also used board games technique in teaching speaking such in cycle 1. The activities were as following:

a) Independent Construction of the Text

In this section, the students presented the description related the topic that was gotten by the students. The material related descriptive text that was formulated in describing of human, thing, animal and place. The researcher was observed the students by recording the students' present the action. The time allotment in this activity was needed 40 minutes.

b) Linking Related the Text

The researcher contributed descriptive text. She asked the students to find out the generic structure to the other groups and corrected it into present tense. The class continued into discussion activity with their members of group. The discussion finished until the time was up.

c. Observing

Based on the observation, the researcher looked that the students' activeness and achievement were increase in cycle 2. The students' felt enjoy in the teaching by using board games technique. Here, the researcher observed the students' activeness, achievement in speaking ability and questionnaire.

1) The Result of Students' Activeness

The progress of students' activeness in the second cycles could be seen below:

Table 4.10

The Result of Students' Activeness Observation on Cycle 2

No	Name	SC		SP		SA		Score		Explanation	
		1	2	1	2	1	2	1	2	1	2
1	Anggun	√	√					1	1	Less Active	Less Active
2	Ayyun	√	√		√			1	2	Less Active	Active

No	Name										
3	Azizah			√	√	√	√	2	2	Active	Active
4	Bagas	√	√	√	√	√	√	3	3	Very Active	Very Active
5	Bilqis	√	√		√	√	√	2	3	Very Active	Very Active
6	Desi	√	√	√	√	√	√	3	3	Very Active	Very Active
7	Nur	√	√		√	√	√	2	3	Active	Very Active
8	Dewi			√	√	√	√	1	1	Active	Active
9	Setya	√				√		1	1	Less Active	Less Active
10	Irham			√	√		√	1	2	Less Active	Active
11	Fadli	√	√	√	√	√	√	3	3	Very Active	Very Active
12	Hidayat	√	√	√	√			2	1	Active	Active
13	Prayogi					√	√	1	1	Less Active	Less Active
14	Prita	√	√			√	√	2	2	Active	Active
15	Saputra	√	√		√	√		2	2	Active	Active
16	Julaihah	√	√			√	√	2	2	Active	Active
17	Noer		√	√	√		√	1	2	Active	Active
18	Janah	√	√			√	√	1	2	Active	Active
19	Wahyu	√	√	√	√		√	2	3	Active	Very Active
20	Febri	√	√			√	√	2	2	Active	Active
21	Wulan	√	√			√	√	2	2	Active	Active

22	Rifqi	√	√	√	√	√	√	3	3	Very Active	Very Active

Explanation:

1) Criteria of students' cooperativeness

   a) Very active if the students took conversation by happily, enjoyable and enthusiasm

   b) Active if the students took conversation by enthusiasm without feeling enjoyable

   c) Less active if the students took conversation without feeling enjoyable, happy and enthusiasm

2) Criteria of students' participation

   a) Very active if the student could respond and give feedback toward teacher and students' question.

   b) Active if the students want to ask related the materials who haven't understood.

   c) Less active if the students could not ask, give feedback, answer the teacher' and students' question

3) Criteria of students' attention

   a) Very active if the students pay attention and enthusiasm in teaching and learning process.

b) Active if the students pay attention, but didn't talk and ask to their teacher and friend in teaching and learning process.

c) Less active if the students didn't attention, enthusiasm while the teacher give explanation, exactly talk with their friends and sleepy.

The instrument to evaluate the students' activeness was showed in the table below:

The percentage of each criterion on cycle 2 could be seen below:

a) Meeting 1 on Cycle 2

Table 4.11

The Percentage of Students' Activeness in Meeting 1

Aspect	Criteria		
	Less Active	Active	Very Active
Activeness	5	11	6
Percentage	22,73%	50,00%	27,27%

From the table above, the percentage of students' activeness showed that most of the students still less in speaking, only 6 students very active in teaching, so that the students' speaking ability needed increasing the students activeness in meeting 2.

b) Meeting 2 on Cycle 2

Table 4.12

The Percentage of Students' Activeness in Meeting 2

Aspect	Criteria		
	Less Active	Active	Very Active
Activeness	3	12	7
Percentage	13,64%	54.54%	31.82%

The table above showed the final result of students' activeness. Their activeness was improved well. Only 3 students still less in this activity, but 40% students more were very active.

2) **The Result of Students' Speaking Test**

The students' result of speaking test in cycle 2 was showed as below:

Table 4.13

Recording of Students' Speaking Test in Cycle 2

No	Name	KKM	Score	Notify
1.	Anggun Ratnasari	75	70	FAILED
2.	Ayyun Maya Alfiani	75	85	PASSED
3.	Azizah Nur Rohma	75	80	PASSED
4.	Bagas Wicaksono	75	90	PASSED
5.	Bilqis Amatulloh	75	80	PASSED

6.	Desy Rahasti Nur Amaly	75	80	PASSED
7.	Dyana Nur Azizah	75	80	PASSED
8.	Julia Dewi Indah	75	85	PASSED
9.	Liya Setya Ningsih	75	72	FAILED
10.	Muhammad Maulana Irham	75	85	PASSED
11.	Muhammad Ulil Fadli	75	90	PASSED
12.	Nur Hidayati	75	80	PASSED
13.	Ridho Prayogi	75	70	FAILED
14.	Ristanti Prita Damayanti	75	80	PASSED
15.	Riyan Ananda Saputra	75	80	PASSED
16.	Siti Julaihah	75	80	PASSED
17.	Siti Noer Assiqin	75	85	PASSED
18.	Siti Nurjanah	75	85	PASSED
19.	Sri Wahyuni	75	80	PASSED
20.	Tiara Valentina Febriana	75	80	PASSED
21.	Tri Wulandari	75	88	PASSED
22.	Wahyu Rifqi Ardiansyah	75	85	PASSED

Based on the table above, it showed that from 22 students only 3 students was failed in this researcher, and 19 students was passed in this research. It meant that the research was success in increasing students' speaking ability using board games technique.

Here, the percentage of students' achievement in cycle 2 was showed as below:

Table 4.14

The Percentage of Students' Achievement in Cycle 2

Indicator	Total Students	Percentage
Passed	19	86.35%
Failed	3	13.65%
Total	22	100%

Based on the table above, the students' achievement in speaking ability was achieved more than 80%. It meant that the students' achievement was increased well, only 3 students who failed in this cycle. Here, the result of students' speaking test in cycle 2 was below:

Table 4.15

The Students' Result of Speaking Test in Cycle 2

Description	Score	
	Meeting 1	Meeting 2
N	22	22
$\sum$	1695	1805
M	77.04	82.04

Classified and Frequent of speaking in cycle 2 was showed as below:

Table 4.16

Classified and Frequent of Speaking in Cycle 2

Range score	Total	Percentage
0-20	-	-
21-40	-	-
41-60	-	-
61-80	13	59.09%
81-100	9	40.91%
Total	**22**	**100%**

3) **The Result of Questionnaires**

In the last meeting the students were given questionnaire. The result of students' answer was positive. It could be seen below:

Table 4.17

The Students Feeling While Teaching Learning Process

Item	Students' Perception		Percentage	
	Ya	**Tidak**	**Ya**	**Tidak**
Saya merasa nyaman saat pembelajaran bahasa inggris	17	5	77.27%	22.73%

Table 4.18

The Students' Perception about the Teacher' Performance while Teaching

Learning Using Media

Item	Students' Perception		Percentage	
	Ya	Tidak	Ya	Tidak
Saya menyukai pembelajaran bahasa inggris jika menggunakan media langsung	19	3	86.36%	13.64%

Table 4.19

The Students' Perception about the Strategy, Material, Assignment and

Self-development

Item	Students' Perception		Percentage	
	Ya	Tidak	Ya	Tidak
Saya lebih mudah memahami materi dengan menggunakan teknik permainan papan tulis.	20	2	90.91%	9.09%
Saya dapat mengetahui struktur teks, fungsi teks dalam kehidupan sehari-hari.	18	4	81.82%	18.18%

Table 4.20

The Students' Perception about Technique that Used in Research

Item	Students' Perception		Percentage	
	Ya	Tidak	Ya	Tidak
Saya lebih mudah mengerti dan mahami isi teks dengan menggunakan teknik permainan papan tulis.	19	3	86.36%	13.64%
Saya pikir dengan menggunakan teknik permainan papan tulis, saya dapat lebih percaya diri.	20	2	90.91%	9.09%
Saya dapat lebih lancar berbicara dalam kerja kelompok jika menggunakan teknil permainan papan tulis.	19	3	86.36%	13.64%

The result above showed that the students perception about using board games technique in speaking ability very helpfully for students understanding in material.

d. **Reflecting**

In the second cycles, the students were more serious and active in doing assignment and some activities in following the students' instruction and instruction in teaching and learning process. The students' enjoyed the

strategy and had fun using media to learn speaking. It meant that the researcher was successful in cycle 2. The student's achievement also was improved and the class was lived. Besides, their knowledge and vocabulary also was improved. The students had been able to develop their creative thinking in teaching speaking. There were significant improvements of students' achievement in speaking ability using board games technique from cycle 1 to cycle 2. From this result, the researcher concluded that the students' at MTsN 5 Ponorogo of VIII E class was successful in increasing their speaking ability using board games technique.

D. **Cycle Analysis**

This research consisted of two cycles, both of them showed the good improvement. The process of data analysis was showed some result. It covered the result of Classroom Action Research by following the students' activeness in teaching speaking using board games technique and students' achievement.

1. **Cycle 1**

The researcher observed the students during teaching learning process. The researcher was observed the students' activeness and students' achievement. The students' activeness was recorded below:

Table 4.21

Finding of Students' Activeness in Cycle 1

Aspect	Activeness		
	Less Active	Active	Very Active
Meeting 1	13	6	3
Meeting 2	8	9	5

Therefore, the percentage of students' activeness in cycle 1 was following:

Table 4.22

Percentage of Students' Activeness in Cycle 1

Aspect	Percentage		
	Less Active	Active	Very Active
Meeting 1	59,09%	27,27%	13,67%
Meeting 2	36,36%	40,91%	22,73%

The observation sheet showed that the students' activeness still low. It could be shown in table 4.22.

Besides, the researcher also observed the students' achievement result. It could be seen from the students' assignment of speaking test. Here, the result of students' speaking test as below:

Table 4.23

The Result of Students' Speaking Score in Cycle 1

No	Name	KKM	Pre-test	Cycle 1
1.	Anggun Ratnasari	75	55	65
2.	Ayyun Maya Alfiani	75	60	65
3.	Azizah Nur Rohma	75	65	70
4.	Bagas Wicaksono	75	80	88
5.	Bilqis Amatulloh	75	60	72
6.	Desy Rahasti Nur Amaly	75	65	70
7.	Dyana Nur Azizah	75	60	70
8.	Julia Dewi Indah	75	65	70
9.	Liya Setya Ningsih	75	56	65
10.	Muhammad Maulana Irham	75	60	70
11.	Muhammad Ulil Fadli	75	75	85
12.	Nur Hidayati	75	58	70
13.	Ridho Prayogi	75	55	65
14.	Ristanti Prita Damayanti	75	60	70
15.	Riyan Ananda Saputra	75	55	65
16.	Siti Julaihah	75	61	72
17.	Siti Noer Assiqin	75	65	70
18.	Siti Nurjanah	75	60	70
19.	Sri Wahyuni	75	55	65
20.	Tiara Valentina Febriana	75	60	65

| 21. | Tri Wulandari | 75 | 60 | 70 |
| 22. | Wahyu Rifqi Ardiansyah | 75 | 60 | 70 |

Based on the table above, the percentage of students' passed and failed was presented below:

Table 4.24

Percentage of Students' Passed and Failed in Cycle 1

Indicator	Total students	Percentage
Passed	2	9.09%
Failed	20	90.91%

According to table above, the result of cycle 1 showed that the percentage of students less than 20%. While the standard minimum (KKM) of English subject was 75. Therefore, the students' speaking ability by using board games technique at VIII E class of MTsN 5 Ponorogo needed continue in cycle 2.

2. **Cycle 2**

In the second cycle, the researcher also acted the observer. The researcher observed the students' activeness and students' achievement in speaking test. Here, the result of students' activeness could be been seen below:

Table 4.25

Result of Students' Activeness in Cycle 2

Aspect	Activeness		
	Less Active	**Active**	**Very Active**
Meeting 1	6	10	6
Meeting 2	3	12	7

Therefore, the percentage the students' activeness in cycle 2 was showed as below:

Table 4.26

The Percentage of Students' Activeness in Cycle 2

Aspect	Percentage		
	Less Active	**Active**	**Very Active**
Meeting 1	27,27%	45,45%	27,27%
Meeting 2	13,64%	54,54%	31,82%

The observation sheet above showed that had many students got high level of activeness then in cycle 1. It could be seen on the percentage above.

The researcher also observed the students' speaking test using board games technique. Additionally, the result of students' speaking test was showed below:

Table 4.27

Result of Students' Speaking Score in Cycle 2

No	Name	KKM	Score	Notify
1.	Anggun Ratnasari	75	70	FAILED
2.	Ayyun Maya Alfiani	75	85	PASSED
3.	Azizah Nur Rohma	75	80	PASSED
4.	Bagas Wicaksono	75	90	PASSED
5.	Bilqis Amatulloh	75	80	PASSED
6.	Desy Rahasti Nur Amaly	75	80	PASSED
7.	Dyana Nur Azizah	75	80	PASSED
8.	Julia Dewi Indah	75	85	PASSED
9.	Liya Setya Ningsih	75	72	FAILED
10.	Muhammad Maulana Irham	75	85	PASSED
11.	Muhammad Ulil Fadli	75	90	PASSED
12.	Nur Hidayati	75	80	PASSED
13.	Ridho Prayogi	75	70	FAILED
14.	Ristanti Prita Damayanti	75	80	PASSED
15.	Riyan Ananda Saputra	75	80	PASSED
16.	Siti Julaihah	75	80	PASSED
17.	Siti Noer Assiqin	75	85	PASSED
18.	Siti Nurjanah	75	85	PASSED
19.	Sri Wahyuni	75	80	PASSED
20.	Tiara Valentina Febriana	75	80	PASSED

21.	Tri Wulandari	75	85	PASSED
22.	Wahyu Rifqi Ardiansyah	75	85	PASSED

Based on the table above, the percentage of students passed and failed would be showed below:

Table 4.28

The Percentage of Students' Speaking Test in Cycle 2

Indicator	Total Students	Percentage
Passed	19	86.35%
Failed	3	13.65%
Total	22	100%

The table above presented the result of students' speaking test. That table was showed more than 80% students passed on minimum standard (KKM). The standard minimum (KKM) of English subject was 75. Therefore, the increasing the students' speaking ability using board games technique at 8 E class of MTsN 5 Ponorogo was successes and no further cycles were necessary.

E. Discussion

1. Improving Students' Speaking Ability Using Board Games Technique

Before the researcher was conducted the treatment, the students speaking ability was still low. In the cycle 2 the researcher found that actually their speaking ability could increase by using board games technique.

In cycle 1 showed the result of students' speaking ability was not satisfied enough because many students didn't reached the minimum standard or English subject, but the students speaking ability was increase in cycle 2 by using board games technique. Here the comparison of students' speaking test in cycle was showed below:

Table 4.29

The Result of Students' Speaking Score

Cycle	Passed	Failed
Cycle One	9.09%	90.91%
Cycle Two	86.35%	13.65%

In cycle 2, the students was increased their speaking ability by percentage of 86.35% of students and just 13% of students was failed. Here, the comparison of students by following histogram was presented below:

Chart 4.1

The Comparison of Students' Score
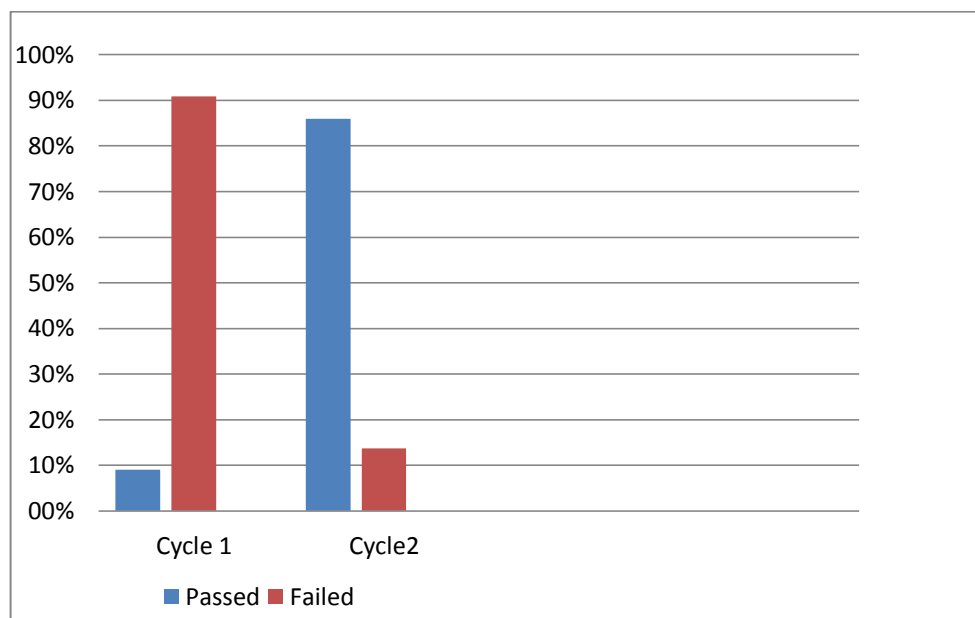
Based on the chart above, it showed the comparison among passed and failed students in speaking test on cycle 1 and cycle 2. In cycle 1, the passed students were not more half of all students in the class. Then in the cycle 2, more than 80% of students had increased their achievement. It meant that in cycle 2 the students was more active and could reach the minimum standard of English subject.

2. **Improving Students' Activeness through Board Games Technique**

After conducting the students' achievement in speaking ability by using board games technique, the researcher would conduct the students' activeness. It was proved the calculating the observation sheet. To

concern the students' activeness, the researcher found out the good enough improvement in two cycles. The researcher had established students' activeness in the classroom every meeting. It could be seen on the table below:

Table 4.30

The Result of Students' Activeness

Cycle	Less Active	Active	Very Active
Cycle 1	36,36%	40,91%	22,73%
Cycle 2	13,64%	54,54%	31,82%

In cycle 2, the students was increased their activeness by percentage of 54.54% active of students and 13% very active of students. Here, the comparison of students by following histogram was presented below:

Chart 4.2

The Comparison of Students' Activeness
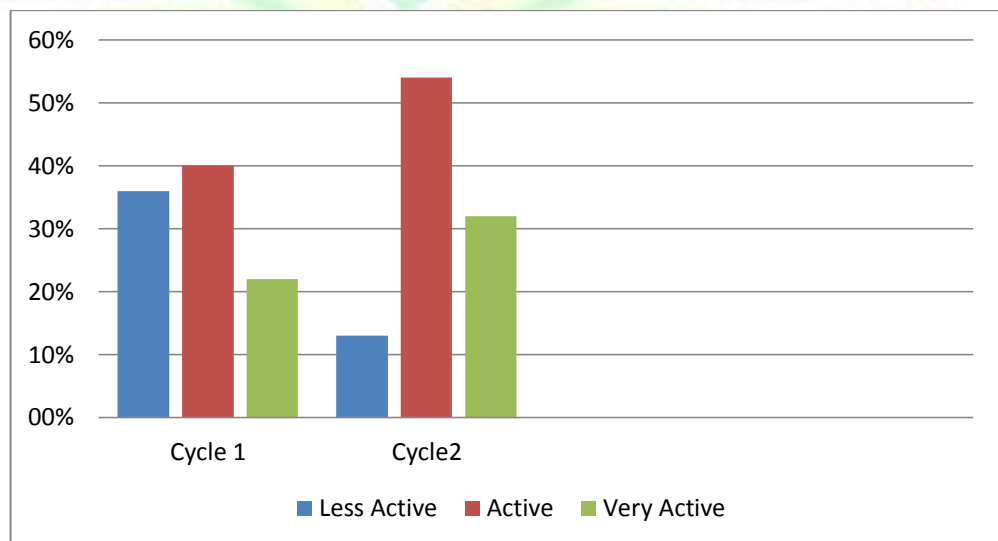
Based on the data above, it could be stated that the students'
activeness was rising from cycle 1 to cycle 2. It proved that the applied of
board games technique in teaching speaking could be improved the
students' activeness. It could be seen on the chart above that the students'
activeness qualification increased from cycle 1 into cycle 2.

To measure the students' effectiveness of using board games
technique on teaching speaking, the researcher was gave the students
questionnaire. It was given to the students in the last meeting. Most of the
students were agreed with the question. The question expressed the
students' perception toward the teaching process, the used of media, and
strategy that used during the research. Indeed, the result showed that the
students felt enjoy in the teaching process after applying this technique.
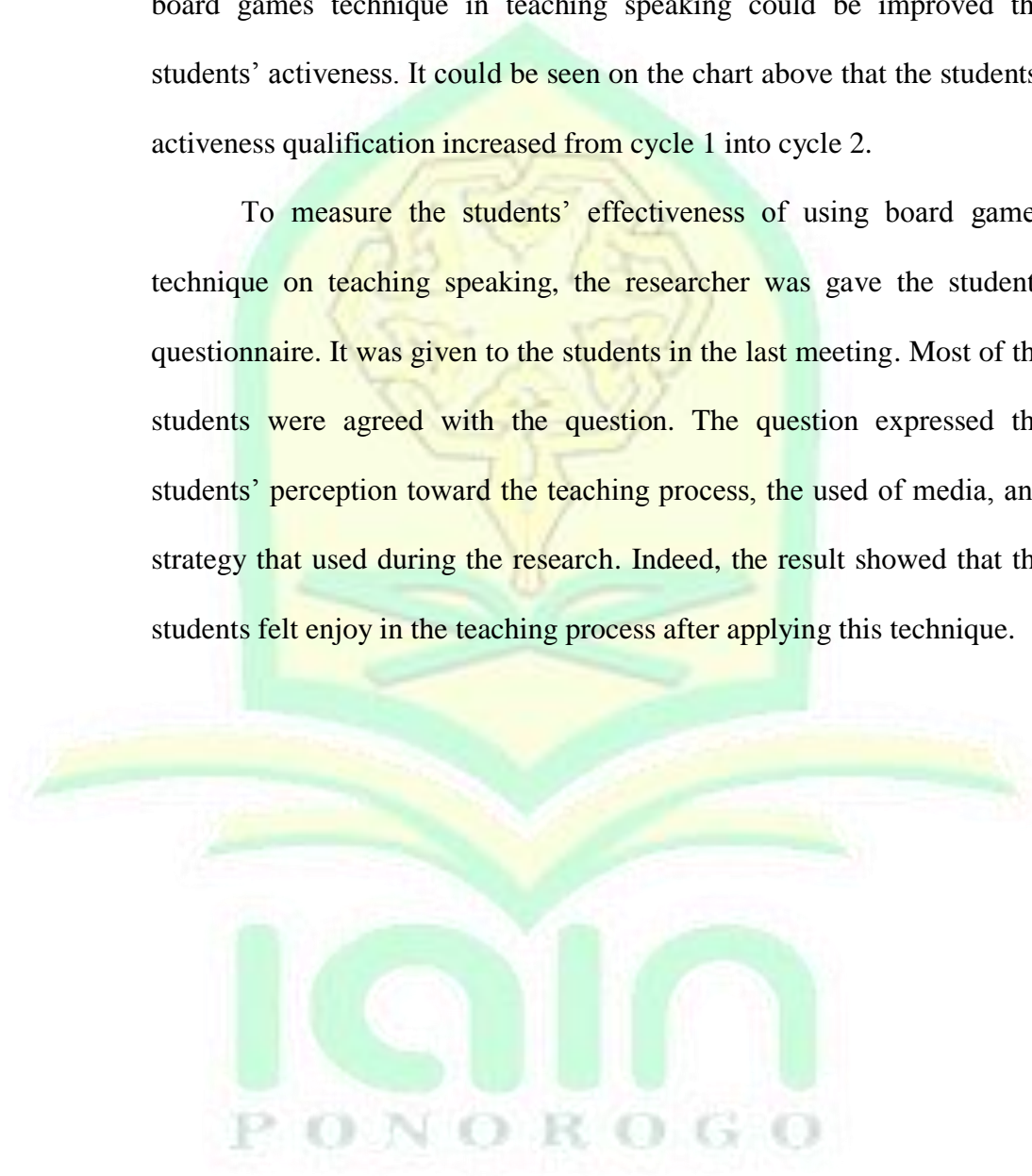
CHAPTER V

CLOSING

A. **CONCLUSION**

Based on the research finding and discussion in previous chapter, the researcher conclude that, by using board games technique for improving students' speaking ability, the researcher took some conclusion that:

1. The using of board games technique in teaching and learning process for improving students' speaking ability at 8 E class can improve the students' speaking ability. It can be showed based on the result of students' test that was done in teaching learning process. The students' passed was increase and the students' failed was decrease. The activity in each cycle has four activities. It covering the planning, acting, observing, and reflecting. The result in each cycle was different. The percentage of students' passed on cycle 1 only 9.09% in the post-test, and students' passed on cycle 2 was rose become 86.35% in post-test.

2. The students' activeness also was increased and more active than before. It was proved by percentage of students' activeness on observation sheet. In cycle 1 the percentage of students' activeness only 45.45% and the students' very active only 27.27%, but in cycle 2 the students' activeness was increased becoming 54.54% and the students' very active was 31.82%. The students' response toward the using of board games technique in

teaching speaking was positive. They was enjoyed the activities during teaching and learning process.

B. SUGGESTIONS

Based on the conclusion above, the researcher would be some suggestions dealing with the teaching speaking process as below:

1. **For English Teacher**

   Many students didn't interest with the English lesson. They think, English is the most difficult lesson for them, so that the students feel bored in English lesson, especially in teaching speaking. So, the teacher should use the interesting method in their teaching learning process so that their students will be enthusiasm learn English. To increase the students' speaking ability, the teacher should use board games technique in their teaching learning process, because board games technique is good way to teach the students, especially in teaching speaking. By using board games technique, hopefully the students' speaking ability can improve and teaching learning process becomes active and conducive.

2. **For the Students**

   The students should motivate themselves to learn English. They know that board games technique can improve their English, especially their speaking ability. By using board games technique, they can learn

together, share ideas/opinion each other and have well self-confident to speak English or practice English in front of their friends.

Besides, the students know how important and function of English for them to their future. They are more diligent to study English and memorize vocabularies easier.

3. **For the Other Researcher**

The researcher suggested for the further researchers who are interested using board games technique in teaching speaking and added it as the reference of them in learning process. It can make the teaching and learning more interesting and effective. The students can understand the material easily, braver to speak English without any feeling mistake and more confident. It can be used for all level, but depend on the students' needs and condition.
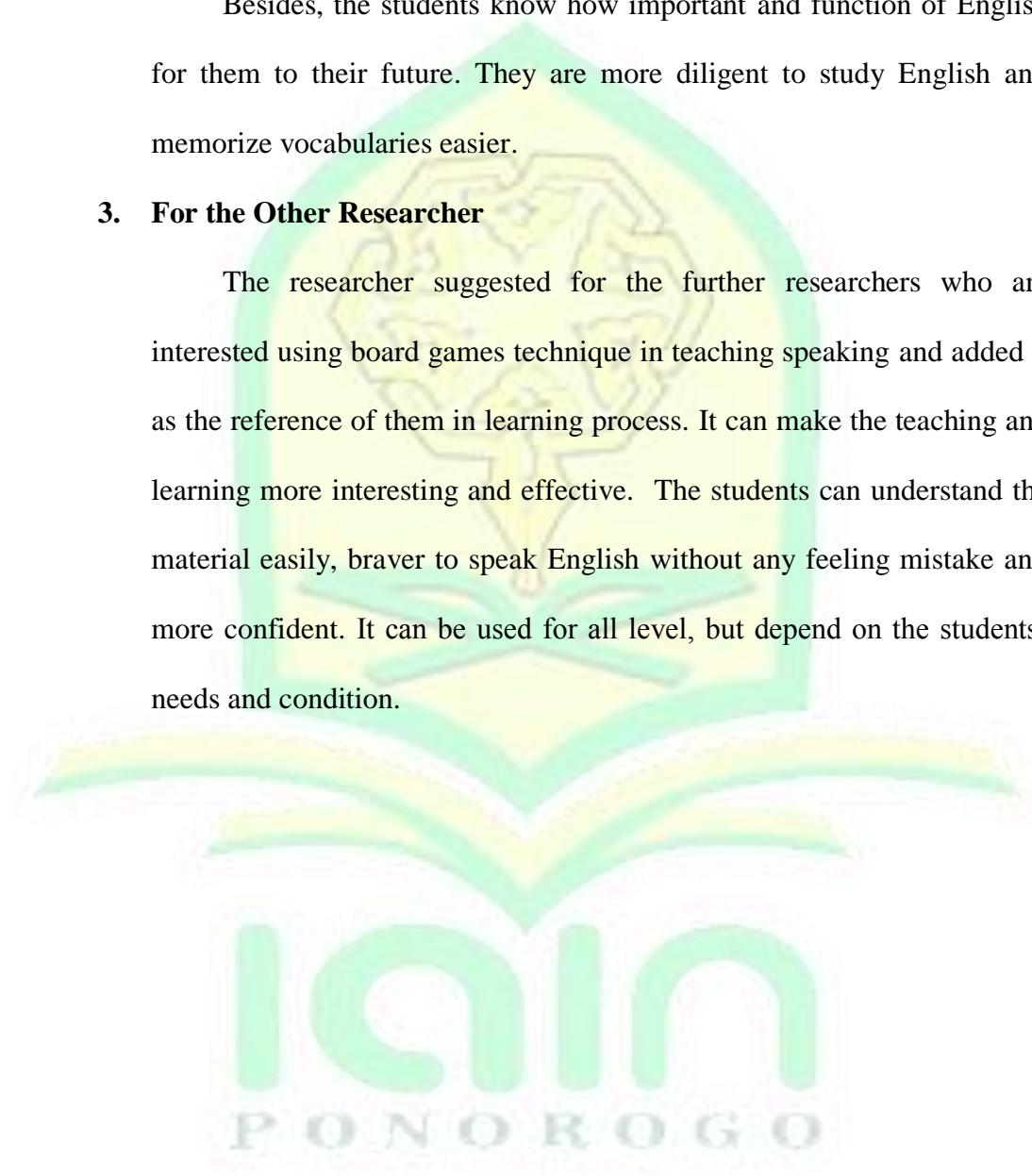
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