

AN UNDERGRADUATE THESIS

**THE USE OF BOARD GAME TO IMPROVE SPEAKING
PERFORMANCE AMONG THE EIGHT GRADERS AT SMP NEGERI 1
METRO KIBANG EAST LAMPUNG**

By:

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English Education Department



**THE STATE INSTITUTE FOR ISLAMIC STUDIES OF
METRO**

1439 H / 2018 M

**THE USE OF BOARD GAME TO IMPROVE SPEAKING
PERFORMANCE AMONG THE EIGHT GRADERS AT SMP NEGERI 1
METRO KIBANG EAST LAMPUNG**

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

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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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RATIFICATION PAGE

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An undergraduate thesis entitled : THE USE OF BOARD GAME TO IMPROVE SPEAKING PERFORMANCE AMONG THE EIGHT GRADERS AT SMP NEGERI 1 METRO KIBANG EAST LAMPUNG, Written by TRI RAHMAWATI student number. 13108597, English Education Departement, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on January 22, 2018 at 11.00-13.00.

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**THE USE OF BOARD GAME TO IMPROVE SPEAKING
PERFORMANCE AMONG THE EIGHT GRADERS AT SMP NEGERI 1
METRO KIBANG EAST LAMPUNG**

ABSTRACT

**By:
TRI RAHMAWATI**

The goal of teaching speaking is the students can communicate in the target language. The students find some difficulties in mastering the speaking. Therefore, the teacher expected to be more creative to choose the strategy applied in the classroom. Board Game is one of strategy that give students chance to do task by work together in pair to maximize their own and each other's learning.

This research is aimed to find out whether the Board Game can increase the students speaking performance. This research is classroom action research. The research used test, observation, documentation to collect the data.

The classroom action research was conducted by 2 cycle. There are four steps in each cycle : they are planning, acting, observing and reflecting. The researcher gave one pre-test before treatment, two treatment and two post-test, the subject of this action research are the eight graders in SMP Negeri 1 Metro Kibang East Lampung. This research used 26 students as object of research. The researcher used average formula to prove whether hypothesis is accepted or rejected.

The invention of this research shows that there was increased from cycle 1 to cycle 2. The result from the data in cycle 1, it was gained the average score of pre-test was 62,11 and post test 64,88 and post test from cycle 2 was gained the average score 66,19 The result of cycle 2 is higher than the result of post-test at cycle 1. The condition of the class was getting better. The students pay attention to teacher's explanation in learning activity. The students are more active in learning process. The students can speak in front of class. It means that the use of Board Game can increase the students speaking performance at the eight graders of SMP N 1 Metro Kibang East Lampung. .

**PENGUNAAN PERMAINAN PAPAN UNTUK MENINGKATKAN
KEMAMPUAN BERBICARA SISWA KELAS DELAPAN DI SMP
NEGERI 1 METRO KIBANG LAMPUNG TIMUR**

ABSTRAK

Oleh:

TRI RAHMAWATI

Tujuan pengajaran speaking adalah siswa dapat berkomunikasi dalam bahasa target. Siswa menemukan beberapa kesulitan dalam menguasai speaking. Oleh karena itu, guru diharapkan dapat lebih kreatif dalam memilih strategi yang diterapkan di dalam kelas. Permainan papan adalah suatu permainan yang memberikan kesempatan kepada siswa untuk menyelesaikan tugasnya dengan bekerja secara berkelompok dengan pasangannya untuk memaksimalkan pembelajaran mereka sendiri serta pembelajaran satu sama lain.

Tujuan penelitian ini adalah untuk mengetahui apakah permainan papan dapat meningkatkan kemampuan berbicara siswa. Penelitian ini menggunakan test, observasi, dan dokumentasi dalam pengumpulan data.

Penelitian tindakan kelas ini dilakukan 2 siklus. Ada 4 tahap dalam setiap siklus, yaitu perencanaan, tindakan, observasi dan refleksi. Peneliti memberikan pre-test sebelum tindakan, 2 kali tindakan, dan 2 post test. Penelitian ini dilaksanakan di kelas VIII SMP Negeri 1 Metro Kibang East Lampung. Penelitian ini menggunakan 26 siswa sebagai objek penelitian. Penelitian menggunakan rumus rata-rata untuk membuktikan hipotesis diterima atau ditolak.


Temuan penelitian ini menunjukkan bahwa ada peningkatan dari siklus 1 ke siklus 2. Hasil dari data pada siklus 1, mendapatkan nilai rata-rata pre-test adalah 62,11 dan post test 64,88 dan dari siklus 2 diperoleh nilai rata-rata 66,19 Hasil siklus 2 lebih tinggi dari hasil post-test pada siklus 1. Kondisi kelas menjadi lebih aktif selama proses pembelajaran. Siswa dapat berbicara di depan kelas. Ini berarti bahwa penggunaan Permainan Papan dapat meningkatkan kemampuan berbicara siswa pada kelas VIII di SMP N 1 Metro Kibang Lampung Timur .

STATEMENT OF RESEARCH ORIGINALITY

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Yang menyatakan



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MOTTO

يَتَأَيُّهَا الَّذِينَ ءَامَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا ﴿٧٠﴾

“O you who believe! Keep your duty to God (Allah) and fear Him, and speak
(always) the truth”.

(QS. Al-Ahzab:70)

DEDICATION PAGE

This undergraduate thesis is dedicated to:

1. My beloved family, especially my parents (Mr. Nurhamid and Mrs. Manisem), my brother (Eko Septiawan), and my young brother (Dedi Irawan) who always pray and support in their endless love.
2. My Sponsor and Co-sponsor, thanks for guiding.
3. My beloved and inspiring friends of TBI class who have given support and wonderful motivation.
4. My beloved Almamater State Institute of Islamic Studies (IAIN) of Metro.
5. The big family of SMP Negeri 1 Metro Kibang East Lampung thanks for help!

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In the name of Allah, the Most Gracious, the Most Merciful. Praise is only to Allah SWT, the Lord of the words whom without His Mercy and Blessings, none of these would be possible. Thanks also to our idol of life, the man of perfection, Prophet Muhammad SAW, his families and companions. Finally the researcher can accomplish this thesis entitles "THE USE OF BOARD GAME TO IMPROVE STUDENTS' SPEAKING PERFORMANCE AMONG THE EIGHT GRADERS AT SMP NEGERI 1 METRO KIBANG EAST LAMPUNG" Regarding to there search undergraduate thesis, the researcher offers her big thank to the Drs.KuryaniUtih,M.pd as the sponsor and to Ahmad Subhan Roza, M.Pd as the co-sponsor . May allah SWT give them His better reward for their spending time to support and guide during the thesis writing process.

As human being, the writer completely realize that this thesis still has a plenty of weaknesses . The writer doapologiezes for all mistages he has made in writing and presentation items. All constructive comments and suggestions are very welcomed to measure the quality of this undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally .

Metro, 02 January 2018

The Writer,



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CHAPTER I

INTRODUCTION

A. Background of The Study

English is used as a second language which means it is spoken by the society as daily language. English also is used as a foreign language which means it becomes a compulsory subject in educational institutions. In Indonesia, English is used as the first foreign language. It is taught formally at almost all schools from Elementary School to University. In fact, mastering English language means acquiring four basic skills of language such as listening, speaking, reading, and writing skills.

One of the skills of language is speaking. Speaking is one of the most important and essential skills that must be practiced to communicate orally. One of the language skill that mastered by any foreign language learners is the ability to speak or communicate in the target language. The mastery of speaking skill is a priority for many second and foreign language learners. Learners often evaluate their success in language learning of English on the basis how well their improvement on speaking the language.

In addition speaking skill is an important skill that the learners should master when they learn a language. Speaking is oral activity in producing some opinions, feelings, ideas, etc. Good communication skill help you succeed in school an at work, improve your relationship with family and friends, and deal with challenges. Teaching speaking is not an eassy job. It need some strategies to make students understand and still have curiosity in

learning English. Because sometime the students say speaking is difficult. There are some characteristics that make speaking as difficult language skill; clustering, redundancy, reduced forms performance variables, colloquial language, rate of delivery, stress, rhythm, intonation of English and Interaction. In some situations, speaking is used to give instructions or to get things done, for example, to describe things or someone, to complain about people's behavior, asking and giving services and others.

In teaching speaking activity, the teacher should have various activities to improve the class atmosphere and to motivate the students' willingness to speak and to communicate with other people. The teacher is the center of attention early in the lesson, when the topic is introduced and when any essential language needs to be revised and corrected. In good class atmosphere, students who get on with each other, and whose English is at an appropriate level, will often participate freely and enthusiastically if we give them a suitable topic and task.

There are a lot of approaches; method and technique that can be used by teacher in teaching speaking. Many activities that can make classroom situation fun and interesting. It can be done by giving picture, card, song, game, story, etc. The other ways that can help the students are using song. The use of song in the class can change a boring situation to pleasant one. It can increase interaction between students and teacher, and also can make class more meaningful and enjoyable. The reason to use board game is the effectiveness

and pleasant way to make students speak in front of the class. It seems to combine practice with fun.

Using board game in teaching speaking is one way that can improve speaking ability of junior high school. It is suitable activity that can build motivation and make students confidence. Because sometimes, students have less confidence to speak in front of the class. Students are often reluctant to speak because they are shy and are not predisposed to express themselves in front of other people, especially when they are being asked to give personal information or opinion. So board game will help them to deliver or build their ability in speaking.

This study investigates the students' speaking ability by using board game. Board game is singled out to ameliorate their talent in speaking related to the students' daily activity. The students' problems of SMP Negeri 1 Metro Kibang East Lampung that are commonly faced in Speaking such as: The students are often reluctant to speak because they are shy and are not predisposed to express themselves in front of other people, especially when they are being asked to give personal information or opinion. To know the students performance in speaking, the researcher holds the pre-survey in SMP Negeri 1 Metro Kibang East Lampung which show in the table below:

Table 1
The Pre-survey Data of Students' Speaking Performance at the Eight
Graders of SMP Negeri 1 Metro Kibang East Lampung

No	Name	Result of Speaking	
		Score	Category
1	AS	42,5	Incomplete
2	AS	42,5	Incomplete
3	ANP	42,5	Incomplete
4	BDA	45	Incomplete
5	BS	45	Incomplete
6	DSI	45	Incomplete
7	DE	75	Complete
8	DP	42,5	Incomplete
9	DSR	52,5	Incomplete
10	LDDS	42,5	Incomplete
11	LA	42,5	Incomplete
12	MS	45	Incomplete
13	MK	47,5	Incomplete
14	NS	50	Incomplete
15	NV	47,5	Incomplete
16	NIK	42,5	Incomplete
17	PS	42,5	Incomplete
18	R	42,5	Incomplete
19	RS	70	Complete
20	RAS	45	Incomplete
21	SA	52,5	Incomplete
22	SM	45	Incomplete
23	TA	47,5	Incomplete
24	TM	45	Incomplete
25	TY	50	Incomplete
26	YA	42	Incomplete
Total		1232	--
Average		47	Fail

Source: The Data of Pre Survey on April 19th, 2017

Table 2

The pre-survey result from the test score of Students Speaking Performance at the Eight Graders of SMP Negeri 1 Metro Kibang East Lampung

No	Grade	Explanation	Amount	Percentage
1.	≥ 65	Complete	2 person	8%
2.	< 65	Incomplete	24 person	92%
Total			26 person	100%

From the table above, it can be seen that English learning achievement is a poor. Because the English teacher said that the criteria of minimum (KKM) score for English subject at the school is 65. It means that just 2 student who got score ≤ 65 , so all of the student who got score ≥ 65 must do remedial. The writer assumes that it caused students' speaking is still poor and they feel English was difficult lesson.

Based on the phenomena above, the researcher proposes to investigate a study as the tittle : THE USE OF BOARD GAME TO IMPROVE STUDENTS' SPEAKING PERFORMANCE AMONG THE EIGHT GRADERS AT SMP NEGERI 1 METRO KIBANG EAST LAMPUNG.

B. Problem Identification

Based on the background above, the researcher is able to identify the problem as follow:

1. Most of the students of SMP Negeri 1 Metro Kibang East Lampung at the eight graders still have low speaking performance.

2. Most of the students of SMP Negeri 1 Metro Kibang East Lampung at the eight graders have less confidence to speak in front of the class.
3. Most of the students of SMP Negeri 1 Metro Kibang East Lampung at the eight graders still lack structure knowledge and vocabulary.
4. Most of the students of SMP Negeri 1 Metro Kibang East Lampung at the eight graders lack of motivation in learning English especially in Speaking Performance.
5. Most of the students of SMP Negeri 1 Metro Kibang East Lampung at the eight graders have a problem in the pronunciation in learning Speaking Performance.
6. Most of the students of SMP Negeri 1 Metro Kibang East Lampung at the eight graders did not know how to speak fluently with the correct grammer.

C. Problem Limitation

Based on the problem identification, the limits the problem that the students still have low speaking performance, so researcher in tittle her research on teaching speaking through Board Game to the eight graders students of SMP Negeri 1 Metro Kibang East Lampung. This research is focused to improve the students' Speaking Performance.

D. Problem Formulation

Concerning the background of the study, problem formulated of the study, as followed:

“Can the implementation of board game improve the students’ speaking performance and their learning activities at the eight graders of SMP Negeri 1 Metro Kibang East Lampung”.

E. Objective of The Study

Generally, the objective of this research is to improve the students’ speaking performance and their learning activities at the eight graders of SMP Negeri 1 Metro Kibang East Lampung.

F. Benefits of The Study

Hopefully, in this research paper will give contribution for:

a. For the English Teacher

The teachers can apply board game technique in speaking mastery. Board game technique can be an alternative technique to solve students’ problem in speaking. Finally, the students’ performance may increase well, and they can explore their ideas.

b. For The Students

This study is can be accepted to be use as a motivation to improve their speaking performance in an enjoyable classroom environment and also increase their self confidence to speak in front of class.

c. For other Researcher

- 1) As prior knowledge about Speaking in English language teaching as foreign language.
- 2) Information for further research with similar interest.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Concept of Speaking Performance

1. The Concept of Speaking

a. The Definition of Speaking

Johnson and Morrow say that speaking which is popular with term ‘oral communication’, is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contributions at a speed of a high level¹.

Furthermore, Richards states that the mastery of speaking skills in English is a priority for many second language or foreign language learners. Consequently learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency².

Cameron says that speaking is the active use of language to express meanings so that other people can make sense of them. Moreover, it is recognized as an interactive, social and contextualized communicative event. Speaking requires learners to be possession of knowledge about how to produce not only linguistically connect but also

¹ Johnson, K. and Morrow, K.E, *Communication in The Classroom: Handbooks for Teachers' series*,(London: Longman, 1981), p.70

² Richards, Jack , and Theodore Rodgers S, *Approaches and Methods in Language Teaching*, (Cambridge: Cambridge University Press, 2001), p.128

pragmatically appropriate utterances . In brief, learners need to know how to use the language in context³.

To be able to do this, language learners should have sufficient knowledge of the sound, structure, vocabulary and cultural system of English language. The learners also have to think about the ideas they wish to express. They have to be able to articulate English sound well by changing the positions of lips, jaws, and tongue. Besides, the learners should be consciously aware of the appropriate functional expression as well as grammatical, lexical and cultural features needed to express the idea, be sensitive to the change of register or style necessitated by the person to whom they speak. Lastly, the learners must have the abilities to change their direction of their thoughts on the basis of the persons' responses. It means that speaking is the form abstract systems involving both phonological and grammatical system of the language which is produced in a reciprocal exchange in which both reception and production play a part.

b. Classroom Speaking Activities

Teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities. Harmer states six classroom speaking activities. They are

³ Cameron, Deborah , *Working with Spoken Discourse*, (Oxford: SAGE Publications, Ltd, 2001), p.40

acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play⁴.

1) Acting from script

Playing scripts and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process. In the playing scripts, it is important for the students to teach it as real acting. The role of the teacher in this activity is as theatre directors, drawing attention to appropriate stress, intonation, and speed.

This means that the lines they speak will have real meaning. By giving students practice in these things before they give their final performances, the teacher ensures that acting out is both a learning and language producing activity. In acting the dialogue, the students will be very helped if they are given time to rehearse their dialogues before the performance. The students will gain much more from the whole experience in the process.

2) Communication games

Games are designed to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio

⁴ Jeremy Harmer, *The Practice of English Language Teaching 3th edition*. (London: Longman, 2004), P. 271-275

games, imported into the classroom, often provide good fluency activities.

So that the game can make the students talk with other friends and share the information in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures.

3) Discussion

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. According to Harmer discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interactions⁵.

The first is the buzz groups that can be used for a whole range of discussion. For example, students are expected to predict the content of a reading text, or talk about their reactions after reading the text.

The second is instant comments which can train students to respond fluently and immediately is to insert “instant comment” mini activities into lessons. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head.

The last is formal debates. Students prepare arguments in favor or against various propositions. The debate will be started when those

⁵ *Ibid*, p. 272

who are appointed as 'panel speaker' produce well-rehearsed 'writing like' arguments whereas others, the audience, pitch in as the debate progresses with their own thoughts on the subject.

4) Prepared Talks

Students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more 'writing like'. However, if possible students should speak from notes rather than from a script.

It can be concluded that the students can feel easy to speak if the students prepare their topic before they present or deliver the topic or the information to other friends.

5) Questionnaires

Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

6) Simulation and Role play

Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations. Students can act out simulation as them or take on the role of completely different

character and express thoughts and feelings as they doing in the real world.

Those activities can be used by teachers to teach speaking. Teachers can choose an activity that related to the topic and objective of the lesson. Besides, they must consider the situation, condition of the students and materials that will be taught. For example, they use simulation and role play activities when they teach expressions. Teachers can ask them to write some dialogues and after that they have to act them out in front of the class. It may be used by the teachers in using acting from script. In discussion, teachers can use some pictures or maybe videos in a certain situation.

It means that these activities can be used as the way to measure how far students can speak, say and express their feeling in English.

c. Teaching Speaking

Since English is included as a compulsory subject in senior high schools in Indonesia, the learners have the same need. The need is passing the examinations to move to the next level and graduate from the school, and the general requirement is the students are able to speak and hold conversations.

From a communicative purpose, speaking is closely related to listening. The interaction between these two skills is shown in the conversation. Brown states that there are seven principles for

designing speaking techniques⁶. The first, use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based on interaction, meaning, and fluency. Provide intrinsically motivating techniques. Second, encourage the use of authentic language in meaningful contexts. Provide appropriate feedback and correction. Then, capitalize on the natural link between speaking and listening. Give students opportunities to initiate oral communication. Encourage the development of speaking strategies.

Speaking seems one of the most important in language learning: people who know a language are referred to as speakers of that language, as if speaking included all other kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak. Teaching speaking is not an easy job. Some teachers get very involved with their students during a speaking activity and want to join in too. There is nothing wrong with teacher getting involved of course provided they don't star to dominate. Although it is probably better to stand back so that the teacher can watch and listen to what is going on, students can also appreciate teacher participation at the appropriate level in other words, not too much⁷.

⁶ *Ibid*, P.275-276

⁷ Jeremy Harmer, *The Practice of English Language Teaching 3th edition*, .p. 94

1. Teacher Roles

According to Byrne, the teachers also need to know their roles in teaching speaking. They have specific roles at different stages, as follows⁸:

- a) The presenting stage (when the teachers introduce something new to be learned), the teachers play a role as informant.
- b) The practice stage (when the teachers allow the learners to work under their direction), the teachers have a role as conductor and monitor.
- c) The production stage (when the teachers give the learners opportunity to work on their own).

Besides these three roles of each stage, there is another key role that cuts across them: namely, the teachers as motivator. The teachers must be able to motivate their students in order to arouse their interest and involve them in what they are doing. There are some factors which determine their ability to motivate their students, namely: their performance (the mastery of teaching skills, the selection and presentation of topics and activities, the teacher's personality).

1) Characteristics of Successful Speaking Activity

The goal of teaching speaking is communicative efficiency.

Learners should be able to make themselves understood, using their

⁸ Byrne, Donn, *Teaching Oral English*. (England: Addison Wesley Longman Limited, 1997), p.2

current proficiency to the fullest. They also should observe the social and cultural rules that apply in each communication situations.

a) Learners talk a lot.

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

b) Participation is even

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

c) Motivation is high

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

d) Language is of an acceptable level

Learners express themselves in utterance that is relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

2) Teaching Speaking in Junior High School

The subject of this research is the eleventh grade students at SMP N 1 Metro Kibang. Knowing the students' characteristics is

the first step that will help the teachers to help them. It will also help the teachers to prepare the students to help themselves. Students should learn the best strategies to improve their own learning. the characteristics of senior high school students: able to keep still for longer periods, able concentrate for longer periods, learn in more abstract ways, usually able to control and plan their own behavior, not so willing to make mistakes or take risks, aware of themselves and/or their actions, paying attention to form and meaning in language, and have experience of life.

Meanwhile, Harmer states that adult learners are notable for a number of special characteristics⁹:

- a) They can engage with abstract thought.
- b) They have a whole range of life experiences to draw on.
- c) They have expectations about the learning process and may already have their own set patterns of learning.
- d) Adults tend to be more discipline than some teenagers and crucially, they are often prepared to struggle on despite boredom.
- e) They come into classroom with a rich range of experiences which allow teachers to use a wide range of activities with them.
- f) Unlike young children and teenagers, they often have a clear understanding of why they want to get out of it.

⁹ Jeremy Harmer, *The Practice of English Language Teaching 3th edition*,... p. 40

The important thing is teachers have to involve the students in more indirect learning through communicative speaking activities. They also allow them to use their intellects to learn consciously where this is appropriate. They encourage their students to use their own life experience in the learning process too.

As stated in School Based Curriculum, the purpose of the English subject in senior high schools is to develop communicative competence in spoken and written English through the development of related skills. That is why the school graduates are expected to reach the informational level. The learners will be able to support their next study level through the ability of the English communicative competence.

2. The Concept of Speaking Performance

a. Definition of Speaking Performance

As everybody know, language is a set rules used by human as tool for building the good communication, people must have a good speaking skill. According to Scott, speaking is so much s part of daily life that we take it for granted¹⁰. To know about the notion of the speaking it is self, the following are the definitions of speaking stated by some experts.

¹⁰ Scott Thornbury, *How to Teach Speaking*, (England : Longman, 1998), p. 1

Terminologically, David Nunan stated that “to most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language”¹¹.

Richards states that the mastery of speaking is a priority for many second language or foreign language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their speaking language proficiency.¹² Therefore speaking is the most important aspect in learning a second or foreign language.

Furthermore, Hughes Rebecca assumed that speaking is the first mode in which children acquire language, it constitutes the bulk of most people’s daily engagement with linguistic activity, and it is the prime motor of language change¹³. It means that, speaking is oral activity to express and to interaction to other people.

The goal of the speaking is “communication”. For the effectiveness to deliver the meaning of the idea then both the speaker and the listener ought to understand the idea of the conversation. There are many aspects of speaking skill there are utterance, Vocabulary, grammar,

¹¹ David Nunan, *Language Teaching Methodology*, (London : Longman, 2000), p. 39

¹² Jack C. Richards, *Teaching Listening and Speaking: From Theory to Practice*, (Cambridge: Cambridge University Press, 2008), p. 19.

¹³ Hughes Rebecca, *Spoken English, TESOL and Applied Linguistics*, (New Zealand: Palgrave Macmillan, 2006), p. 144

content and meaning, and pronunciation. Based on his theory speaking is the device to communicate ideas arranged and developed depending on listener needed.

Performance is what the organization hires one to do, and do well. performance is not defined by the action itself but by judgemental and evaluative processes.¹⁴ Outcome aspects of performance depend also on factors other than the individual's behavior. For example, imagine a teacher who delivers a perfect speaking lesson (behavioral aspect of performance), but one or two of his pupils nevertheless do not improve their speaking skills because of their intellectual deficits (outcome aspect of performance).

Speaking is defined as a way to verbally communicate for mostly interpersonal and somewhat transactional purposes. Characterize by this function, speaking activities can be grouped into three categories, namely 1) interactive speaking, in which it focuses on primary social functions as meeting people, doing small talk, etc., 2) transactional speaking, in which it focuses on what is said or done such as conversation in a restaurant when someone orders drink or in the ticketing counter when someone books a ticket, and 3) performative speaking, in which it focuses on transmitting information before an audience such as in presentation, speech, etc.. Performative speaking is

¹⁴ Sabine Sonetag. *Psychological Management Of Individual Performance*, (Germany: Technical University Of Brounschwig, 2002), p. 4

often called as non-interactive or one-way speaking in which the listener/audience acts as a passive speaking counterpart.¹⁵

From the definition above, the writer can conclude that speaking performance is the style of communication to speak with other people to convey the information with the action from the speaker to the listener.

b. Types of Classroom Speaking Performances

According to Brown, there are six activities can be applied to the kind of oral production that students are expected to carry out in the classroom¹⁶. Those six categories are as follows:

1) Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

2) Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

¹⁵ Ibid, p. 10

¹⁶ H. Douglas Brown, *Teaching by Principles; An Approach to Language Pedagogy*, (San Francisco : State University, 2007). P. 271-274

3) Responsive

Responsive performance includes interaction and text comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful. For example:

Teacher : how are you today?

Student : pretty good, thanks, and you?

4) Transactional

Transactional language is an extended form of responsive language. The purpose of this kind of speaking performance is to deliver or change specific information. For example here is conversation which is done in pair work.

5) Interpersonal

The other form of conversation is interpersonal dialogue. It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

6) Extensive (monologue)

Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries or

perhaps short speeches. Extensive (monologue) is more formal and deliberative. Teacher gives students extended monologues in the form of oral reports, summaries, and story telling and short speeches.

Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

These types of speaking performance need creative teachers who will always measure speaking ability of his or her students though many kinds of techniques that are agreed by students and suitable with their level, whether beginner, intermediate or advanced students.

Beside those kinds of speaking activities in the classroom, we have to consider the aim of activity when we talk about it whether the activity is given to improve students' accuracy or to improve students' fluency.

In accuracy activity, teacher perhaps want to make sure the students get enough practice in a particular point of grammar, vocabulary, or pronunciation, because their purpose is to make sure the students get something right.

In fluency activity, teachers want to give the students opportunities to use the language they have learnt, to use it freely, even if they make mistakes. In this activity, the teachers want the students to work enjoy with the activity.

In this research the researcher will use extensive (monologue) oral productions that carry out in classroom.

c. Factors Affecting Speaking Performance

1) Linguistics factors

Speaking performance is characterized by not only their knowledge but also their ability to attend to some linguistic elements of the language such as phonology, syntax, vocabulary, and semantics. Each of these aspects will be described as follows. English is not a phonetic language, meaning that pronunciation of its words are not the same to its spelling. speakers of English often get confused in pronouncing many English words. Speakers of English commit are those that often change the meaning of sentences they want to express, and thus create a misunderstanding. That's exactly the reason why non-native speakers have to study grammar more than native speakers.

2) Socio-Cultural Factors

The environment and family background plays a vital role in the learning process and specifically on how the learners perform their oral speaking. In most cases, learners who are raised within

labor family background tend to show passive speaking performance, not to say lower willingness to communicate in English. Same case happens from those who come from less advantaged economic background. On the contrary, the learners who coincidentally grow up in more educated and well-established economic background tend to be more assertive in their speaking.

3) Motivation

Motivation is construct of some components; the essential one is attitudes. Motivation can affect and be affected by other essential components of learning as well. Thus Merisuo-Storm finds that an integrative and friendly outlook toward the other group whose language is being learned can differentially sensitize language learners to the audio-lingual features of the language, making them more perceptive to forms of pronunciation and accent than is the case for learners without this open and friendly disposition. If the learners' attitude is highly ethnocentric and hostile, many have seen that no progress to speak of will be made in acquiring any aspects of the language. Such learners not only are perceptually insensitive to the language, but apparently are also unwilling to modify or adjust their own response system to approximate the new pronunciational response required in the other language.

4) Personality

The fear of speaking in a foreign language may be related to a variety of complex personality constructs such as anxiety, self-esteem, inhibition, risk taking, empathy, and extroversion. These personality factors are intertwined in which one factor is closely related to the others.¹⁷

d. The Measuring Criteria of Speaking Performance

Based on Professor Weir Cyril. There are some indicators that be supposed to score to test speaking:¹⁸

Table 3
Analytic Speaking Criteria

Aspect	Category	Indicators
Fluency	4 (excellent)	General natural delivery, only occasional halting when searching for appropriate word/expressions
	3 (good)	The student hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompts.
	2 (adequate)	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	1 (fair)	The student speaks so little that no 'fluent' speech can be said to occur.
Pronunciation	4 (excellent)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
	3	Rhythm intonation and pronunciation

¹⁷ Jamal Abedi, *Performance Assesement For English Language Learner*, (California :SCOPE, 2010), P. 16

¹⁸ Cyril J. Weir, *Language Testing Andvalidation*, (London: Palgrave Macmillan, 2005), p. 195-196.

	(good)	require more careful listening, some errors of pronunciation which may occasionally lead to incomprehension.
	2 (adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (fair)	Words are unintelligible.
Vocabulary	4 (excellent)	Effective use of vocabulary for the task with few improprieties.
	3 (good)	For the most part, effective use of vocabulary for the task with some examples of inappropriate.
	2 (adequate)	Limited use vocabulary with frequent in appropriate.
	1 (fair)	Inappropriate and inadequate vocabulary.
Grammatical accuracy	4 (excellent)	Very few grammatical errors evident.
	3 (good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (adequate)	Speech is broken and distorted by frequent errors.
	1 (fair)	Unable to construct comprehensible sentences.
Interactional strategies	4 (excellent)	Interacts effectively and readily participates and follows the discussion.
	3 (good)	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
	2 (adequate)	Interaction ineffective. Can seldom develop an interaction.
	1 (fair)	Understanding and interaction minimal.

From the tablet above, the researcher inferred that fluency, pronunciation, vocabulary, grammatical accuracy and interactional strategies are techniques of testing speaking.

3. The Concept of Board Game Technique

a. Definition of Board Game Technique

Hadfield says a game is an activity with rules, a goal and element of fun¹⁹. Wright states that enjoyment of games is not restricted by age²⁰. Some individuals, regardless of age, may be less fond of games than others. But so much depends on the appropriateness of the games and the role of the player. It is generally accepted that young learners and adults are very willing to play games. This partly depends on the learners' socio-cultural background. Early teenagers tend to be more self-conscious and one must take into account their reticence when selecting games for them.

Games which can be played in pairs or groups may be particularly useful in this case. It is clear to all observers of classroom practice that the teacher's own belief in the usefulness and appropriateness of a game affects the learners' responses. Wright et al have observed games and materials normally used in primary schools being accepted by businessmen owing to the conviction of the teacher.

Board games are familiar game types for children. This type of games mainly involves moving markers along a path. Monopoly, Snake and Ladders, and Ludo are the examples of popular board games. Almost all board games are the imitations of situations in real life. Board games

¹⁹ Hadfield, Jill, *Intermediate Vocabulary Games*, (Harlow, Essex: Longman, 1999), p.55

²⁰ Wright, Andrew., David Betteridge and Michael Buckby, *Games for Language Learning*, (Cambridge: Cambridge University Press, 1994), p. 29

have also been used to teach children basic fact and information about the world in which they live.

According to Fernand Gobet, et.all, definition of Board Game based on two characteristics. First, it is concerned with rules. Board games are games with a fixed set of rules that limit the number of pieces on a board, the number of positions for these pieces, and the number of possible moves. The limitations set by these rules contrast with games of skill where the number of positions may be endless. Second, there is indeed a board with pieces on it. This aspect also states that moves or placement of pieces may influence the situation on a board and that pieces relate to each other on a board. This is in contrast with most lottery games, such as roulette, where each bet or contract is commonly independent from the other contracts that have been made on the table, and by definition are not moving around the board²¹.

Using board games in language learning gives a lot of benefits. One of them is that board games are flexible. Board games are adaptable asset in the classroom because board games can be used as intended for native speakers, adapted to teach specific language forms and functions, and adapted as communicative in the classroom. The games can also be adapted as a concept for making their own educational board game.

²¹ Fernand Gobet, et.all, *Moves In Mine: The Psychology of Board Games*, (New York: psychology Press, 2004), p.2

b. The Steps of Board Game Technique

Many commercial board games are sold in the market, but teachers need to adapt the games so that they fit the needs of the learning activities. Teachers can also make board games of certain topics to be used in the classroom. Students can use tri-fold science boards or other sturdy material for their board game. They should begin by brainstorming what information a player of the game should be able to display after reading and target their questions and approach to the game based on that information. For instance, will players be required to know details about characters, setting, plot development, conflict(s) and resolutions, as well as vocabulary and Vietnam War information? It is important for students to plan their board game prior to constructing the project. Students should pay special attention to writing clear, concise directions; the effectiveness of the game; the content of the game; and use of proper mechanics on the game board, game cards, and directions²².

Buchanan proposes some steps to make board games:

- 1) Preparing the materials,
- 2) Planning the trip of the game,
- 3) Determining the beginning and the end of the game,

²² Kelly Morgano and Carianne Bernadowski, *Teaching Historical Fiction with Ready-Made Literature Circles for Secondary Readers*, (United States of America: Library of Congress Cataloging-in-Publication Data, 2011), p.158

- 4) Designing the route,
- 5) Designing complication on the game,
- 6) Creating the game board based on the design, and
- 7) Writing down the rules. Board games can be made based on stories or any topics that are appropriate with the lessons²³.

The following are the guidelines on creating board games to enhance classroom learning:

- 1) The board games can be made based on the existing games. The game components from one or several games can be used, but it is not just to copy the games. The teacher should make the game fun to play.
- 2) The board games should look interesting and professional. Appropriate materials and techniques are used to give a quality look.
- 3) The game rules should be made complete and easy to understand so that the students can get the idea of the game in five minutes. How to set up, play and win the game should be clear.
- 4) The games should be a learning tool. The students are expected to be able to learn by playing the games. The time for playing the games needs to be adjusted. Different options of difficulty can be applied.

²³ Buchanan, Ben, Carol J. Adams, Susan Kay Allison, *Journey to Gameland: how to make a board game from your favourite children's book*, (United States of America: Library of Congress Cataloguing-in-Publication Data, 2001) p.72

c. The Advantage and Disadvantage of Board Game Technique

1) The Advantages of Board Game

Board Games can be a useful tool to rein-force and recap learning. A subject board game can be used as a revision aid and is also a nice option for a cover lesson. Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.

There are many advantages of using board game in the classroom they are:

- a. They are motivating and challenging.
- b. Learning a language requires a great deal of effort.
- c. Board game helps students to make and sustain the effort of learning.
- d. Board game provides language practice in the various skills-speaking, writing, listening and reading.
- e. They encourage students to interact and communicate.
- f. They create a meaningful context for language use.
- g. Speaking skill board game bring real world context into the classroom, and increase students' use of English in a flexible, meaningful and communicative way.

- h. Board games usually involve friendly competition and they keep students interested in learning the language.
- i. Board game can help them (children) learn and hang on to new words more easily²⁴.

The reasons of the writer in choosing board game as educational technique for teaching speaking to the children are:

- a. Board game makes learning fun so your class and children are willing participants and not just there because they have to be.
- b. Playing a game has a purpose to it, an outcome, and in order to play students have to say things – they have a reason to communicate rather than just repeat things back mindlessly. Therefore, they want to know and learn more.
- c. Students get to use the language all the time during the board game
- d. They involve a lot of repetition, and repetition is the mother of skill, it can be boring, but thanks to this board game, it is fun.
- e. How do you expect your class or children to apply speaking skill if they never use it? Repetition is the mother of skill.
- f. The board game lends themselves perfectly to quick bursts of revision. Using some of the board game, you can revise a massive amount of speaking skill and grammar in a few minutes.

²⁴ Andrew Redfern, *The Essential Guide to Classroom Practice*, (New York : Routledge, 2015) p.75

- g. If you use board game to revise two or three topics every lesson, as well as teach the new language, imagine how well your kids will do at exam time, and how proud you will feel.
- h. Children have a short attention span (even more so these days with the style and pace of the method, and computer board game), so injecting lively varied board game into your classes to practice the language you are teaching will keep your children alert and enjoying themselves.
- i. The philosophy of encouragement incorporated into this board game allows all students, including the less good ones, to gain in confidence. Usually this doesn't just mean they get better at your subject, but in all subjects. This makes everybody, including you, more motivated and optimistic, and you can really make a difference by helping your pupils have more self-esteem so they succeed in all areas of life.
- j. You do not need many materials to play these board game (in some cases you need only your regular black board or classroom props). Once you have used the board game once you will need virtually no preparation time at all!

- k. You will be able to give stimulating fun classes while keeping your evenings free for yourself and your own hobbies, family and friends, based on the above description²⁵.

2) The Disadvantages of Board Game

There are many disadvantages of using board game in the classroom:

- a. Most people play with house rules (ex. money under free parking, not using the auctions, etc) that cause the game to last much longer than it should.
- b. Player elimination. Players can get knocked out of the game early.
Who wants to watch other people play a game?
- c. Too dependent on luck. Once all the properties are bought & traded, the game is just rolling the dice until everybody goes bankrupt.
- d. Doesn't scale well to the number of players. 4 players seem to be ideal.
- e. Players takes too long and 2 players is completely pointless (without trades, it's all luck).
- f. The game is almost 100 years old. Much better designed games have been released since then (Acquire, Power Grid, Settlers of Catan, Railroad Tycoon)²⁶.

²⁵ Lewis, Gordon and Gunther Bedson, *Games for Children*, (Oxford: Oxford University Press, 2008) p.68

²⁶ Andrew Redfern, *The Essential Guide to Classroom Practice*, ... p.77

B. Action Hypothesis

In line with the considerations and assumption the researcher formulates the hypothesis “By using Board Game technique the students speaking performance and their learning activity can be improve at the eight graders of SMP N 1 Metro Kibang East Lampung”.

CHAPTER III

RESEARCH METHODOLOGY

A. Variable and Operational Definition of Variables

Operational definition of variable is explained about variables that used in this research. The indicators included in a variable are result of the synthesis theory which is used on the theoretical review.

The object in this research included 2 variables; they are independent variable and dependent variable.

1. The Independent Variable.

Independent is the variable which selected, manipulated, and measured by the researcher. Independent variable of this research is the use board game which can be defined as the technique that can make students' easier to study speaking performance in the class. Board game itself is an activity with rules, a goal and element of fun.

Moreover, indicator of this variable is the student can make concrete and interest of what is talked about. Also, the students can explain fluently the task that they do. Board Game is the technique to make teaching and learning speaking performance more enjoy and fun. The way of measuring in independent variable is through observation and measuring instrument using observation sheet.

2. The Dependent Variable

Dependent variable is a variable that can be influenced by an independent variable. The dependent variable in this research is the students' speaking performance. The increasing of students' speaking performances can be seen after using board game.

The way of measuring in dependent variable is through oral test, and measuring instrument using monolog test. Indicator of this variable is students can improve their speaking performance.

B. Setting of the Research

This research is the classroom action research type. This research conducted in the eight graders of SMP Negeri 1 Metro Kibang East Lampung on the first semester, which is located Jl. Harapan Margototo Metro Kibang East Lampung. In the eight class consist of 173 students. It is one of school which has not been implemented board game technique yet.

C. Subject of the Research

The subjects of this research are the students of class VIIIIG at SMP Negeri 1 Metro Kibang East Lampung. This class consist of 26 students. The researcher chosen this class because his class has the lowest speaking performance that was prove by the pre-survey result. In this research the researcher used a collaborator to help her in the action research. He is Mr.

Suryadi S. Pd, as an English teacher in SMP Negeri 1 Metro Kibang East Lampung.

D. Procedure of The Research

This kind of the research is Classroom Action Research (CAR). action research is a systematic process of solving educational problems and making improvements. Action research is different from quantitative and qualitative research, but has characteristics of both. An action researcher utilizes an appropriate intervention to collect and analyze data and to implement actions to address educational issues. Action research is suitable for educators as a practical process because it does not require elaborate statistical analysis (e.g., quantitative research), or lengthy narrative explanations (e.g., qualitative research), but is more concerned with solving a problem in an efficient and feasible manner. Also, while traditional research methods have given much more concern for relating the findings to other settings or populations, action research is more concerned with improvements within the context of the study (i.e., solving a given problem).²⁷

Furthermore, Jean McNiff suggested that action research was conducted with critical partner.²⁸ It means the researcher would conduct the research

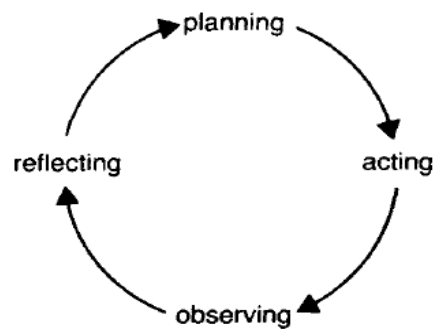
²⁷Daniel R. Toman, *Action Research for Educators*, (USA: Scarecrow Press,2003), p.5.

²⁸Jean McNiff & Jean Whitehead, *Action Research: Principles and Practice*, (New York: RoutledgeFalmer, 2002), Second Edition, p.15.

together with friend. In doing classroom action research, the researcher would ask Mrs. Diah Ningrum, S.Pd. as a collaborator of the research.

In this research, the researcher would like to hold the research in two cycles. The cycle consists of planning, action, observing, reflecting. The researcher used cycle of Classroom Action Research (CAR) by Jean McNiff and Jean Whitehead like the figure below:²⁹

The cycle of the Classroom Action Research (CAR)



CAR Model Jean McNiff

The implementation of this classroom action research (CAR) in general consists of four they are; planning, action, observation and reflection. If the first cycle failed, and that cycle must reviewed be again in the second cycle. It is illustrated like these procedures as follows:

1. Cycle I

1) Planning

²⁹*Ibid.*,p.40.

Planning is the first step in each activity, without planning the activity that the writer does will not focus. Here is step that the writer can make in planning:

- a) The researcher prepares the lesson plan.
- b) The researcher prepares the material.
- c) The researcher prepares source learning.
- d) The researcher prepares media of learning.
- e) The researcher prepares method.

2) Action

The second step in the action research is acting. It is the implementation of the planning. In this step the researcher acts as follows:

a) Pre teaching

- 1) Prays and greets the students.
- 2) Checks the attendant list.
- 3) Asks the students condition.
- 4) Chooses the appropriate with the material going to be taught.

b) While teaching

- 1) Interaction between the students and the researcher in the topic.
- 2) The researcher recite a procedure of the board game to the students.

- 3) The researcher move among the students to control their activities.

c) Post teaching

- 1) The researcher asks the students to answer some question.

- 2) The researcher gives conclusion of the materials.

- 3) The researcher closes the meeting by greeting to the students.

4) Observing

Observing is the activity of recording the event and action. Based on the observation, the researcher can determine whether there is anything that the researcher has to be improved soon in order that the action can achieve the aim of researcher wants. The observation is doing in teaching learning process. In this step, the researcher observes the process of teaching learning by using form of observation.

5) Reflecting

The reflecting is the fourth steps that researcher is done. The researcher would try to see and amuse again something that researcher has done. It is also know whether there is effect to the students' learning process. By reflection, the researcher and teacher would know the strength and weakness from action that the researcher and teacher have done. The researcher decides that the next cycle focused on the weakness in preview cycle. Reflections include analysis and feedback.

2. Cycle II

1) Planning

Planning is the first step in each activity, without planning the activity that the researcher did would not focus. Here is step that the researcher can make in planning:

- a) The researcher prepares the lesson plan.
- b) The researcher prepares the material.
- c) The researcher prepares source learning.
- d) The researcher prepares media of learning.
- e) The researcher prepares method.

2) Acting

The second step in the action research is acting. It is the implementation of the planning. In this step the researcher acts as follows:

a) Pre teaching

- 1) Prays and greets the students.
- 2) Checks the attendant list.
- 3) Asks the students condition.
- 4) Chooses the appropriate with the material going to be taught.

b) While teaching

- 1) Interaction between the students and the researcher in the topic.
- 2) The researcher recite a procedure of the board game to the students.

3) The researcher move among the students to control their activities.

c) Post teaching

1) The researcher asks the students to answer some question.

2) The researcher gives conclusion of the materials.

3) The researcher closes the meeting by greeting to the students.

3) Observing

Observation is done to identify classroom activities during teaching and learning process. It is done while the action is being implemented. Observation and field note help collaborator do observation. The result of the observation can be used as input for the next meeting. Observation is done either in first or second cycle. The researcher gives the tasks as post test in teaching learning process. The students do the tasks individually.

4) Reflecting

In this step, the researcher would compare the score of pre-test and post-test. The researcher reviews and reflects on students' activity and teacher performance whether it is positive or negative, the second cycle enough or need for the next step.

E. Data Collecting Technique

To collect the data, the researcher uses the data collection method as follows:

1. Test

Test is the sequence of questions or statement that is used to measure skill, knowledge, intelligence, ability that have by individual or group³⁰. Moreover to collect the data, the researcher used oral test in order to know the students' speaking performance. In this test is use themonologue test. The test consists of two kinds of test, they are Pre-test and Post-test.

The test is divided by two part as follows:

a. Pre-test

The pre-test was given in the first meeting before doing treatments in order to know ability of the students before doing the action research.

b. Post-test

The post-test was done in the end of meeting in class. This treatment had done in the last meeting after doing treatments have something as a purpose to find out the change of students' achievement in the class or not. Post-test is the result of treatment. The improvement can be identifying if the average score of the post-test is higher than pre-test.

2. Observation

In the context of science, observation means more than just observing the world around us to get ideas for research.³¹ Moreover, the research uses activities given and investigated to teach in the class whether they get bored or not with that activity given. The objects of observation are

³⁰*Ibid*, p.105

³¹GeoffreyMarczy et.al, *Essential of Research Design and Methodology*, (New Jersey: John Willey and Sons Inc, 2005), p.6.

the teacher as a using board game, and students' speaking performance. These students and the teacher's activities are observed and noticed by the observer. This technique used to collect the data about using of board game, and students' speaking performance.

3. Documentation

When the process of creating the research is conducted, the researcher may collect documents. This data source is relatively scientific data and easy to gain.

Documentation as the method which was used to get information from written language. The researcher used the documentation method to get detail information about history of the school, the sum of the teacher, employers, students and organization structure at the eighth graders of SMP Negeri 1 Metro Kibang East Lampung.

Here were the list of the documentation:

- a. Documentation about historical background of SMP Negeri 1 Metro Kibang East Lampung..
- b. Documentation about structural organization of SMP Negeri 1 Metro Kibang East Lampung.
- c. Documentation about facilities of SMP Negeri 1 Metro Kibang East Lampung.
- d. Documentation about sketch of location SMP Negeri 1 Metro Kibang East Lampung.

- e. Documentation about condition of the teachers and official employees of SMPN 6 Metro.
- f. Documentation about students of SMP Negeri 1 Metro Kibang East Lampung.

F. Data Analysis Technique

Data analysis would be conducted step by step the average score of the pretest and posttest. Furthermore, to know the gain, the researcher would compare between pretest and posttest, as follow:

The formula:

$$M = \frac{\sum x}{n}$$

M : Mean Score

x : Total of Students Score

n : Total of students³²

Besides that, to measure the percentage of students activities, the researcher used the formula :

$$P = \frac{F}{n} \times 100\%$$

P : Mean Score

F : Total of Students

n : Number of The Students³³

³²Yoges Kumar Sigh, *Fundamental of Research Methodology and Statistic*, (New Delhi: New Age International, 2006), p. 296.

G. Indicator of Success

In order to know whether the board game technique can be used to improve students speaking performance, the researcher would decide the indicator of success of the research. The research would be success if:

This research is success if 70% of students got score ≤ 70 and 70% of students active in teaching and learning process. Thus, this research is success.

This research is unnecessary to continue the next cycle.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of the Research Location

The general description that assessed is as the complementary data. It is subjectively concerned in condition of school namely history of school, geographical of school, building condition of school, and structure of organizational school.

1. The Sort History of SMP Negeri 1 Metro Kibang East Lampung

SMP Negeri 1 Metro Kibang East Lampung is one of the State Junior High School in East Lampung which is found under the Department Education Decision. It is located on the Harapan Street, Margototo District which was accredited B by BSNP (National Standardization of Education Board).

After knowing that Margototo village headman and society's figure of Margototo (Supardi, Zainal, Kamto) when to the province purposing a proposal in order SMP Negeri 1 Kibang Lampung Timur founded in Margototo. With some considerations and strategic location so that proposal was accepted. After that the building was started to be develop, because of the restricted area, so the school was canceled to be founded.

For the sake of the reaching of the building of SMP so the village headman and society figure of Margototo purposing the

proposal seriously to the regency and to the chief of commission. The proposal was not agreed directly because they would hold an observation first to the location. Then the proposal of developing SMP Negeri 1 Metro Kibang was agreed.

SMP Negeri 1 Metro Kibang was founded in 1985 with 2 units of building, 1 unit 3 locals for study and 1 unit for office SMP Negeri 1 Kibang began the new year of education in 2003-2004.in 2003-2004 SMP Negeri 1 Kibang is led by Drs Junaidi. Now the headmaster SMP Negeri 1 Kibang is Sri Suhartini,S.Pd.,M.M.

Besides that, SMP Negeri 1 Kibang Lampung Timur for many times has applied the curriculum since it firstly established such as 1985 curriculum, 1995 curriculum, 1997 curriculum, the supplement of 1997 and 2000 curriculum, KBK, KTSP and now 2013 curriculum. Furthermore, this school has three levels of classes. Those are seventh grade, eighth grade, and ninth grade.

To prepare the school that has good standard of quality to face the challenges ahead, the students are expected to be able to overcome the challenges and global competitiveness by forecasting on the vision and mission to realize good standard school which brings up Islamic values, science and technology.

a. Vision and Mission of SMP Negeri 1 Kibang Lampung Timur

1) Vision

a) Having Quality

b) Religious

c) Populist

2) Mission

a) Building Harmonious Relationship and Democratize

b) Improving Insight

c) Optimal of Utilization

d) Improving of Learning Process

3) Objective

Creating a good graduation of SMP Negeri 1 Kibang Lampung Timur who have good quality of skill in religion and competent.

4) Strategy

a) Make a discussion with another party's.

b) Intensive development to the teacher and all of employee

c) Adding and utilization of infrastructure

d) Guiding course in intra or extra

e) Continue and control to student's activity

2. The Conditions of Teacher and Official Employers in SMP Negeri 1 Metro Kibang East Lampung

SMP Negeri 1 Kibang Lampung Timur has 36 teachers. Two of them are English teachers. The data of the teachers and the staff of

SMP Negeri 1 Metro KibangEast Lampung in academic year 2017/2018 can be seen through this table as follow:

Table 4

The Teacher Data of SMP Negeri 1 Kibang Lampung Timur

No	Name	Occupation	Ladder	Subject
1	Sri Suhartini, SP.d	Headmaster	S1	Indonesia Language
2	Samsul Arifin, S.Sos	Vice	S1	Social
3	Erwanda, S.Pd	Vice	S1	Math
4	Nanang Sugandi, S.Pd	Vice	S2	Health
5	Dra. Solecha	Teacher	S1	FIQIH
6	Megaria Susanti, S.Pd	Teacher	S1	Indonesia Language
7	Sumarni, S.Pd	Teacher	S1	Hadist
8	Agus Sugiyatman	Teacher	S1	Social
9	Yudi Prasetyo, S.Pd	Teacher	S2	Math
10	Hendra Buana, S.Pd	Vice	S1	Indonesia Language
11	Henry cahyadi, S.Pd	Teacher	S1	Social
12	Mulatsih Hasan, S.pd	Teachers	S1	Moral
13	Musirahwati, S.Si	Teachers	S1	Nation
14	Sumarti, S.Pd	Teacher	S1	Moral
15	A.Suwardi, S.Pd	Teacher	S1	Art
16	Sri Murni, S.Pd	Teacher	S1	History Muslm
17	Henri Cahyadi	Teacher	S1	Social
18	Neti Susilawati, S.Pd	Teacher	S1	Hadist
19	Solmawati, S.Pd	Teacher	S1	Math
20	Sri Hartati, S.Pd	Teacher	S1	Math
21	Suryadi, S.Pd	Teacher	S1	Social
22	Sugiyanti, S.pd	Teacher	S1	English
23	Sulistiyorini, S.Pd	Teacher	S1	Math
24	Sri Mujiyanti, S.Pd	Teacher	S1	Indonesia Language
25	Riana, S.Pd	Teacher	S1	English
26	Titik Sumiyati, S.Pd	Teacher	S1	Hadist
27	Ngadiono, S.Pd	Teacher	S1	Moral
28	Imam Safingi, S.Pd	Teacher	S1	Religion
29	Hasan Basri, S.Pd	Teacher	S1	Religion
30	Rumiyati, S.Pd	Teacher	S1	Science
31	Boyatno, S.Pd	Teacher	SI	Moral
32	m. Ngadenan, S.Pd	Teacher	S1	Math
33	Wiji Utami, S.Pd	Teacher	S1	Science
34	Ngtino, S.Pd	Teacher	SI	Counseling
35	Hendra Buana	Honoror	S1	Health

36	Ayunda Gaeta, S.Pd	Honoror	S1	Computer
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Source: Documentation of SMP Negeri 1 Kibang Lampung Timur.

3. The Administration Staff of SMP Negeri 1 Kibang Lampung Timur

List of administration staff of SMP Negeri 1 Kibang Lampung Timur in academic year 2017/2018 can be seen as follow:

Table 5

The Data of Administration Staff of SMP Negeri 1 Kibang Lampung Timur

No	Name	Class	Occupation	Ladder
1	Amelia, S.Pd.I	III/d	Leader	S1
2	Sumirah, S.Pd	III/b	Staf. TU	S1
3	Supami, S.Pd	-	Staf. TU	S1
4	A. Manurung, A.Md	-	Staf. TU	D3
5	Suparni	-	Staf. TU	SMA
6	Agus, S.Pd	-	Staf. TU	S1
7	Mulyoto, S.Pd	-	Staf. TU	S1

Source: Documentation of SMP Negeri 1 Kibang Lampung Timur.

4. Number of the Students at SMP Negeri 1 Kibang Lampung Timur

Number of students of SMP Negeri 1 Kibang Lampung Timur in academic year 2017/2018 can be seen on the following table:

Table 6

Number of Students of SMP Negeri 1 Kibang Lampung Timur in Academic Year 2017/2018

No	Class	Sex		Total
		Male	Female	
1	VII	93	118	211
2	VIII	69	104	173
3	IX	88	102	190

Total	250	324	574
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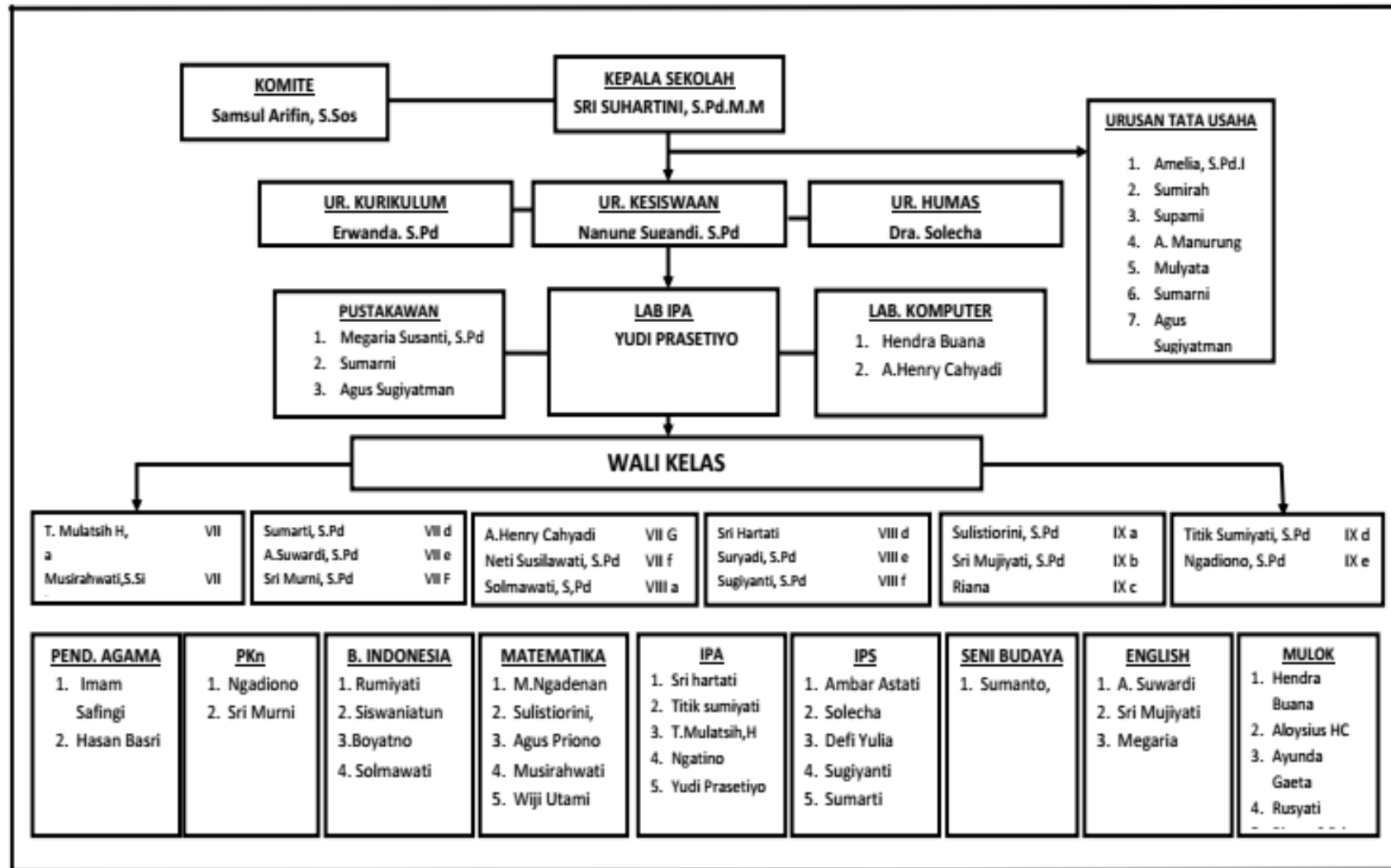
Source: Documentation of SMP Negeri 1 Kibang Lampung Timur.

5. Organization Structure of SMP Negeri 1 Kibang Lampung Timur

Organization Structure of SMP Negeri 1 Kibang Lampung Timur

can be seen as follow:

Figure 2
Organization Structure of SMP Negeri 1 Kibang Lampung Timur



Source: Documentation of SMP Negeri 1 Kibang Lampung Timur.

6. The Infrastructure Situation of SMP Negeri 1 Kibang Lampung Timur

The infrastructure condition of SMP Negeri 1 Kibang have a good condition all of item, but some building is god enough or broken piece. These building and facilities can be seen on the following table:

Table7

List of Infrastructure of SMP Negeri 1 Kibang Lampung Timur

No	Name of Bulding	Total	Explanation
1	Classroom	17	Available/Good
2	Headmaster Office	1	Available/Good
3	Teacher Office	1	Available/Good
4	Administration	1	Available/Good
5	Science Laboratory	1	Available/Good
6	Computer Laboratory	1	Available/Good
7	Library	1	Available/Good
8	Counseling	1	Available/Good
9	Healthy Room	1	Available/Good
10	Cooperation	1	Available/Good
11	Security	1	Available/Good
12	Warehouse	1	Available/Good
13	Mosque	1	Available/Good
14	Canteen	3	Available/Less
15	Security Pos	1	Available/Good
16	Teacher Toilet	1	Available/Good
17	Students Toilet	8	Available/Good
18	Security Toilet	2	Available/Good
19	Basketball Field	1	Available/Less
20	Volleyball Field	1	Available/Good
21	Tennis Field	2	Available/Good
22	Computer	40	Available/Good
23	Television	2	Available/Good
25	Bench Study	580	Available/Good
26	Printer Machine	2	Available/Good
27	Lcd Proyektor	4	Available/Good
28	Screenview	3	Available/Good
28	Mattress	2	Available/Good
29	Fan	6	Available/Good

Source: Documentation of SMP Negeri 1 Kibang Lampung Timur.

7. The Site Sketch of SMP Negeri 1 Kibang Lampung Timur

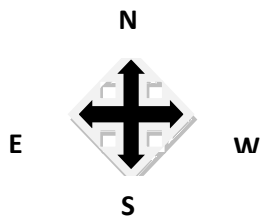
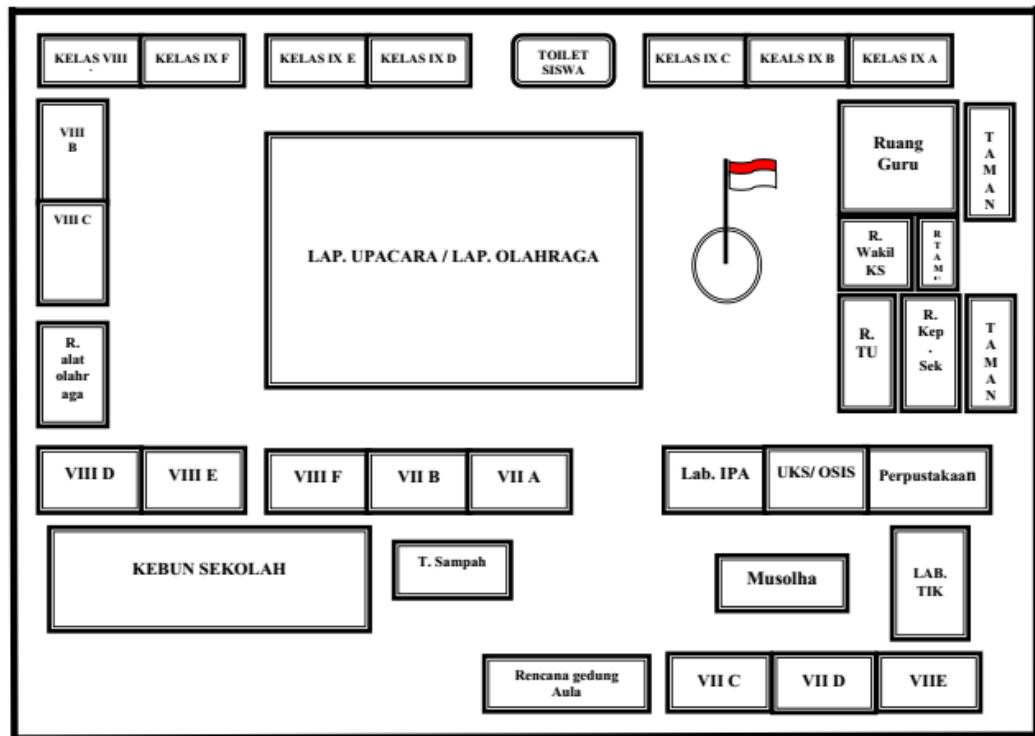


Figure 3
The Sketch of SMP Negeri 1 Kibang Lampung Timur



Source: Documentation of SMP Negeri 1 Kibang Lampung Timur.

B. The Description of Research Research

This research used classroom action research. It was conducted in two cycles. The action in cycle I and cycle II were conducted about three meetings in each cycle and each meeting in these cycles took 2x45 minutes. As it was mentioned before each cycle comprised of planning, action, observation and reflection. In relation to the problem in the class

and the analysis, the researcher made lesson plan. The material of classroom action research was utilizing Board Game to increase the students' speaking performance.

1. Action and Learning at Pre-Test

a. Pre-test activity

The learning was conducted on Friday, Nov 16^h, 2017 at 14.15 until 16.05. All the students had already prepared when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their ability of speaking performance before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of the test was oral test.

b. The students' pre-test result.

Table 8
The Students Pre-Test Result

No	Name	Score	Note
1	AS	55	Incomplete
2	AS	55	Incomplete
3	ANP	60	Incomplete
4	BDA	65	Complete
5	BS	60	Incomplete
6	DS	55	Incomplete
7	DE	70	Complete

8	DP	60	Incomplete
9	DSR	55	Incomplete
10	LDDS	70	Complete
11	IA	60	Incomplete
12	MS	65	Complete
13	MK	70	Complete
14	NS	60	Incomplete
15	NV	65	Complete
16	NIK	60	Incomplete
17	PS	65	Complete
18	R	55	Incomplete
19	RS	65	Incomplete
20	RAS	55	Incomplete
21	SA	65	Complete
22	SM	70	Complete
23	TA	60	Incomplete
24	TM	60	Incomplete
25	TY	70	Complete
26	YA	65	Complete
	Total	1615	
	Average	62,11	
	High Score	70	

	Low Score	55	
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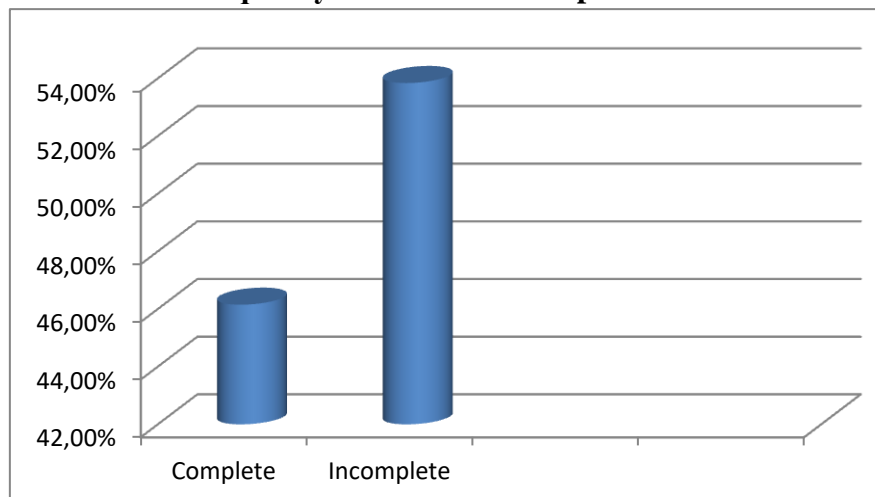
Based on the table above , can be seen that 12 from 26 students were success beside that 14 students were not success. The average from the data was 62,11. To know about percantages from the score of pre-test can be seen on the table as follows :

Table 9
Frequency of Students' Score at Pre-test

No	Score	Frequency	Percentage	Category
	≥ 65	12	46,15%	Complete
	≤ 65	14	53,84%	Incomplete
	Total	26	100%	

Graph 1

Frequency of Students' Complete at Pre-test



Referring the data above, the Minimum Mastery Criteria (MMC) for English lesson at SMP Negeri 1 Metro Kibang East Lampung at least 65. It can be seen that only 12 students (46,15%) got score up to the standard, then 14 students (53,84%) got score less than the standard. That is the reason, the researcher used Bord Game to increase the speaking performance at SMP Negeri 1 Metro Kibang East Lampung.

2. Cycle 1

a. Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post test in the cycle I, prepared the material, made the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

b. Acting

1) The First Meeting

The first meeting was done on Monday, Nov 20th , 2017. The teacher opened the lesson by greeting, checking the attendance list and motivating the students. After that the teacher explained what they are were going to learn and what to be reached. Researcher gave

the students single topic. And then the researcher gave instruction for the students make a group. One group consisted four members.

After that, the researcher gave the example dialogues and read slowly, the students followed. The researcher asked the students to practice in front of class with their partner.

After give example the researcher asked the students what the problems were. The said that speaking is difficult because most of them were nervous and not confident when they speak in front of the class.

2) The Second Meeting

In the second meeting was conducted on Thursday, Nov 23rd, 2017. In this meeting, the researcher was being the teacher and the collaborator was being the observer. The meeting was started by praying and greeting, checking the attendance list, and asking the students condition.

The material at this day is talking about greeting . At this meeting to measure the students' Speaking Performance after using Board Game the researcher tasted the students by oral test. The students should make a dialogue in pairs with their group. One by one group are called to go to in front of the class. Not all of the group , but only some who are choosen because of their lack vocabulary and pronunciation area. In this session, the researcher

got the result of the students' post test 1 in cycle 1. The result can be seen as follow :

Table 10

The Students' Post- Test 1 Result of Cycle 1

No	Name	Score	Note
1	AS	60	Incomplete
2	AS	60	Incomplete
3	ANP	65	Complete
4	BDA	65	Complete
5	BS	65	Complete
6	DS	60	Incomplete
7	DE	75	Complete
8	DP	60	Incomplete
9	DSR	60	Incomplete
10	LDDS	75	Complete
11	LA	65	Complete
12	MS	65	Complete
13	MK	75	Complete
14	NS	65	Complete
15	NV	70	Complete
16	NIK	60	Incomplete

17	PS	65	Complete
18	R	60	Incomplete
19	RS	70	Complete
20	RAS	60	Incomplete
21	SA	65	Complete
22	SM	70	Complete
23	TA	65	Complete
24	TM	60	Incomplete
25	TY	75	Complete
26	YA	65	Complete
	Total	1687	
	Average	64,88	
	High Score	73	
	Low Score	60	

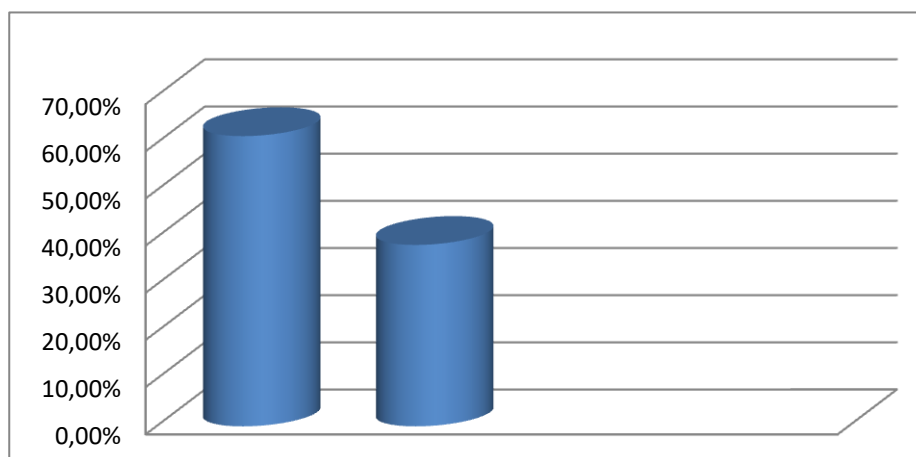
Table 11

Frequency of Students' Score at Post-test 1 of Cycle 1

No	Score	Frequency	Percentage	Category
1	≤65	16	61,53%	Complete
2	≥65	10	38,46%	Incomplete
	Total	26	100%	

Graph 2

Frequency of Students' Complete at Post Test 1 Cycle 1



Based on the data above can be seen that 10 students (38,46%) got score less than standard and 16 students (61,53%) got score up to the standard. It was higher than the result of pre-test. The criterion of students who was successful in mastering the material was the students who got minimum score of 65. Learning process is said succes when 70% students got score 65. The fact showed that the result was unsatisfying.

c. Observing

The result of learning process to increase the students' speaking performance by using Board Game in cycle 1 was rising than before. It can be seen from the score at pre-test and post-test.

The using of Board Game in the learning process is something new at this class, because the students are supposed to be active, not only in a pair at every students, each one of them, also be expected to be active in this case, the first meeting many of them still hard to speak up.

In the test 1 there were 16 (61,53%) out students got good score. Although, only 16 the students who got good score. But, the result of the students' test was better than students' yet before giving treatment.

Table 12**The Result of Students' Activities In Cycle 1**

No	Name	Indicator			
		Pay attention of the teacher explanantion	Understa nding the material	Active in the class	The students able to the task
1	AS	√			
2	AS	√			
3	ANP	√			√
4	BDA			√	
5	BS		√		
6	DS	√			√
7	DE				√
8	DP	√			
9	DSR			√	
10	LDDS				√
11	LA			√	
12	MS	√			
13	MK			√	
14	NS			√	
15	NV			√	
16	NIK				√
17	PS				√
18	R	√			
19	RS	√			
20	RAS			√	
21	SA				√
22	SM	√			
23	TA		√		
24	TM			√	
25	TY			√	
26	YA	√			
Total		10	2	9	5

Table 13

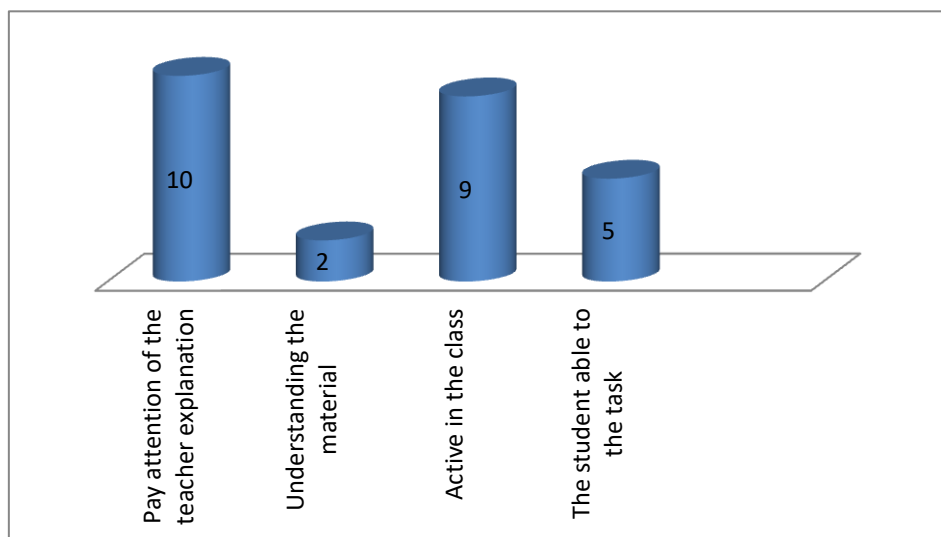
Frequency of students' activities result in cycle 1

No	Indicator	Frequency	Percentage
1	Pay attention of the teacher explanantion	10	38%
2	Understanding the material	2	8%
3	Active in the class	9	35%
4	The students able to the task	5	19%
	Total	26	100%

Source : the result of students activites cycle 1

Graph 3

Frequency Of Students' Activities in Cycle 1



According to the result above, it can be concluded that the learning process is sufficient. Although there are some of students making noisy, it can be inferred that the learning process has done well.

d. Reflecting

From the result of cycle 1, it showed that there was an increasing of the result at pre-test and post-test 1. The students were interested enough in learning process although the condition of learning process still uncontrolled. Some students still did not focus on the material and made the condition be noisy.

Based on the analyzing above, the researcher concluded that this research should be continuing in cycle 2. The researcher tried to get solution as follow :

- 1) The researcher should manage class well
- 2) The researcher asks students to focus on study and not make a noise.
- 3) Teacher should motivate students to be more active in class.

3. Cycle II

The action in the cycle I was not success enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. the steps of the cycle II as follows:

a. Planning

The researcher prepares the lesson plan, the material and identifies the problem and finding the cause of the problem and plan to give the test and evaluation. The researcher made lesson plan better active than before. It means that the learning process could do effectively.

b. Acting

Based on the activities in the cycle 1, the process at cycle 2 was focused on the problem of cycle 1. There are still many weaknesses on cycle 1 such as the students do not have confidence in the learning process, especially in speaking performance, and lack of spelling, then the researcher planned to combine in the learning process for students in speaking performance by using Board Game.

The lesson plan and all of the material that is needed for meeting in cycle 2 has been prepared. The meeting in cycle are:

a) The first meeting

The first meeting was done on Monday, Nov 27th, 2017, after greeting and briefing. The learning continues to the material that was prepared. At this meeting the teacher talked about asking and giving help.

b) The Second Meeting

The second meeting conducted on Nov 30th, 2017. The material at this day is talking asking and giving help. At this

meeting to measure the students' Speaking Performance after using Board Game the researcher tasted the students by oral test. The students should make a dialogue in pairs with their group. One by one group are called to go to in front of the class. The teacher gave gifts for the group that practiced in front of class.

After give example, the researcher asked the students what the problems were. And than, the researcher gave conclusion. The reseacher closed the lesson with reflection of the lesson that day. The teacher gave promised would give gift for the perfect one group that do in the post test 2.

Table 14

The Students' Post- Test 2 Result of Cycle 2

No	Name	Score	Note
1	AK	65	Complete
2	ARS	60	Incomplete
3	AM	70	Complete
4	ANF	70	Complete
5	AFK	60	Incomplete
6	CM	60	Incomplete
7	DAS	75	Complete
8	EM	60	Incomplete
9	IFF	65	Incomplete
10	ISL	75	Complete

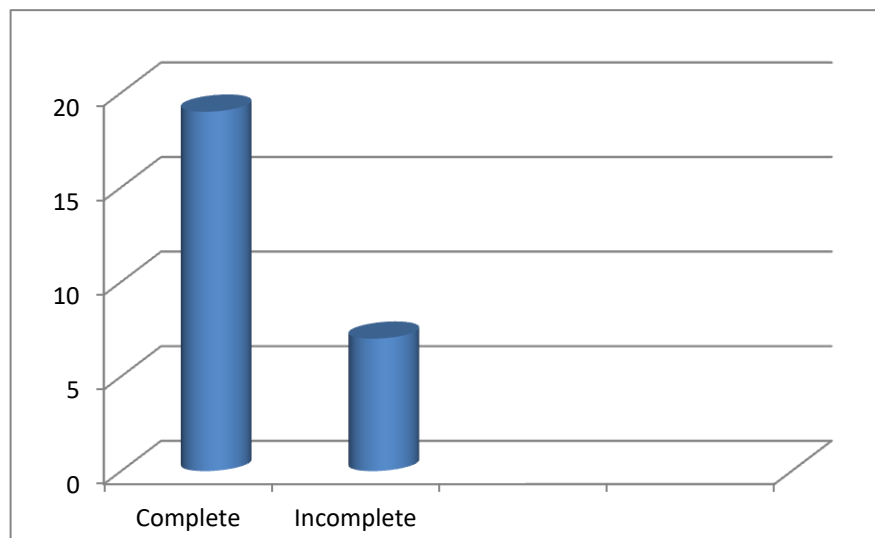
11	IAZ	65	Complete
12	MSF	65	Complete
13	MNR	75	Complete
14	NNA	65	Complete
15	NSN	75	Complete
16	NK	60	Incomplete
17	PA	65	Complete
18	RP	60	Incomplete
19	RKZ	70	Complete
20	ROT	60	Incomplete
21	SA	65	Complete
22	SM	70	Complete
23	SA	65	Complete
24	TA	60	Incomplete
25	YAT	75	Complete
26	WH	65	Complete
	Total	1721	
	Average	66,19	
	High Score	75	
	Low Score	60	

Table 15
Frequency of Students' Score at Post-test 2 of Cycle 2

No	Score	Frequency	Percentage	Category
1	≥ 65	19	73,07%	Complete
2	≤ 65	7	26,92%	Incomplete
	Total	26	100%	

Graph 4

Frequency of Students' Complete at Post Test 2 Cycle 2



Based on the table above, it can be seen that there was an increasing from the score of post-test 1 and post-test 2. The highest score was 75 and the lowest score was 60. According to standard score, 70% students had passed the test. Most of students

could develop their speaking performance. It means that cycle 2 was successful.

c. Observing

The observing was done by the researcher that presented about two meeting in cycle 2. In this stage the students more active and enthusiastic in following the teaching learning process. It can be seen as follow :

Table 16
The Result of Students' Activities in Cycle 2

No	Name	Indicator			
		Pay attention of the teacher explanantion	Understanding the material	Active in the class	The students able to the task
1	AS		√		
2	AS		√		
3	ANP		√		
4	BDA		√		
5	BS		√		
6	DS		√		
7	DE		√		
8	DP		√		
9	DSR		√		
10	LDDS				√
11	LA				√

12	MS			√	
13	MK				√
14	NS	√			
15	NV	√			
16	NIK				√
17	PS				√
18	R			√	
19	RS		√		
20	RAS				√
21	SA				√
22	SM		√		
23	TA			√	
24	TM				√
25	TY				√
26	YA		√		
Total		2	14	3	7

Source : the result of students' activities in cycle 2

Table 17

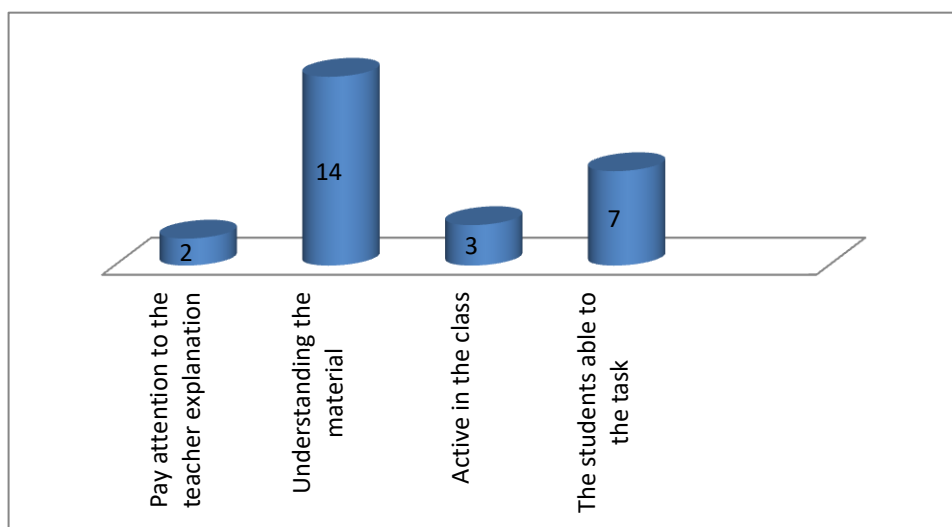
Frequency of students' activities result in cycle 2

No	Indicator	Frequency	Percentage
1	Pay attention of the teacher explanantion	2	8%
2	Understanding the material	14	54%
3	Active in the class	3	11%
4	The students able to the task	7	27%
	Total	26	100%

Source : the result of students activities on November 27 – 30th 2017

Graph 5

Frequency Of Students' Activities in Cycle II



According to the result of the observation sheet above, it can be seen that the learning process was successful. It can be inferred that the learning process has done well and the students were active in the cycle 2.

d. Reflecting

The result of cycle 2 was better than cycle 1. There was a significant increase in this cycle. The condition of the class was getting better than before. It can be seen that the most of the students have no difficulty in speaking performance. It happened because the teacher used Board Game. The students were serious in doing the assignment. In this meeting, most of the students got good scores. It

happened caused the teacher and the researcher has revised and increased the teaching and learning process in cycle 1.

In the second cycle, the students were also active to do assignment than before. They also enjoyed in group to performance. It means that the Board Game is effective to increase the students speaking performance. The students who got score more than 65 were 19 (73,07%) out of 26 students. The research did not continue to the next cycle because the students' average 76,66.

C. Interpretation

1. Action and Learning Result in Cycle I and Cycle II

There was an increasing score of the students' pre-test, post test 1 and post test 2 in cycle I and cycle II. This is the result score as follow:

Table 18
The Result Score of Students' Pre test,
Post-test 1 and Post test 2

No	Name	Cycle I		Increasing %	Cycle II	Increasing %	Criteria
		Pre-test	Post-test I		Post test II		
1	AS	55	60	9.09	65	8.33	Increase
2	AS	55	60	9.09	60	0	Increase

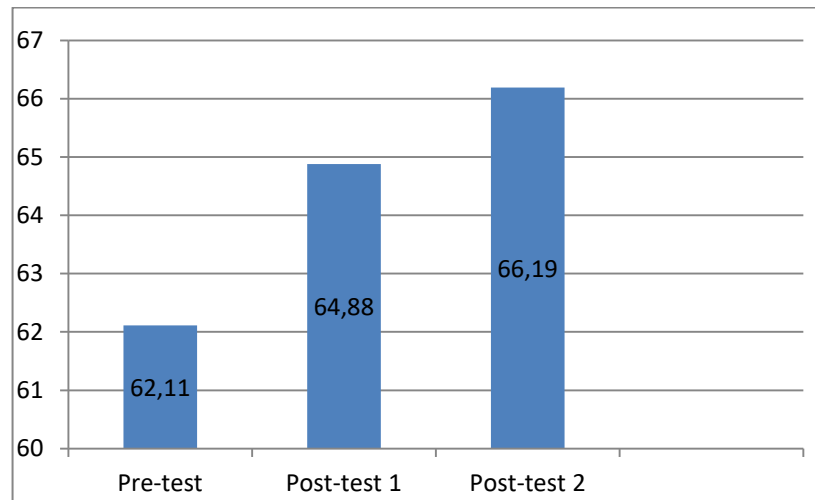
3	ANP	60	65	8.33	70	7.69	Increase
4	BDA	65	65	0	70	7.69	Increase
5	BS	60	65	0	60	0	Constant
6	DS	55	60	9.09	60	0	Increase
7	DE	70	75	0	75	0	Increase
8	DP	60	60	0	60	0	Constant
9	DSR	55	60	9.09	65	8.33	Increase
10	LDDS	70	75	4.28	75	0	Increase
11	LA	60	65	8.33	65	0	Increase
12	MS	65	65	0	65	0	Constant
13	MK	70	75	4.28	75	0	Increase
14	NS	60	65	8.33	65	0	Increase
15	NV	65	70	7.69	75	7.14	Increase
16	NIK	60	60	0	65	8.33	Increase
17	PS	65	65	0	65	0	Constant
18	R	55	60	9.09	60	0	Increase
19	RS	65	70	7.69	70	0	Increase
20	RAS	55	60	9.09	60	0	Increase
21	SA	65	65	0	65	0	Constant
22	SM	70	70	0	70	0	Constant
23	TA	60	65	8.33	65	0	Increase
24	TM	60	60	0	60	0	Constant

25	TY	70	75	4.28	75	0	Increase
26	YA	65	65	0	65	0	Constant
	Total	1615	1678		1721		
	Average	62.11	64.88		66.19		

From the increasing each cycle, it can be seen know that the use of Board Game can increase the students' speaking performance, because the students able to speak in front of the class, they could increase their speaking performance. It can be seen from the average 64,88% from the data become 66,19% in the cycle II. It means that the students could achieve the target, the target is 70% students gained score 65.

Furthermore the increasing score in each cycle can be seen in the graph below:

Graph 6
The Average of the Students' Score on Pre test,
Post test 1, and Post test 2



There was an increasing of the students who got score up to the standard from the pre-test to the post-test 1, and from post-test 1 to the post-test 2. From 12 students (46,15 %) in pre-test to 16 students (61,53%) in post-test 1 and become 19 students (73,07%) in post-test 2.

Based on the explanation above, the researcher concluded that the research was succesful because the result score of the students had achieved the indicator of succes that was 70% with the minimum mastery criteria was 65.

2. The Result of the Students' Activity

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' activities in Cycle 1 and Cycle 2 can be seen as follow:

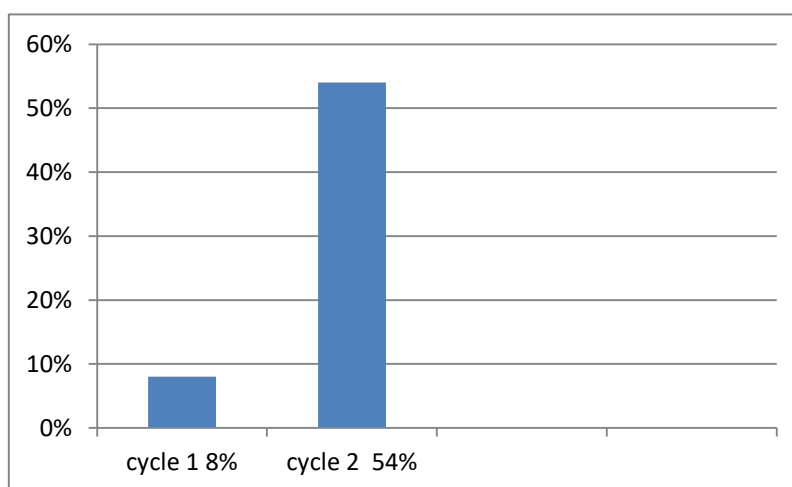
Table 19

The result of students' activities in cycle 1 and cycle 2

No	Indicator	Cycle 1		Cycle 2	
		Frequency	Percentage	Frequency	Percentage
1	Pay attention of the teacher explanation	10	38%	2	8%
2	Understanding the material	2	8%	14	54%
3	Active in the class	9	35%	3	11%
4	The students able to the task	5	19%	7	27%
	Total	26	100%	26	100%

Grapich 7

The comparison of presentage students' activity in cycle 1 & 2



Based on the table above, it could be concluded that there is an increasing of students' activities during the learning process of cycle 1 and 2 though using Board Game. It means that the

Board Game has positive effect in improving the teaching learning process. And then, the students more active and easy to get the point from the material. Therefore, this research was stated finish and could be stopped in cycle 2 because the result of the students' activities had achieved the indicator of success that was 70% and the students get the Minimum Mastery Criteria (MMC) score is 65.

D. Discussion

Based on the explanation of cycle I and cycle II, it could be inferred that the use of Board Game could improve the students' speaking performance. There was a progress average score from pre-test was 62,11 there were 14 students (53,84%) who got score ≤ 65 , the average score post-test 1 in cycle I is 66,19 there were 16 students (61,53%) who got score ≤ 65 . The cycle II from the post-test 2 the average score is 68,94 there were 19 students (73,07%) who got score ≤ 65 . We could be seen that there was an improvement on the average score and total of the students who passed the test from pre-test, post-test I and post-test II.

In this case, students of SMP N 1 Metro Kibang East Lampung have low skill in the speaking performance. So, the researcher have to be more creative to make students more active in learning process especially in speaking. It was the reason why the researcher choose Board Game as

a technique to improve the students' speaking performance because this game seems to be good way in learning process. Board Game contained some steps that made the student more active to learning with other students so that the students' speaking performance could improve after trained Board Game continuously.

Moreover, the researcher used a Board Game contained of some steps in order to improve the students' speaking performance. The researcher made some groups consist of 4 students in each groups. The researcher explained the rule of the game to each groups and asked them to share what they got in each groups, the students speak well and the students become confidence with their self. This activity was did until the end of the meeting. After did the the cycle I, and cycle II the students' speaking performance improve because the researcher used Board Game.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the result of the use of Board Game in speaking performance. It can be concluded that there is improving the students' speaking performance by using Board Game at SMP Negeri 1 Metro Kibang East Lampung .

It can be seen that result of pre-test and post-test on cycle I to cycle II from the result of pre-test that is lower than the result of post-test. The average score pre-test is 62,11 there were 14 students (53,84%) who got score ≤ 65 , the average score post-test 1 in cycle I is 66,19 there were 16 students (61,53%) who got score ≤ 65 . The cycle II from the post-test 2 the average score is 68,94 there were 19 students (73,07%) who got score ≤ 65 . So there is progress from the pre-test . It means that Board Game would be able to increase the speaking performance .

The use of Board Game can be effective strategy in speaking performance and it can be used as alternative choice in learning activity because this game so easy and funny to implementation in speaking performance .

B. Suggestions

Based on the result of research, the researcher would like to give some suggestion as follows :

1. The students are expected to be more active in learning English therefore the students can understand and comprehend the material which teacher has given and improve their knowledge especially in speaking so that the students' speaking performance will be improve.
2. It would be better for the English teacher to use Board Game as a technique to train the students' speaking performance and use to decrease the students' anxiety before the students do speak because the benefit of the Board Game can improve the students' speaking performance and also other skill of English.
3. The English teacher is supposed to give more motivation to the students in order to the students can be more excite in English learning since many students regard that English is difficult subject to learn. Based on the observation of the class, the students will be more active after the teacher give motivation and positive stimulus to the students that English is not difficult subject.
4. It is suggested for the headmaster in order to persuade the teachers to use this method because it is very effective method to be applied for the teacher in teaching and delivering the material.

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SILABUS SMP N 1 Metro Kibang

Mata Pelajaran : Bahasa Inggris

Kelas : VIII

Kompetensi Inti :

KI 1: Menghargaidan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta dan	Teks lisan untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/ mengungkapkan pendapat serta	Mengkomunikasikan <ul style="list-style-type: none"> Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya, di dalam dan di luar kelas, 	<ul style="list-style-type: none"> Kinerja (praktik) Simulasi dan/atau bermain peran (<i>role play</i>) dalam melakukan (a) meminta perhatian, (b) mengecek	8 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>mengungkapkan pendapat, serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian, mengecek pemahaman, dan menghargai kinerja yang baik, serta meminta dan mengungkapkan pendapat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>responnya</p> <p>Fungsi sosial</p> <p>Menjaga hubungan interpersonal dengan guru dan teman</p> <p>Struktur teks</p> <p>(ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p>a. <i>Excuse me. Attention, please. Yes, please. Alright., dan sebagainya</i></p> <p>b. <i>She's kind, isn't she? Yes, she is. Understood? Is it clear? Yes, Sir., dan sebagainya.</i></p> <p>c. <i>That's great. It's beautiful. Excellent! Thanks you., dan sebagainya.</i></p> <p>d. <i>What do you think? Rudi did it well, didn't he? Is that how you say it? Yes, I think so. I don't think so. No., dan</i></p>	<p>dengan unsur kebahasaan yang dapat mendekatkan hubungan interpersonal.</p> <ul style="list-style-type: none"> Siswaberupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. <p>Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnyadan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</p>	<p>pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, dan responnya, 		<p>interpersonal / transaksional dengan benar dan akurat</p> <ul style="list-style-type: none"> Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset Contoh interaksi tertulis Contoh teks tertulis Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>semacamnya.</p> <p>Topik</p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab</p>		<p>ketika muncul kesempatan di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> • Observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kesantunan dan kepedulian dalam melaksanakan komunikasi di dalam dan di luar kelas. 		/

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMP N 1 METRO KIBANG
Kelas/Semester : VIII / Ganjil
Mata Pelajaran : Bahasa Inggris
Topik : Greeting
Skill : Speaking
Alokasi Waktu : 2 X 40 Menit

A. Kompetensi Inti

- KI1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kemandirian, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

- KI4. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator

- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman
- 3.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.

Indikator:

- 3.1.1 Menjelaskan ungkapan greeting introducing, meeting/leaving
- 3.1.2 Mengidentifikasi teks monologue/dialog by using expressing greeting
- 3.1.3 Menemukan informasi tertentu dalam teks
- 3.1.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri
- 4.1. Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

Indikator:

- 4.1.1 Membuat teks lisan dan tulis tentang jati diri yang terkait dengan fungsi sosial
- 4.1.2. Menyusun teks lisan dan tulis sederhana sesuai dengan konteksnya

C. Tujuan Pembelajaran.

Pada saat dan setelah pembelajaran melalui model saintifik: mengamati, menanya, mengeksplorasi, dan mengkomunikasikan diharapkan peserta didik dapat:

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menunjukkan sikap tanggung jawab, peduli, responsif, dan santun dalam menggunakan bahasa Inggris untuk membuat teks prosedur mengenai lingkungan sekolah.
3. Menggunakan ungkapan salam, perkenalan, dan salam pisah
4. Melakukan dialog dengan menggunakan ungkapan greeting
5. Menemukan informasi tertentu dalam teks dialog
6. Membuat teks lisan dan tulis tentang jati diri yang terkait dengan fungsi sosialnya
7. Menyusun teks lisan dan tulis sederhana sesuai dengan konteksnya

D. Materi Pembelajaran

Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespons pemaparan jati diri.

Ungkapan :

Hello My name is...

I am... years old

I live in...

I like.../my hobby is...

My favorite color/food/drink is...dan sebagainya

ASKING FOR IDENTITY

What is your name?

Who are you?

Where do you live?

How old are you?

What is your hobby?

What is your favorite color/food/drink?

a). A: Hello, Soraya

B: How do you do Sir

A: Fine, thank you

b). A: Hi, I am lizzy and who are you

B : I am Tom, nice see you

A: Nice see you again and good bye

Unsur kebahasaan:

- (1) Kata terkait dengan hubungan kekeluargaan dan kekerabatan, profesi pekerjaan, hobi.
- (2) Kata kerja dalam simple present tense: *be, have* dalam simple present tense
- (3) Kata tanya *What? Who? Which?*
- (4) Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi
- (5) Rujukan kata

E. Metode dan Model Pembelajaran

Model : Saintifik

Metode : Presentasi, Dialog, Tanya Jawab dan Penugasan

F. Media, Alat, dan Sumber Belajar

1. Media : Skrip Percakapan

2. Alat : Papan tulis, Spidol, LCD, dan Laptop

3. Sumber Belajar : Nur Zaida. *BRIGTH: An English Course for Junior High School Students*. Jakarta: Erlangga. 2014

G. Kegiatan Pembelajaran

a. Kegiatan Pendahuluan

- 1) Siswa merespon salam dan pertanyaan dari guru berhubungan dengan kondisi dan pembelajaran sebelumnya
- 2) Siswa menerima informasi tentang keterkaitan pembelajaran sebelumnya dengan pembelajaran yang akan dilaksanakan.
- 3) Siswa menerima informasi kompetensi, materi, tujuan, manfaat, dan langkah pembelajaran yang akan dilaksanakan

b. Kegiatan Inti

1. Siswa membaca dan mengamati tentang jenis-jenis ungkapan greeting to introduce, meet/leaving
2. Siswa menyebutkan jenis-jenis ungkapan yang digunakan dalam greeting to introduce, meet/leaving
3. Siswa mengucapkan beberapa ungkapan yang digunakan dalam introducing, meeting/leaving .
4. Siswa membuat pertanyaan dan merespon terhadap situasi yang diberikan
5. Siswa mencari informasi dari beberapa sumber tentang ungkapan introducing, meeting/leaving .
6. Siswa mempraktikkan dialog
7. Siswa membuat percakapan atau dialog berdasarkan situasi yang ada dengan menerapkan ungkapan introducing, meeting/leaving .

c. Kegiatan Penutup

- 1) Siswa bersama guru menyimpulkan pembelajaran
- 2) Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan
- 3) Siswa menjawab pertanyaan yang diberikan oleh guru

- 4) Siswa menyimak informasi mengenai rencana tindak lanjut pembelajaran

H. Penilaian Hasil Pembelajaran

1. Teknik Penilaian : Oral Test

Name :

Class :

Keterangan:

Aspect	Categories	Indicator
Fluency	2(low)	Hesitates to often when speaking, which often interferences with communication.
	3(fair)	Speaks with some hesitation, but it does not usually interfere with communication
	4(high)	Speaks smoothly, with little hesitations that does dot interfere with communication
Pronunciation	2 (low)	Words are unintelligible
	3 (fair)	Rhythm intonation and pronunciation require more careful listening
	4(high)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation, and pronunciation but comprehension is not impeded
Vocabulary	2(low)	Uses only basic vocabulary and expressions
	3(fair)	Uses limited vocabulary and expressions
	4(high)	Uses variety of vocabulary and expressions
Accuracy	2(low)	Uses basic structure, make frequencies errors
	3 (fair)	Use a variety of structure with frequencies errors, or uses basic structure with only occasional errors
	4(high)	Uses variety of structures with only occasional grammatical errors

Vocabulary	2 (low)	Uses only basic vocabulary and expressions
	3 (fair)	Uses limited vocabulary and expressions
	4 (high)	Uses variety of vocabulary and expressions
Accuracy	2 (low)	Uses basic structure, make frequencies errors
	3 (fair)	Use a variety of structure with frequencies errors, or uses basic structure with only occasional errors
	4 (high)	Uses variety of structures with only occasional grammatical errors

Metro, Nov 2017

Guru Mata Pelajaran



Survadi S.Pd
NIP. 19590613 198103 2 006

The Researcher



Tri Rahmawati
St.N 13108597

Mengetahui,
Kepala Sekolah SMP N 1 Metro Kibang



SRI SUHARTINI S.Pd. M.M.
NIP.19640915 199203 2 006

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMP N 1 METRO KIBANG
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII/ Ganjil
Topik : Asking and Giving Help
Skill : Speaking
Alokasi Waktu : 2 X 40 Menit

I. Kompetensi Inti

- KI1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kemandusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan mintanya untuk memecahkan masalah.
- KI4. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

J. Kompetensi Dasar dan Indikator

- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman
- 3.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.

Indikator:

- 3.1.5 Menjelaskan ungkapan greeting introducing, meeting/leaving
- 3.1.6 Mengidentifikasi teks monologue/dialog by using expressing greeting
- 3.1.7 Menemukan informasi tertentu dalam teks
- 3.1.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri
- 4.1. Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

Indikator:

- 4.1.1 Membuat teks lisan dan tulis tentang jati diri yang terkait dengan fungsi sosial
- 4.1.2. Menyusun teks lisan dan tulis sederhana sesuai dengan konteksnya

K. Tujuan Pembelajaran.

Pada saat dan setelah pembelajaran melalui model saintifik: mengamati, menanya, mengeksplorasi, dan mengkomunikasikan diharapkan peserta didik dapat:

8. Menghayati dan mengamalkan ajaran agama yang dianutnya.
9. Menunjukkan sikap tanggung jawab, peduli, responsif, dan santun dalam menggunakan bahasa Inggris untuk membuat teks prosedur mengenai lingkungan sekolah.
10. Menggunakan ungkapan salam, perkenalan, dan salam pisah
11. Melakukan dialog dengan menggunakan ungkapan greeting
12. Menemukan informasi tertentu dalam teks dialog
13. Membuat teks lisan dan tulis tentang jati diri yang terkait dengan fungsi sosialnya
14. Menyusun teks lisan dan tulis sederhana sesuai dengan konteksnya

L. Materi pembelajaran

EXPRESSION OF ASKING HELP, GIVING HELP.

Asking help :

- can you help me?
- help me please
- would you help me?
- I really need you help
- Do me a favor, please

giving help :

- yes, I can help you
- sure. what can I do for you?
- yes, no problem.

- sure. I would be glad to help you
- yes. How can I help you?

Example

A : Can you help me carry these books?

B : Certainly.

A : Thanks a lot.

M. Metode Pembelajaran

1. Discussion
2. Practice

N. Media, Alat, dan Sumber Belajar

4. Media : Skrip Percakapan
5. Alat : Papan tulis, Spidol, LCD, dan Laptop
6. Sumber Belajar : Nur Zaida. *BRIGHT: An English Course for Junior High School Students*. Jakarta: Erlangga. 2014

O. Kegiatan Pembelajaran

a. Kegiatan Pendahuluan

- Guru memberi salam (*greeting*).
- Guru memeriksa kehadiran siswa;
- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.
- Guru melakukan social chat : menanyakan kabar, keadaan, aktivitas sehari-hari yang berkaitan dengan topik pada hari ini.
- Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari.

- Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

b. Kegiatan Inti

- Guru meminta bantuan kepada siswa untuk menutup pintu.
- Guru mencatat nama siswa yang aktif menjawab pertanyaan
- Guru menjelaskan materi tentang pembelajaran sesuai dengan silabus.
- Guru membagi siswa dalam beberapa kelompok. Satu kelompok terdiri dari 2 orang.
- Guru meminta siswa untuk membuat dialog dengan tema yang ditentukan. Guru meminta satu per satu kelompok untuk membacanya didepan kelas.

c. Kegiatan Penutup

- Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- Siswa dan guru mengucapkan salam perpisahan.

P. Penilaian Hasil Pembelajaran

2. Teknik Penilaian : Oral Test

Name :.....

Class :.....

Keterangan:

Aspect	Categories	Indicator
Fluency	2(low)	Hesitates to often when speaking, which often interferences with communication.
	3(fair)	Speaks with some hesitation, but it does not usually interfere with communication
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	3 (fair)	Use a variety of structure with frequencies errors, or uses basic structure with only occasional errors
	4(high)	Uses variety of structures with only occasional grammatical errors

Metro, Nov 2017

Guru Mata Pelajaran

The Researcher



Suryadi S.Pd
NIP. 19590613 198103 2 006



Tri Rahmawati
St.N 13108597

Mengetahui,

Kepala Sekolah SMP N 1 Metro Kibang



SRI SUHARTINI S.Pd. M.M.
NIP.19640915 199203 2 006

OBSERVATION GUIDANCE

In this research, the researcher use observation to know the condition of students in learning process. The researcher observe the students speaking performance based on the analytical speaking score where it include fluency, pronouncation, grammatical, vocabulary and acuracy.

Five point above will help the researcher to observe the students speaking performance. From that point the reseracher will know the weakness of the students in speaking.

DOCUMENTATION GUIDANCE

1. Documentation about the profile of SMP Negeri 1 Metro Kibang East Lampung
2. Documentation about the condition of the teachers and official employees in SMP Negeri 1 Metro Kibang East Lampung
3. Documentation about the quantity of SMP Negeri 1 Metro Kibang East Lampung
4. Documentation about the organization structure of SMP Negeri 1 Metro Kibang East Lampung
5. Documentation about condition of infrastructure of SMP Negeri 1 Metro Kibang East Lampung
6. Documentation about the condition of the students in SMP Negeri 1 Metro Kibang East Lampung

DOCUMENTATION

PRE TEST



TREATMENT



POST TEST 1



TREATMENT



POST TEST 2



OBSERVATION SHEET OF USING BOARD GAME TECHNIQUE

Meeting : 2

Day/Date : 20 November 2017

Activities	Good	Enough	Low
1. Pre-teaching			
a. Preparing the lesson	✓		
b. Preparing the material		✓	
c. Class opening ability	✓		
2. While teaching			
a. Informing the objective of learning		✓	
b. Explaining the material uses board game technique		✓	
c. Guiding the students to follow the lesson	✓		
3. Post-teaching			
a. Concluding the result of learning	✓		
b. Class closing ability	✓		
Tick (✓) for each positive effect			

Collaborator (English Teacher)



Suryadi, S.Pd.
NIP. 19590613 198103 2 006

Researcher



Tri Rahmawati
St.N 13108597

Note :

Speaking Criteria :

66-100 : Good

56-65 : Fair

0-55 :Bad

Aspect	Score	Indicator
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, although s/he may need an occasional prompt.
	2	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	1	The student speaks so little that no 'fluent' speech can be said to occur.
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.
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.

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.
Interactional strategies	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

ATTENDANCE LIST OF PRE TEST

Class : VIII G

Date : 16 November 2017

NO.	NAME	SIGNATURE
1	Anang Setiawan	1. <i>[Signature]</i>
2	Andri Setiawan	2. <i>[Signature]</i>
3	Anggun Nadila Putri	3. <i>[Signature]</i>
4	Bagas Dwi Armanda	4. <i>[Signature]</i>
5	Bagas Saputra	5. <i>[Signature]</i>
6	Dadang Suryanto	6. <i>[Signature]</i>
7	Dea Erviana	7. <i>[Signature]</i>
8	Dicki Pratama	8. <i>[Signature]</i>
9	Dio Saputra Ramanda	9. <i>[Signature]</i>
10	Lidya Dwi Devita Sari	10. <i>[Signature]</i>
11	Lulu Agustina	11. <i>[Signature]</i>
12	Miftahus Surur	12. <i>[Signature]</i>
13	Muhamad Kohar	13. <i>[Signature]</i>
14	Nabela Setianingrum	14. <i>[Signature]</i>
15	Nabila vebriyanti	15. <i>[Signature]</i>
16	Nanda Ilham Kuswara	16. <i>[Signature]</i>
17	Puspita Sari	17. <i>[Signature]</i>
18	Rani	18. <i>[Signature]</i>
19	Ranova Salsabella	19. <i>[Signature]</i>
20	Rika Adi Sanjaya	20. <i>[Signature]</i>
21	Selvia Anjelika	21. <i>[Signature]</i>
22	Seto Murdiantoro	22. <i>[Signature]</i>
23	Thomas Ardika	23. <i>[Signature]</i>
24	Tika Maharani	24. <i>[Signature]</i>
25	Tri Yulianingsih	25. <i>[Signature]</i>
26	Yoviti Alfianto	26. <i>[Signature]</i>



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH 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 : P.1524 /In.28/FTIK/PP.00.9/06/2017

Lamp : -

Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Sdr. Drs. Kuryani Utih, M.Pd.
2. Sdr. Ahmad Subhan Roza, 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 Saudara/i untuk membimbing mahasiswa tersebut di bawah ini:

Nama : Tri Rahmawati
NPM : 13108597
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
 - a. Dosen pembimbing, bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
 - b. Ass. Dosen Pembimbing bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
 - a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
 - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
 - a. Pendahuluan ± 1/6 bagian
 - b. Isi ± 2/3 bagian
 - c. Penutup ± 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan Saudara kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Metro, 20 Juni 2017
Ketua Jurusan TBI

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



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimili (0725) 47295; Website: www.tarbiyah.iainmetro.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-1972/In.28/D.1/TL.00/10/2017
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.
KEPALA SMP NEGERI 1 METRO
KIBANG LAMPUNG TIMUR

di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1971/In.28/D.1/TL.01/10/2017,
tanggal 16 Oktober 2017 atas nama saudara:

Nama : TRI RAHMAWATI
NPM : 13108597
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP NEGERI 1 METRO KIBANG LAMPUNG TIMUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF BOARD GAME TO IMPROVE STUDENTS' SPEAKING PERFORMANCE AMONG THE EIGHT GRADERS AT SMP NEGERI 1 METRO KIBANG EAST LAMPUNG"

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

Wassalamu'alaikum Wr. Wb.



Metro, 16 Oktober 2017
Dekan I,

Fatimah
Fati Fatonah MA
9670531 199303 2 0034



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

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SURAT TUGAS

Nomor: B-1971/In.28/D.1/TL.01/10/2017

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

Nama : TRI RAHMAWATI
NPM : 13108597
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP NEGERI 1 METRO KIBANG LAMPUNG TIMUR, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF BOARD GAME TO IMPROVE STUDENTS' SPEAKING PERFORMANCE AMONG THE EIGHT GRADERS AT SMP NEGERI 1 METRO KIBANG EAST LAMPUNG".
 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 16 Oktober 2017

Mengetahui,
Pejabat Setempat



Dekan I,

Fatonah MA

70531 199303 2 003



PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA
SMP NEGERI 1 KIBANG

Alamat: Jl. Harapan Margototo Metro Kibang Kab. Lampung Timur Kode pos: 34135 Telpn: 0725 7853123 email : smpn1kibanglamtim@gmail.com

SURAT KETERANGAN

No: 800/198 /11/SMP.1/2017

Yang bertanda tangan di bawah ini :

Nama : **SRI SUHARTINI, S.Pd. M.M.**
NIP : 19640915 199203 2 006
Jabatan : Kepala Sekolah
Pangkat / Gol : Pembina Tk.1/ IV b
Unit Kerja : SMP Negeri 1 Kibang

Menerangkan bahwa :

Nama : **TRI RAHMAWATI**
NPM : 13108597
Program Study : Pendidikan Bahasa Inggris

elah melaksanakan RESEARCH pada :

Hari dan tanggal : Kamis, 16 November 2017
Tempat : SMP Negeri 1 Kibang Kab. Lampung Timur
Judul : **"THE USE OF BOARD GAME TO IMPROVE STUDENTS SPEAKING PERFORMANCE AMONG THE EIGHT GRADES AT SMP NEGERI 1 METRO KIBANG EAST LAMPUNG"**

emikian surat keterangan ini dibuat dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya.



Metro Kibang, 04 Desember 2017
Kepala Sekolah
SRI SUHARTINI, S.Pd. M.M.
NIP.19640915 199203 2 006




KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
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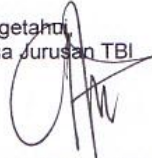
FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Tri Rahmawati
NPM : 13108597

Jurusan : TBI
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Tuesday, 2 th 2018		✓	Cover Cover page Acknowledgement Abstrak	
2.	Wednesday, 3 th 2018		✓	Revisi chapter III - Subject of the research Procedure - Data analysis Technique - Indicator of Success - Chapter IV	
3.	Friday, 5 th 2018		✓		

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Nama : Tri Rahmawati
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Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	8 January 2018	✓		Recording / video about speaking performance - Lembar Penilaian speaking	
2	10/01 2018	✓		Revisi Chapter IV LU	
3	12/01 2018	✓		ACC Munasasya	

Mengetahui,
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The complete name of the researcher is Tri Rahmawati. She was born in Kalirejo, February 15rd, 1995. She is the second child of happy couple namely Nurhamid and Manisem. She lives in Kalirejo center lampung.

The researcher had studied at The Elementary School for 6 years in SDN 03 Kalirejo. Then she continued his studying in Junior High School for 3 years in SMP N 1 Kalirejo. After that she took the Vocational High School at SMK Ma'arif 1 Kalirejo for 3 years and finished her studying in 2013. And the last she kept on his school at State Institute of Islamic Studies (IAIN) of Metro inTarbiyah Faculty, English Education Department in 2013 until now.