

AN UNDERGRADUATE THESIS

**INCREASING SPEAKING PERFORMANCE BY
USING LANGUAGE GAMES AMONG THE EIGHTH
GRADE STUDENTS OF MTS MATHLAUL ANWAR
MERAKSA AJI TULANG BAWANG IN ACADEMIC
YEAR 2017/2018**



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ACADEMIC YEAR 1440 H / 2017 M

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USING LANGUAGE GAME AMONG THE EIGHTH
GRADE STUDENTS OF I MTS MATHLAUL ANWAR
MERAкса AJI TULANG BAWANG IN ACADEMIC
YEAR 2017/2018**

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Study Program

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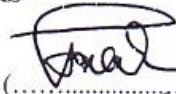
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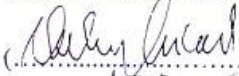
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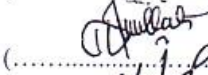
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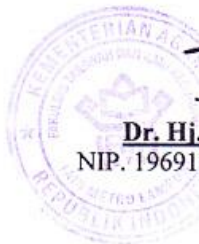
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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqsyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

“Indeed, there is ease after difficulty.” (Q.S. Al-Insyirah: 6)

DEDICATION PAGE

“I dedicate this undergraduate thesis to my beloved family who sincerely supports me and all of people in the world whom I love”

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Praise to Allah SWT, who has created human in the best vessel and has given His blessing to all mankind all over the world without any exception. Peace and salutation upon to our idol of life, the man of perfection, Prophet Muhammad SAW, his families and companions.

This undergraduate thesis entitles “INCREASING SPEAKING PERFORMANCE BY USING LANGUAGE GAMES AMONG THE EIGHTH GRADE STUDENTS AT MTS MATHLAUL ANWAR MERAKSA AJI TULANG BAWANG ACADEMIC YEAR 2017/2018.” The research is presented to fulfill one of the requirements for the degree Sarjana Pendidikan (S.Pd) in English Department.

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As human being, the writer completely realizes that this research is nearly imperfect. The research do apologizes for all mistakes he has made in writing and presentation items. All constructive comments and suggestions are very welcomed to measure the quality of this research. Hopefully, this research can be a meaningful benefit for the writers especially and for our campus and all readers generally

Metro, September 2018

The Writer,

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CHAPTER I

INTRODUCTION

A. Background of Study

English is a global language. Therefore, it has been taught in some levels of education in Indonesia, such as elementary school, junior high school, and senior high school in order to make young generations ready to face the globalization era. As a global language, English was used in many aspects of life including the field of technology, such as electronic machine, computers, mobilephones, and social media/networks. At this time, the skill of English is really needed both in passive and active performance.

Passive English is a skill in which person can receive message from person's utterances or writing in English. Meanwhile, active English is a skill in which person can use and practice English actively. Therefore, students need to effort passive skill. Active English was also needed not only for communication but also some other purposes such as when they get a position on the jobs.

Speaking is one of the language skills that must be mastered by any foreign language learner. Speaking is productive skill of language learning. It includes of vocabulary, grammar, intonation, and pronunciation. There are important elements of communicative performances. They should be taught in any language learning to make the learner able to use the target language communication.

Speaking was the kind of ability that the learners will be judged in real-life situation. It was an important thing on daily communication and to make balancing between speaking fluently and comprehensibly. Thus, the teachers have a responsibility to prepare the learner as much as possible to able to speak English in the real-life situation. A teacher should concern to their teaching quality, student's motivation and media. The use of media will help the students to reach the objective of teaching.

Based on the pre-survey in MTS Mathlaul Anwar Meraksa Aji Tulang Bawang held in April 2017, some problems were still found on the students ability in English, primarily in speaking. The students were lack of confidence when they practice their speaking english in the class orrally. Caused by lack of vocabularies. And also unperfect pronunciantion skill , they feel ashamed when they had to practice in front of the class, especially when they had to perform speaking individually. They have no self confidence to speak english. The searcher held the Pre-survey on April 18th , 2017 at MTS Mathlaul Anwar, Meraksa Aji Tulang Bawang, by using the test for knowing the score in speaking performance, the reseacher got the result of the test and can be seen on the following table :

Table 1
The Result of Students' Speaking Performance Pre-Surveys score
at the Eighth Grade of MTS Mathlaul Anwar,
Meraksa Aji Tulang Bawang

No	Score	Category	Frequency	Percentage
1	≥70	Complete	10	34,48%
2	<70	Incomplete	19	65,51%
Total			29	100 %

Source : English Teacher archives, Pre survey on April, 18th, 2017 at Mts Mathlaul Anwar Meraksa Aji, Tulang Bawang.

Related to the explanation above, the writer would like to increase the students' speaking performance. Because it can be seen at MTS Matlaul anwar Meraksa Aji Tulang Bawang, the student's speaking performance score were categorized incomplete, there were less students that have complete score, there were 10 students who passed and 19 students who failed. From 30 students, only 10 students or 34,48 % who completed the Standard Minimum Requirement (SMR) which the standard minimum requirement was 70 for English.

Based on the description above, the writer would like to conduct a research entitled, "Increasing the Speaking Performance by Using Language Games Among The Eighth Grade Students at MTS Mathlaul Anwar Meraksa Aji Tulang Bawang."

The writer knows why they students lack of the speaking in the class. Because they need media to support them in speaking. Language games are instruments which can help students to speak. Hadfield defines a game as an activity with rules, a goal and an element of fun. The element of fun in games

provides the learners more life situation with more chances to express their ideas in their own ways but under the rule.

Based on the Hadfield's opinion, it can be concluded that language game is the instruments that really can help students increasing their speaking performance. Language games have some specialities. Students can learn in a fun way by using language games. Teachers can use their creativity as wide as possible in using language games. Language games will support and motivate them to practice their English understanding through speaking. From those reasons, it is clear that language games are medias that can be used to increase the students, speaking performance.

B. Problem Identification

Based on the backgorund of study above, the writer identifies some problems as follows:

1. The students have lack of awareness in learning speaking.
2. Many students have low motivation in learning speaking because very difficulty to memorize vocabulary.
3. The media is not interesting yet in the English learning process.
4. Student not confident to speak english in front of the class.
5. The students' speaking performance are still low.

C. Limitation of the Problem

Based on the problem identification above, Limitation of the problem is needed for the study to have a clear focus. All factors mentioned of the problems are still so general. This study focuses on the students' speaking

performance are still low. So that, the writer will conduct the research under title “ Increasing the Speaking Performance by Using Language Games Among The Eighth Grade Students at MTS Mathlaul Anwar Meraksa Aji Tulang Bawang”.

D. Problem Formulation

Based on the limitation of the problem above, the researcher formulates the problem as follow : “Can Language Games Increase the students’ Speaking Performance and the learning activities at MTS Mathlaul Anwar?”

E. The Objective and Benefit of the Study

1. Objective of Study

Based on the problem formulation above, the writer defines the objective of the research to increase the students’ Speaking Performance and the learning activities at MTS Mathlaul Anwar by using Language Games.

2. Benefit of the Study

The result of the research is projected to give essential contributions to English teaching. Specifically, the benefits are intended to go :

a. For the Students

The result of this research can be used as motivation students increasing the speaking performance.

b. For the English Teacher :

The researcher hope that this research as the inspiration for the teacher to developing the knowlegde and give learning speaking more interest and used language games.

c. For Head Master

The result from this research as give the positive influence to increase the quality of learning and of the student's achievement in MTS Mathlaul Anwar, beside that to give information for the student that teaching English.

CHAPTER II

THEORETICAL REVIEW

A. Concept of Speaking Performance

1. The Concept of Speaking

a. The Definition of Speaking

Speaking is an essential tool for communicating, thinking and learning. Oral language is a powerful learning tool. It hapes, modifies, extends and organizes thought. According to Thornbury, Speaking is so much a part of daily life that we take it for granted. Speaking is much complex that this and that it involved both a command of certain skills and several different types of knowledge.¹ According to Cameron, speaking is the active use of language to express meaning so that other people can make sense of them. Moreover, it is recognized as an interactive, social and contextualized communicative event.² In oxford Advanced Dictionary the definition od speaking is “ to express or communicate opinions, feelings, ideas, ect. By or as talking and it involves the activities in the part of the speaker as psychological, physiological (articulator) anf physcal (acoustic) stages.

¹ Scott Thornbury, *How to Teach Speaking*, 2003 p. 1 Longman

² Cameron, Deborah, *Working With Spoken Discourse*. (Oxford: SAGE Publications, Lfd , 2001) p.40-41

While stated to Chaney, speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in variety of contexts.³

Based on the explanations above, it should be consciously active to use language and appropriate functional expression as well as grammatical, lexical and cultural feature needed to express the idea, be sensitive to the change of register style the person to they speak and also the situation in which conversation takes place. And than the person can be change their direction of their thoughts on the basis responses.

b. Teaching Speaking

According to Rivers in Nunan, teaching speaking needs two processes they are forging an instrument and giving the students practice in its use.⁴ Furher, it explains that the first level of activity, the forging of the instrument, the aim of the teacher is present students with a functioning language system which becomes more and more sophisticated in its operation, and to give students well designed practice, so that when they wish to express something in the new language the can concentrate on what they want to say rather that on the details of how to say it acceptably.⁵ At this level activity, the students are required to do much practice in the obligatory

³ Chaney, A.L.,T.L. Burke,*Teaching Oral Communication in Grades K-8*. Boston :Allyn and Bacon, 1998,p.13

⁴ David Nunan, *Language Teaching Metodology*, (Sydney. Macquire University,) 1999,p.190-192

⁵ *Ibid* p. 191

associations of the new language lexical item, morphological and syntactical patterns, sentence type.⁶ While in the second level of the activity, such practice can be built into a competitive activity or a game, students will repeat the activity a number of times much more willingly.⁷

Brown stated that, in teaching oral communication, teachers need to show the details of how to convey and negotiate the ever elusive meaning of language.⁸ Those are micro skills of oral communication.

- 1) Produce chunks of language of different length.
- 2) Orally produce differences among the English phonemes and allophonic variants.
- 3) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.
- 4) Produce reduced forms of words and phrases.
- 5) Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
- 6) Produce fluent speech at different rates of delivery.
- 7) Monitor the oral production and use various strategi devices-pause, fillers, self-corrections, backtracking-to enhance the clarity of the message.

⁶ Ibid.,p.190

⁷ Ibid ., p.192

⁸ Brown,H.D. *Teaching by Principles : An Interactive Approach to Language Pedagogy*. San Fransisco: Addison Wesley Longman,Inc. 2001, p. 271-272

- 8) Use grammatical word classes(nouns, verbs, ect.) systems(e.g., tense, agreement, pluralization,) word order, patterns, rules, and elliptical forms.
- 9) Produce speech in natural constituents- in appropriate phrases, pause groups, breath groups, and sentences.
- 10) Express a particular meaning in different grammatical forms.
- 11) Use cohesive devices in spoken discourse.
- 12) Accomplish appropriately communicative functions according to situations, participants, and goals.
- 13) Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
- 14) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, generalization, and exemplification.
- 15) Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.
- 16) 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 your interlocutor is understanding you.

According to Harmer, it can sometimes be easy to get students to speak in the classroom if the atmosphere of the class is good such as students who get on with each other and whose English is in an

appropriate level⁹. However, he added that it will be difficult for the teacher to make the students to speak if they are reluctant to speak, the topic chosen is not appropriate, the organization of teaching plan is at fault, and if there is an unpredicted event happened. Therefore, the roles of the teacher and the techniques the teacher used essential.

c. Principles for Designing Speaking Techniques

Brown stated that, suggestion for some principles for designing speaking techniques as follow :

- 1) Use techniques that cover 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.
- 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.¹⁰

d. Criteria of Good Speaking

Speaking is not simply expressing something orally. However, the students need to acquire some speaking aspects to have a good

⁹ Harmer , J. *How to Teach English* . Third Edition. Cambridge : Longman-ELT. 2007, p.345

¹⁰ Brown H.D. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (San Fransisco: Addison Wesley Longman,Inc. 2001),p.275-276

speaking skill. According to Brown, those aspects are pronunciation, fluency, vocabulary, and accuracy.¹¹

1) Pronunciation

Pronunciation is the way certain sound or sounds are produced. It covers the way for speakers to produce clear language when they speak. To make a successful communication happens, the speakers need to be able to deliver clear message for listeners. In speaking, teaching pronunciation including stress, rhythm, and intonation is very important.

2) Fluency

According to Thornbury, fluency is simply the ability to speak fast.¹² It means that fluent speaker should be able to speak fast.

3) Vocabulary

Vocabulary is a set lexemes, consisting single word, compound words, and idioms that are typically used when talking something. To be able to speak fluently and accurately, speaker of foreign language should master enough vocabulary and has capability to use it accurately.

4) Accuracy

Accuracy is an ability to produce sentences or utterance with correct grammar. The speakers need to follow the rules of the

¹¹ *Ibid.*, p.168

¹² Scott Thornbury, *How to Teach Speaking*, (England: Longman, 2002)p.6

language such as grammar and structure to be able to speak accurately.

2. Concept of Speaking Performance

a. The Definition of Speaking Performance

According to Richard, that speaking performance is a mode of language use, a way of speaking.¹³ On the other hand, Nunan said, if language were totally predictable communication would be unnecessary but if language were totally unpredictable, communication could probably not occur I would like to suggest that most interactions can be placed on a continuum from relatively predictable to relatively unpredictable.¹⁴

Based on some explanation above, the writer can assume that speaking performance is always related to communicate and speaking performance it self. It can be affirmed as the skill to use the language accurately to express meanings in order to transfer or to get information from other people in the actual instances of language use in real time.¹⁵

b. Types of classroom Speaking Performance

According to Brown, there are six types of classroom speaking performance:¹⁶

¹³ Bauman Richard, *Verbal Art As Performance*, (Wavelan Press: United American, 1997),p.11

¹⁴ Nunan David, *Language Teaching Methodology*,(Sidney: Macquarie University,2003), p.40

¹⁶ Brown H.D. *Teaching by Principles: An Interactive Approach to Language Pedagogy*, San Fransisco : Addison Wesley Longman,Inc. 2001, p.271-274

1) Imitative

A very limited portion of classroom speaking time may legitimately be spent generating "human tape recorder" speech, where, for example learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

2) Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity where learners are "going over" certain forms of language.

3) Responsive

A good deal of student speech in the classroom is responsive : short replies to teacher or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues.

4) Transactional (dialogue)

Transactional language, carried out for purpose of conveying or exchanging specific information, is an extended form of responsive language.

5) Interpersonal (dialogue)

The other form of conversation was interpersonal dialogue, carried out more for the purpose of maintaining social relationship than for the transmission of facts and information.

6) Extensive (monologue)

Finally, students at intermediate to advance levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

c. Problems in Speaking Performance

According to Brown, suggests some causes that make speaking difficult as follows:

1) Clustering

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

2) Redundancy

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

3) Reduced Forms

Contractions, elisions, reduced vowels, ect., all form special problems teaching spoken English. Students who don't learn

colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

4) Performance Variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitation, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our 'thinking time' is not silent; we insert certain "fillers" such as *uh, um, well, you, you know, I mean, like*, ect. One of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

5) Colloquial Language

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

6) Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

7) Stress, Rhythm, and Intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation pattern convey important messages.

8) Interaction

Learning to produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation.¹⁷

d. The Measurement of Speaking Performance

Based on the professor Weir Cyril J. There are some indicators that be supposed to measure the speaking performance :

Table 2
Indicators of Speaking Measurement¹⁸

No	Criteria	Score	Explanation
1	Fluency	4	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
		3	The student hesitates and repeats himself at times but can generally maintain a flow of speech.

¹⁷ Ibid., p. 270-271

¹⁸ Cyril J. Weir. *Language Testing and Validation: An Evidence-Based Approach* (London: Palgrave Macmillan,2005).p.195-196

		2	Speech is slow and hesitant. Maintain speech in passive manner and needs regular prompt.
		1	The students speak so little that so 'fluent' speech can be said to occur.
2	Pronunciation	4	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
		3	Rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.
		2	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
		1	Words are unintelligible.
3	Vocabulary	4	Effective use of vocabulary for the task with few inappropriacies.
		3	For the most part, effective use of vocabulary for the task with some examples of inappropriacy.

		2	Limited use of vocabulary with frequent inappropriacies.
		1	Inappropriate and inadequate vocabulary.
4	Grammatical Accuracy	4	Very few grammatical errors evident.
		3	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
		2	Speech is broken and distorted by frequent errors.
		1	Unable to construct comprehensible sentences.
5	Comprehension	4	Interacts effectively and readily participates and follows the discussion.
		3	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
		2	Interaction ineffective can seldom develop an interaction.
		1	Understanding and interaction minimal

B. The Concept of Language Games

1. Definition of Language Games

The term of “ language games “ refers to the models of primitive language that invent to clarify the working of language in general. According to Brewster and Ellis , explains languag games is language teaching is any fun activity which gives young learners the opportunity to practice the foreign language in relaxed and enjoyable way.¹⁹

According to Harmer, language games are vital part of a teacher’s equipment, not only for the language practice they provide, but also for the therapeutic effect they have. They can be used at any stage of a class to provide an amusing and challanging respite from other classroom activity about their English class.²⁰

From the definition above, it can be seen clearly that language games do not only provide supportive activities and practices that can motivate the students to interact and communicate, but games can create opportunities for students to acquire the laguage in meaningfully way.

2. Type of Language Games

Games can be played in the classroom individually, in pairs, or in small groups or teams. Teachers should know kinds of language games before deciding which games are suitable with the lessons. It is

¹⁹ Brewster ,. Jean , Gail Ellis & Dennis Girard, *The Primary English Teacher’s Guide*. Essex : pearson Education Limited. 2002, p.172

²⁰ Harmer , J. *The Practice of English Language Teaching*. London :Longman, 1991, p.101

important to know the types of language games that are available in order to plan a lesson with a balanced pace. It will help teachers to choose the right games.

According to Brewster and Ellis, language games can be classified according to the kinds of language focus they have, the kinds of resources, classroom management and the organization they need.²¹

However, Brewster and Ellis, classify many different language games into two main types: accuracy-focused games and fluency-focused games. Accuracy-focused or language control games aim to score more points than others, usually to find the winner. The kind of games tends to focus on comprehension (listening and reading) as well as production (speaking and writing).²²

According Brewster and Ellis, categorize games by the resources required to play them. There are eight types of language games under this categorization no resources e.g. guessing games and listening games, simple pencil & paper/ blackboard games (spelling games, consequences), picture games, word cards, game using sentence card, dice games, board games, and games using chart or matrices.²³

Hadfield stated that explains two ways of classifying language games. She divides language games into two types: linguistic games

²¹ Brewster, Jean, Gail Ellis & Dennis Girard, *The Primary English Teacher's Guide*. Essex: Pearson Education Limited. 2002, p.174

²² *Ibid.*, p. 175

²³ *Ibid.*, p.179-180

and communicative games. Linguistic games focus on accuracy, such as supplying the correct production of a structure. On the other hand, communicative games focus on successful exchange of information and ideas. In communicative games correct language use is secondary to achieving goal.²⁴

In the second categorization, Hadfield differentiates language games based on the techniques used in the games. As with the classification of games as linguistic games as communicative games, some games will contain elements of more than one type:

- a. Sorting, ordering or arranging games, for example, students have a set of cards with different topics and they sort the cards based on the topics.
- b. Information gap games where one or more people have information and other people need to complete a task.
- c. Guessing games that are a variation on information gap games, for example, "20 Questions Game".
- d. Search games which are the other variant on two way info gap games, with everyone giving and seeking information.
- e. Matching games where the participants need to find a match for a word, picture, or card.
- f. Labeling games which are form of matching, in that participant match labels and pictures.

²⁴ Hadfield, J. *Intermediate Vocabulary Games*. Harlow, Essex: Longman. 1999.

- g. Exchanging games where students barter card, other objects or ideas.
- h. Role-play games that involve students playing roles that they do not play on real life, such as dentist.
- i. Board games that are mainly involve moving markers along a path.

According Brewster and Ellis, Those types of games will help teachers in selecting which ones are appropriate with the lesson. Selecting and setting up games is easier when they are classified into categories. When the teacher knows the classification of games, he or she can properly decide the suitable games for a certain learning objective.

Based on explanation hadfield above, stating the classification of Language Games, linguistic and communicative, in this research will apply communicative games for increasing the students' speaking performance. The reason communicative games to this research.

Journal Canadian Center of Science and Education stated that communicative games is a set of well fun-design activities can stimulate students interaction in the classroom.²⁵ These games require them to take part actively in classroom by speaking and writing in order to express their own point of view or give information. More than that, students confidence will be automatically formed due to its concept in building habits of interaction. Hadfied stated that game means “ an activity with

²⁵ Journal Canadian Center of Science and Education, *Using Communicative games in Improving Students Speaking Skill*, English Language Teaching, ISSN 1916-4742 E-ISSN 1916-4750, Vol 10, No. 1; 2017.p. 64

rules, a goal and element of fun”.²⁶ In addition, game is an activity in which the learners play and usually interact with each other. Based on the explanation above, in the communicative games there are many kinds of games. The writer chooses Happy Families Games in this research.

According to Donn and Shelagh, Happy Families Games in this section contains games that could be played using a pack of commercially produced *Happy Families Card*. ELTI uses the Oxfam pack which has ‘families’ more appropriate to an international classroom than the traditional design, since each Oxfam family comes from a different part of the world. The first set of rules is based on those for the normal *Happy Families* games, but the activities following it were developed in ELTI.²⁷ Notice that in the first game we have included a rule about saying ‘please’ and ‘thank you’ which is a useful reminder for those students who do not use these conventions in their mother-tongue.

Based on the description above, Communicative games can be an alternative way to overcome students' difficulties in learning how to speak English. In fact, it can increase the speaking performance. However, talking about communicative games cannot be separated from those terms, “communicative and “games”. In other words, these activities will involve students in real communication, where the achievement of their communicative task is more important than the accuracy of language they

²⁶ Hadfield, J. *Intermediate Communicative Games*. Edinburgh : Addison Wesley Longman Ltd. 1996.

²⁷ Donn Byrne & Shelagh Rixon, *Communicative Games*, Teaching English. Milestones in ELT, 1979, P.45

use. Finally, it can be concluded that communicative game is a set of well-design activities which stimulates students interaction in the classroom. These game need student to take part actively in classroom by speaking in order to express their own point of view or give information. Then, their confidence will be automatically formed due to its concept in building habits of interaction.

3. Criteria of Good Language Games

It is clear that not all games can be applied in any class. Teacher should choose the best for their students so that the games are not only for having fun but also to engage the students to get involve in English teaching and learning process.

In applying language games in the classroom, the teacher should consider some questions. These questions may be helpful for the teacher to decide whether the games are appropriate to play or not.

According to Wright A., the questions are :

- a. Will the game take the teacher along time to prepare, compared with the amount of useful work he or she get from it?
- b. Will it be relatively easy for the teacher to organize in the classroom?
- c. Is it likely to interest the particular group of learners the teacher has in mind?
- d. Is the language or is the language skill the teacher is concerned to teach intrinsic to the activity?

- e. Are the amount of language and the type of use enough to justify the use of the game? Or does the teacher have another good reason for introducing it?²⁸

According to Lubis, states that language games can add fun and variety to a conversation session.²⁹ They are valuable both in the manipulative and communicative phase of language learning. of course, for maximum benefit from a language game either phase, the teacher should select only the best from the hundreds of language games available. Lubis also stated that a good language game must fulfill these requirements:

- a. Requires little no advance preparation.
- b. Easy to play and yet provides the students with an intellectual challenge.
- c. Short enough to occupy a convenient space in the conversation program.
- d. Entertains the students but not cause the group to get out of control.

4. Principles of Using Language Games in Teaching and Learning Activities

In implementing games into the teaching and activities, teachers should consider some principles in order to make the games effective.

²⁸ Wright,A., Betteridge, D., & Bucky, M. *Games For Language Learning* (2nded). Cambridge : Cambridge University Press. 1983,p.78

²⁹ Lubis , Yusnaini. *Developing Communicative Proficiency in the English as a Foreign Language (EFL) class*. Jakarta: P2LPTK. 1988,p. 5

According to Brown, games involved in language teaching should be designed appropriately based on the class level and considered the learners' interest.³⁰

a. Selecting games

Choosing the right game for language lessons is an important step for a successful game experience. According to Brewster and Ellis, suggest guidelines to help teachers to decide the type of game they like to use :

- 1) A game can mostly promote fluency/accuracy.
- 2) A game can promote either competition or cooperation.
- 3) A game should have an educational aim, i.e. developing concepts, themes, cross-curricular topics, such as citizenship, learning strategies.
- 4) Games should be chosen based on the level. Some games are suitable for beginners and the others are for higher level.
- 5) Is it a quiet, calming game which settles learners or an active, livening-up game, which stirs pupils?
- 6) What materials resources and classroom organization are needed?
- 7) Does it focus mostly on practicing pronunciation, words grammar and language functions, language skills or learning to learn skills?³¹

³⁰ Brown, H.D. *Principles of English Language Learning and Teaching*. New York: Longman.2000,p.90

5. The Advantages and Disadvantages of Language Games

a. Advantages of Language Games

- 1) The very structure of games provides an opportunity for learner to practice vocabulary and grammar, specific functions, and other language art skills. The task orientation of the games requires that the students “ use rather than merely practice language for real an immediate communicative goals” on the other hands require constant, meaningful interaction among the players.
- 2) Games offer strategy for dealing with problems that may arise from code implication. Teacher to provide communication at a level the learners can understand often uses code implication.³²

b. Disadvantages of Language Games

- 1) Language games not responsible
- 2) Times of used language games is limited.³³

C. Action Hypothesis

Based on the theoretical review above, the writer formulates the hypothesis as follows: “By using language games can increase the students’ speaking performance among the eighth grade at Mts Mathloul Anwar Meraksa Aji Tulang Bawang”.

³¹ Brewster ., Jean , Gail Ellis & Dennis Girard, *The Primary English Teacher's Guide*. Essex : pearson Education Limited. 2002, p.174

³² Savigon, S.j. & Bern, M.S. *Initiatives in Communicative Language Teaching II*. Wesley : Addison Wesley Publishing Company. 1987,p.211-212

³³ Ibid, p.213

CHAPTER III

RESEARCH METHOD

A. The Variable and Operational Definition of Variable

1. The Variable of Research

The independent variable of the research is language games and the dependent variable of this research was students' speaking performance. Could be understood clearly include the sound, the stress and the intonation by the other people. the independent variable of this research is using small group work. This technique could be helping the students' speaking performance well.

2. The Operational Defenition of Variable

Operational definition is the definition of variable that identifies the observable indicator that would be used to determine the variables' attributes. According Raymond mark the definition an operational definition is tell us what activities or operations we need to perform to measure a concept or variable.³⁴ Meanwhile, variable is a concept, which means is a mental image that symbolizes an idea , an object, an event, or a person.³⁵

Based on the statement, the operational definition of variable in this reasearch are:

³⁴ Allen Rubin & Earl R Babie, *Essential research Method for Social Work*, (Engaged Learning, United State of America, 2010), Second Edition, p.70

³⁵ Ibid,p. 76

a) The Independent Variable

According to Evelyn, Independent variable is variable that the researcher suspects may relate to or improve the dependent variable. In a sense, the dependent variable “depends” on the independent variable.

³⁶The independent variable of the research is using small group work. The technique could be helping the students’ speaking performance well.

This variable will be measured by observation. To observe this variable the writer will use observation sheet. The measurement of this variable is 1-4 score. The indicator of this variable are :

- a. The students were good respond to learning speaking using language games
- b. The students can be confidence of their selve to speak english.

b) Dependent Variable

According to Evelyn Hatch , Dependent variable is the major variable that will measured in the research. Dependent variable is a variable that can improve by an independent variable.³⁷ The dependent variable of research is students’ speaking performance that focus on the students’ performance. Could be understood clearly include the sound, the stress, and intonation. By the other people.

To measure speaking performance of students, the writer took speaking test by gave an oral question which consists of 5 questions in each student. It made a simple conversation between the writer and the

³⁶ Evelyn Hatch and Anne Lazaraton, *The Research Design and Statistics For Applied Linguistic*, (U.S.A : Heinle Publisher, 1991),p.64

³⁷ Ibid, p.63

student as sample to know the mastering students, speaking performance.

The indicators of oral test in this variable are :

- a. The students were good in comprehension. For oral communication certainly required a subject to respond on speech as well as to initiated it.
- b. The students were good in vocabulary. They could not communicative effectively or express their ideas both oral and written form if they did not have sufficient vocabulary.
- c. The students were good in grammar it was needed for students to arranged a correct sentence in conversation.
- d. The students were good in pronunciation. Pronunciation was the way for students' to produce clearer language when they speak, how sounds varyand pattern in a language.
- e. The students were good in fluency. Fluency could be defined as the ability to speak fluently and accurately.

B. Research Setting

Related to the research subject, the writer will conduct the research at eighth grade class A of MTs Mathlaul Anwar, Meraksa Aji Tulang Bawang, Lampung. The researcher will focus on the eighth graders class A. The writer chose this class because most of students in the class have low skill and score in speaking performance.

C. Research Subject

The subject of this research are VIII students of Mts Mathlaul Anwar, Meraksa Aji. The writer chooses one class as a sample research from classes which consist of 29 students as a object of the research because the average of English test in class VIII was the lowest among the other and the researcher wanted to increase their skill and motivation in speaking performance.

The object of the research :

Class : VIII

Male : 12

Female : 17

Total : 29

D. Research Procedure

In this research, the writer used classroom action research as the research methodology. According to Anderson, action research is a method for improving and modifying the working system of a classroom in School.³⁸ It means that action research is a research that is used to investigate and evaluate their work in teaching and learning with the aim of collecting information about what they want.

McNif states that action research is a name given to particular way of researching your own language.³⁹ It means that action research is a practical

³⁸ Gary Anderson with Nancy Arsenault, *Fundamental of Educational Research*, (USA: Falmer Press, 2005), p.261

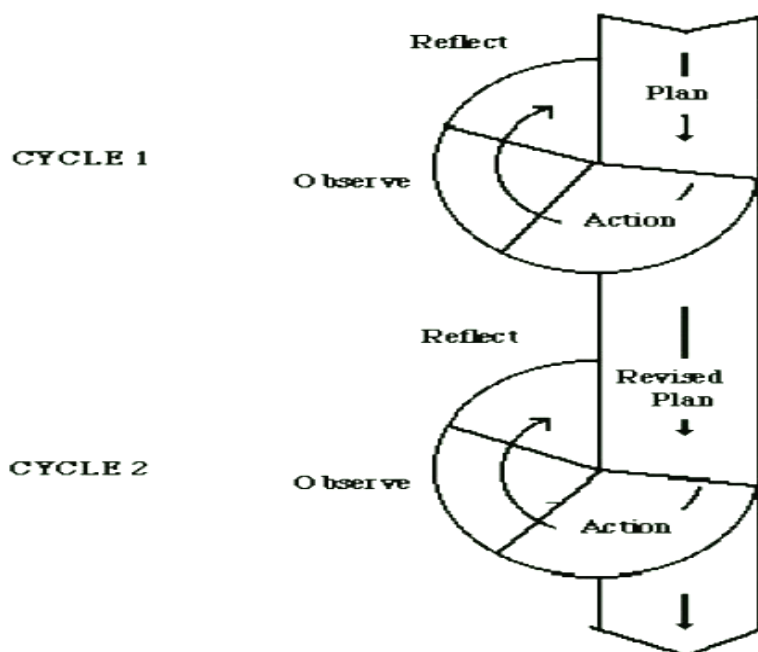
³⁹ McNiff Jean Whitehead, *Action Research : Principles and Practice, Second Edition*, (London: Sage Publication, 2002), p. 15

way of looking at your practice in order to check whether it is as you feel it should be.

Moreover, Donald Ary said that action research is a process to improve education by incorporating change and involves educators working together to improve their own practice.⁴⁰ It means that action research is process in education where is the teacher not the usual thing that teacher do when thinking about teaching.

The writer used model developed by Kemmis and Mc Taggart in Burns. Action research occurs through a dynamic and complementary process, which consists of four essential “moments” of planning, action, observing, and reflecting.⁴¹

The action research spiral



⁴⁰ Donald Ary, *Introduction to Research in Education, Eighth Edition*, (Canada: Nelson Education 2010), p. 514

⁴¹ Anne Burns, *Doing Action Research in English Language Teaching: A Guide for Practitioners*, (New York : Routledge, 2010) , p. 9

Figure 1.1 illustrates the spiral model by Kemmis and McTaggart.⁴²

Those both scheme above mean that action research is problem solving that aims to bring change and improvement in practice. So, the writer providing action plan to solve the problem in teaching and increasing the speaking performance by using language games.

The action research was conducted through two cycles; in which each cycle consisted of four steps as follow :

1. Cycle I

The first cycle in this classroom action research consist planning, acting, observating, reflecting.

a. Planning

Planning is the first step of the research procedure. This activity cover the problem identification. This step is most important part in conducting action research as by knowing the problem the researcher and collabolator can find good solution to solve the problem. Researcher analyzed syllabus to know basic competency to be convey to students. The writer prepare observation forms to observe the students activities in learning process.

b. Acting

The second step is acting. The writer at first would conducte pretest, to know the student's speaking performance score. Secondly, the writer each speaking performance to students by using language games. While the learning processes the writer will observe at the same time of the learning

⁴² Valsa Koshy, *Action Research for Improving Practice*, (Cromwell Press), 2005, p.4

activity. At the end of this step, the researcher would conduct a post-test, to know the result of the treatment.

c. Observing

The researcher will observe during the teaching learning process. After the activities ended, the writer will evaluate all the activities to find out the increase in the student's speaking performance by using language games.

d. Reflecting

Reflecting was the activity of evaluating critically about the progress or change of the students, class and also teacher. In this step, the writer can observe whether the "acting" activity that produces any progress, what progress happened and also the positive and negatives.

Based on data on observation, the writer will reflect the activities in the first cycle. The result will be used as the evaluation for the next treatment.

2. Cycle II

Cycle II would be conducted in two meetings including one time for a test in cycle II. The main activities are :

1) Planning

- a) Researcher would continue the activities that have been done in the first cycle.
- b) Researcher improve the weakness in the first cycle.
- c) Researcher make planning again in the scenario learning process from the result of cycle I reflection.
- d) Action research would be repaired.

2) Acting

This activity is the scenario of learning process; it is based on the Language Games in learning English especially in speaking performance. After giving pre-action, the student would give English materials by using Language games for five times of meeting. Each meeting spent 60 minutes. The activity as follows:

- a) The teacher explaining about Language Games use in learning process.
- b) The teacher explaining the aim of study to be achieved.
- c) The teacher asking the student to make group consist 4 people in the group.
- d) The teacher explaining the material about speaking performance using language games.
- e) The student preparing the group and understanding intruction their teacher.
- f) The teacher giving question based on the language games.
- g) The student continue to playing it games until time is up.

3) Observing

The observation at the cycle II is almost the same with the observation at the cycle I. In this step, the researcher observes the process of teaching learning by using format of observation to collect the data in action plan II.

4) Reflecting

In this step, the writer would compare the score of pre-test and post-test. The writer reviews and reflects on students' activity and the teacher

performance whether it is positive or negative, the second cycle enough or need for the next step.

E. Data Collection Method

To gain the data, some techniques would be applied during the research as follow :

1. Test

In the research, the writer would give the students two test, that is pre test and post test. The test is oral test and the testees are the students at the eighth grade of MTs Mathlaul Anwar Meraksa Aji, Tulang Bawang. The tests would give to know the students achievement before and after the learning process. The speaking test was taken from the exercise. In this test the students have to come in front of the class to give their speaking performance. The test was divided into two parts as follows:

a. Pre-test

The pre-test would give in the first meeting in order to find out the difference between the individual who have similar level. The pre-test employed in this research is in the form of speaking performance test. In order to know the students' speaking performance, the writer employ oral task.

b. Post-test

The post-test would give in the last meeting after doing the treatments to find out whether the treatment gave any contribution to the students' achievement in the class or not. The increasement can be

seen if the average score of post-test was higher than pre-test. This step would be done after the treatment to know using language games whether it was able to increase the students' speaking performance.

2. Observation

Observation was a kind of data collection method by observing directly to the object that examined such as the location and the teaching learning process of the school. In the observation, the researcher makes some notes and check-list to recheck the data. It means to know about the location sketch of MTs Mathlaul Anwar Meraksa Aji, Tulang Bawang and the process of students' learning activities in the classroom.

3. Documentation

During the process of the research, the writer would collect some documents such as the total of students, teachers, school history and the condition of the school of MTs Mathlaul Anwar Meraksa Aji, Tulang Bawang in academic year 2017/2018. In this research, the writer will use the data from the documentation as described.

4. Field Note

To collect the data more accurately, the writer used field note to make easy when analyze the data. This is to know students activities during teaching process. It would be done after finishing teaching and learning process.

F. Research Instrument

Instrument is a mechanism for measuring, which is used to gather and record information for assessment, decision making, and ultimately understanding.⁴³ In this research, the research instrument would be designed by the writer. There are 3 kinds of instrument they are observation sheet, documentation guidance, and test guidance. Farther more, the three kinds of instrument can be explained as a follow:

1. Observation Guidance
 - a) The students learning activity
 - b) Teacher performance in the classroom
2. Documentation Guidance
 - a) The history of the school
 - b) The condition of teachers and official employee
 - c) The condition of students
 - d) Learning facilities
 - e) Organization structure and
 - f) Location sketch of MTs Mathlaul Anwar Meraksa Aji, Tulang Bawang
3. Item Test

The test is oral test which has some indicators as follows: the indicator of use Language Games is the students are able to memorize thier speaking task and they can use it in their speaking performance. The last, the indicator of Students' speaking performance is the students can

⁴³ David Colton & Robert W.Covert, *Designing and Constructing Instrument for Social Research and Evaluation*. (San Francisco: Jossey, Bass, 2007), p. 5

improve their performance based on their fluency, pronunciation, vocabulary, grammatical accuracy, and interactional strategies.

g) The writer would use content validity in order the instrument has a good quality and the instrument would be relevant to the focus of the research. Therefore, the writer uses content validity based on the syllabus and materials at the eight grade of MTs Mathlaul Anwar Meraksa Aji, Tulang Bawang in academic year 2017 / 2018.

G. Data Analysis Technique

Data analysis would be conducted by taking the average of the pre test, and post test. To know students achievements after the actions is conduct and give test at the early and the last cycles. Furthermore to know the gain, the researcher would be compared between pre test and post test. Then, the result is match by the minimum standard in this school at least 70. If from cycle 1 there are some student not successful, so we would conduct cycle 2. The minimum cycle in CAR (Classroom Action Reseach) are two cycle, if from cycle 2 all of the students are successful, the cycle able to be stop until cycle 2 only.

The formula :

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

Notes:

\bar{X} : Mean

Σ : Sum of

X : Raw score

N : The total number of subject⁴⁴

Furthermore, to know the result the writer will compare the average score between pre-test and post-test for each cycle, and then to know the percentage of increasing score in students learning activities, the writer will use the percentage formula as follow:

$$P = \frac{\sum X}{N} \times 100\%$$

Notes:

P = Percentage

$\sum x$ = Total Score of the Students

N = Total of Students.

H. Indicators of Success

To know the gain the data will be conducted in each test by taking the score of pre-test and post-test. After the result is suitable by the minimum standard of speaking performance in this class at least 70. This research will be success or finish if 70% of students got minimum score 70 and 70% of students active in learning process.

⁴⁴Ary Donald, et all, *Intoduction to Research in Education*, (Canada: Wadsworth Cengage Learning, 2010), p. 108-109

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. RESULT OF THE RESEARCH

1. Description of Research Setting

a. The History of Mts Mathlaul Anwar

This research is conducted at Mts Mathlaul Anwar which is located on Paduan Rajawali, Subdistrict of Meraksa Aji, Regency of Tulang Bawang -Lampung. It was established in the year of 2000. Since 2000 this school undergone school headmaster change. The condition of leadership since its establishment in 2000, Mts Mathlaul Anwar had several headmaster as follows: Mr. M. Bayudi HS, S.Pd from 2000- 2004 as the first principal, the next year 2004-2009 was led by Mr. Sahifudin as second principal, the next year 2009-2013 was led by Mr. Sardi as the third principal, the next year 2013-2016 was led by Mr. Khairul Syaifudin, S.Pd as the fourth principal, after that, the last was led by Ebit Suharso, S.PdI as the fifth principal until now.

Mts Mathlaul Anwar has three levels of class. Those are the seventh, eighth, and ninth. Mts Mathlaul Anwar has 15 teachers and 1 official employees.

b. The condition of the Teachers and Official Employees at Mts Mathlaul Anwar

The numbers of the teachers and official employers in Mts Mathlaul Anwar in the academic year of 2017/2018 are 15 teachers and 1 official employees that can be seen on the table below:

Table 3
The Condition of The Teachers and Official Employers in Mts Mathlaul Anwar in the Academic Year of 2017/2018

NO.	NAME	POSITION
1	Ebit Suharso,S.PdI	Headmaster
2	Budi Hartono, A.Md	Vice Principal & English Teacher
3	Sumiyati, S.Ag	Vice of student & Fiqih & Akidah Akhlak Teacher
4	Khairul Syaifudin,S.PdI	BPI Teacher
5	Parjan,S.PdI	Qur'an Hadist Teacher
6	Kasiyati,S.PdI	Indonesian Language Teacher
7	Farip Mahmudi, S.PdI	Science Teacher
8	M. Hafid Nasruloh, S.PdI	Social & Arabic Teacher
9	Mujinah	Cityzenship Teacher
10	Istiqomah, S.PdI	SKI & Language Lampung Teacher
11	Dewi Istiana S.Pd.I	Art Teacher
12	Hardian Endra W. S.PdI	BPI Teacher
13	Dwi Bhaktianto, S.Pd	Sport Teacher
14	Maya Eka Puspita S. S.Pd	Social Teacher
15	Hanif Nurhalimah, S.Pd	Matematics Teacher
16	Nungki Eka Saputri	Staff TU

c. Students Quantity of Mts Mathlaul Anwar

The students quantity of Mts Mathlaul Anwar in the academic year of 2017/2018 is that can be seen on the table below:

Table 4
The Students Quantity of Mts Mathlaul Anwar in the Academic Year of 2017/2018

No	Class	Male	Female	Total
1.	VII	16	15	31
2.	VIII	12	17	29
3.	IX	30	20	50
Total		58	52	110

Source : Data of Mts Mathlaul Anwar

d. The Condition of Facilities of Mts Mathlaul Anwar

The condition of facilities in Mts Mathlaul Anwar in the academic year of 2017/2018 that can be seen on the table below:

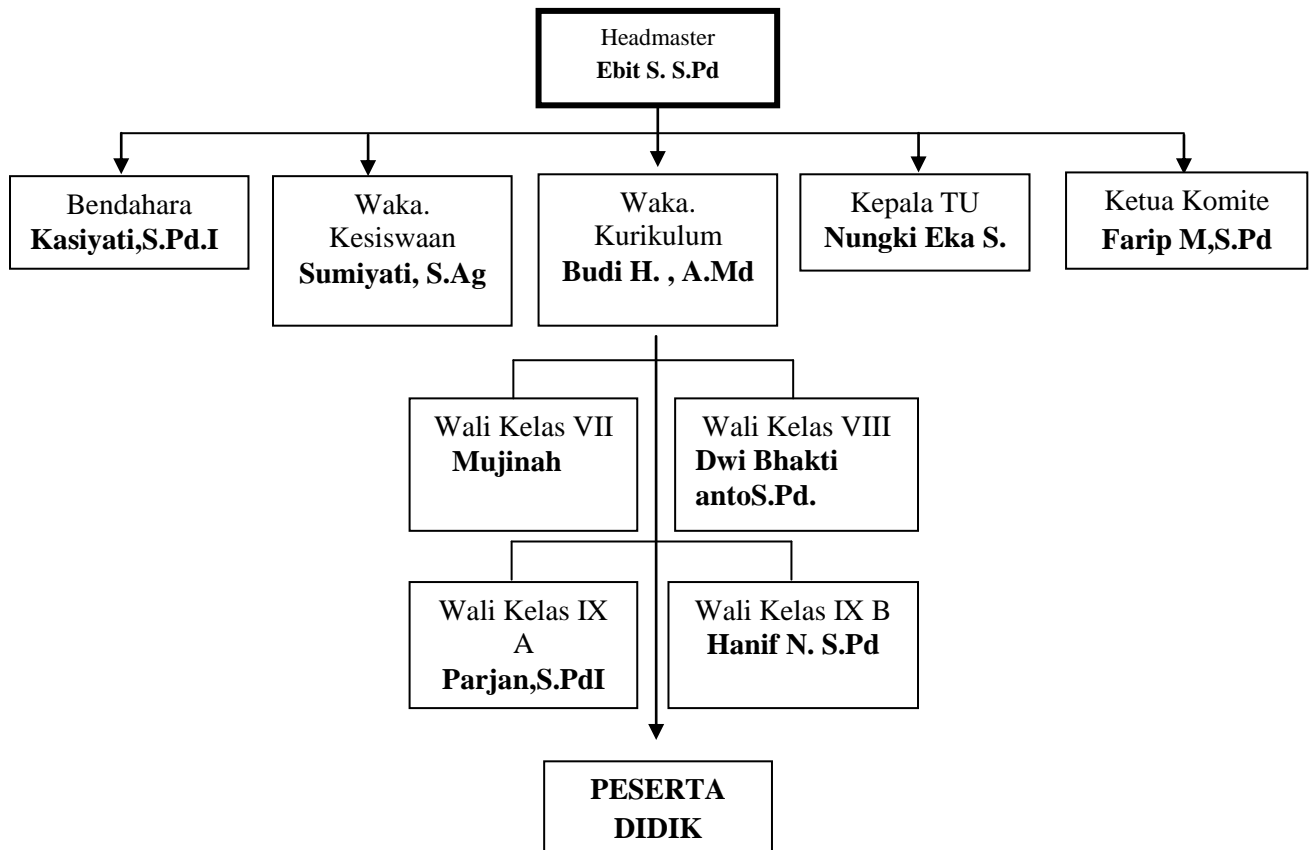
Table 5
The Condition of Facilities in Mts Mathlaul Anwar in the Academic Year of 2017/2018

NO	FACILITIES	QUANTITY
1	Classroom (Class VII-IX)	5
2	Headmaster Room	1
3	Teacher Room	1
4	TU Room	1
5	Laboratory	1
6	UKS area	1
7	Mosque	1
8	Parking Area	1
9	Teacher Toilet	1
10	Student Toilet	3
11	Canteen	4
12	Library	1
13	Osis Room	1
14	Counseling Guidance Room	1
15	All-round Building Area	1

e. Organization Structure

Figure 1

ORGANIZATION STRUCTURE

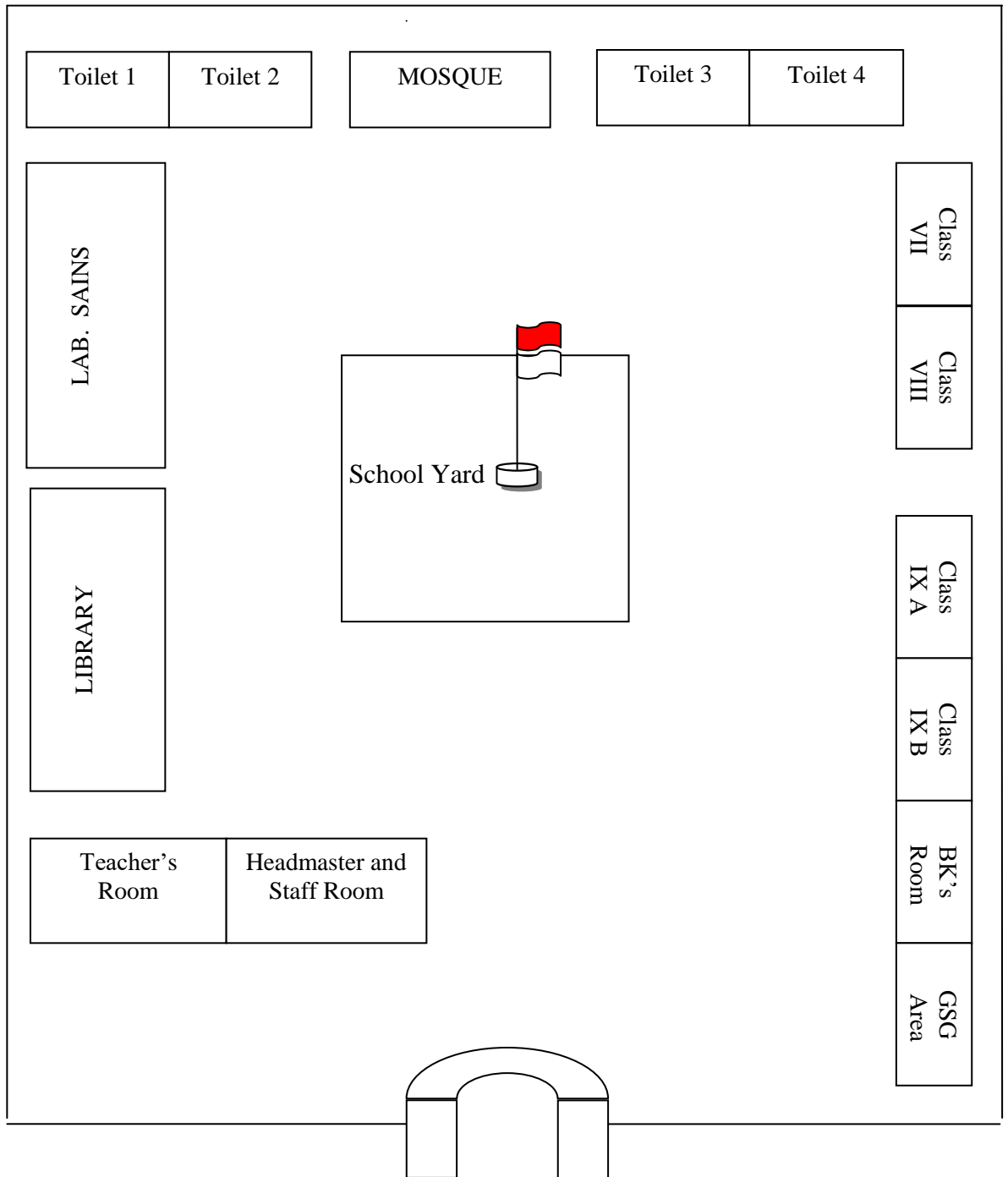


Source : Mts Mathlaul Anwar

f. Location Sketch

Figure 2

Location Sketch



Source : Observation Result at Mts Mathlaul Anwar

2. Description of the Data

In this research, the researcher and the Collaborator Mr. Budi Hartono, A.Md conducted the research in two cycles and each consist of planning, acting, observing and reflecting.

a. Cycle 1

1. Planning

Before the learning process began the researcher and collaborator would like to discuss about, as follow :

- a. Preparing the material greeting card, Congratulation.
- b. Preparing the lesson plan.
- c. To make the items that will be examined as the pre test and the post test I in the cycle 1.
- d. Preparing language games as a technique that in the action learning.
- e. To make the observation sheet of the students activity 1.

The Minimum Standard Criteria(MSC) at Mts Mathlaul Anwar for English was 70. The lesson is speaking, greeting card, congratulations especially. In this meeting , the students were expected by the teacher got specific information of the greeting card, congratulations. In the first and second meeting, the teacher would explain about greeting card using language games as a tehnique. Therefore, in the last meeting, the teacher would evaluate

test for the 30 students of VIII class. The evaluation was about speaking performance.

2. Acting

The action in the cycle 1 consist of three meetings, one meeting for the pre-test, one meeting for the action, and one meeting for the post test, there are :

1) The First Meeting.

This meeting was conducted on July 5th 2018, this meeting for pre-test for 2x40 minutes before the students given the action. In this meeting the collaborator was being the observer and researcher was being the teacher. This meeting was started by praying and greeting, checking the attendance list, asn asking the students condition after the teacher asked the students to answer the pre-test until finish. In this chance, the pre-test became the opening of the meeting. The pre-test was about greeting card, congratulatin nd some students are very enjoy to do their test and others looked very annoying. The table belows shows the data and frequency of the students pre-test score :

:

Table 6
The Pre-Test Score of Speaking Performance

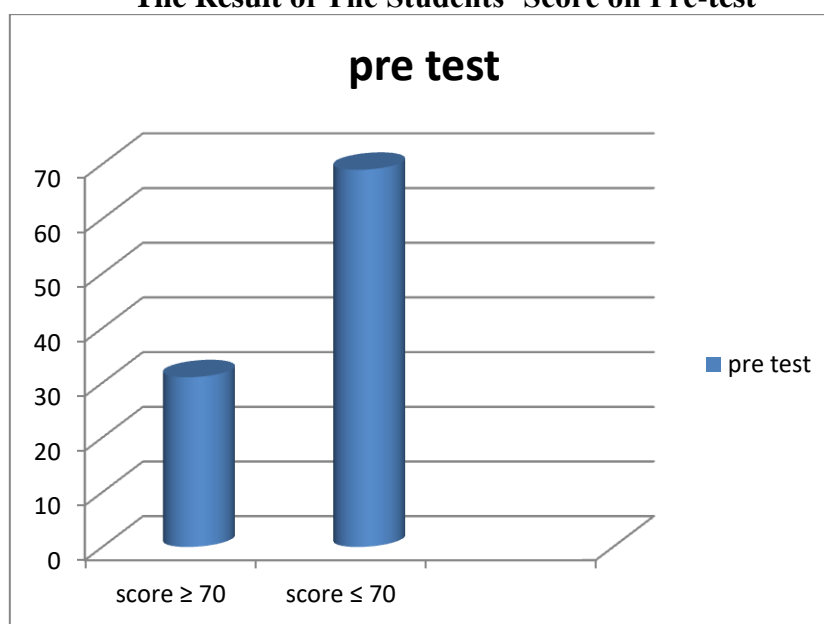
No	Name	Pre-Test	Category
1	AA	60	Failed
2	ANA	60	Failed
3	AW	70	Pass
4	FA	70	Pass
5	FEV	60	Failed
6	FN	70	Pass
7	HD	50	Failed
8	MTA	50	Failed
9	MA	60	Failed
10	MS	80	Pass
11	MAP	80	Pass
12	MAS	70	Pass
13	MKS	70	Pass
14	MHNA	70	Pass
15	RA	70	Pass
16	RTA	60	Failed
17	RTL	50	Failed
18	SN	50	Failed
19	SA	60	Failed
20	SJS	60	Failed
21	TG	60	Failed
22	TSF	60	Failed
23	UR	50	Failed
24	VEP	60	Failed
25	DIS	50	Failed
26	DPS	60	Failed
27	AS	50	Failed
28	HW	60	Failed
29	DA	60	Failed
Total Score (Σx)		1720	
Average \bar{x}		59,31	

Frequency of students' score in Pre-test

No.	Grade	Category	Frequency	Percentage
1.	≥ 70	Completed	9	31,03%
2.	< 70	Uncompleted	20	68,96%
Total			29	100%

Source: The result of pre-test on July 5, 2018

Graphic 1
The Result of The Students' Score on Pre-test



From the result of pre-test, it can be seen that the highest score is 80 and the lowest score is 50. The average score of pre-test is 59,31. From the table 5, that were 20 students who got the below target of score (under the MSC) and 9 students got above score from the MSC. Than based on the result of pre-test, it could be seen that the target based on Minimum Standard Criteria (MSC) has not been achieved yet.

2) The Second Meeting

The second meeting was conducted on July 6th2018 for 2x40 minutes. In this meeting, the collaborator was being the observer and the researcher was being the teacher. The action as follow :

- a) The teacher greeted and checked attendance list students
- b) The teacher gave the material that will be explained about greeting card, congratulation and gave conversation about that.
- c) The teacher asked students about the material that was given by teacher and students perform the conversation.
- d) The teacher and students made conclusion about the material together before closed meeting.

3) The Third Meeting

The third meeting was conducted on July 6th 2018 for 2 x40 minutes. The result of the students' score in post-test I will be showed in the following table :

Table 7
The Students post-test 1 Score of Speaking Performance

No	Name	Post Test 1	Category
1	AA	70	Pass
2	ANA	70	Pass
3	AW	60	Failed
4	FA	60	Failed
5	FEV	60	Failed
6	FN	80	Pass
7	HD	70	Pass
8	MTA	60	Failed
9	MA	60	Failed
10	MS	70	Pass
11	MAP	80	Pass

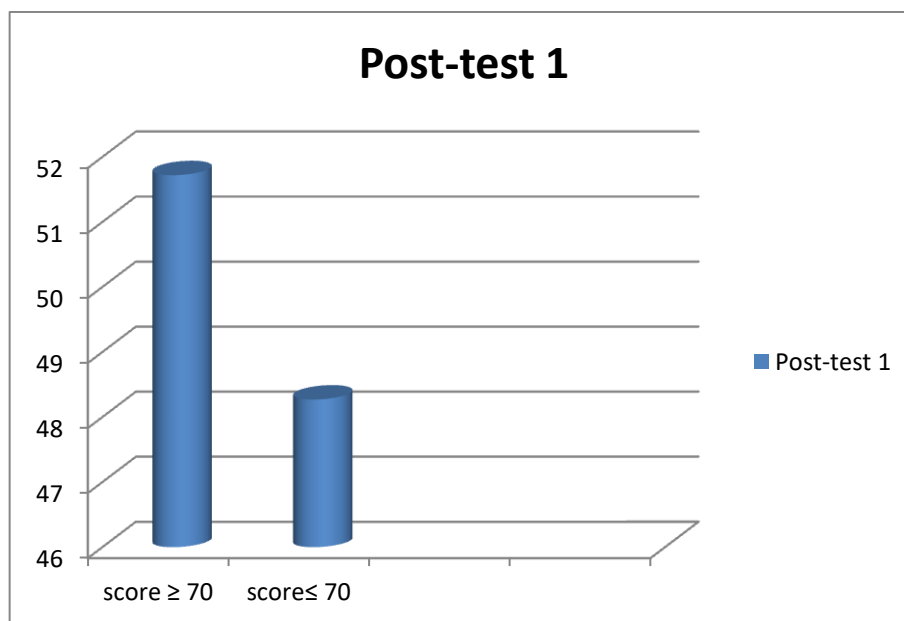
12	MAS	80	Pass
13	MKS	70	Pass
14	MHNA	70	Pass
15	RA	60	Failed
16	RTA	50	Failed
17	RTL	70	Pass
18	SN	60	Failed
19	SA	60	Pass
20	SJS	70	Pass
21	TG	70	Pass
22	TSF	60	Failed
23	UR	60	Failed
24	VEP	70	Pass
25	DIS	80	Pass
26	DPS	70	Pass
27	AS	70	Pass
28	HW	60	Pass
29	DA	60	Failed
Total Score (Σx)		1930	
Average \bar{x}		66,55	

Frequency of students' score in Post-test 1

No.	Grade	Category	Frequency	Percentage
1.	≥ 70	Completed	15	51,72%
2.	< 70	Uncompleted	14	48,27%
Total			35	100%

Source: The result of post test 1 on July 6, 2018

Graphic 2
The Result of the Students' Score f the Post-test 1



From the result of post test 1, it can be seen that the highest score is 80 and the lowest score is 50. The average score of post test 1 is 66,55 From the graphic, that were 14 students who got the below target of score, and 15 students got score from standard criteria.

3. Observing

In the step, the researcher presented the material about greeting card, congratulation by using language games. The teacher gave the material and made the students enthusiasm. The material was given by funny situation so made the students interested with the material. There were also four indicators used to know the students' activities in learning process. The result score of students' learning activities observation, here are the explanations of it :

Table 8
The Percentage of the Students' Activity

No	Students' Activity	Frequency	Percentage
1	Giving attention to the explanation of preparing for language games	20	68,96%
2	Giving the topic and make conversation for the language games	25	86,20%
3	Showing the conversation to their group.	27	93,10%
4	Showing the participate of competition of group.	23	79,31%
5	Collecting game scores to their group.	27	93,10%

From the data above, it showed that 20 students (68,96%) paid attention to the teacher's explanation of preparing for the language games, 25 students (86,20%) prepare the topic and make conversation for the language games, 27 students (93,10%) showed the conversation to their group, 23 students (79,31%) showed the participate of competition of group, and the last were 27 students (93,10%) did the collecting game scores to their group.

4. Reflecting

Based on the result of cycle I, it can be said that most of students got difficulty in speaking performance exactly in greeting card , congratulation, because the students to not understand about greeting card, congratulation, eventhough the teacher has guided the students to do the practice in front of the class. The result of cycle I, activities of students increase from the first meeting until third meeting. Score of the students increase from the average in

the pre-test 59,31 and the average of post-test I 66,55. Although from the pre-test to post-test I have increase but it was not fulfill the Minimum Standard Criteria (MSC) at least 70% students must get ≥ 70 score in the post test of cycle I showed that only 15 students (51,72) who got score 70, and it can be said that it is not fulfill the Minimum Standard Criteria (MSC).

Table 9
The Result Score of Students Pre-test and Post test 1

No	Name	Students' Result			Category
		Pre-test	Post-test	Improve	
1	AA	60	70	10	Increase
2	ANA	60	70	10	Increase
3	AW	70	60	10	Increase
4	FA	70	60	10	Increase
5	FEV	60	60	10	Increase
6	FN	70	80	10	Increase
7	HD	50	70	20	Increase
8	MTA	50	60	10	Increase
9	MA	60	60	0	Increase
10	MS	80	70	10	Increase
11	MAP	80	80	0	Increase
12	MAS	70	80	10	Increase
13	MKS	70	70	0	Increase

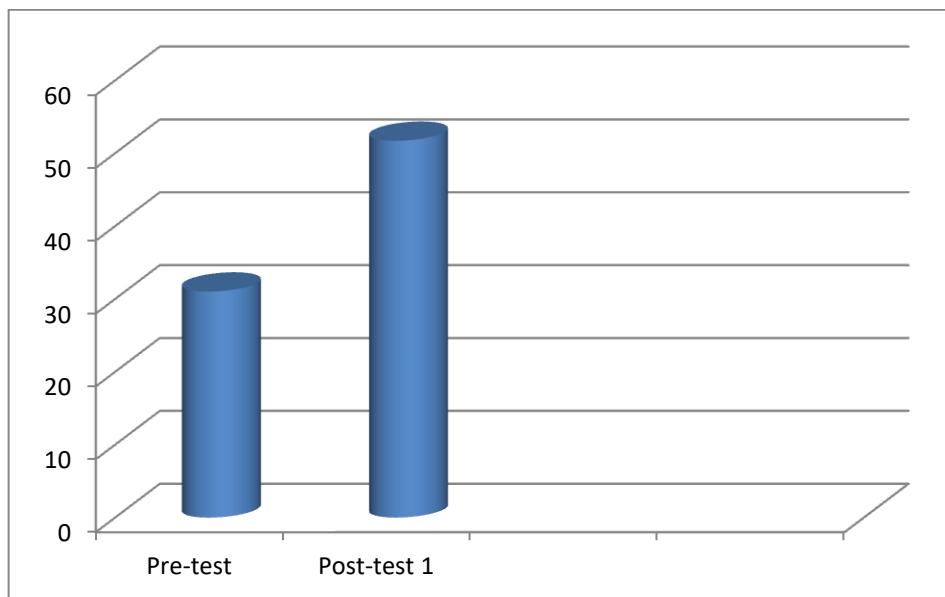
14	MH NA	70	70	0	Increase
15	RA	70	60	10	Increase
16	RT A	60	50	10	Increase
17	RT L	50	70	10	Increase
18	SN	50	60	10	Increase
19	SA	60	60	10	Increase
20	SJS	60	70	10	Increase
21	TG	60	70	10	Increase
22	TS F	60	60	10	Increase
23	UR	50	60	10	Increase
24	VE P	60	70	10	Increase
25	DIS	50	80	30	Increase
26	DP S	60	70	10	Increase
27	AS	50	70	20	Increase
28	H W	60	60	0	Increase
29	DA	60	60	0	Increase
Total		17 20	19 30		
Average		59 ,3 1	66 ,5 5		

Source The result of pre-test and post-test

The Comparison of Completed of Students' Score on Pre-test and Post-test 1

No.	Result	Category	Frequency	Percentage
1.	Pre-test	Completed	9	31,03%
2.	Post-test 1	Completed	15	51,72%
Total			24	82,75 %

Graphic 3
The Comparison of The Completed of The Students' Score on Pre-test and Post-test 1



From the result of score completed on pre-test is 31,03 %, that were 9 students who got the category completed. In the result of score completed on post test 1 is 51,72 %, that were 15 students who got the category completed. It mean that, the target based on Minimum Standard Criteria (MSC) has not been achieved yet. So will be conduct to cycle II.

b. Cycle II

Cycle II also divided into four activities such as : planning, action, observation, reflection.

1. Planning

Based on the reflection that was conducted in the cycle I, the researcher and the collaborator made the planning of the action as follow :

- a. Preparing the material about greeting card, congratulation.
- b. Preparing the lesson plan.
- c. Preparing the items that will be examined as the post-test in the end cycle.
- d. Preparing the topic to make conversation and learning approach that will be used in the teaching and learning process.
- e. Preparing the observation sheet of the students' activity.

2. Action

The action in the cycle II consist of two meeting, one meeting for the action, and one meeting for the post-test. The explanation of every meeting will be explained below:

1) The First Meeting

The first meeting was conducted on July 7th 2018, in this meeting was used as the pre-test for 2x40 minutes.

- a) The teacher started by praying and greeting
- b) The teacher checking the students' attendance list
- c) The teacher gave the information about the subject that would be studied.

- d) The teacher reviewed the material about greeting card, congratulation that had studied in cycle I
- e) The teacher gave the topic to make conversation
- f) The students were asked to review again about greeting card, congratulation.
- g) The teacher and students made a conclusion about the material and closing the class.

2) The Second Meeting

The second meeting was conducted on July 7th 2018. The action that was conducted as follow :

- a) The teacher started by praying and greeting.
- b) The teacher checking the students' attendance list
- c) The teacher gave the information about the subject that would be studied
- d) The teacher reviewed the material about greeting card, congratulation that had studied in cycle I
- e) The teacher gave the topic to make conversation
- f) The students were asked to practice in front of their freinds about greeting card, congratulation.
- g) The teacher and students made conclusion about the material and closing the class.

Table 10
The Students Post-Test II Score of Speaking Performance

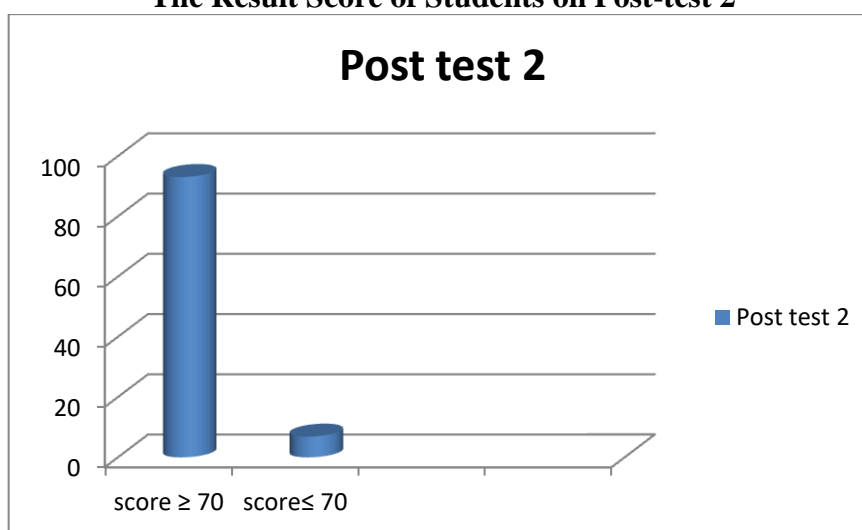
No	Name	Post Test II	Category
1	AA	75	Pass
2	ANA	80	Pass
3	AW	70	Pass
4	FA	75	Pass
5	FEV	70	Pass
6	FN	80	Pass
7	HD	75	Pass
8	MTA	70	Pass
9	MA	80	Pass
10	MS	70	Pass
11	MAP	80	Pass
12	MAS	80	Pass
13	MKS	75	Pass
14	MHNA	80	Pass
15	RA	75	Pass
16	RTA	70	Pass
17	RTL	70	Pass
18	SN	80	Pass
19	SA	80	Pass
20	SJS	70	Pass
21	TG	75	Pass
22	TSF	70	Failed
23	UR	70	Pass
24	VEP	75	Pass
25	DIS	65	Failed
26	DPS	65	Pass
27	AS	75	Pass
28	HW	70	Pass
29	DA	75	Failed
Total Score (Σx)		2145	
Average \bar{x}		73,96	

Frequency of students' score in Post-test II

No.	Grade	Category	Frequency	Percentage
1.	≥ 70	Completed	27	93,10%
2.	< 70	Uncompleted	2	06,89%
Total			29	100%

Source: The result of post test II on July 7, 2018

Graphic 4
The Result Score of Students on Post-test 2



Based on the table above, it could be seen that the students' average score in post-test II was 73,96. The highest score was 80 and the lowest score was 65. According to minimum standard criteria 90% students passed the test. Most of the students could increase their speaking performance. It means that cycle II was successful.

3. Observation

In this step, the researcher presented the material about greeting card, congratulation by using language games. The teacher gave the material and made the students enthusiasm. The material was given by funny situation so made the students interested with the material. There were also four indicators used to know the students' activities in learning

process. The result score of students' learning activities observation, here are the explanations of it :

No	Students' Activity	Frequency	Percentage
1	Giving attention to the explanation of preparing for language games	25	86,20%
2	Giving the topic and make conversation for the language games	27	93,10%
3	Showing the conversation to their group.	29	100%
4	Showing the participate of competition od group.	27	93,10%
5	Collecting game scores to their group.	29	100%

From the data above, it can be said that cycle II was increased, it showed that 25 students (86,20%) paid attention to teacher's explanation of preparing for the language games, 27 students (93,10%) prepare the topic and make conversation for the language games, 29 (100%) students showed the conversation to their group , 27 students (93,10%) showed the participate of competition of group, and the last was 29(100%) did collecting game scores to their group. And the last was all of the total students did the practice that was given by the teacher. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage $\geq 70\%$.

Based on the result in cycle II, it can be inferred that the learning process has done well. It means that their speaking performance had increased especially in greeting card, congratulation. From the result

above, the researcher concluded that this research was successful and would be not continued in the next cycle.

4. Reflection

Based on the observation of learning process in cycle II, it can be inferred that the result of cycle II is success. The researcher felt satisfied about the result of the research. It looked at $\geq 70\%$ students were active in the class. Beside it, 27 students passed the exam. It means that speaking performance on the students has developed.

Tabel 11
The Result Score of Students Post-test 1 and Post test 2

No	Name	Students' Result			Category
		Post-test 1	Post-test 2	Improve	
1	AA	70	75	10	Increase
2	ANA	70	80	10	Increase
3	AW	60	70	10	Increase
4	FA	60	75	10	Increase
5	FEV	60	70	10	Increase
6	FN	80	80	10	Increase
7	HD	70	75	20	Increase
8	MTA	60	70	10	Increase
9	MA	60	80	0	Increase
10	MS	70	70	10	Increase

11	MA P	80	80	0	Increase
12	MA S	80	80	10	Increase
13	MK S	70	75	0	Increase
14	MH NA	70	80	0	Increase
15	RA	60	75	10	Increase
16	RT A	50	70	10	Increase
17	RT L	70	70	10	Increase
18	SN	60	80	10	Increase
19	SA	60	80	10	Increase
20	SJS	70	70	10	Increase
21	TG	70	75	10	Increase
22	TS F	60	70	10	Increase
23	UR	60	70	10	Increase
24	VE P	70	75	10	Increase
25	DIS	80	65	30	Increase
26	DP S	70	65	10	Increase
27	AS	70	75	20	Increase
28	H W	60	70	0	Increase
29	DA	60	75	0	Increase
Total		1930	2145		
Average		66,55	73,96		

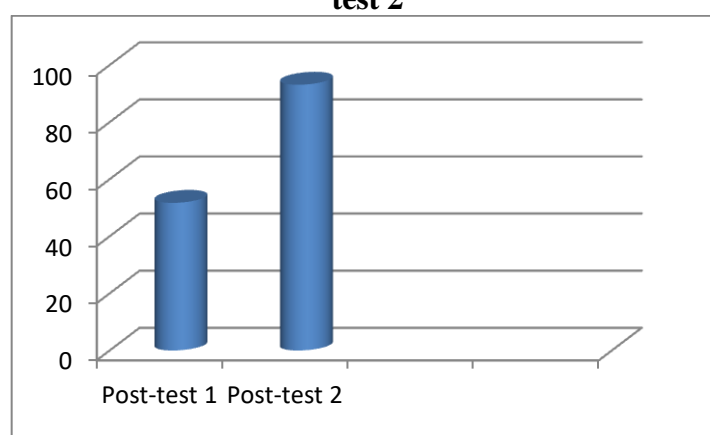
Source : The result of post test 1 and post test 2

The Comparison of Completed of Students' Score on Pre-test and Post-test 1

No.	Result	Category	Frequency	Percentage
1.	Post-test 1	Completed	15	51,72%
2.	Post-test 2	Completed	27	93,10%
Total			42	144,82%

Graphic 5

The Comparison of The Completed of Students' Score at Post test 1 and Post test 2



From the data above, it can be said that cycle II was increased, the result of score completed on post-test 1 is 51,72 %, that were 15 students who got the category completed. In the result of score completed on post test 2 is 93,10%, that were 27 students who got the category completed.. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage ≥ 70 %.

B. INTERPRETATION

During research process, the researcher observed that the students were interested in teaching and learning speaking performance. They were enthusiastic the learning process. The researcher assumes that teaching by

language games. By using language games easier because the students could practice how to speak, how to interact, and how to understand speaking performance more easily and effectively. So, it has proved that language games can be interesting media in learning speaking. Especially for the students at the eighth graders of Mts Mathloul Anwar.

5. Interpretation the Result of Students' Score in Cycle I and Cycle II

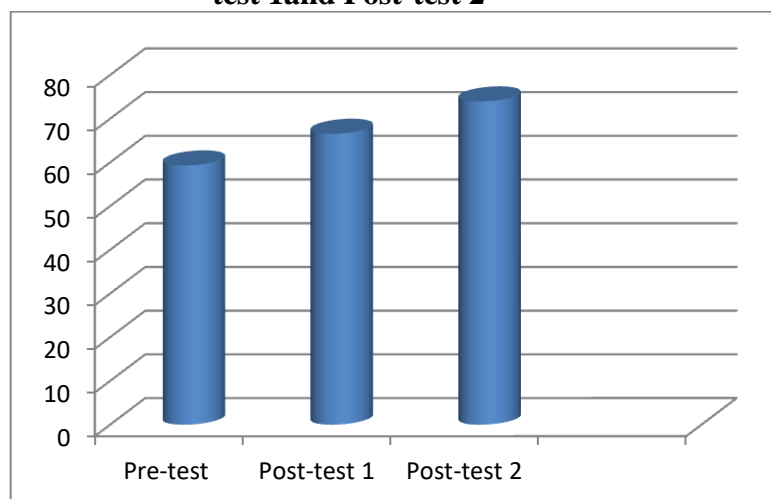
The students score in greeting card, congratulation from pre-test, post-test I to post-test II could be seen on the table below :

Table 12
Students' score at pre-test, post test I and post-test II

No	Name	Score			Explanation
		Pre-test	Post-test 1	Post-test 2	
1	AA	60	70	75	Increase
2	ANA	60	70	80	Increase
3	AW	70	60	70	Increase
4	FA	70	60	75	Increase
5	FEV	60	60	70	Increase
6	FN	70	80	80	Increase
7	HD	50	70	75	Increase
8	MTA	50	60	70	Increase
9	MA	60	60	80	Increase
10	MS	80	70	70	Increase
11	MAP	80	80	80	Increase
12	MAS	70	80	80	Increase
13	MKS	70	70	75	Increase
14	MHNA	70	70	80	Increase
15	RA	70	60	75	Increase
16	RTA	60	50	70	Increase
17	RTL	50	70	70	Increase
18	SN	50	60	80	Increase
19	SA	60	60	80	Increase
20	SJS	60	70	70	Increase
21	TG	60	70	75	Increase

22	TSF	60	60	70	Increase
23	UR	50	60	70	Increase
24	VEP	60	70	75	Increase
25	DIS	50	80	65	Increase
26	DPS	60	70	65	Increase
27	AS	50	70	75	Increase
28	HW	60	60	70	Increase
29	DA	60	60	75	Increase
Total Score		1720	1930	2145	
Average		59,31	66,55	73,96	

Graphic 6
The Comparison of the Average of Students' Score at Pre-test, Post-test 1 and Post-test 2

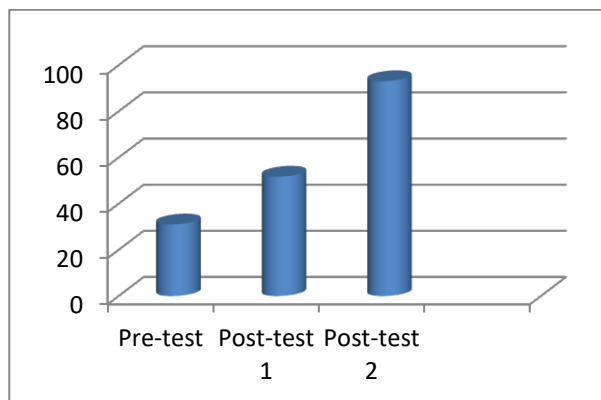


The Comparison of Completed of Students' Score on Pre-test, Post-test 1 and Post-test 2

No.	Result	Category	Frequency	Percentage
1.		Completed	9	31,03%
2.		Completed	15	51,72
3.		Completed	27	93,10%
Total			51	175,85%

Based on the table above, it can be describe in the graph 6 as follow:

Graphic 7
The comparison of the Completed of the students' score at pre test, post test 1 and post test 2



Based on the table and the graph above, in the cycle 1 from the pre-test to the post-test 1 have progress average score from 59,31 to 66,55. There is increasing about 7,24 point. Then from the cycle II have progress average score from 66,55 to 73,96 there is increasing about 7,41 point.

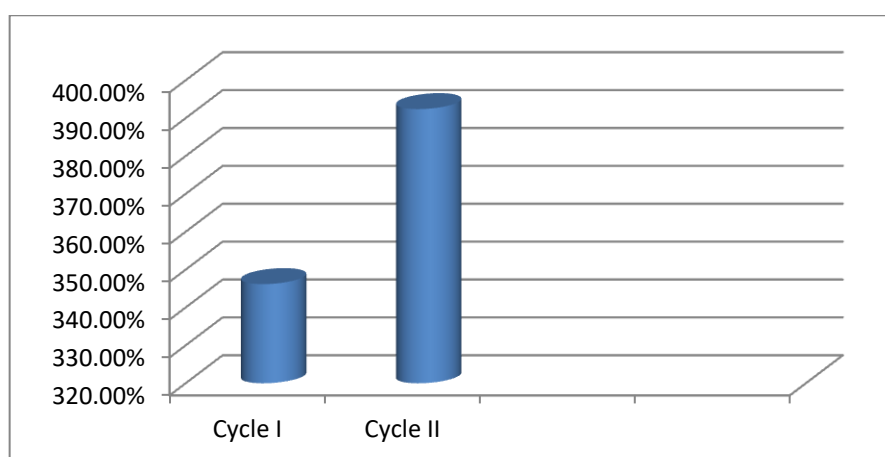
6. Interpretation the Result of Students' Learning Activities in Cycle I and Cycle II

In this session, the researcher will be discussed the interpretation of the result of the research. The researcher would like to explained teh result score by compairing the data, as follow :

Table 10
The result of students' activity of Speaking Performance

No	Students' Activity	Cycle I		Cycle II		Increasing
		F	(%)	F	(%)	
1	Giving attention to the explanation of preparing for language games	20	68,96%	25	86,20%	17,24%
2	Giving the topic and make conversation for the language games	25	86,20%	27	93,10%	6,9 %
3	Showing the conversation to their group.	27	93,10%	29	100%	6,9%
4	Showing the participate of competition on group.	23	79,31%	27	93,10%	13,79 %
5	Collecting game score to their group.	27	93,10%	29	100%	6,9 %
Average		346,19%		392,4%		46,21%

Graphic 8
The aAverage of the Result of Students' Activity of Speaking Perfomance



Based on data above, the researcher can said that students activities has got improvement from cycle I to cycle II. 20 students (68,96 %)paid

attention in cycle I became 25 students (86,20%) in cycle II. There 25 students (86,20%) who gave prepare the topic and make conversation for the language games, became 27 students with percentage (93,10%). Then there are 27 students with percentage 93,10% in showed the conversation to their group has increased up to 29 students (100%), Furthermore, 23 students with percentage 79,31% who showed participate of competition became 27 students (93,10%) Finally, this is the most increasing of all students from 27 (93,10%) was in collecting game scores to their group.

7. Action and Learning Result in Cycle I

From the result of data above, The treatment on cycle I have been done, it shows on the result of post test I. In can be seen from the students' score who has complete in pre test 30% became 66,55% in post test I.

Based on the result of pre-test and post test in cycle I, could be known that there was an increasing. In the cycle I, the researcher found some difficulties that happen in the class such as the students got difficulty in teaching learning process. It happened because they were not focus to join the class and another case the students hard to understand the material.

8. Action and Learning result on cycle II

The data from the cycle I made the researcher must continue the learning process to the cycle II and fixed the problem at the cycle I. Finally, the learning process could be better. It can be seen that the students score was increased. The result of pre-test and post-test I is good

enough, but the students score could not achieve the target Minimum Completeness Criteria). After the teacher gave the post test in cycle II, most of students increased. The students score could achieve the target (Minimum Completeness Criteria). It can be seen the percentage score test is 30% post test in cycle I is 66,55 %, and the average post in cycle is 73,96 %. It means that using language games can increase the students' speaking performance in greeting card, congratulation especially.

From the result of the pre-test, post-test I, and post-test II, It could be conclude that language games have positive affect toward the teaching learning process, especially in learning greeting card, congratulation.

CHAPTER V

CONCLUSION AND SUGGESTION

C. CONCLUSION

Based on the result of the implementation of learning speaking performance through the use Of Language games as method in two cycle of the classroom action research, the reseacher would like to give conclusion as follows:

Language games can increase the students' speaking performance at the eighth graders of Mts Mathlaul Anwar Meraksa Aji, Tulang Bawang. Language game can be effectiveness and increase the students' to teaching speaking. It can made students easier and enjoyable to understand the material. The result of post-test is higher score than pre-test. The average score of pre-test is 59,31. Then the average score of post-test I is 66,55, and the average score of post-test II is 73,96.

The result of cycle II already reached the indicator of success that was students fulfill the standard criteria with the score minimum was 70. Therefore, the research cold be stopped in cycle II.

D. SUGGESTION

Based on the result of the research, the researcher would like to give suggestions constructively as follow :

1. For the teacher

- a. Language games can be effective method to teaching speaking .
- b. The teacher should create fun situation and activity in the classroom. It means that it can simulate students' interest during teaching and learning process, particularly in teaching and learning.

2. For Students

- a. The students should learn speaking activity in the class, and than interest to speaking english with their friends. It can be increase the speaking performance for the students.
- b. The students should confident and always memories the vocabolarie to increase teaching speaking in the class.

3. For the Principal

The principle should take positive side of this technique as the new method or strategy in learning speaking that can increase the students' speaking performance.

APPENDICES

SILABUS SMP/MTS MATA PELAJARAN BAHASA INGGRIS

Kelas : VIII

Alokasi Waktu : 4 jam pelajaran/minggu

Kompetensi Sikap Spiritual dan Sikap Sosial dicapai melalui pembelajaran tidak langsung (*indirect teaching*) pada pembelajaran Kompetensi Pengetahuan dan Kompetensi Keterampilan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran serta kebutuhan dan kondisi siswa.

Penumbuhan dan pengembangan kompetensi sikap dilakukan sepanjang proses pembelajaran berlangsung dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter siswa lebih lanjut.

Pembelajaran untuk Kompetensi Pengetahuan dan Kompetensi Keterampilan sebagai berikut ini.

Kompetensi Dasar	Materi Pokok	Pembelajaran
<p>Siswa mampu:</p> <p>3.1 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk greeting cards, dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya</p> <p>3.2 menyusun teks khusus dalam bentuk greeting cards, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi sosial <p>Menjaga hubungan interpersonal dengan guru dan teman.</p> <ul style="list-style-type: none"> • Struktur Teks <p>Teks greeting cards dapat mencakup</p> <ul style="list-style-type: none"> - Identifikasi (nama peristiwa, hari istimewa) bersifat khusus - Ungkapan khusus yang relevan - Gambar, hiasan, komposisi warna <ul style="list-style-type: none"> • Unsur Kebahasaan <p>- Ungkapan a.l. Congratulations. Well done. Good job., dll.</p> <p>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <ul style="list-style-type: none"> • Topik <p>Peristiwa, peringatan ulang tahun, naik kelas, kejuaraan dsb. yang dapat menumbuhkan perilaku yang</p>	<ul style="list-style-type: none"> - Mencermati dan menemukan perbedaan dan persamaan dari beberapa greeting cards untuk hari spesial tertentu - Mengidentifikasi dan menyebutkan ucapan selamat yang ada dengan ucapan dan tekanan kata yang benar - Mencermati dan menemukan perbedaan dan persamaan dari beberapa greeting cards untuk event lain - Mengidentifikasi perbedaan dan persamaan, dan memberikan penilaiannya

	termuat di KI	<ul style="list-style-type: none"> - Membuatgreeting cards terkait hari istimewa yang relevan dengan siswa saat itu. <p>Melakukan refleksi tentang proses dan hasil belajarnya</p>
<p>Siswa mampu:</p> <p>3.3 menerapkan fungsi sosial, struktur teks, dan unsur</p>	<ul style="list-style-type: none"> • Fungsi sosial <p>Menyebutkan, mendeskripsikan,</p>	<ul style="list-style-type: none"> - Menyimak dan menirukan guru menanyakan dan
<p>kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan there is/are)</p> <p>3.4 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>membuat inventaris, dan sebagainya.</p> <ul style="list-style-type: none"> • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan dengan There is/are - Kata jumlah yang tidak tertentu: little, few, some, many, much, a lot (of). - Frasa kata depan: in, on, under, in front of, below, above, dan lain lain. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <p>Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>menyebutkan keberadaan orang, benda, binatang di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> - Mencermati beberapa teks pendek tentang situasi suatu tempat dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya untuk kemudian membaca dengan ucapan dan tekanan kata yang benar - Mengisikan dengan ungkapan jumlah yang tepat pada kalimat-kalimat rumpang - Membuat teks pendek untuk mendeskripsikan rumah masing-masing dan sekitarnya dengan

		<p>menyebutkan keberaan orang, benda, binatang dan jumlahnya, dengan ejaan dan tanda baca yang benar</p> <ul style="list-style-type: none">- Mempresentasikan di kelompok lain dan bertanya jawab tentang isi teks- Melakukan refleksi tentang proses dan hasil belajarnya
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**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

SMP/MTS	: Mts Mathlaul Anwar
Kelas/Semester	: VIII (Delapan) / 1
Standar Kompetensi	: 10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar	: 10.1 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk greeting card, dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya.
Jenis teks	: teks lisan fungsional
Tema	: Greeting card, Congratulation
Aspek/Skill	: Berbicara
Alokasi Waktu	: 4 x 40 menit (2x pertemuan)

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- a. Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran bahasa inggris.
- b. Serius dalam melaksanakan setiap kegiatan pada pembelajaran bahasa inggris.
- c. Membuat greeting card menggunakan kata dan tata bahasa yang lazim digunakan dalam ucapan selamat.
- d. Menggunakan makna ucapan selamat, struktur teks dan unsur kebahasaannya.

- ❖ Karakter siswa yang diharapkan :
- | |
|---------------------------------------|
| Dapat dipercaya (Trustworthines) |
| Rasa hormat dan perhatian (respect) |
| Tekun (diligence) |

2. Materi Pembelajaran

- Pengertian greeting card (kartu ucapan selamat).
- Teks tulis ucapan selamat (greeting card) sangat pendek dan sederhana
- Kind of greeting card. Like us congratulations card , gratitude card, and invitation card.
- Make conversation with the topik greeting card used congratulation, birthday, new year.
 - a. Fungsi sosial
Menjaga hubungan interpersonal dengan guru dan teman.
 - b. Struktur teks
Teks greeting card mencakup
 - Identifikasi (nama peristiwa, hari istimewa) bersifat khusus
 - Ungkapan khusus yang relevan
 - Gambar, hiasan, komposisi warna.
 - c. Unsur kebahasaan

- Ungkapan congratulations, well done. Good job,dll
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.
3. Metode Pembelajaran: pendekatan umum : *scientific method* and model : *drill method*
 4. Langkah-langkah Kegiatan Pertemuan pertama dan kedua.

A. Kegiatan Pendahuluan (10 menit)

- 1) Guru menyampaikan salam dan menanyakan kehadiran peserta didik.
- 2) Salah satu peserta didik menyebutkan 5 kosakata baru.
- 3) Guru menyampaikan tujuan pembelajaran hari ini.

B. Kegiatan Inti (60 menit)

- **Mengamati :**
 - 1) Peserta didik mengamati undangan pribadi tentang ulang tahun.
- **Menanya :**
 - 2) Setelah mengamati, peserta didik bertanya tentang arti kata yang ada pada contoh undangan pribadi
- **Mengeksplorasi:**
 - 3) Peserta didik membuat sebuah undangan pribadi dalam bahasa inggris
- **Mengasosiasi :**
 - 4) Peserta didik membandingkan undangan pribadi tentang ulang tahun dengan jenis undangan pribadi yang lain.
- **Mengkomunikasikan :**
 - 5) Peserta didik secara lisan membuat contoh undangan pribadi dan di tampilkan di depan kelas.

C. Kegiatan Penutup (10 menit)

Dalam kegiatan penutup, guru:

- ☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ guru memberi arahan tentang tema yang akan di pelajari di pertemuan selanjutnya.
- ☞ Guru menutup dengan salam dan mengucapkan ungkapan berpisah dalam bahasa inggris.

5. Sumber belajar
 - a. Buku teks yang relevan.
 - b. Script percakapan dan/atau rekaman percakapan
 - c. Gambar-gambar yang relevan
6. Penilaian Keterampilan (Autentic Assessment)
 1. Teknik penilaian : Lisan
 2. Pedoman Penilaian\

Jumlah skor maksimal keseluruhan 100

a. Rubrik Penilaian

Criteria	Score
Pronunciation	50
Delivery	50

Standard of Pronunciation and Delivery:

Excellent	41-50
Very good	31-40
Good	21-30
Average	11-20

Mengetahui,

The Collaborator

Metro, Mei 2018

The Researcher

Budi Hartono, Amd.
NIP.Fitriyani
NPM. 14121397

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

SMP/MTS	: Mts Mathlaul Anwar
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- Dapat dipercaya (Trustworthines)
 - Rasa hormat dan perhatian (respect)
 - Tekun (diligence)

2. Materi Pembelajaran

- Pengertian greeting card (kartu ucapan selamat).
- Teks tulis ucapan selamat (greeting card) sangat pendek dan sederhana
- Greeting card about Happy New year
- The students writing text and memorize the text.

Happy New Year Card

New aim, new dreams, and new achievements are waiting for you. Forget the failulers, correct your mistakes. Surely success is yours. Happy new year 2018.

a. Fungsi sosial
Menjaga hubungan interpersonal dengan guru dan teman.

b. Struktur teks
Teks greeting card mencakup

- Identifikasi (nama peristiwa, hari istimewa) bersifat khusus
- Ungkapan khusus yang relevan
- Gambar, hiasan, komposisi warna.

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 - 1) Peserta didik mengamati undangan pribadi tentang ulang tahun.
- **Menanya :**
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- **Mengeksplorasi:**
 - 3) Peserta didik membuat sebuah undangan pribadi dalam bahasa Inggris
- **Mengasosiasi :**
 - 4) Peserta didik membandingkan undangan pribadi tentang ulang tahun dengan jenis undangan pribadi yang lain.
- **Mengkomunikasikan :**
 - 5) Peserta didik secara lisan membuat contoh undangan pribadi dan di tampilkan di depan kelas.

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Dalam kegiatan penutup, guru:

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5. Sumber belajar
 - a. Buku teks yang relevan.
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Mengetahui,

The Collaborator

Metro, Mei 2018

The Researcher

Budi Hartono, Amd.
NIP.

Fitriyani
NPM. 14121397

Instrument of Speaking Performance

Pre-test

Directions :

1. Please memorize the conversation 15 minute.
2. Please do speake the conversation
3. Speake with fluently and good pronounciation.

The conversation :

Congratulation

Jack : Amelia, congratulations, i'm proud of you. I heard you passed the English test.

This is for you.

Amelia : Thank you, Jack. But will you come to the party to night ?

Jack : I'm really sorry. I have to accompany my mom to a doctor.

Amelia : That's alright. Anyway thanks for the gift.

Jack : That's fine. Have a good time.

Amelia : Thanks.

Instrument of Speaking Performance

Post test 1

Directions :

1. Make three group in the class
2. Choose one of the following topics.
3. Making 3 conversation about the topic used happy families card.
4. Please come on front of the class with your friend

The topics of greeting card using happy families games :

1. Congratulations
2. New year
3. Birthday
4. Thank you

Instrument of Speaking Performance

Post test 2

Directions :

1. Write the text
2. Memorizing the text only 15 minute.
3. Please come on front of the class by one
4. Speake with fluently and good pronounciation.

Text of post test 2 :

Happy New Year Card

New aim, new dreams, and new achievements are waiting for you.

Forget the failures, correct your mistakes. Surelly succes is your.

Happy new year 2018.

**OBSERVATION SHEET
OF STUDENTS' ACTIVITIES CYCLE 1**

Day/ Date : Friday 6th July 2018

School : MTS Mathlaul Anwar

Class : VIII

No	Name	Students' Activities				
		1	2	3	4	5
1	AA		√		√	√
2	ANA	√	√	√	√	√
3	AW	√	√	√	√	√
4	FA	√	√			√
5	FEV	√		√	√	√
6	FN		√	√	√	√
7	HD	√	√	√	√	√
8	MTA		√	√	√	√
9	MA	√		√	√	√
10	MS		√	√		√
11	MAP	√		√	√	√
12	MAS		√	√	√	√
13	MKS	√	√	√		√
14	MHNA		√	√	√	√
15	RA	√	√	√		√
16	RPA	√		√	√	√
17	RPL	√	√	√		√
18	SN		√	√	√	√
19	SA	√	√	√	√	√
20	SJS	√	√	√	√	√
21	TG	√	√	√	√	√
22	TSF	√	√	√	√	√
23	UR	√	√	√	√	√
24	VEP		√	√	√	√
25	DIS	√	√	√	√	√
26	DPS		√	√	√	√
27	AS	√	√	√		
28	HW	√	√	√	√	√
29	DA	√	√	√	√	
Total		20	25	27	27	27
Average		68,96%	86,20%	93,10%	79,31%	93,10%

Notes :

- Tick (√) for each positive activity
- The students' activities that observed are :
 1. Giving attention to the explanation of preparing for language games.
 2. Giving the topic and make conversation for the language games
 3. Showing the conversation to their group.
 4. Showing the participate of competition of group.
 5. Collecting game score to their group.

Mengetahui,

The Collaborator

Meraksa Aji, July 2018

The Researcher

Budi Hartono, Amd.
NIP.

Fitriyani
NPM. 14121397

**OBSERVATION SHEET
OF STUDENTS' ACTIVITIES CYCLE 2**

Day/ Date : Saturday 7th July 2018

School : MTS Mathlaul Anwar

Class : VIII

No	Name	Students' Activities				
		1	2	3	4	5
1	AA	√	√	√	√	√
2	ANA			√	√	√
3	AW	√	√	√	√	√
4	FA	√	√	√	√	√
5	FEV	√	√	√		√
6	FN	√	√	√	√	√
7	HD	√	√	√	√	√
8	MTA	√	√	√	√	√
9	MA	√	√	√	√	√
10	MS	√	√	√	√	√
11	MAP	√	√	√	√	√
12	MAS	√	√	√	√	√
13	MKS	√	√	√	√	√
14	MHNA	√	√	√	√	√
15	RA	√	√	√	√	√
16	RPA	√	√	√	√	√
17	RPL		√	√	√	√
18	SN	√	√	√	√	√
19	SA	√	√	√	√	√
20	SJS	√	√	√	√	√
21	TG	√	√	√	√	√
22	TSF		√	√	√	√
23	UR	√	√	√	√	√
24	VEP	√	√	√	√	√
25	DIS	√	√	√	√	√
26	DPS	√	√	√	√	√
27	AS	√	√	√	√	√
28	HW	√	√	√	√	√
29	DA		√	√	√	√
Total		25	27	29	27	29
Average		86,20%	93,10%	100%	93,10%	100%

Notes :

- Tick (√) for each positive activity
- The students' activities that observed are :
 1. Giving attention to the explanation of preparing for language games.
 2. Giving the topic and make conversation for the language games
 3. Showing the conversation to their group.
 4. Showing the participate of competition of group.
 5. Collecting game score to their group.

Mengetahui,

The Collaborator

Budi Hartono, Amd.
NIP.

Meraksa Aji, July 2018

The Researcher

Fitriyani
NPM. 14121397

OBSERVATION SHEET OF TEACHER ACTIVITIES

CYCLE 1

Day /Date : Friday 6th July 2018

School : MTS Mathloul Anwar

Class : VIII

Teacher Activity	Go od	Eno ugh	Le ss
1. Pre teaching a. Prepare the lesson plan b. Prepare the media that will be used c. Ability the opening the learning process	√		
2. While teaching a. Inform the objective of learning b. Explain the material chronologically c. Guide the students to follow the lesson d. Motivate the students to ask e. Practice the students to answer the question about the material		√	
3. Post teaching a. Conclude the result of learning process b. Close the learning activity		√	

OBSERVATION SHEET OF TEACHER ACTIVITIES

CYCLE 2

Day /Date : Saturday 7th July 2018

School : MTS Mathlaul Anwar

Class : VIII

Teacher Activity	Go od	Eno ugh	Le ss
4. Pre teaching d. Prepare the lesson plan e. Prepare the media that will be used f. Ability the opening the learning process	√		
5. While teaching f. Inform the objective of learning g. Explain the material chronologically h. Guide the students to follow the lesson i. Motivate the students to ask j. Practice the students to answer the question about the material		√	
6. Post teaching c. Conclude the result of learning process d. Close the learning activity	√		

TABLE
STUDENTS' SPEAKING SCORING IN PRE-TEST

Subject : English
Class / Semester : VIII A/ I
Date : 5th July 2018

No	Name	Criteria																				Total
		F				P				V				Ga				Is				
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1	AA	√					√			√							√				√	60
2	ANA			√		√						√		√							√	60
3	AW		√						√			√				√			√			70
4	FA	√	√						√			√				√					√	70
5	FEV					√					√						√		√			60
6	FN		√			√						√					√				√	70
7	HD	√				√					√					√				√		50
8	MTA	√					√					√			√				√			50
9	MA		√					√					√	√					√			60
10	MS			√					√			√			√						√	80
11	MAP			√				√			√						√				√	80
12	MAS	√						√			√						√				√	70
13	MKS		√				√					√				√					√	70

14	MHNA		√				√			√			√			√		70
15	RA		√				√			√			√			√		70
16	RTA	√				√					√	√					√	60
17	RTL		√		√			√					√			√		50
18	SN		√		√			√					√			√		50
19	SA			√			√		√				√			√		60
20	SJS	√			√					√			√				√	60
21	TG		√			√				√			√			√		60
22	TSF	√				√					√	√					√	60
23	UR		√		√			√					√			√		50
24	VEP			√			√		√				√			√		60
25	DIS	√					√		√				√			√		50
26	DPS		√			√				√			√			√		60
27	AS	√					√		√				√			√		50
28	HW			√			√		√				√			√		60
29	DA			√			√		√				√			√		60

Note :

F : Fluency

P: Pronunciation

V: Vocabulary

F1 : Grammatical Accuracy

Is : Interactional Strategies

Criteria Score :

15-20 : Good

10-14 : Enough

5-4 : Less

TABLE
STUDENTS' SPEAKING SCORING IN POST-TEST 1

Subject : English
Class / Semester : VIII A/ I
Date : 6th July 2018

No	Name	Criteria																				Total
		F				P				V				Ga				Is				
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1	AA	√					√			√							√				√	70
2	ANA			√		√						√		√							√	70
3	AW		√						√			√				√			√			60
4	FA	√	√						√			√				√					√	60
5	FEV					√					√						√		√			60
6	FN		√			√						√					√				√	80
7	HD	√				√					√					√				√		70
8	MTA	√					√					√			√				√			60
9	MA		√					√					√	√					√			60
10	MS			√					√			√			√						√	70
11	MAP			√				√			√						√				√	80
12	MAS	√						√			√						√				√	80

13	MKS		√			√				√			√			√			√	70		
14	MHNA		√				√			√			√						√	70		
15	RA		√				√			√			√						√	60		
16	RTA	√				√						√	√							√	50	
17	RTL		√			√			√							√				√	70	
18	SN		√			√			√							√				√	60	
19	SA			√			√			√					√					√	60	
20	SJS	√				√						√				√					√	70
21	TG		√			√						√				√				√	70	
22	TSF	√				√						√	√								√	60
23	UR		√			√			√							√					√	60
24	VEP			√			√			√					√					√	70	
25	DIS	√					√			√					√					√	80	
26	DPS		√			√						√				√				√	70	
27	AS	√					√			√					√					√	70	
28	HW			√			√			√					√					√	60	
29	DA			√			√			√					√					√	60	

Note :

Criteria Score :

F : Fluency

F1 : Grammatical Accuracy

15-20 : Good

5-4 : Less

P: Pronunciation

Is : Interactional Strategies

10-14 : Enough

V: Vocabulary

TABLE
STUDENTS' SPEAKING SCORING IN POST-TEST 2

Subject : English
Class / Semester : VIII A/ I
Date : 7th July 2018

No	Name	Criteria																				Total
		F				P				V				Ga				Is				
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1	AA		√					√				√				√				√		75
2	ANA		√					√				√				√				√		80
3	AW	√					√						√	√							√	70
4	FA		√			√				√						√				√		75
5	FEV		√			√				√						√				√		70
6	FN			√				√			√				√				√			80
7	HD	√				√						√				√					√	75
8	MTA		√				√					√				√			√			70
9	MA	√					√						√	√							√	80
10	MS		√			√				√						√				√		70
11	MAP			√				√			√				√				√			80
12	MAS	√						√			√				√				√			80
13	MKS		√				√					√				√			√			75

14	MHNA	√					√			√				√			√			80	
15	RA			√			√			√				√			√			75	
16	RTA			√			√			√				√			√			70	
17	RTL	√				√					√				√				√	70	
18	SN		√			√					√				√				√	80	
19	SA	√				√						√	√							√	80
20	SJS		√			√			√						√				√	70	
21	TG			√			√			√					√				√	75	
22	TSF	√					√			√					√				√	70	
23	UR		√			√					√				√				√	70	
24	VEP	√				√					√				√					√	75
25	DIS		√			√					√				√				√	65	
26	DPS	√				√						√	√							√	65
27	AS		√			√			√						√				√	75	
28	HW			√			√			√					√				√	70	
29	DA	√					√			√					√				√	75	
			√			√					√				√				√		

Note :

Criteria Score :

F : Fluency

F1 : Grammatical Accuracy

15-20 : Good

5-4 : Less

P: Pronunciation

Is : Interactional Strategies

10-14 : Enough

V:

Vocabulary



**YAYASAN PENDIDIKAN ISLAM
MADRASAH TSANAWIYAH MATHLA'UL ANWAR
KECAMATAN MERAKSA AJI KABUPATEN TULANG BAWANG**

*Jl. Abdoel Moloek No.02 Kampung Paduan Rajawali Kecamatan Meraksa Aji Kabupaten Tulang Bawang
NSM : 121218050020, NPSN : 10816693*



Nomor : Kd. 08.05/PP.00/036/MTs. MA/MRA/IV/2017
Lampiran : -
Perihal : Balasan Izin Pra Survey

Yth. Wakil Dekan Bidang Akademik dan Kelembagaan IAIN Jurai Siwo Metro

Berdasarkan pada surat Nomor : P.0698/In.28/FTIK/PP.00.9/04/12 pada tanggal 17 April 2017 Tentang Izin Pra Survey, maka yang bertandatangan di bawah ini Kepala Madrasah Tsanawiyah Mathlaul Anwar Meraksa Aji Tulang Bawang, memberikan Izin Kepada Mahasiswa :

Nama : **FITRIYANI**
NPM : 14121397
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris bahasa ingris

Untuk melaksanakan Pra Survey Di MTs. Mathlaul Anwar Meraksa Aji Kabupaten Tulang Bawang sebagai syarat menyelesaikan Skripsi dengan Judul “ INCREASING THE SPEAKING PERFORMANCE BY USING LANGUAGE GAMES AMONG THE 8th GRADE STUDENTS AT MTS MATHLAUL ANWAR MERAKSA AJI TULANG BAWANG” .

Demikian Surat balasan ini saya sampaikan untuk dapat dipergunakan sebagaimana mestinya.

Paduan Rajawali, 20 April 2017

Kepala Madrasah



EBIT SUHARSO, S.PdI

NAY.200407025



KEBERKHAIRAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iaim@metrouniv.ac.id

Nomor : 1895 /In.28.1/J/PP.00.9/5/2018
 Lamp : -
 Hal : **BIMBINGAN SKRIPSI**

31 Mei 2018

Kepada Yth:

1. Drs. Kuryani, M.Pd
 2. Trisna Dinillah Harya, M.Pd
- Dosen Pembimbing Skripsi
 Di -
 Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa tersebut dibawah ini:

Nama : Fitriyani
 NPM : 14121397
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Tadris Bahasa Inggris
 Judul : Increasing Speaking Performance By Using Language Games Among The Eight Grade Students MTs Mathlul Anwar Meraksa Aji Tulang Bawang In Academic Year 2017/2018

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,


A. Subhan Roza, M.Pd
 NIP. 19750610 2008011014 }



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-2123/In.28/D.1/TL.01/07/2018

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
 menugaskan kepada saudara:

Nama : FITRIYANI
 NPM : 14121397
 Semester : 8 (Delapan)
 Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MTS MATHLAUL ANWAR MERAKSA AJI TULANG BAWANG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING SPEAKING PERFORMANCE BY USING LANGUAGE GAMES AMONG THE EIGHTH GRADE STUDENTS AT MTS MATHLAUL ANWAR MERAKSA AJI TULANG BAWANG IN ACADEMIC YEAR 2017/2018".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro

Pada Tanggal : 04 Juli 2018

Mengetahui,
 Pejabat Setempat

Chie ft
SUBI HARTONO, AMed
 ua-ka

Wakil Dekan I.

Isti Fatonah
Dra. Isti Fatonah MA
 NIP. 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-2123/In.28/D.1/TL.00/07/2018
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SEKOLAH MTS
MATHLAUL ANWAR MERAKSA AJI
TULANG BAWANG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2123/In.28/D.1/TL.01/07/2018, tanggal 04 Juli 2018 atas nama saudara:

Nama : **FITRIYANI**
NPM : 14121397
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS MATHLAUL ANWAR MERAKSA AJI TULANG BAWANG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING SPEAKING PERFORMANCE BY USING LANGUAGE GAMES AMONG THE EIGHTH GRADE STUDENTS AT MTS MATHLAUL ANWAR MERAKSA AJI TULANG BAWANG IN ACADEMIC YEAR 2017/2018".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 04 Juli 2018
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



**YAYASAN PENDIDIKAN ISLAM
MADRASAH TSANAWIYAH MATHLA'UL ANWAR
KECAMATAN MERAKSA AJI KABUPATEN TULANG BAWANG**

*Jl. Abdoel Moloek No.02 Kampung Paduan Rajawali Kecamatan Meraksa Aji Kabupaten Tulang Bawang
NSM : 121218050020, NPSN : 10816693*



Nomor : Kd.08.05/PP.00/057/MTs.MA/SBP/VI/2018
Lampiran : _
Perihal : **Izin Penelitian**

Kepada Dekan Institut Agama Islam Negeri Metro

Di

Metro

Berdasarkan surat dari IAIN Metro tanggal 30 Juni 2018 tentang Izin Penelitian atas nama :

Nama : **FITRIYANI**
NPM : 14121397
Jurusan : Tarbiyah
Program Studi : Tadris Bahasa Inggris

Telah melaksanakan penelitian di MTs. Mathlaul Anwar tahun pelajaran 2017/ 2018.

Demikian surat ini kami sampaikan kepada yang bersangkutan dan untuk dapat dipergunakan sebagaimana mestinya.

Meraksa Aji, 30 Juni 2018
Kepala Madrasah



EBIT SUHARSO, S.PdI
NAY. 200407025





**YAYASAN PENDIDIKAN ISLAM
MADRASAH TSANAWIYAH MATHLA'UL ANWAR
KECAMATAN MERAKSA AJI KABUPATEN TULANG BAWANG**

*Jl. Abdoel Moloek No.02 Kampung Paduan Rajawali Kecamatan Meraksa Aji Kabupaten Tulang Bawang
NSM : 121218050020, NPSN : 10816693*



Nomor : Kd.08.05/PP.00/059/MTs.MA/MRA/VII/2018
Lampiran : _
Perihal : **Balasan Melaksanakan Penelitian**

Kepada Dekan Institut Agama Islam Negeri Metro

Di

Metro

Yang bertandatangan di bawah ini Kepala Sekolah MTs. Mathlaul Anwar Meraksa Aji Tulang Bawang Memberikan Izin kepada :

Nama : **FITRIYANI**
NPM : 14121397
Jurusan : Tarbiyah
Program Studi : Tadris Bahasa Inggris

Nama tersebut di atas telah mengadakan penelitiandi Mts. Mathlaul Anwar Meraksa Aji Tulang Bawang dari tanggal 04 Juli 2018 sampai tanggal 08 Juli 2018 dalam rangka menyelesaikan penulisan Skripsi dengan judul : **“INCREASING SPEAKING PERFORMANCE BY USING LANGUAGE GAMES AMONG THE EIGHTH GRADE AT MTS MATHLAUL ANWAR MERAKSA AJI TULANG BAWANG IN ACADEMIC YEAR 2017/2018”**

Demikian surat balasan ini kami sampaikan kepada yang bersangkutan dan untuk dapat dipergunakan sebagaimana mestinya.

Meraksa Aji, 09 Juli 2018
Kepala Madrasah


EBIT SUHARSO, S.PdI
NAY. 200407025

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

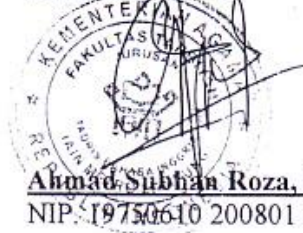
Nama : Fitriyani
NPM : 14121397
Fakultas : Tarbiyah / FTIK
Angkatan : 2014

Telah menyerahkan buku berjudul :

A Century of Education

Metro,

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-0605/In.28/S/OT.01/07/2018**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Fitriyani
NPM : 14121397
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2017 / 2018 dengan nomor anggota 14121397.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 18 Juli 2018
Kepala Perpustakaan,



[Handwritten Signature]
Drs. Mokhtardi Sudin, M.Pd.
NIP. 195806311981031001



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
 Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor : P.0698/In.28/FTIK/PP.00.9/04/2017 17 April 2017
 Lamp : -
 Hal : **IZIN PRA-SURVEY**

Kepada Yth.,

Kepala MTs Mathlaul Anwar Meraksa Aji

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama : Fitriyani
 NPM : 14121397
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Tadris Bahasa Inggris (TBI)
 Judul : Increasing The Speaking Performance by Using Language Games Among
 The 8th Grade students at MTs Mathlaul Anwar Meraksa Aji Tulang Bawang

Untuk melakukan *pra-survey* di MTs Mathlaul Anwar Meraksa Aji Tulang Bawang

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
 NIP. 19750610 200801 1 014



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

M E T R O Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama :Fitriyani

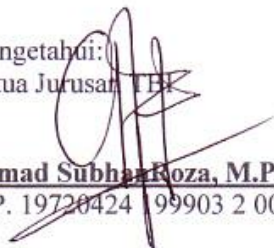
Jurusan : TBI

NPM : 14121397

Semester : VII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
4	Selasa 20/11-17		✓	Ace ch-TI	Fah
5	Kamis 14/12-17		✓	Revise ch- 17	Fah
6	Rabu 14/3-18		✓	Revise grammar please attention about Parallelism. - Revise Research Setting.	Fah

Mengetahui:
Ketua Jurusan TBI


Ahmad Subhan Foza, M.Pd
 NIP. 19720424 199903 2 001

Dosen Pembimbing II


Trisna Dinilah Harva, M.Pd
 NIP. 19830511 200912 2 004



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama :Fitriyani

Jurusan : TBI

NPM : 14121397

Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
7.	Rabu 21-3-18.		✓	Please elaborate what will you do in cycle I.	<i>Fiti</i>
8.	Rabu 20/3-18.		✓	Please check more all of mistype and Revise space in typing. please learn more your guidance book.	<i>Fiti</i>

Mengetahui:
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 197204241999032001

Dosen Pembimbing II

Trisna Dinillah Harva, M.Pd
NIP. 198305112009122004



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iningmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama :Fitriyani

Jurusan : TBI

NPM : 14121397

Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
y.	Rabu, 4/04-18		✓	Acc ch. II) Continue to the 1 st Advisor	<i>Jah</i>

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19720424 199903 2 001

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd
NIP. 19830511 200912 2 004



KEMENTERIAN AGAMA
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Nama :Fitriyani


Jurusan : TBI

NPM : 14121397

Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Kamis 31/5-18		✓	Revisi Instrument.	Fitri
	Selasa 5/6-18		✓	Ace Instrument (IPD)	Fitri

Mengetahui,
Ketua Jurusan


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Dosen Pembimbing II


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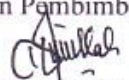
Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Kamis, 28-06-18		✓	Revise all	Fitri
2	Kamis, 5-07-18		✓	Acc ch. IV & V Continue to 1 st Advisor.	Fitri
3	Kamis, 19/ 2018 / 9				

Mengetahui:
Ketua Jurusan


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Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Kamis, 5-09-2018	✓		Revise Chapter II Revise Chapter III	<i>Fitri</i>
2.	Senin, 9-09-2018	✓		Revise data collection I. Revise Research Instrument Revise Data analysis M.	<i>Fitri</i>
3.	Kamis, 12-09-2018	✓		TCE Seminar	

Mengetahui
Ketua Jurusan TBI

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Dr. Kuryani
Dr. Kuryani, M.Pd
 NIP. 196202151995 1 001



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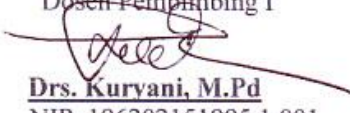
Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	6/6 2018	✓		Revisi IPD	Fitri
2	7/6-2018	✓		ACC IPD	Fitri

Mengetahui,
Ketua Jurusan TBI


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 NIP. 19720424 199903 2 001

Dosen Pembimbing I


Drs. Kuryani, M.Pd
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Nama :Fitriyani

Jurusan : TBI

NPM : 14121397

Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	9/7 2018	✓		Revise Chapter IV a ✓	Fitri
2	13/7 2018	✓		Revise IV a ✓	Fitri
3	19/7 2018	✓		Acc Mumpung	Fitri

Mengetahui:
Ketua Jurusan TBI

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Dosen Pembimbing I

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FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Fitriyani
 NPM : 14121397

Jurusan : TBI
 Semester : VII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Kamis, 19-10-17		✓	- Revisi Background and Interpretation of the Problem.	Fitri
2.	Senin, 6-11-17		✓	Acc ch. I Continue to ch-II	Fitri
3.	Kamis 9/11-17		✓	- Perbaiki Sistematika Penulisan. - Pelajari lagi buku Panduan Penulisan Karya Ilmiah!	Fitri

Mengetahui
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Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
 NIP. 19830511 200912 2 004

Pre-test of Speaking Performance Activity



The Researcher explain the material talking about greeting card, congratulation.



Explain about language games



Post test activity of speaking performance

