AN UNDERGRADUATE THESIS

THE INFLUENCE OF TABOO GAME ON STUDENTS' SPEAKING SKILL AT THE SEVENTH GRADE AT SMP MA'ARIF 1 METRO

BY:

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Student Number: 1801071014

Tarbiyah And Teacher Training Faculty
English Education Department

STATES INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444H /2022M

AN UNDERGRADUATE THESIS

THE INFLUENCE OF
TABOO GAME ON STUDENTS` SPEAKING SKILL
AT THE SEVENTH GRADERS AT SMP MA'ARIF 1 METRO

Presented as a Partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

English Education Study Program

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1444 H/2022 M

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Faculty	:	Tarbiyah and Teacher Training Faculty
Title	:	THE EFFECTIVNESS OF USING TABOO GAME TO INCREASE STUDENTS SPEAKING SKILL AT SEVENTH GRADERS SMP 1 MA'ARIF METRO

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To be discussed in the Proposal (seminar) in Tarbiyah Faculty of State Institute of Islamic Studies (IAIN) of Metro.

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> To: The Honorable the
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> Dean of Faculty of Tarbiyah and Teacher
>
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Assalamu'alaikum, Wr. Wb

    We have given guidance and enough improvement to research thesis script which is written by:

Name   : Dwi Ajeng Fitriana

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Judul Skripsi   : THE INFLUENCE OF TABOO GAME ON STUDENTS SPEAKING SKILL AT SEVENTH GRADE AT SMP MA'ARIF 1 METRO

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

Wassalmu'alaikum Wr.Wb

The Head of English Education Department

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Kepada yth,

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Assalamualaikum Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

Nama   : Dwi Ajeng Fitriana
Students Number : 1801071014
Judul Skripsi   : THE INFLUENCE OF TABOO GAME ON STUDENTS SPEAKING
                          SKILL AT SEVENTH GRADE AT SMP MA'ARIF 1 METRO

Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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RATIFICATION PAGE
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An Undergraduate thesis entitled: THE INFLUENCE OF TABOO GAME ON STUDENTS SPEAKING SKILL AT THE SEVENTH GRADE AT SMP MA'ARIF 1 METRO, Written by: Dwi Ajeng Fitriana, Student Number 1801071014 English Education Department had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on November 10th, 2022 at 14.30-16.00.

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THE INFLUENCE OF

TABOO GAME ON THE STUDENTS` SPEAKING SKILL
AT THE SEVENTH GRADERS AT SMP MA'ARIF 1 METRO

ABSTRACT

By:

DWI AJENG FITRIANA

The main aim of this research was to know the influence of taboo game on the students' speaking skill at SMP Ma'arif 1 Metro. The researcher investigated whether any positive and significant influence of taboo game on the students' speaking skill at SMP Ma'arif 1Metro.

The method of this research was quantitative research in the form of pre-experimental design carried out at SMP Ma'arif 1Metro. The population of this research was the seventh graders. The sample of this research was 27 students in the seventh grade of SMP Ma'arif 1Metro. In collecting data, the researcher used test (pre-test and post-test), observation and documentation.

The result of this research showed that the result of *sig. 2 tailed* is 0.000. It is clear that if the probability or Sig. > α (0.05), the alternative hypothesis (Ha) is accepted. It means that there is a positive and significant influence of variable X on variable Y. In the other words, Ha is accepted and Ho is rejected. Furthermore, it was investigated that the *t-observe* is 7.343. While *t-value* in *f-table* for the 5% significance level for *df* 26 is 1.706. While the significance level of 1% *df* 26 is 2,479. This shows that the *t-observe* is higher than the t-value in the f-table. Therefore, the statistical hypothesis shows that the taboo game can have a positive and significant influence on students' speaking skill. In addition, this game is beneficial in guiding students to develop their ideas in the speaking process to explore their ideas in deep reflection.

Keywords: taboo game, speaking skill, quantitative research.

PENGARUH
GAME TABOO PADA KETERAMPILAN BERBICARA SISWA
DI KELAS TUJUH SMP MA'ARIF 1 METRO

ABSTRAK

Oleh:

DWI AJENG FITRIANA

Tujuan utama dari penelitian ini adalah untuk mengetahui pengaruh permainan tabu terhadap kemampuan membaca pemahaman siswa di SMP Ma'arif 1 Metro. Peneliti menyelidiki apakah ada pengaruh positif dan signifikan permainan tabu terhadap keterampilan berbicara siswa di SMP Ma'arif 1Metro.

Metode penelitian ini adalah penelitian kuantitatif berupa pre-experimental design yang dilaksanakan di SMP Ma'arif 1 Metro. Populasi dalam penelitian ini adalah siswa kelas VII. Sampel penelitian ini adalah 27 siswa kelas VII SMP Ma'arif 1 Metro. Dalam pengumpulan data, peneliti menggunakan tes (pre-test dan post-test), observasi dan dokumentasi.

Hasil penelitian ini menunjukkan bahwa hasil sig. 2 ekor adalah 0,000. Jelas bahwa jika probabilitas atau Sig. > (0,05), hipotesis alternatif (Ha) diterima. Artinya ada pengaruh positif dan signifikan variabel X terhadap variabel Y. Dengan kata lain Ha diterima dan Ho ditolak. Selanjutnya diselidiki bahwa t-observe adalah 7,343. Sedangkan nilai t-hitung pada f-tabel untuk taraf signifikansi 5% untuk df 26 adalah 1,706. Sedangkan taraf signifikansi 1% df 26 adalah 2,479. Hal ini menunjukkan bahwa t-observe lebih tinggi dari nilai t-hitung pada f-tabel. Oleh karena itu, hipotesis statistik menunjukkan bahwa permainan tabu dapat berpengaruh positif dan signifikan terhadap keterampilan berbicara siswa. Selain itu, permainan ini bermanfaat dalam membimbing siswa untuk mengembangkan ide-ide mereka dengan menggunakan dalam proses berbicara untuk mengeksplorasi ide-ide mereka dalam refleksi yang mendalam.

Kata kunci: permainan tabu, keterampilan berbicara, penelitian kuantitatif.

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name : Dwi Ajeng Fitriana

Student Id : 1801071014

Study Program : English Education Department (TBI)

Faculty : Tarbiyah

States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are excerpted from the bibliography mentioned.

Metro, November 10, 2022

The Researcher

Dwi Ajeng Fitriana
1801071014

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Dwi Ajeng Fitriana

NPM : 1801071014

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Fakultas : Tarbiyah dan Ilmu Keguruan (FTIK)

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 10 November 2022

Yang Menyatakan,

Dwi Ajeng Fitriana
1801071014

MOTTO

كُتِبَ عَلَيْكُمُ ٱلْقِتَالُ وَهُوَ كُرْهٌ لَّكُمْ ۖ وَعَسَىٰ أَن تَكْرَهُوا۟ شَيْئًا وَهُوَ خَيْرٌ لَّكُمْ ۖ وَعَسَىٰ أَن تُحِبُّوا۟ شَيْئًا وَهُوَ شَرٌّ لَّكُمْ ۗ وَٱللَّهُ يَعْلَمُ وَأَنتُمْ لَا تَعْلَمُونَ ﴿٢١٦﴾

"Fighting has been made obligatory upon you ˹believers˺, though you dislike it. Perhaps you dislike something which is good for you and like something which is bad for you. Allah knows and you do not know."(Q.S Al-Baqarah 216)

"Di wajibkan atas kamu berperang, padahal itu tidak menyenangkan bagimu. Tetapi boleh jadi kamu tidak menyenangi sesuatu, padahal itu baik bagimu, dan boleh jadi kamu menyukai sesuatu, padahal itu tidak baik bagimu. Allah mengetahui, sedang kamu tidak mengetahui. ."(Q.S Al-Baqarah 216)

DEDICATION PAGE

This piece of work is dedicated to:

My Beloved Parents

(Mr. Sumargi and Mrs. Mudrikah)

My Beloved Brotehers

(Agung Syaiful and Danu Syahrizal Sidiq)

My Beloved Lectures of English Education Department at state Instituate for Islamic studies of Metro

My Beloved Friends

Absolute Reni, Luluk, Zahra, Rini, Pipal, Ami, Yayak, Tara, Elisa, Eka, (D) Class of english Education Department and my Beloved Campus IAIN Metro

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1. Dr.Hj. Siti Nurjanah, M.Ag, as the Head of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Andianto, M.Pd, as the chief of English Education Department of IAIN Metro Lampung.
4. Trisna Dinillah Harya, M.Pd, as the advisor valuable knowledge and support in finishing undergraduate thesis.
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6. All of her friends in English Education Department Force of IAIN Metro part in support system, thanks for everything in helping to finish this undergraduate thesis.

The researcher apologizes for all the mistakes that she has made in speaking and finishing this a research. All criticisms and suggestions are expected to improve the quality of this research. Hopefully this research can be useful for researcher in particular, for our college and every reader in generic.

Metro, November 10, 2022

Dwi Ajeng Fitriana
1801071014

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CHAPTER I

INTRODUCTION

A. Background of Study

Speaking is a person ability to pronounce the articulation of a letter or word verbally. It forms a sentence to express an opinion, to say, to give information. Speaking activity is a form of human behavior that is used as a means of communicating.

Good speaking skill mastery has many benefits for the speaker. The speakers easily convey messages or communicate effectively because they are more confident in conveying them. In the aspect of education, the speakers benefit because they provide convenience in getting scholarships and getting good academic grades at school. In the need of career mastery of speaking skill is very useful because it opens up better job opportunities.

In addition, in everyday life, speaking is very useful for example in adapting the use of technology and various books or films that are elegant in English. The most important benefit of mastering good speaking skill is that speakers can open themselves confidently with anyone and any community in various countries because English is an international language.

English speaking skill need to be supported by various aspects that influence it which includes linguistic and non-linguistic aspects. In terms of linguistic aspects, English speaking skill include mastery of vocabulary,

pronunciation and good grammar. This is because the mastery of good speaking skill that influences the speaker to convey important information with effective vocabulary selection.

In addition, the process of speaking English must be supported by correct grammar because by the correct application of grammar speaking skill can be better. Speaking is supported by the non-linguistic aspect including of self-confidence, teaching technique, and teaching media.

Speaking skill in English is greatly influenced by the appropriate teaching and learning media in the learning process. One of the appropriate learning media is taboo game. Taboo game is a card game to practice one's ability to describe words. In this game, a player gets a card that contains the main word and five other words below it. Then the other players guess from the main word. In describing the main word the player is not allowed to mention five words that are under the main word. Taboo is a guessing game that guide a student to have another student or group of students guess a word or concept on a card without using the word in question or a list of additional "taboo" words typically associated with the word.[1]

Taboo game have various benefits in learning English, especially in speaking skill because taboo game encourage students to think critically about a topic without describing hidden words. Therefore, taboo game can encourage guessing skill so that students' thinking power is sharper.

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[1] Claire Howell Major at al, *Teaching for Learning* (New York : Routledge, 2016), 152.

In addition, taboo game can stimulate improvisation. The students are required to continue speaking to convey the main word so that it can be successfully guessed with the support of other hidden words. Therefore, the intensive speaking process in applying the taboo game repeatedly encourages improvisation in English speaking skill.

The researcher had conducted a pre-survey to find out the English speaking ability of SMP Ma'arif 1 Metro. In the pre-survey process the researcher got an archive of English assignments related to speaking English. The explanation of the results of the pre-survey is in the following table:

Table 1.1 The Students Score of Speaking Skill at SMP Ma'arif 1 Metro

No	Grade	Frequency	Percentage	Criteria
1	≥ 65	7 Student	26 %	Complete
2	< 65	20 Students	74 %	Incomplete
	Total	27 Students	100%	

Source: The Students Assessment

The pre-survey results listed in the table above explain that the students' speaking skill is dominated by incomplete passing grade. It is stated that there are 74% of incomplete passing grade based on the result of students' English assignments related to students' speaking skill. Therefore, it can be concluded that students' speaking skill is included in the low category so that effort is needed to improve the skill.

The other supported data, on October 22, 2021 the researcher conducted an interview process with an English teacher named Manassika Fitria to find out the problems of students in learning English. From the results of the interview, the researcher got information that students had problems in learning English, especially students' speaking skill.[2]

The basic problem is the low mastery of English vocabulary so that it is difficult for them to express ideas or information verbally. In addition, low mastery grammar is also one of the problems in learning English because the students feel that grammar is very complex or complicated to learn. Another problem in learning English, especially speaking is the low quality of pronunciation and fluency of students so that they feel ashamed to explore their speaking. The low intensity of the practice of speaking English is also an problem to developing their speaking quality.

In connection with the problems of students in learning English, especially students' speaking skill, the researcher conducted quantitative methods. In this research, the researcher applied the taboo game as a medium for teaching students' speaking skill.

This is because the taboo game is very effective in teaching speaking by providing various benefits in developing students' speaking skill. Taboo game encourage students to think critically about a topic towards a learning process without describing hidden words because taboo

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[2] Interview with Mrs. Manassika Fitria, S.Pd as the English teacher at seventh grade at SMP Ma'arif 1 Metro. Metro City, On October 22, 2022.

game can encourage guessing skill so that students' thinking power gets sharper.

Therefore, based on the description above, the researcher conducted quantitative research by applying the taboo game. Therefore, the researcher compiled an undergraduate thesis entitled "The Influence of Taboo Game on Students' Speaking Skill at the Seventh Grade at SMP Ma'arif 1 Metro."

B. Identification of Problem

Based on the pre-survey, the researcher had identified the problems, as follow:

1. The students have limited vocabulary,

2. The students have low mastery of English grammar,

3. The students have low English speaking skill,

4.   The students have low English pronunciation,

5. The students are fluent in speaking English.

C. Problem Limitation

Based on the identification problems that exist above, the researcher only limits this research to the low students' speaking skill. In dealing with these problems, the researcher conducted quantitative research by applying taboo game as an effort to influence speaking skill.

D. Problem Formulation

The problem formulation of this research is: "Is there any positive and significant influence of taboo game on speaking skill of the seventh grade at SMP 1 Ma'arif Metro?"

E. Objectives and Benefits of The Study

1. Objectives of the Study

The objective of this research is on order to know whether there is positive and significant influence of taboo game on speaking skill of the seventh grade at SMP 1 Ma'arif 1 Metro.

2. Benefits of the Study

a. For the Students

This research is expected to provide benefits to students by helping them in learning students' speaking skill. By applying the Taboo game to the students' speaking skill learning process, it is expected that students can be motivated and directed in learning because of the application of taboo game students can think critically about a topic without describing hidden words. Therefore, the taboo game can encourage guessing skill so that students' thinking power is getting sharper. Therefore, an intensive speaking process can be done by the application of taboo game. This repeatedly encourages improvisation in English speaking skill.

b. For the Teacher

This research is expected to be useful for English teachers by providing an alternative discourse on the use of English teaching techniques, especially in speaking skill. Through the application of this research, teachers can know more clearly the quality of students' English, especially speaking skill by describing a student's value through tests given by researcher. The teachers can evaluate the influence of using taboo game in the English language process, especially students' speaking skill so that teachers can decide to implement and develop this strategy further in its use.

c. For the Researcher

This research is expected to be useful for other researcher as a reference for them to conduct research on related topics especially in the use of taboo game in teaching speaking skill. Through this research, it is also hoped that other researcher did not only get information related to not only theories about the taboo game but they also get information on real steps and practices related to how to actualize the use of taboo game in students' speaking skill learning.

F. Prior Research

In conducting this research, the researcher considers several prior research or previous research to take advantage of the theory and its

application to the research. The first previous research is written by Yusup Kuncoro Bowo Susilo with the title *The Effect of Using Taboo Game To Ninth Graders' Speaking Skill.*[3] The research method used by the researcher is a quantitative method. The purpose of the study is to see whether the use of taboo game had an effect on the speaking ability of class IX students of SMP Pangudi Luhur Jakarta.

The findings in this study are in line with the results of some studies conducted on the use of game is language learning. The taboo game also helped the students in building a good relationship with their friends as well as increasing their learning achievement. The findings of the research showed that taboo game could be beneficial in improving students speaking skill.

Both of these studies have similarities and differences. The similarity is in the research method because they both use quantitative research methods. In addition, the similarity is in the similarity of the dependent and independent variables. Because these two studies have the dependent variable speaking skill and the independent variable taboo game. Another similarity is in the objectives because these two studies intend to examine the effect of using taboo game on students' speaking skill. The difference is in the sample because the research sample is class IX a (39 students) and IX b (35 students) at Pangudi Luhur Junior High

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[3] Yusup Kuncoro Bowo Susilo, "The Effect Of Using Taboo Game To Ninth Graders' Speaking Skill," *Jurnal Dinamika Pendidikan*, Vol.7, No. 3 (2014): 165-170.

School, Jakarta. And the sample of this research is class VII in SMP Ma'arif 1 Metro.

The second research is a consideration to take theoretical and applicable benefits in this research. The second research is written by Maria Graciela Wuri Nastiti and Yohana Veniranda with the title *Using Taboo Game to Improve Vocabulary of Grade VIII Students of SMP Negeri 1 Monday Gunung Kidu*l[4]. The research method used by the researcher is the Classroom Action Research (CAR) method. The purpose of the research is to investigate the implementation of taboo game to improve students' vocabulary mastery. From the observation result, the students faced a lack of vocabulary and less motivation in learning English. The research findings showed that the taboo game can improve students' vocabulary mastery.

Both of these studies have similarities and differences. The difference is in the research method because the previous researcher used the class action research method while this research used the quantitative method. In addition, the difference is in the dependent variable.

This is because the two studies have dependent variable vocabulary and speaking skill. The similarity is found in the variable in dependent taboo game. Another similarity is on the purpose of because both of these studies intend to test the effect of the use of taboo game on the speaking skill of students. The difference is in the sample because the research

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[4] Maria Graciela Wuri Nastiti and Yohana Veniranda, "Using Taboo Game to Improve Vocabulary of Grade VIII Students of SMP Negeri 1 Semin Gunung Kidul," *Language Learning In the New Era*, 2021.

sample is class VIII at SMP Negeri 1 Semen Gunung Kidul. And the sample of this research is class VII at SMP Ma'arif1 Metro.

The third research is a consideration for the benefits of theory and applicable to the research. The third study is written by Reni Rosianna Lumbangaol with the title *The Effect Of Taboo Word Game In Improving Vocabulary Ability*[5]. The research method used by the researcher it is a quantitative method. The purpose of the study was to find out the effect of Taboo Word Game strategy had effect on students' vocabulary ability.

Both of these studies have similarities and differences, the similarities lie in the research method because they both use quantitative research methods. In addition, the difference is in the dependent variable. Both of these studies have dependent variable vocabulary and speaking skill. The similarity is in the independent variable, namely the taboo game.

The other similarity is in the goal because these two studies mean to test the effect of using taboo game on students' speaking skill. The difference is in the sample because of the research sample. The population of the research is 60 informatics engineering students from the main Potential University Semester IV for the 2019-2020 academic year. The sample of this research is class VII at SMP Ma'arif 1 Metro.

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[5] Reni Rosianna Lumbangaol, "The Effect Of Taboo Word Game In Improving Vocabulary Ability," *Melt Journal*, Vol. 4, 2019, 155-166.

CHAPTER II

LITERATURE REVIEW

A. **Concept of Speaking Skill**

  1. **Definition of Speaking Skill**

Speaking is the most common language skill of linguistic communication.[6] It means that, speaking is generally a person's linguistic communication ability. Someone communicates using the language that has been learned. By using language, people can communicate well.

Speaking is a productive language skill that calls for active participation in the communication between the participants.[7] In the other words, speaking is communication skill between participants that is carried out actively and expressively. Therefore, the participants know the message that be conveyed orally.

Speaking is language skill that involves both a command of certain skill and several different types of knowledge.[8] Which means that, speaking is the language skill mainly used to communicate. In communicating between people must have good speaking skill.

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[6] Edward Finegan, *Language It's Structure And use* (Boston : University of Southern California,2018), 16.

[7] Geoffrey Broughton et al, *Teaching English as a Foreign Language* (New York : Routledge, 2003), 65.

[8] Scott Thornbury, *How to teach Speaking*, (Amazon : Pearson Education ESL, 2005), 1.

Speaking is an oral product skill which is the main key in speech performance[9]. In the other words, speaking is the main skill that must be mastered when making a speech. Students must learn several important aspects of speaking, namely fluency, grammar, pronunciation and vocabulary.

Based on the explanation above, speaking is a productive language skill that requires ability of linguistic communication between people actively and expressively. In communicating someone uses the language that has been learned. People can know the message conveyed orally well. Therefore, good communication between people is created.

2. Function of Speaking Skill

There are some functions of speaking skill as follow:[10]

a. Talk as Interaction

It refers to serving a primary social function meaning conversation and describing interactions.

b. Talk as Transaction

It belongs to the situations where people interact socially with each other. Focusing on what is said or done. And the main

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[9] Rebecca Hughes, *Teaching and Researching Speaking*, Great Britain : Pearson Education Limited, 2011), 84.

[10] Jack C. Richard, *Teaching Listening and Speaking From Theory to Practice* (32 Avenue of the Americas : Cambridge University Press), 26-27.

focus is that the message conveyed can be understood clearly and accurately.

c. Talk as Performance

Talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.

3. Teaching of Speaking Skill

The focus of teaching speaking is to improve students' speaking ability. Therefore, speaking teaching activities in the classroom must have the aim of prioritizing personal abilities in class language use.[11] This means that students must develop their language skill well. So that students can communicate and provide information clearly. Teaching of speaking is divided into the meaning of speaker, audience and speech material.[12] It means that students must have good speaking skill in conveying information or getting information. This can be through being a speaker, listener, or speech material.

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[11] Samira Al Hosni, "Speaking Difficulties Encountered by Young EFL Learners," *International Journal on Studies in English Language and Literature (IJSELL),* Vol. 15, No.2, 2014, 22.

[12] Rebecca Hughes, *Teaching and Researching Speaking,* 22.

There are several things to consider activities that engage students in cognitive and affective level. Therefore, the aspects of learning from speaking are described as follows[13]:

a. Teaching speaking must prioritize the respective roles played by the teacher, students and materials.

b. The main purpose of speaking assignment is to help students improve speaker fluency expertly.

c. This is achieved through :

1) Accurate use of language and discourse routines.

2) Skill that enable precise speech.

3) Effective communication strategy.

d. Learner's speaking performance can be improved through planning and pre-task repetition, as this activity can reduce the cognitive load during speech processing.

e. Learn to pay attention to information and remember it in memory.

4. Speaking Skill Assessment

To test speaking skill, there are some indicators that should be scored. Weir classifies the speaking assessment into five analytic speaking criteria as follows:[14]

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[13] Anne Burns, "Concepts for Teaching in the English Language Classroom," *LEARN Journal : Language Education and Acquisition Research Network Journal*, Vol. 12, No. 1, 2019, 10.

[14] Cyril J. Weir, *Language Testing and Validation* (Houndmills : Palgrave Macmillan, 2005), 195-196.

Table 2.1 Indicators of Speaking

No	Component	Criteria
1	Fluency	4. Generally natural delivery, only occasional halting when searching for appropriate words/expressions. 3. The student hesitates and repeats himself at times but can generally maintain a flow of speech, 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.
2	Pronunciation	4. Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded. 3. Rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension. 2. Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation. 1. Words are unintelligible.
3	Vocabulary	4. Effective use of vocabulary for the task with few inappropriate. 3. For the most part, effective use of vocabulary for the task with some examples of inappropriate. 2. Limited use of vocabulary with frequent inappropriate. 1. Inappropriate and inadequate vocabulary.
4	Grammatical accuracy	4. Very few grammatical errors evident. 3. Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension. 2. Speech is broken and distorted by frequent errors. 1. Unable to construct comprehensible sentences

| 5 | 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. |

Source: The Speaking Rubric Written by Cyril J. Weir

5. Speaking Test

The main aspect of the hands-on procedure for testing speech is how to test students in speaking skill.[15] Students are tested by being forced to speak English. By interviewing, discussing, describing, describing things such as people, animals, objects, places, etc. Students are assessed from the speaker's performance by including a rating scale, communicative results, and marking for parts of an outcome.

a. Interview and Scale

Each student is interviewed individually. The interviewees are judged by rating a scale from one to five for each of fluency, clarity, grammatical correctness, richness of language and overall impression.

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[15] I.S.P Nation and Jonathan Newthon, *Teaching ESL/EFL Listening and Speaking* (270 Madison Ave : Routledge, 2009), 171-175.

b. Group Oral Exam

Students are divided into groups of four or five people. They are given topics and some questions to think about. After that, an assessment is carried out.

c. Describing and Drawing

Students are given pictures that they have to draw so that partner, examiner, can draw it. In the test the examiner can only assign points for each part explained successfully.

d. Conversation Cloze

This test does not involve listening or speaking by the learners. Students are given a transcript of the conversation. Every the seventh word is omitted from the transcript.

e. Multiple-Choice Speaking Test

Students are given written multiple choice questions to answer. They do it not verbally during the exam.

f. Imitation

Students listen to a long recorded sentence and repeat it again. So many sentences are used.

g. Role Plays

The learners are given a card which describes a situation.

B. Concept of Taboo Game

    1. Definition of Taboo Game

Taboo game is a game that requires some media as a timer, a buzzer (or pet squeaky toy to use as a buzzer), a small box for keeping the cards hidden, a discard bin.[16] It means that the taboo game is a game that requires complex educational media in addition to directing students to play communicatively. By using this media, the game is interesting to play.

Taboo game is a guessing game that guide a student to have another student or group of students guess a word or concept on a card without using the word in question or a list of additional "taboo" words typically associated with the word.[17] It means that taboo is a game that is done by a group of students to guess a word that is on the card. Then students guess what is on the card but the word on the card should not be mentioned to guess the main word on the card.

Based on the explanation, taboo game is a game that is carried out in groups or in pairs that aims to guess words. The students must guess the main word on the card. However, the students do not mention the word on the card under the main word. By using this game, the students feel interested and challenged to play the game.

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[16] Rick Wormeli, *Meet me in the Middle* (Portland : Stenhouse Publishers, 2001), 51.
[17] Claire Howell Major et al, *Teaching for Learning* (New York : Routledge, 2016), 152.

2. Benefits of Taboo Game

The Benefits of Taboo Game are as follows: [18]

a. The structure of the activity helps students review course content as well as increase class participation.

b. Taboo encourages students to think outside the box about key concepts and thus allows the instructor to gauge students' level of understanding.

c. The activity asks students to think both critically and creatively while playing.

d. Students be trained to hone their ability to think and express the words that be guessed. Automatically students also practice in students' speaking skill.

e. Taboo facilitates students' developing critical-thinking and problem-solving skill.

Taboo game has several benefits that are obtained by game players. The players can increase creative activities in the classroom environment. Then it can encourage students to think outside the box about key concepts so that students can understand better. In guessing the words, the students practice thinking and expressing words to guess words. In this way, the students automatically practice speaking skill. Taboo game provides techniques to train players in critical thinking in problem solving.

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[18] Claire Howell Major et al, 152-153.

3. **Teaching Steps Using Taboo Game**

   Teaching steps using taboo game are as follows:[19]

   a. The teacher provides a set of cards for the taboo game media. Each main word has sub-words that should not be mentioned in the game.

   b. The students are divided into 2 teams, and each team describes the main word without mentioning the child on the card and guessing the word.

   c. The game ends when all students have played the game, the cards are exhausted, the score has been set, or has reached the time limit.

   d. The teacher guide students to do dialogue in English by using the vocabularies that have been learn using taboo game.

C. **Paradigm**

   Based on the theoretical framework above the researcher describes the paradigm as follow:
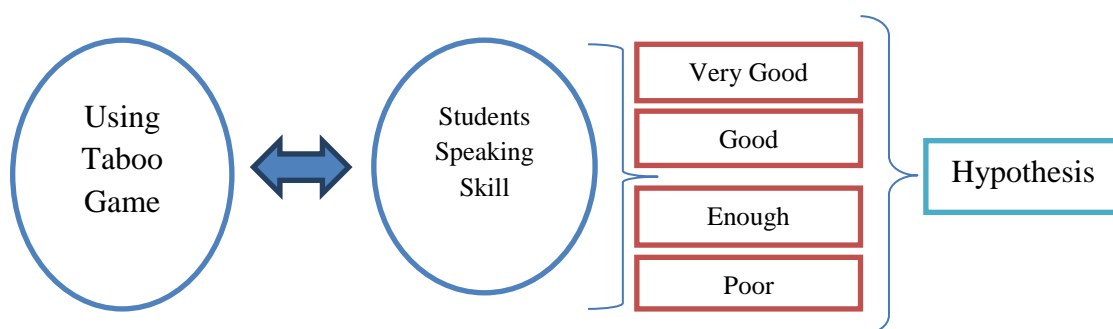
Figure 2.1 Describes the Paradigm of Taboo Game on Students Speaking Skill

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[19] Claire Howell Major et al, 153.

The researcher interprets the paradigm above as following:

1. If the students taboo game is very good, the grade of students speaking skill will very good too. So there is positive and significant influence of taboo game on students speaking skill.

2. If the students taboo game is not very good, the grade of students speaking skill will not very good too. So there is no positive and significant influence of taboo game on students speaking skill.

D. Research Hypothesis

The hypothesis formulation of this research included of, as follow:

Hypothesis Alternative (Ha): There is positive and significant influence of taboo game on speaking skill of the seventh graders at SMP Ma'arif 1 Metro.

Hypothesis Nul (Ho): There is no positive and significant influence of taboo game on speaking skill for the seventh graders at SMP Ma'arif 1 Metro.

CHAPTER III

RESEARCH METHOD

A. Research Design

The design of the research is conducted by using a quantitative research. Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods in particular statistics.[20] Quantitative research is a research method that analyzes on a mathematical basis especially statistics.

The model of the experimental design of this study is pre-experimental research. Pre-experimental is a design that does not have a control group to compare with the experimental group and studies only one group.[21] In this study the researcher used an experimental design because the researcher used one group as experiment class. The researcher conducted the research at the seventh graders of SMP Ma'arif Metro in academic years 2022/2023.

B. Operational Definition of Variable

1. Independent Variable

The independent variable are variable probably cause, influence or effect outcome. They are also called treatment. Independent variable of this research is taboo game which is defined as an

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[20] Daniel Muijs, *Doing Quantitative Research in Education with SPSS,* (London : Sage Publication Itc, 2004). 1.

[21] Creswell, John W, *Research design : qualitative, quantitative, and mixed methods approaches,* (Singapur : Sage Publication, 2014). 219.

instructional strategy where by teacher models the desired learning

strategy or task, then gradually shifts responsibility to the students.

The indicators of taboo game as follow:[22]

a. The students are able to describe the main word without

mentioning the sub-word on the card.

b. The students are able to guess the words as many as possible

before the time limit.

2. Dependent Variable

Dependent variable is variables that depend on the

independent variable. It is the outcomes or results of influence of

the independent variable. Dependent variable of this research is

speaking skill. In speaking skill, there are some indicators that

indicated the students be able to speaking skill as follows:[23]

a. The students are able to speak English fluently in learning

English.

b. The students are able to use the appropriate vocabulary in the

process of learning English.

c. The students are able to use good pronunciation in the process

of learning English.

d. The students are able to use the appropriate language structure

in learning English.

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[22] Claire Howell Major et al, *Teaching for Learning* (New York : Routledge, 2016), 153.
[23] Cyril J. Weir, *Language Testing and Validation* (Houndmills : Palgrave Macmillan, 2005), 195-196.

e. The students are able to apply good interactional strategies in learning English

Moreover, based on the explanation above, in this research the researcher used the taboo game technique to a treatment for the seventh graders of SMP Ma'arif 1 Metro in the academic year 2020/2021.

C. Population, Sample and Sampling Technique

1. Population

Population is the collection of all people who could be measured, or in whom the psychologist is interested.[24] The population of this research was the seventh graders of SMP Ma'arif 1 Metro in academic years of 2022/2023, which consisted of 84 students that divided in three classes. SMP Ma'arif 1 Metro had three classes for the students that in the seventh grade now. The classes were VII A, VII B and VII C.

2. Sample

Sample is representative of the population of interest and results drawn form the sample can be generalized to the entire population.[25] The sample in this research was a class, one as the experimental class that was VII B class consisting of 27 students.

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[24] Barry H. Cohen, "Explaining Psychological Statistics" (Canada: John Wiley and Sons, 2013), 11.
[25] Sara Elder, *Sampling Methodology* (Geneva: International Lresabor Office, 2009), 5.

3. Sampling Technique

The researcher used cluster random sampling technique in this research. This technique was used to determine the sample that has the same characteristic. In addition, this technique is not about personal but about the group or class. In order that each mamber of the population in this research has an opportunity to become a sample, the researcher used class B as experimental class in this research.

D. Data Collection Technique

In the data collecting procedure, there are three steps that have to follow in this research:

1. Test

Test is usually performed by using that element of the survey and determining how it work. There are two tests used in this research as follows:

a. Pre-test

Pre-test was given to the experimental class before giving a treatment to measure students' speaking skill. The experimental acquired the same pre-test. Pre-test was given to the experimental class before being given treatment to measure students' speaking skill. Speaking test was done by asking the students the dialogue in English.

b.   Post-test

After giving the treatment, the researcher gave a
post-test to both the experimental to find out the results of
the treatment whether the use of taboo game is effective or
not to increase students' speaking skill.

2. Documentation

Documentation is one of many processes accompanying
audit work, and its main objective is to lay out in speaking all
activities and facts relating to an audit[26]. The researcher used the
documentation method to get some information about:

a.   The history of SMP Ma'arif 1 Metro.

b.   The condition teachers and officials employees in SMP
Ma'arif 1 Metro.

c.   The quantity of the students of SMP Ma'arif 1 Metro.

d.   Organization structure of SMP Ma'arif 1 Metro.

e.   The regulation of SMP Ma'arif 1 Metro.

3. Observation

An important component in any scientific investigation is
observation. In the context of science, observation means more

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[26] Henning Kagermann and William Kinney, *Internal Audit Handbook*, (Germany, 2008),
432.

than just observing the world around us to get ideas for research. This strategy is hoped that to get information about the learning process, the facilities of there and the other. In this research the researcher was the only experimental class to observe the seventh graders of SMP Ma'arif 1 Metro in academic years 2022/2023.

E. Research Instrument

1. Speaking skill test

To identify the students' speaking skill of the seventh grade of SMP Ma'arif 1 Metro, the researcher applied speaking skill test. The test measures the ability of the students about the topic on speaking subject.

The test consists of pre-test and post-test, this research was in the form of speaking skill test, namely the conversation cloze test. Speaking test was administrated by asking students to do the dialogue in English.

2. Observation sheet

Observation sheet is used to observe all of the aspects that can Improve and support the students' speaking skill in the process of learning such as the facilities in that school. Observation sheet also used to observe the condition that happened during teaching learning process that is filled by the English teacher as the observer to give evaluation to the researcher and all of the students' activity during teaching learning process.

3. **Documentation sheet**

It refers to the archive data that helps the researcher to collect the needed data. The researcher utilized the document related to the object research such as students' name list and teacher's name.

F. **Data Analysis Technique**

To answer the question "Is there any positive and significant influence of taboo game on speaking skill of the seventh grade at SMP 1 Ma'arif Metro?" the researcher applied inferential statistic to find out the significant different between post-test in experimental group.

In addition, in testing the influences of variable to another variable SPSS (statistical package for the social science) is outer native way to computer the influence. In this case, in investigating the influence variable x to variable y in pre-experimental study the researcher used SPSS22.0. T-test is use to compare the means of the same participants in two conditions or at two points in time by using the following steps SPSS:[27]

1. Opening SPSS 13.0 applications for windows

2. Loading the excel file with all the data.

3. Opening *show data view*.

4. Copying the grades of pre-test and post-test in the data view

5. Opening variable view by changing VAR. 1 to be pre-test and VAR-2 to be post-test.

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[27]Alan Bryman & Duncan Cramer, *Quantitative Data Analysis With SPSS 12 and 13* (New York: Routledge, 2005), 186-188.

6. Editing label VAR.1 to be pre-test and VAR.2 to be post-test.

7. Selecting analyze, compare means, paired sample T-Test.

8. Moving pre-test and post-test to the appropriate.

9. Selecting OK.

   Paired Sample T-Test Guidelines:

   a. If the probability or Sig. $<\alpha$ (0.05), then the null hypothesis (Ho) is rejected.

   b. If the probability or *Sig.* $> \alpha$ (0.05), then the alternative hypothesis (Ha) is accepted.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research of Result

1. The Description of Research Location

a. The History of SMP Ma'arif 1 Metro

SMP Ma'arif 1 Metro is located on R.A Kartini street, Purwosari, North Metro, Metro City, Lampung. SMP Ma'arif 1 Metro was first established in 1982/1983. SMP Ma'arif 1 Metro has vision and mission. Its vision is having achievement and faith in science and technology based on the teaching of Islam *Ahlussunnah Waljama'ah an-Nahdliyyah*. SMP Ma'arif 1 Metro has accredited B. Teaching and learning activities in SMP Ma'arif 1 Metro begin from 07.30 a.m until 14.00 p.m.

b. The Condition of Teacher and Official Employees of SMP Ma'arif 1 Metro.

Table 4.1 Condition of Teacher and Official Employees

No	Name	M/F	The Subject
1	Muhaimin, M.Pd.I	M	Islamic Education IX
2	Maryani, S.Pd	F	English VIII
3	Amat Subari, S.Pd.I	M	Civic Education VII , VIII, IX
4	Dra. Hj. Nurhayati	F	Indonesian VII, VIIIA, IX

5	Sigit Wahyudi, S.Ag	M	Social Science VIII
6	Luthfah Rusyanti, S.Pd	F	Social Science VII, IX
7	Puji Hastutik, S.Pd	F	Mathematic VII, VIIIA, IX
8	Tutik Marsiati, S.Ag	F	Islamic Education / Aswaja VII,VIII,IX
9	Imam Mualim, M.Ti	M	TIK VII ,VIII, X
10	Asna Milati Dewi, S.Pd	F	Science VII, VIII, IX
11	Purnawirawaningsih, S.Pd.I	F	Art and Culture VII , VIII, IX
12	Irwan Nurdianto, S.Pd	M	Mathematic VIIIA/B Penjaskes VII-IX
13	Dellia Astuti, S.Pd	F	English VIII, IX
14	Dian Astuti, S.Pd	F	Lampung Language VII- IX
15	Ria Puspita Widya Ningrum, S.Pd	F	Social ScienceVIII
16	Nisa Ul Fitri, S.Pd	F	Art and Culture VII, VIII
17	Manassika FM, S.Pd	F	English VII
18	Amanatun Nisfah Nurun Nikmah, SEi	F	Indonesian VIII
19	Agil Nurmansyah, S.Pd	M	Head of Administration
20	Arif Ansori	M	Librarian

c. **Organization Structure of SMP Ma'arif 1 Metro**

```
        ┌─────────────────────────────┐
        │          Patron             │
        │    Leader of YPPLP          │
        └─────────────────────────────┘
                      │
                      ▼
        ┌─────────────────────────────┐
        │        Headmaster           │
        │      Muhaimin, M.Pd         │
        └─────────────────────────────┘
       │              │              │
       ▼              ▼              ▼
┌──────────────┐            ┌──────────────┐
│ Committee of │            │  Treasurer   │
│   School     │            │ Agil         │
│  H.M Wahib   │            │ Nurmansyah,  │
│              │            │ S.Pd         │
└──────────────┘            └──────────────┘

        ┌─────────────────────────────┐
        │     Vice of Headmaster      │
        │     Dellia Astuti, S.Pd     │
        └─────────────────────────────┘
                      │
                      ▼
        ┌─────────────────────────────┐
        │         Teachers            │
        └─────────────────────────────┘
                      │
                      ▼
        ┌─────────────────────────────┐
        │         Students            │
        └─────────────────────────────┘
```
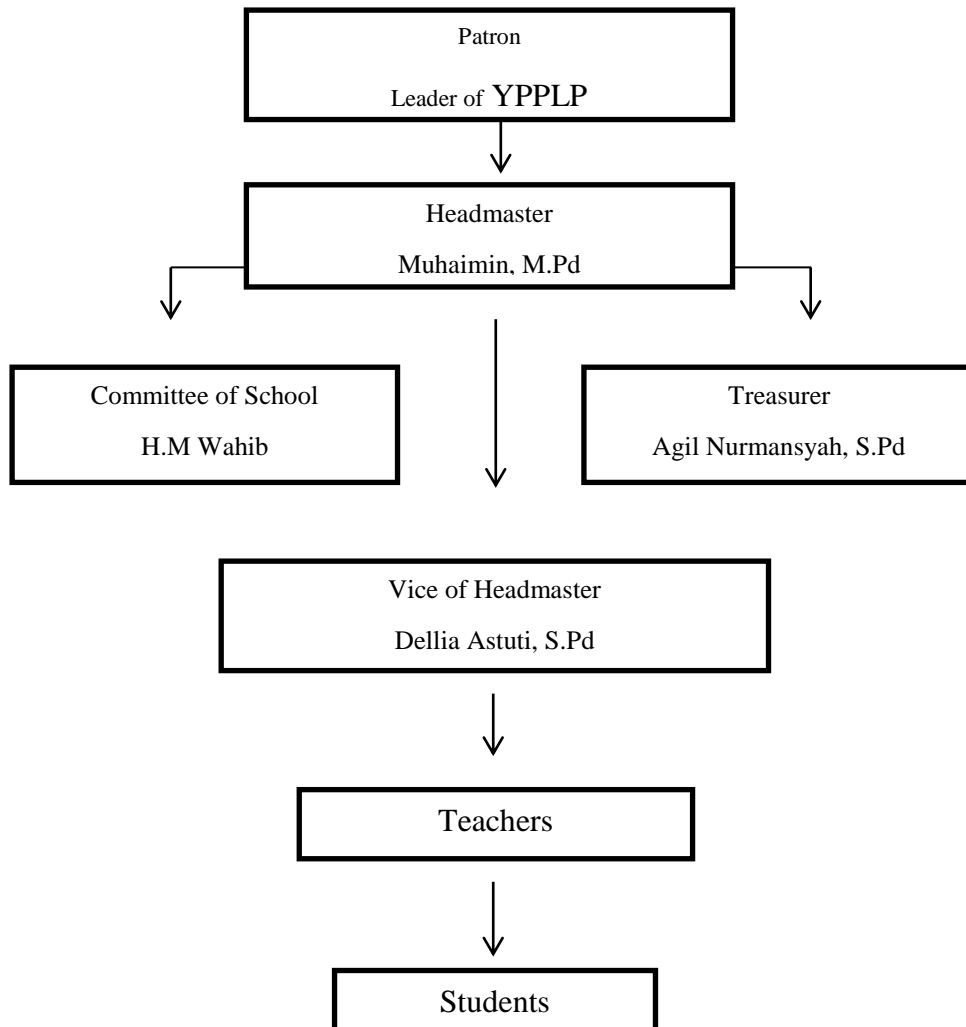
Figure 4.1 Organization Structure of SMP Ma'arif 1 Metro

d. **Building Condition and School Facilities**

SMP Ma'arif 1 Metro has the satisfied facilities to support the learning activity. The complete data of building condition and school facilities are provided in the following table:

Table 4.2 Building Condition and School Facilities

No	Infrastructure	Amount	Condition
1	Headmaster Room	1	Good
2	Teacher Office	1	Good
3	Administration Room	1	Good
4	Class Room	9	Good
5	Library	1	Good
6	Computer Lab	1	Good
7	Science Lab	1	Good
9	OSIS Room	1	Good
10	Canteen	1	Good
11	Teacher Toilet	1	Good
12	Students Toilet	7	Good
13	Sports Field	1	Good
14	Mosque	1	Good

e. Total of the Students at SMP Ma'arif 1 Metro

The students are divided into some classes that are identified as follows:

Table 4.3 The Number of Students

at SMP Ma'arif 1 Metro in Academic Year 2022/2023

No.	Class	Sex		Amount
		Male	Female	
1.	VII	47	37	84
2.	VIII	30	19	59
3.	IX	21	26	68
Total				211

f. The Location Sketch of SMP 1 Ma'arif 1 Metro

The location sketch of SMP 1 Ma'arif Metro in the academic year of 2022/2023 is identified as follows:

School Gate

Toilet					Toilet	
Class IX A	Class VII A				Class VII C	Science Lab
Class IX B	Class VII B				Class VIII B	
Class IX C	Library					
Class VIII A	Teacher Room		Computer Lab	School Adm Room	Canteen	Mosque
	Teacher Toilet			Headmaster Room		
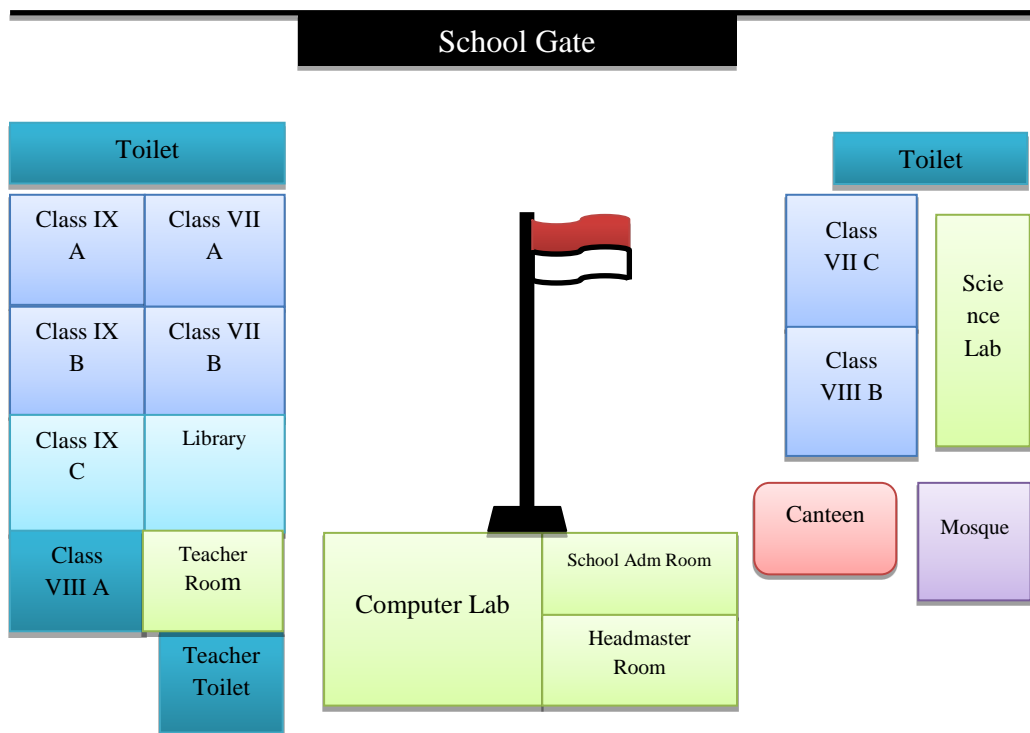
Figure 4.2 The Location Sketch of SMP 1 Ma'arif 1 Metro

2. The Description of Research Result

The result of this research is described based on the problem formulation: "Is there any positive and significant influence of taboo game on speaking skill of the seventh grade at SMP 1 Ma'arif Metro?in the Academic Year of 2022/2023?". To describe the result of this research, the researcher explained in the following parts:

a. **The Description of Pre-Test Result**

The researcher conducted a pre-test on August, 25[th]2022 by giving the speaking skill test in to the seventh graders in SMP 1 Metro. In the pre-test process, the researcher asked the students to do dialogue in pairs with the theme of the things of house. The pre-test results are illustrated in the following table:

Table 4.4 The Result of Pre-test Students' Speaking Skill

at The seventh Grader of SMP 1 Ma'arif Metro

No	Name	Score	Criteria
1	AB	40	Incomplete
2	AA	40	Incomplete
3	AR	75	Complete
4	DD	30	Incomplete
5	DM	30	Incomplete
6	DP	25	Incomplete
7	DI	35	Incomplete
8	EA	65	Complete
9	HI	40	Incomplete
10	IT	40	Incomplete
11	MA	35	Incomplete
12	MA	40	Incomplete
13	MF	45	Incomplete
14	MA	35	Incomplete
15	NK	35	Incomplete

16	NR	30	Incomplete
17	ON	30	Incomplete
18	RD	35	Incomplete
19	RV	35	Incomplete
20	RF	25	Incomplete
21	RA	65	Complete
22	RA	35	Incomplete
23	RI	35	Incomplete
24	RR	70	Complete
25	YO	30	Incomplete
26	ZA	40	Incomplete
27	FA	30	Incomplete
Average of Students Grade		4,00	

b. The Description of Treatment by Using Taboo Game

The result of pre-test points out the students' speaking skill before the treatment. To follow up the pre-test, the researcher had done the teaching treatment using taboo game. In this study, the researcher carried out treatment by applying the taboo game in the research process. This study was carried out 2 treatments, namely the first treatment on August 25, 2022 and the second treatment on August 30, 2022. This research was conducted directly by teaching speaking giving and asking for information related to the names

and numbers of animals, objects, and public buildings. The learning process is carried out using taboo game by performing the following steps:

1) The researcher greeted the students through the class by saying *hello good morning students, how are you?* Some students answered *hello miss, I'm fine.*

2) The researcher and students prayed together led by the class leader. In addition, researcher and students pray together.

3) The researcher checked the attendance of students with the attendance list in the form of points numbered 1 to 27. The students answer by raising their hands to determine the presence of these students.

4) The researcher explained the meaning of taboo game, how to play it, the tools used and the benefits that is obtained. After that, the students asked what they have not understood from the material that has been explained earlier.

5) The researcher provided a set of cards for taboo game media. Each card contains the main word and sub-words. In the treatment, the researcher taught asking and giving information related to the names and numbers of animals, objects, and public buildings. In the first treatment, the researcher taught the students about speaking in the topic of things in the house, so the researcher gave 15 cards with the theme of things in the

house. Meanwhile, in the second treatment, 15 taboo game cards were used with the topic of daily activity. That's because in the second treatment the researchers taught the topic of asking questions and providing information related to daily activities in the form of speaking activities.

6) The researcher asked the students to be divided into 2 teams. The task of each team was to guess the main word without mentioning the sub word on the card. The students described the main word by using other words.

7) The game ends when all students have played the game. The cards are exhausted, scores have been set, or have reached the time limit.

c. **The Description of Post-Test Result**

The researcher conducted a post-test on September 6, 2022 by giving a speaking skill test to class VII B students at SMP Ma'arif 1 Metro. In the post-test process, the researcher asked the students in pairs to have a dialogue with a predetermined theme, namely daily activity. The results of the pre-test are illustrated in the following table:

4.5 The Result of Post-Test Students' Speaking Skill
at The Seventh Grader of SMP 1 Ma'arif Metro

No	Name	Score	Criteria
1	AB	40	Incomplete
2	AA	55	Incomplete
3	AR	80	Complete
4	DD	55	Incomplete
5	DM	55	Incomplete
6	DP	45	Incomplete
7	DI	35	Incomplete
8	EA	80	Complete
9	HI	40	Incomplete
10	IT	40	Incomplete
11	MA	45	Incomplete
12	MA	35	Incomplete
13	MF	65	Complete
14	MA	50	Incomplete
15	NK	65	Complete
16	NR	65	Complete
17	ON	45	Incomplete
18	RD	35	Incomplete
19	RV	55	Incomplete
20	RF	45	Incomplete
21	RA	75	Complete
22	RA	65	Complete

23	RI	60	Incomplete
24	RR	80	Complete
25	YO	55	Incomplete
26	ZA	70	Complete
27	FA	65	Complete
Average of Students Grade		55,55	

Based on the result of post-test above, it was investigated that the average grade is 55. It shows the students' speaking skill after the treatment. After getting the complete data, the researcher investigated the influence of taboo game on students speaking skill by using SPSS.

3. **Testing of Hypothesis**

In testing of hypothesis of this research, the researcher refers to two hypotheses, as follow:

a. Hypothesis Alternative (Ha): There is positive and significant influence of taboo game on speaking skill of the seventh graders at SMP Ma'arif 1 Metro.

b. Hypothesis Nul (Ho): There is no positive and significant influence of taboo game on speaking skill for the seventh graders at SMP Ma'arif 1 Metro.

In addition, the statistical hypothesis points out that if the sign.2-tailed is lower than 0.05 and *t-value* is higher than *f-table*, so

the null hypothesis (Ho) is rejected, and alternative hypothesis (Ha) is accepted. While, if *sig. 2-tailed* is higher than 0.05 and *t-value* is lower than *f-table*, so the null hypothesis (Ho) is accepted and alternative hypothesis (Ha) is rejected.

After performing a series of SPPSS calculations in variable X (taboo game) tests to variable Y (speaking skill), the researcher obtained the results described as follows:

Table 4.6 SPSS Computation Result about

the Influence of Taboo Game on Speaking Skill

Paired Samples Test

| | | | Paired Differences | | | | | | |
| | | | | | 95% Confidence Interval of the Difference | | | | Sig. (2-tailed) |
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	
Pair 1	PreTestExp – PostTestExp	-14.444	10.222	1.967	-18.488	-10.401	7.343	26	.000

Based on the SPSS result, it was investigated that the result of *sig.2 tailed* in this research is 0.00. It is clear that if the probability *sig.2 tailed* is lower than 0.05. The alternative hypothesis (Ha) is accepted. It means that there is a positive and significant influence of variable X on variable Y. In the other words, Ha is accepted and Ho is rejected. Therefore, it is concluded

that this research successfully proves that there is a positive and significant influence of taboo game on speaking skill.

In addition, the table above illustrated that *t-observed* was 7.343 with degree of freedom was 26 to confidence interval of the difference 95%. After considering the *t-test* table by using *df* 26. Therefore, it can be found that:

Table 4.7 Critical Value of *f-table*

Level of significant	5%	**1%**
Df	1.706	2.479

1)   The critical value of *t-test (t-table)* for the 5% level is 1.706

2)   The critical value of *t-test (t-table)* for the 1% level is 2.479

From all the data analysis above, it canbe found that:

a) "t-observed" = 7.343

b) "f-table" level of significant 5% = 1.706

c) "f-table" level of significant 1 % = 2.479

It means that" t-observed" is higher than "f-table" or it can be written as 1.706<7.343>2.479. It means that from the value above there was any positive and significant influence of taboo game on students speaking skill among the seventh graders at SMP Ma'arif 1 Metro. It is known from the result of the students' pre-test and post-test.

(1) If *t-observed* > *f-table*, Ha is accepted and Ho is rejected.

(2) If *t-observed* < *f-table*, Ha is rejected and Ho is accepted.

The researcher has formulated the alternative Hypothesis (Ha) such as "There is a positive and significant influence of taboo game on students speaking skill among the seventh graders at SMP Ma'arif 1 Metro".

Finally, the data confirmed that "t-observed" is 7.343 was higher than "f-table" level of signficant 5% is 1.706 and "f-table" level of significant 1 % is 2.479. Therefore, it is concluded that Ha is accepted and Ho is rejected. It means that there was a positive and significant the influence of taboo game on students speaking skill among the seventh graders at SMP Ma'arif 1 Metro.

B. Discussion

The results of this study were obtained by calculating the results of the pre-test and post-test using SPSS through the pair sample *t-test*. Based on the SPSS calculation, it was known that *sig. 2- tailed* value is 0.000. It shows that the *sig.2-tailed* value is lower than 0.005. Therefore Alternative Hypothesis (Ha) is accepted and Null Hypothesis (Ho) is rejected so that it can be discussed that this study shows that the taboo game has a positive and significant influence on the speaking ability of class VII B students.

Fur the more, it was stated in the SPSS table that the *t-observe* is 7.343. While *t-value* in *f-table* for the 5% significance level for *df* 26 is 1.706. While the significance level of 1% *df* 26 is 2,479. This shows that the *t-observe* is higher than the *t-value* in the *f-table*. Therefore, the statistical hypothesis shows that the taboo game can have a positive and significant influence on students' speaking skills because the *t-observe* value is higher than the *t-value* contained in the *f-table*. Therefore, it can be concluded that this study shows that taboo game has a positive and significant influence on students' speaking skills.

The results of this study are relevant to the results of research by Yususf Kuncoro Bowo Susilo that taboo game have an effect.[28] The results of the research he conducted showed that the taboo game had an effect on the value of *sig. 2-tailed* is 0.005. This relevant research reinforces that the use of taboo game is effective in learning to speak because it can have a positive influence on students' speaking skills.

In addition, this research is also relevant with research conducted by Maria Graciela Wuri Nastiti and Yohana Veniranda that taboo game have an effect.[29] The results of the research he conducted showed that the taboo game had an effect on the value of *sig. 2-tailed* is 0.000. Their research shows that the taboo game is one of useful games in learning to speak because it can motivate students to speak English and stimulate

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[28] Yusup Kuncoro Bowo Susilo, "The Effect Of Using Taboo Game To Ninth Graders' Speaking Skill," Vol.7. No. 3/ November 2014. 165-170.

[29] Maria Graciela Wuri Nastiti and Yohana Veniranda, "Using Taboo Game to Improve Vocabulary of Grade VIII Students of SMP Negeri 1 Semin Gunung Kidul, " *Language Learning In the New Era*, 2021

them by giving visual guesses of words. This relevant research reinforces that the use of taboo game is effective in learning to speak because it can have a positive influence on students' speaking skills.

The positive and significant effect of taboo on speaking is relevant to Claire Howell Major's theory.[30] Taboo game has several benefits that are obtained by game players. The players can increase creative activities in the classroom environment. Then it can encourage students to think outside the box about key concepts so that students can understand better. In guessing the words, the students practice thinking and expressing words to guess words. In this way, the students automatically practice speaking skill. Taboo game provides techniques to train players in critical thinking in problem solving.

In other words, it can be said that the taboo game is one of the effective games to use in the English learning process related to speaking skills. Taboo game can stimulate students with the visualization contained on the card, so students can accept explore ideas with the help of visual media. Moreover, students are helped to be associated with what they described with the help of the media. Therefore, students' speaking topic ideas can develop well in the speaking process, especially in describing something.

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[30] Claire Howell Major et al, *Teaching for Learning* (New York : Routledge, 2016), 152-153.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the researcher concludes this research. It was investigated that the result of *sig. 2 tailed* is 0.000. It is clear that if the probability or Sig. > α (0.05), the alternative hypothesis (Ha) is accepted. It means that there is a positive and significant influence of variable X on variable Y. In the other words, Ha is accepted and Ho is rejected.

Furthermore, it was investigated that the *t-observe* is 7.343. While *t-value* in *f-table* for the 5% significance level for *df* 26 is 1.706. While the significance level of 1% *df* 26 is 2,479. This shows that the *t-observe* is higher than the *t-value* in the *f-table*. Therefore, the statistical hypothesis shows that the taboo game can have a positive and significant influence on students' speaking skill. In addition, this game is beneficial in guiding students to develop their ideas by using taboo game in the speaking process to explore their ideas in deep reflection. Therefore, it is concluded that there is a positive and significant influence of taboo game on speaking skill of the seventh grade at SMP 1 Ma'arif Metro.

B. Suggestions

The researcher provides some suggestion for the students, the teacher, and the headmaster, as follow:

1. For the Students

   It is suggested that the students to be more active in learning English, particularly in learning to write the English text. Therefore, the students can understand the material and speak in English actively.

2. For the Teacher

   It is recommended for teachers to be more creative in motivating students to learn English and to include taboo game as a strategy in the teaching process, especially in speaking to engage students to be active in the learning process.

3. For the Headmaster

   It is recommended to headmaster to support teachers in using taboo game in the learning process because it can teach students' speaking skills and students become more active.

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APPENDICE

A. Syllabus

KURIKULUM 2013 REVISI

SILABUS PEMBELAJARAN

Sekolah Menengah Pertama (SMP)/

Madrasah Tsanawiyah (MTs)

Mata Pelajaran : Bahasa Inggris

Satuan Pendidikan	: _____
Kelas	: **VII / 1- 2**
Nama Guru	: _____
NIP/NIK	: _____

SILABUS PEMBELAJARAN

Satuan Pendidikan : **SMP/MTs**

Mata Pelajaran : **Bahasa Inggris**

Kelas : **VII (Tujuh)**

Kompetensi Inti

KI 1 : Menghargai dan 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 pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4   : Mencoba, mengolah, dan menyaji 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 Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan	Memulai Menanggapi (diharapkan/di luar dugaan) Unsur kebahasaan - Pernyataan dan pertanyaan terkait benda sekitar lingkungan, keluarga, binatang, bangunan publik, dan kehidupan sehari-hari.	Kegiatan Pembuka Orientasi -Guru memberi/membalas salam, tegur sapa dengan peserta didik . Siswa berdoa sebelum memulai kegiatan . - Guru memeriksa kehadiran peserta didik. - Guru memberikan gambaran tentang	Skills Assessment (Performance) Aspek Keterampilan Nilai (1-4) -Kosa kata dan tata bahasa Siswa menggunakan kosa kata dan tata bahasa yang tepat -Pengucapan Siswa mengucapkan dengan kata	4 JP	Buku ajar - Bahasa Inggris kelas tujuh -Everyday Conversations: Learning American English

| kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. | - Ucapan, tekanan kata, intonasi, ejaan, tanda baca. Topik Benda yang biasa dijumpai dalam kehidupan nyata di sekolah peserta didik yang dapat menumbuhkan perilaku yang termuat di KI. | manfaat dan tujuan mempelajari pelajaran yang akan dipelajari. Kegiatan Inti Presentation - Guru menjelaskan materi yang akan di pelajari. - Guru memberikan contoh kosa kata untuk pembelajaran

menggunakan taboo game. - Guru memberikan kartu sebagai media untuk pembelajaran menggunakan taboo game. - Guru mencontohkan cara permainan dari taboo game | yang jelas -Kelancaran Siswa menggunakan Bahasa Inggris dengan lancar -Strategi Interaksi Siswa dapat berinteraksi dengan siswa lain dengan baik | | |

		Practice			
		- Siswa mengamati dan memahami materi yang di jelaskan oleh guru.			
		- Siswa menghafalkan			
		kosa kata yang telah di berikan guru.			
		- Siswa mempraktikan permainan taboo game.			
		Kegiatan Penutup			
		- Guru mengajak siswa menyimpulkan isi pembelajaran tentang menyampaikan dan menerima informasi.			
		- Guru menanyakan adakah materi yang belum dipahami siswa			

		(kesulitan apa yang mereka hadapi). - Guru menyampaikan topik yang akan dipelajari pada pertemuan selanjutnya. - Guru menutup pembelajaran dengan berdo'a dan salam penutup.			

B. Plan Lesson

Kompetensi Inti

KI 1 : Menghargai dan 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 pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji 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	Indikators Pencapaian
4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik	4.4. 1 Berinteraksi secara lisan untuk menanyakan dan memberi informasi nama dan jumlah benda. 4.4. 2 Menyusun teks sederhana menginformasikan nama dan jumlah benda.

yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	

1. **Tujuan Pembelajaran**

   Berinteraksi secara lisan untuk menanyakan dan memberi informasi family, kehidupan sehari-hari, dan jumlah benda.

2. **Materi Pembelajaran**

   a. Fungsi Sosial

   Siswa berinteraksi dengan siswa lain untuk saling menyampaikan dan menangkap informasi.

   1) Struktur Teks

   a) Memulai

   b) Menanggapi (diharapkan/di luar dugaan)

   c) Unsur Kebahasaan

   - Pernyataan dan pertanyaan terkait benda sekitar lingkungan, keluarga, binatang, bangunan publik, dan kehidupan sehari-hari.

   - Ucapan, tekanan kata, intonasi, ejaan, tanda baca.

d) Topik

Benda yang biasa dijumpai dalam kehidupan nyata di sekolah peserta didik yang dapat menumbuhkan perilaku yang termuat di KI.

3. **Metode Pembelajaran**

Taboo Game

4. **Media Alat dan Sumber Pembelajaran**

a. Kartu taboo game

b. Buku ajar Bahasa Inggris Kelas Tujuh

c. Everyday Conversations: Learning American English

5. **Kegiatan Belajar**

a. Kegiatan Pembuka

1) Orientasi

a) Guru memberi/membalas salam, tegur sapa dengan peserta didik.

b) Siswa berdoa sebelum memulai kegiatan.

c) Guru memeriksa kehadiran peserta didik

d) Guru memberikan gambaran tentang manfaat dan tujuan mempelajari pelajaran yang akan dipelajari.

b. Kegiatan Inti

1) Presentation

a) Guru menjelaskan materi yang akan di pelajari.

    b)   Guru memberikan contoh kosa kata untuk pembelajaran menggunakan taboo game.

    c)   Guru memberikan kartu sebagai media untuk pembelajaran menggunakan taboo game.

    d)   Guru mencontohkan cara permainan dari taboo game

2) Practice

    a)   Siswa mempraktikan permainan taboo game.

    b)   Siswa mempraktikan pelafalan kosa kata Bahasa Inggris yang sesuai dengan tema.

    c)   Siswa secara berpasangan berdialog sesuai dengan tema benda-benda dirumah dan students dialy life.

c.   Kegiatan Penutup

1) Guru mengajak siswa menyimpulkan isi pembelajaran tentang menyampaikan dan menerima informasi.

2) Guru menanyakan adakah materi yang belum dipahami siswa (kesulitan apa yang mereka hadapi).

3) Guru menyampaikan topik yang akan dipelajari pada pertemuan selanjutnya.

4) Guru menutup pembelajaran dengan berdo'a dan salam penutup.

6. Instrumen Penilaian

a. Indikator Penilaian

No	Indikator	Tehnik dan Bentuk Instrumen
1	Menyusun teks sederhana menginformasikan nama dan jumlah benda.	Praktik berdialog secara lisan di depan dengan teman.

1) Skills Assessment (Performance)

Aspek	Keterampilan	Nilai (1-4)
Kosa kata	Siswa menggunakan kosa kata yang tepat	
Pengucapan	Siswa mengucapkan dengan kata yang jelas	
Kelancaran	Siswa menggunakan Bahasa Inggris dengan lancer	
Strategi Interaksi	Siswa dapat berinteraksi dengan siswa lain dengan baik	
Tata Bahasa	Siswa dapat menggunakan kosa kata yang tepat	
	Nilai	

Note : 1= Kurang, 2 = Cukup, 3 = Baik, 4 = Sangat baik

$$\frac{?}{20} \ X \ 100 = ?$$

Mengetahui,

Kepala Sekolah SMP Ma'arif 1 Metro   Guru Mata Pelajaran

        Muhaimin, M.Pd   Mannasika Fitria, S.Pd
   NIP. 196807152006041003

C. Blueprint Speaking Test

Basic Competence	Test	Speaking Topics
4.4 Compose very short and simple spoken and written transactional interaction texts that involve the act of giving and asking for information related to the names and numbers of animals, objects, and public buildings that are close to students' daily lives, taking into account the social functions, text structure, and linguistic elements involved. Correct and in context.	Pre –Test	The students are asked to practice the dialogue about the things in each of your house in 5 minutes

	Post – Test	The students are asked to practice the dialogue about the topic of students' daily life in 5 minutes

D. Speaking Test Pre-Test

Do the dialogue using English with your partner about the things in each of your house in 5 minutes!

E. Speaking Test Post-Test

Do the dialogue using English with your partner about the topics of students' daily life in 5 minutes!

F. Blue Print of Observation

Aspect	Sub Aspect	Reference
Observing the teacher teaching performance	The teacher gives students 5 minutes to do warm up activity by talking about a speaking to pic given by the teacher	Claire Howell Major at all, Teaching for Learning. New York : Routledge, 2016.

	The teacher provides a set of cards for the taboo game media. Each main word has sub-words that should not be mentioned in the game.	
	The students are divided into 2 teams, and each team describes the main word without t mentioning the child on the card and guessing the word.	
	The game en ds when all students have played the game, the cards are exhausted, the score has been set, or has reached the time limit.	

G. Blue Print of Documentation Sheet

NO	Aspect of Documentation Sheet	Available	Unavailable
1	Profil of SMP Ma'arif 1 Metro	√	
2	The building condition and school facilitates in SMP Ma'arif 1 Metro	√	
3	The quantity of student at SMP Ma'arif 1 Metro	√	
4	Location sketch of SMP Ma'arif 1 Metro	√	
5	The condition teacher and staff	√	

Note: Tick (√) for each positive activity

H. Speaking Learning Activity of Treatment 1

No	Learning Activity	Description of Observation
1	The students are able to do warm up activities by talking about the speaking topic given by the teacher	In the first treatment, the researcher asked the students to talk about the objects in the house and asked the students' opinion on the objects were in their house. The students took turns to name the objects in their house.
2	The students are able to pay attention to the card taboo game which contains one main word and 3 sub words	At this stage the researcher explained and gave examples of taboo game, how to play, and the benefits. The students enthusiastically understand the taboo game card game which consists of one main word and 3 child words related to objects in the house.
3	The students are able to pay attention and understand the taboo game explained and exemplified by the teacher	The students listened to the teacher's explanation about the taboo game carefully with their respective teams.
4	The students are able to practice the game taboo game	At this stage, students practiced the taboo game with the team and ways of

		playing that have been explained by the researcher.
5	The students are able to dialogue in pairs according to the theme given by the teacher	At this stage the students carried out dialogues in English in pairs with the theme of objects in the house.

I. Speaking Learning Activity of Treatment 2

No	Learning Activity	Description of Observation
1	The students are able to do warm up activities by talking about the speaking topic given by the teacher	In the second treatment, the researcher asked students to talk about daily activities and asked students' opinions about what activities were carried out as their habit. The students talked about their daily activities.
2	The students are able to pay attention to the card taboo game which contains one main word and 3 sub words	At this stage the researcher gave a taboo card game that contained daily activities. The students enthusiastically understand the taboo game cards.
3	The students are able to pay attention and understand the taboo game explained and exemplified by the teacher	The teacher re-explained the taboo game and students listened carefully.
4	The students are able to practice the game taboo game	At this stage the students practiced the taboo game that had been done before.
5	The students are able to dialogue in pairs according to the theme given by the teacher	At this stage the students conducted dialogue in English interactively in pairs with the theme of daily activity.

J. Speaking Grade Sheet Pre-Test

No	Name	Vocabulary	Fluency	Pronunciation	Grammar	Interactional Strategies	Total Value
1	AB	2	1	2	1	3	40
2	AA	1	2	2	1	2	40
3	AR	4	3	2	3	3	75

4	DD	1	1	1	1	2	30
5	DM	1	1	2	1	1	30
6	DP	1	1	1	1	1	25
7	DI	2	1	2	1	1	35
8	EA	1	1	2	1	1	65
9	HI	2	1	2	1	2	40
10	IT	2	1	2	2	1	40
11	MA	2	1	1	1	2	35
12	MA	1	1	2	1	2	40
13	MF	2	1	2	2	2	45
14	MA	1	1	2	1	2	35
15	NK	2	1	1	1	2	35
16	NR	2	1	1	1	1	30
17	ON	2	1	1	1	1	30
18	RD	1	1	2	1	2	35
19	RV	1	1	1	1	2	35
20	RF	1	1	1	1	1	25
21	RA	3	2	3	2	3	65
22	RA	2	1	1	1	2	35
23	RI	1	1	2	1	2	35
24	RR	3	2	4	3	3	70
25	YO	1	1	2	1	1	30

| 26 | ZA | 1 | 1 | 2 | 1 | 3 | 40 |
| 27 | FA | 1 | 1 | 2 | 1 | 1 | 30 |

K. Speaking Grade Sheet Post-Test

No	Name	Vocabulary	Fluency	Pronunciation	Grammar	Interactional Strategies	Total Value
1	AB	2	1	2	1	2	40
2	AA	2	1	2	2	3	55
3	AR	3	2	4	3	4	80
4	DD	2	1	3	2	3	55
5	DM	2	2	2	2	3	55
6	DP	2	1	2	1	3	45
7	DI	1	1	2	1	2	35
8	EA	3	4	3	2	4	80
9	HI	2	1	2	1	2	40
10	IT	2	1	2	1	2	40
11	MA	2	1	2	1	3	45
12	MA	2	1	1	1	2	35
13	MF	3	3	2	2	3	65
14	MA	2	2	2	2	2	50
15	NK	3	2	3	2	3	65
16	NR	2	2	3	3	3	65

17	ON	2	2	2	1	2	45
18	RD	1	2	1	1	2	35
19	RV	2	2	2	2	3	55
20	RF	2	2	2	1	2	45
21	RA	3	2	4	2	4	75
22	RA	3	3	2	2	3	65
23	RI	2	3	2	2	3	60
24	RR	3	4	3	3	3	80
25	YO	2	3	2	2	2	55
26	ZA	3	3	3	2	3	70
27	FA	3	2	3	2	3	65

L. The Result of SPSS

M. **Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTestExp	40.56	27	13.325	2.564
	PostTestExp	55.00	27	13.658	2.628

Paired Samples Test

			Paired Differences						
					95% Confidence Interval of the Difference				Sig. (2-
	Mean	Std. Deviatio n	Std. Error Mean	Lower	Upper	T	Df	tailed)

Pair 1	PreTestExp –	-	10.222	1.967	-18.488	-10.401		26	.000
	PostTestExp	14.44							
		4					7.343		

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dwi Ajeng Fitriana   Jurusan : TBI
NPM : 1801071014   Semester : VII/2021

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	Selasa 23/11-2021	✓	Acc ch. I.	
	Rabu 1/12-2021	✓	Revise ch. II. enrich theory about speaking skill.	
		✓	Acc ch. II.	
	Selasa 28/12-2021	✓	Acc ch. III.	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 2015031 004

Dosen Pembimbing

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

KEMENTERIAN AGAMA
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dwi Ajeng Fitriana
NPM : 1801071014

Jurusan : TBI
Semester : VIII

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	Jum'at 15/7 - 2022	∨	Revise Kegiatan Inti di Kegiatan belajar.	
		∨	Acc IPD	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing,

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

KEMENTERIAN AGAMA
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama   : Dwi Ajeng Fitriana   Prodi   : TBI
NPM   : 1801071014   Semester   : IX

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Selasa, 11 okt 2022	✓	Revise Table. Revise ch. IV	
			Ace ch. IV	
	21 Oktober 2022.		Ace munaqosah	

Mengetahui,
Ketua Prodi TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing,

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

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor : B-3990/In.28/J/TL.01/10/2021	Kepada Yth.,
Lampiran : -	KEPALA SMP MAARIF 1 METRO
Perihal : **IZIN PRASURVEY**	di-
	Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	:	**DWI AJENG FITRIANA**
NPM	:	1801071014
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE EFFECTIVENESS OF USING TABOO GAME TO INCREASE STUDENTS SPEAKING SKILL

untuk melakukan prasurvey di SMP MAARIF 1 METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

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

Wassalamu'alaikum Wr. Wb.

Metro, 08 Oktober 2021
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

LEMBAGA PENDIDIKAN MA'ARIF NU
SEKOLAH MENENGAH PERTAMA
SMP MA'ARIF 1 METRO
NPSN : 10807622
E-mail : smpmaarif1_metro@yahoo.com

Alamat : Jl. RA. Kartini – Purwosari Kecamatan Metro Utara Kota Metro : 34117

SURAT KETERANGAN
NO :39/WS/036/10/2021

Yang bertanda tangan di bawah ini, Kepala Sekolah Menengah Pertama (SMP) Ma'arif 1 Metro dengan ini menerangkan bahwa :

Nama	: DWI AJENG FITRIANA
NPM	: 1801071014
Program Studi	: S1 Tadris Bahasa Inggris
Judul Skripsi	:*"THE EFFECTIVENESS OF USING TABOO GAME TO INCREASE STUDENTS SPEAKING SKILL".*

Mahasiswi tersebut di ijinkan melakukan Prasurvey di SMP Ma'arif 1 Metro, dalam rangka penyusunan dan penyelesaian Skripsi, guna memperoleh data-data yang diperlukan.
Demikian Surat Keterangan ini dibuat dengan sebenarnya, untuk dapat dipergunakan sebagaimana mestinya.

Metro, 22 Oktober 2021
Kepala Sekolah

Muhaimin, M.Pd.I
NIR. 196807152006041003

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INSTITUT AGAMA ISLAM NEGERI METRO
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SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1238/In.28/S/U.1/OT.01/10/2022

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

Nama : Dwi Ajeng Fitriana

NPM : 1801071014

Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ PBA

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1801071014

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 19 Oktober 2022
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.
NIP. 19750505 200112 1 002

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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Prodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negri (IAIN) Metro menerangkan bahwa:

Nama	:	Dwi Ajeng Fitriana
NPM	:	1801071014
Prodi	:	Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 18 Oktober 2022

Ketua Prodi TBI

Andianto, M.Pd
NIP. 1987 1102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-3830/In.28/D.1/TL.00/08/2022
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP MAARIF 1 METRO
di-
 Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3829/In.28/D.1/TL.01/08/2022, tanggal 11 Agustus 2022 atas nama saudara:

Nama	:	**DWI AJENG FITRIANA**
NPM	:	1801071014
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP MAARIF 1 METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF TABOO GAME ON STUDENTS SPEAKING SKILL AT SEVENTH GRADE AT SMP MAARIF 1METRO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 11 Agustus 2022
Wakil Dekan Akademik dan Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

LEMBAGA PENDIDIKAN MA'ARIF NU
SEKOLAH MENENGAH PERTAMA
SMP MA'ARIF 1 METRO
NPSN : 10807622
E-mail : smpmaarif1_metro@yahoo.com

Alamat : Jl.. RA. Kartini – Purwosari Kecamatan Metro Utara Kota Metro : 34117

SURAT KETERANGAN
NO :10/WS/036/08/2022

Yang bertanda tangan di bawah ini, Kepala Sekolah Menengah Pertama (SMP) Ma'arif I Metro dengan ini menerangkan bahwa :

Nama	: DWI AJENG FITRIANA	
NPM	: 1801071014	
Judul Skripsi	:*"THE INFLUENCE OF TABOO GAME ON STUDENTS SPEAKING SKILL AT SEVENTH GRADE AT SMP MAARIF 1 METRO"*	

Mahasiswi tersebut di ijinkan melakukan Observasi di SMP Ma'arif 1 Metro, dalam rangka penyusunan dan penyelesaian Skripsi, guna memperoleh data-data yang diperlukan.

Demikian Surat Keterangan ini dibuat dengan sebenarnya, untuk dapat dipergunakan sebagaimana mestinya.

Metro, 25 Agustus 2022
Kepala Sekolah

Muhaimin, M.Pd.I
NIP. 196807152006041003

THE INFLUENCE OF TABOO GAME ON STUDENTS' SPEAKING SKILL AT SEVENTH GRADE AT SMP MA'ARIF 1 METRO

by Dwi Ajeng Fitriana

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF TABOO GAME ON STUDENTS' SPEAKING
SKILL AT SEVENTH GRADE AT SMP MA'ARIF 1 METRO**

BY:

DWI AJENG FITRIANA

Student Number : 1801071014

**Tarbiyah And Teacher Training Faculty
English Education Department**

**STATES INSTITUTE FOR ISLAMIC STUDIES OF METRO
2021M/1443H**

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF
TABOO GAME ON STUDENTS' SPEAKING SKILL
AT SEVENTH GRADERS AT SMP MA' ARIF 1 METRO**

THE INFLUENCE OF TABOO GAME ON STUDENTS' SPEAKING SKILL AT SEVENTH GRADE AT SMP MA'ARIF 1 METRO

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Documentation

CURRICULUM VITAE

The name of writer is Dwi Ajeng Fitriana. The writer was born in Tanjung Inten, January 03th, 2000. This writer is the second child of Mr. Sumargi and Mrs. Mudrikah. The first brother named Agung Syaiful Anam. And a younger brother named Danu Syahrizal Sidiq.

The writer completed kindergarten at TK Dharma Sudjana Gunung Madu. She was enrolled her study at SD Negeri 02 Gunung Madu, graduated in 2012. She continued to at Mts Darul A'mal Metro on 2013-2015. Then continued to high school at SMK Darul A'mal Metro and graduated in 2018. Then, the writer continued to study at IAIN Metro Lampung by taking the concentration of English Education Department (TBI).