

AN UNDERGRADUATE THESIS

**INCREASING STUDENTS' SPEAKING SKILL BY USING
QUESTION STORIES GAME AT THE EIGHT GRADERS
OF JUNIOR HIGH SCHOOL 6 METRO**



By
APRICILLIA RIEZKY ANANDHA
STUDENT NUMBER 0952727

Tarbiyah Department
English Education Study Program

STATE ISLAMIC COLLEGE (STAIN)
JURAI SIWO METRO
1434 H/2013 M

**INCREASING STUDENTS' SPEAKING SKILL BY USING
QUESTION STORIES GAME AT THE EIGHT GRADERS OF
JUNIOR HIGH SCHOOL 6 METRO**

**Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan Islam (S.Pd)
In English Department**

**By:
APRICILLIA RIEZKY ANANDHA
Students' Number: 0952727**

**TARBIYAH
ENGLISH DEPARTMENT**

**Sponsor : Dr. Mahrus As'ad M.Ag
Co-sponsor : Ahmad Subhan Roza M.Pd**

**STATE ISLAMIC COLLEGE (STAIN)
JURAI SIWO METRO
1434 H / 2013 M**

**UPAYA MENINGKATKAN KEMAMPUAN BERBICARA SISWA DENGAN
MENGUNAKAN PERMAINAN CERITA PERTANYAAN DI KELAS
VIII SMP N 6 METRO**

ABSTRAK

Oleh
APRICILLIA RIEZKY ANANDHA

Pembahasan masalah penelitian ini adalah untuk mengetahui apakah game question stories dapat meningkatkan kemampuan siswa dalam berbicara dalam proses pembelajaran. Subjek dalam penelitian ini adalah tiga puluh dua siswa di SMP N 6 Metro tahun Akademik 2013/2014. Adapun bentuk penelitian ini adalah Penelitian Tindakan Kelas (PTK). Penelitian ini dilakukan dalam dua tingkatan (siklus). Dalam siklus pertama ada 3 pertemuan dan siklus ke dua ada 3 pertemuan dan setiap pertemuan memerlukan waktu 70 menit. Setiap siklus terdiri dari empat tahapan yaitu, perencanaan (planning), pelaksanaan (action), pengamatan (observation), dan pengayaan (reflection). Materi yang digunakan dalam penelitian ini adalah “Daily Activity” dalam penelitian ini siswa diberikan tes awal (pre test) sebelum pelaksanaan penelitian dan tes akhir (pos test) setelah pelaksanaan penelitian.

Dalam pengumpulan data, penulis menggunakan test, yaitu test awal dan test akhir, observasi dan catatan. Tujuan dari test awal dan test akhir adalah untuk mengetahui sejauh mana kemampuan siswa dalam berbicara sebelum dan sesudah dilaksanakannya penelitian tindakan kelas.

Hasil dari siklus pertama menunjukkan bahwa target keberhasilan penelitian belum tercapai karena siswa yang belum mendapat nilai 70 kurang dari 70%. Pada siklus kedua 70% lebih, siswa mendapat nilai lebih dari 70. Dalam hal ini target dari pembelajaran telah tercapai.

Hasil dari test awal dan test akhir menunjukkan bahwa ada peningkatan dari test awal dan test akhir. Nilai rata-rata dari test akhir lebih besar dari test awal. Nilai rata-rata test awal adalah 58,12, test akhir satu 64,53 dan test akhir kedua 70,93. Hal ini jelas bahwa berdasarkan test awal dan test akhir dapat dikatakan bahwa game question stories memiliki peningkatan yang positif dalam belajar menyusun kata menjadi kalimat. Dengan menggunakan game question stories, siswa lebih tertarik dan termotivasi dalam mengikuti proses pembelajaran, sehingga mereka merasa senang dalam mengerjakan tugas dan membuat mereka lebih mudah dalam menerima pelajaran.

Berdasarkan hasil nilai siswa di atas, dapat disimpulkan bahwa game question stories memiliki peningkatan yang positif terhadap kemampuan siswa dalam berbicara.

**INCREASING STUDENTS' SPEAKING SKILL BY USING
QUESTION STORIES GAME AT THE EIGHT GRADERS
OF JUNIOR HIGH SCHOOL 6 METRO**

Abstract

**By:
APRICILLIA RIEZKY ANANDHA**

The objective of this research is to know whether the question stories game can increase the student's skill in speaking in teaching learning process. The subject of this research was thirty two students' of eight class of junior high school 6 Metro in the academic year 2013/2014. In this case, the researcher conducted classroom action research (CAR). The action was done in two cycles. In cycle 1 is done three meetings, in cycle II is done three meeting and tests for seventy minutes (70 minutes) each. Each cycle consists of planning, action, observation and reflection. The material which was used in this research was daily activity. In this research the students were given pre test before treatment and post test.

In collecting data, write uses test, they are pre test and post test, documentation and observation. The purpose of pre test and post test are to know how far the students have skill in speaking before and after post test treatment.

In the meeting of cycle I it shows that the learning target has not been achieved, because the students who got 70 are under 70% in cycle II there are more 70% students who got score than 70 it means, that the target of ability learning has been achieved.

The result of pre test and post test show that there is an increase from pre test to post test. The average of pre test is 58,12, the post test I 64,53 and the post test II 70,93. It is clear that based on the result of pre test and post test, it can be said that question stories game has positive increase in learning speaking. By using question stories game, the students are interested and motivated in the class. So, the enjoy doing the task. It also makes them easier in studying the materials.

Referring to the result of the student's score above, it can be said that question stories game positive increase student's skill in speaking.

HALAMAN ORISINAL PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : Apricillia Riezky Anandha

NPM : 0952727

Program Studi : Bahasa Inggris

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

Metro, Agustus 2013

Yang menyatakan

Apricillia Riezky Anandha
NPM.0952727

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned :

Name : Apricillia Riezky Anandha

Students' Number : 0952727

Study Program : English Education

States that this undergraduate thesis is original except certain parts of it quoted from the bibliography mentioned.

Metro, August 2013

Apricillia Riezky Anandha
SN. 0952727

MOTTO

**Verily, with every difficulty there is relief. Therefore,
when thou art free (from thine immediate task), still labour
hard. And to thy Lord turn (all) thy attention.
(Al-Insyirah:6-8)**

DEDICATION PAGE

This Piece of work is dedicated to:

*My beloved God, Allah SWT, as the highest motivation who gives me strength and
patience to finish this thesis..*

*My beloved parents, Suherman and Unan Chotimah, who always give support, pray
and guidance to be successful in my study, thank for your endless love. I love you and
you are spirit in my life..*

My beloved brothers, Fariz Jovanda and M. Zio Fardan thanks for supporting me.

I love you deeply..

*My big families that always give me support to finish my study, especially for My
beloved Grandmother who always give me support in studying, may Allah gives you
all his blessing and his merciful, amen..*

*My best friend Dewi Nur Fajariyah, Khabibatul Zahro, Riska Nova Cahyaningtyas,
Sub Atutikningsih and Windy Prastiwi you are always care and help me forever. I
will miss you guys..*

To my Almamater of STAIN Jurai Siwo Metro

ACKNOWLEDGMENTS

All praise to Allah SWT, the Most Gracious, and the Most Merciful, who always give us what we need and has taught human being what we don't know before. All thanks to Allah SWT for His gift especially the precious health to the writer that she could accomplish the research proposal. Peace always gives to our prophet Muhammad SAW, the one best person in the world thank you for your good guidance to us.

Praise God for letting the writer accomplish her paper entitled: "INCREASING STUDENTS' SPEAKING SKILL BY USING QUESTION STORIES GAME AT THE EIGHT GRADERS OF JUNIOR HIGH SCHOOL 6 METRO". This is intended to fulfill one of the requirements in accomplishing the S1 English Education Study Program of Islamic State Collage (STAIN) Jurai Siwo Metro

The writer would like to thanks for many people who contribute their meaningful hands in accomplishing this research proposal that the writer can not mention one by one. The writer would like to express her deepest gratitude Dr. Mahrus As'ad M.Ag as her sponsor and Mr. Ahmad Subhan Roza M.Pd as co-sponsor who have constantly given their endorsement, time and guidance so that the writer could finish this thesis. The writer also thanks to the collaborator Mrs. Siti Supinah.S.Pd who help the writer in action research. Her big thanks to Mr. Yuwono

DM,S.Pd the head master of SMP N 6 Metro who has given his chance and permission to conduct the research.

At last, the researcher expressed her gratitude to her beloved parent, her lovely brother, and friends who given support and motivation for researcher to finish her study.

Hopefully, this undergraduated thesis can give many advantages to all of us properly.

Metro, September 2013

The Writer

APRICILLIA RIEZKY ANANDHA
St. Number. 0952727

TABLE OF CONTENTS

COVER	i
TITLE	ii
ABSTRAK	iii
ABSTRACT	iv
APPROVAL PAGE	v
RATIFICATION PAGE	vi
NOTA DINAS	vii
HALAMAN ORISINAL PENELITIAN	viii
STATEMENT OF RESEARCH ORIGINAL	ix
MOTTO	x
DEDICATION PAGE	xi
ACKNOWLEDGEMENT	xii
TABLE OF CONTENTS	xiv
LIST OF TABLES	xvii
LIST OF FIGURE	xviii

CHAPTER I INTRODUCTION

A. Background of The Study	1
B. Problem Identification	4
C. Problem Formulation	5
D. Objectives of The Study	5

E. Benefits of The Study	5
--------------------------------	---

CHAPTER II REVIEW OF THE RELATED THEORIES

A. Theoretical Review	7
1. Concept of Speaking	7
a. Element of Speaking	8
b. Classroom Speaking Activities	10
c. The Function of Speaking	12
2. The Concept of Game	13
a. The Definition of Game.....	13
b. The Kinds of Game.....	14
c. The Uses of Game	16
3. Teaching of Speaking through Question Stories Game	17
a. The Concept of Question Stories Game	17
b. The Advantages and Disadvantages of QSG	18
c. The Technique and Procedure of teaching speaking through Question Stories Game.....	19
B. Classroom Action Research	24
C. Action Hypothesis	25

CHAPTER III RESEARCH METHOD

A. Setting and Subject of the Research.....	26
B. Object of Research	26
C. Action Plan	27
D. Data Collection Technique	30
1. Observation	30
2. Test	31
3. Interview	32
4. Documentation	32

E. The Data Analysis Method	33
F. The Validity and The Reliability of Test	33
G. Indicator of success	34

CHAPTER IV RESULT OF THE RESEARCH

A. Profil school of the Research	35
B. Description of the Research	36
1. Cycle I	37
2. Cycle II	45
C. Discussion	51
1. Action and Learning Result on Cycle I	51
2. Action and Learning Result on Cycle II.....	53
3. Interpretation and Learning result at Cycle I and II	54
a. Students' Learning Activities Data	54
b. The increasing of Students Score at Cycle I and II	56

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	60
B. Suggestion	61

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE

LIST OF TABLE

1. Table of the data of the students English score at the class VIII.I	4
2. Table of the subject of the Research	26
3. Table of score of the students pre test.....	37
4. Table of the frequency of students score	38
5. Table of the score of the students' post test cycle I	40
6. Table of the frequency of students' score	41
7. Table of the students' activity on cycle I	42
8. Table of the score of the students post test cycle II	46
9. Table of the frequency of students' score	47
10. Table of the students' activity on cycle II	48
11. Table of the increasing of students score pre test and post test cycle I	50
12. Table of students score at cycle II	52
13. Table of students' activities at the cycle I and cycle II	54
14. Table of the increasing of students score at cycle I and cycle II	56

LIST OF FIGURE

1. Spiral classroom action research	23
2. Graph of the result of pre test and post test	57

CHAPTER I

INTRODUCTION

A. Background of The Study

Language is a system of arbitrary conventionalized vocal, written, or gestural symbol that enable members of a given community to communicate intelligibly with one another.¹ Many languages are used in this world, one of which is English. English is an International language. As an international language, English plays a very important role today where most people use English as a means of communication.

In Indonesia the usage of English is very important. English is a foreign language that is taught as a subject in Junior High School until University. As a foreign language, learning this language is not as easy as learning Indonesian language, because it has different structure, pronunciation, and others. In learning English the students are hoped to have for skills. They are speaking, listening, reading and writing.

One of the language skills that has to be mastered by students in learning a foreign language is speaking. Speaking is procedure skill which the speaker produces and uses the language by expressing a sequence of ideas and at the same time. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.²

¹H. Douglas Brown, *Principles of Language Learning And Teaching, Fourth Edition*, San Francisco State University, 2000, p.5

²Hayriye Kayi, *Teaching Speaking : Activities to Promote Speaking in a Second Language*. The internet TESL jurnal, vol. XII. No. 11, (November, 2006)

Speaking is the important thing to communicate with other people or foreign people, but the students have difficulties in learning words in a foreign language.

For the students, English is the most difficult subject, especially in speaking. They think that it is difficult to use the foreign language. The problem causes such as they never practice to speak English with their friends formally or informally, afraid of making mistakes, or afraid to be laughed at by others and do not feel confident, or sometime they do not seem to have ideas in their mind if they are asked to practice their speaking.

Therefore, teachers should help the students to overcome this problem by motivating them to speak. For this reason, teacher should use effective teaching methods and technique that encourage students to take part actively in the class. To help students to solve these problems, the teacher should motivate them and create the most effective way to stimulate them, so they was interested in practiced their speaking. On other hand, the teacher should use certain technique to stimulate students to practice their speaking, because good strategy will support them in achieving skill including English skill.

Question Stories Game is one of the techniques that can be used in learning speaking skill. Games can help the teacher to create context in which the language is useful and meaningful. The use of Question Stories Game makes the students more interactive in speaking. In Question Stories game the teacher tells the studets that they are to make story and the teacher asks the

contents of the story. So, it encourages their creativity and lets their develop and practice new language and behavioral skills.

At SMP N 6 Metro, English teacher does not use Question Stories Game. The technique has not apply yet. So, the students feel bored in teaching learning, because there is no variation in using technique and method. At the same time, especially in the eight class students, they have problem in learning activity, those are : 1) The students has low speaking skill, 2) The students are not confident when speaking, 3) The teacher is not creative in using teaching technique, 4) The students has low motivation in learning English.

Based on the result of pre survey, on March 26th 2013 in the SMP N 6 Metro, the reseacher got the data about the English score. The data can be seen as follows:

Table I

The data of the students English score at the class VIII.1 of SMP N 6 Metro.

No	Grade	Expalanation	Frequencies	Percentage
1.	<70	Failed	21	65,62%
2.	>70	Passed	11	34,37%
TOTAL			32	100%

Source : teacher's archives, taken on 26th March 2013

Furthermore, from the data above, it can be seen that there were 11 (34,37%) students from 32 students got good score in English and there were 21 students (65,62%) are failed or got low score in English, it means that there were still many students that get low score in English especially in speaking.

The researcher was conducted a classroom action research entitled : "Increasing the Students' Speaking Skill by using Question Stories Games at the Eight Graders of Junior High School 6 Metro".

B. Problem Identification

Based on the background above, the identification of the problem are as follow :

1. The students has low speaking skill
2. The students are not confident when speaking
3. The teacher is not creative in using teaching technique
4. The students has low motivation in Learning English

C. Problem Formulation

Based on the problem above, the researcher would like to identify the problems as follow:

Can the Question Stories Game increase the students' speaking skill in learning English at the students of SMP N 6 Metro?

D. Objectives of The Study

Generally, the objective of this research is to find out whether Question Stories Game can be used to increase the students' speaking skill.

E. Benefit of The Study

The results of this classroom action research are expected:

1. For the Teachers:

To inform the English teacher if Question Stories Game can be effective to increase the students' speaking skill.

2. For the students:

- a. To motivate for the students to learning speaking.
- b. To increase the result of the students learning.

3. For the School

This research can be used as information to increase learning English in the future.

4. For the Researcher

This research is expected as a contribution for other researcher to conduction further studies.

CHAPTER II

REVIEW OF RELATED THEORIES

A. Theoretical Review

1. Concept of Speaking

According to Sanggam Siahaan Speaking is productive language ability. It is about how the students produce the language orally. Theoretically, according to O'Grady, it is mental process. This means that it is a psychological process by which a speaker puts a mental concept into some linguistic form, such as word, phrases and sentences used to convey a message to listener.³ Chaney explains that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.⁴

As Jones comments that in speaking and listening we tend to be getting something done, exploring ideas, working out some aspect of the world or simply being together. In writing, we may be creating a record, committing events or moments to paper.⁵

Based on the explanation above the researcher concludes that speaking is a spoken language skill. It is the process of structure and sharing meaning,

³ Siahaan, Sanggam, *Issues in Linguistics*, Yogyakarta. 2008. P.95

⁴ Hayriye Kayi, *Teaching Speaking : Activities to Promote Speaking in a Second Language*. The internet TESL jurnal, vol. XII. No. 11, (November, 2006).

⁵ Jack C, Richards, *Teaching Listening and Speaking from Theory to Practice*, Cambridge University Press 2008. P.19

exploring ideas by which the speakers puts a mental concept into some linguistic form used to convey a message to listener.

a. Element of Speaking

The ability to speak fluently presupposes not only an information of language feature but also the ability to process information and language on the 'spot'. The elements of speaking as follow :

1) Language features

a) Connected Speech

Connected speech is the sounds modifying such as; assimilation, omission, addition or weakend. The effective English speakers need to be able not only to create the individual phonemes but also to use connected speech fluently. Therefore, the learning activity should involve students in the activities designed specifically to improve their ability.

b) Expressive devices

To express the feeling, the native speaker often changes pitch and stress of particular part of utterances, vary volume and speed, and show by other physical and non-verbal to convey the meaning.

c) Lexis and Grammar

There are differences between written and spoken grammatical. Spoken grammar has minimal planning opportunities. Thus, the

teacher should supply a variety of different language functions. The students are involved in specific speaking context in order they can proceed to various stages of an interaction.

d) Negotiation Language

The negotiation language is used to seek clarification and to show the structure of the speaker's saying.

2) Mental/social Processing

Speaking skill is a productive language skill. It involves the knowledge of language skills such as discussed above and also depends on the rapid processing skill.

a) Language Processing

Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences. The speaking activities aimed to help the students develop habits of rapid language processing in English.

b) Interaction with Others

Most of speaking takes the form of face-to-face dialogue and therefore involves interaction.⁶ The speaking activities involve the students' interaction with others and understanding each other.

⁶ Thornbury, Scott, *How To Teach Speaking*, (Essex: Pearson Education, 2005), p.8

c) (on-the-spot) information processing

The speaker needs to be able to process the information and response to the others' feeling in using the language.⁷

b. Classroom Speaking Activities

There are many activities of the classroom speaking which are currently in use fall at or near the communicative end of the communication continuum. The classroom speaking activities as follow:

1) Acting from a Script

The students ask to act out scene from plays and/or their course book, sometimes filming the result. Students will often act out dialogues they have written themselves. This frequently involves them in coming out in front of the class.

2) Communication Games

Communication games through experience of communication in the language they are learning that language learners best learn how to communicate in it.⁸

⁷ Jeremy Harmer, *The Practice of English Language Teaching Third Edition*, Longman, New York. P.269

⁸ W.R.Lee, *Language Teaching Games and Contest Second Edition*, (New York: Oxford University Press, 1984) P.2

3) Discussion

The best way of encouraging discussion is to provide activities which force students to reach a decision or a consensus, often as a result of choosing between specific alternatives.

4) Prepared task

Prepared talks represent a defined and useful speaking genre, and if properly organised, can be extremely fascinating for both speaker and listeners. Just as in process writing the development of the talk, from original ideas to finished work, will be of vital importance.

5) Questionnaires

Questionnaires are useful because, by being pre-planned, they ensure that both questioner and respondent have something to say to each other. Depending upon how tightly designed they are, they may well encourage the natural use of certain repetitive language patterns- and thus be situated in the middle of our communication continuum.

6) Simulation and role play

Most of the students derive good advantages from simulation and role play. Simulation and role play can be used to encourage general oral fluency or to train students for specific situations especially where they are studying ESP. Role plays are effective when they are open

ended, so that different people have different views of what the outcome should be, and a consensus has to be reached.⁹

c. The Function of Speaking

In designing speaking activities is necessary to recognize the differences functions of speaking. Brown and Yule's framework state three-part version of the speaking: talk as interaction, talk as transaction and talk as performance. It is described as follow :

1) Talk as Interaction

Talk as interactions refers to what we normally mean by "conversation" and describes interaction refers to what server a primarily social function. It is very difficult for the teacher to teach the students in this case. The teacher should be able to invite the students give feedback even in small conversation.

2) Talk as Transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather that the participants and how they interact socially with each other, such; offering something, asking for directions, classroom discussion, etc.

⁹ *Ibid.* p. 271

3) Talk as performance

Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language. It is focused both on message and audience, and more predictable organization.¹⁰

Based on explanation above, the teaching process are different in each function. The teachers have to analyze first what the focus of the speaking class. Then, the teachers identify the appropriate strategy to teach each kind of the function of speaking.

2. The Concept of Game

a. The Definition of Game

According to Kasihani game is an activity that had done with role.¹¹ Martin said game is any fun activity which gives young learners the opportunity to practise the foreign language in a relaxed and enjoyable way.¹² W.R. Lee says game is one of ways that enjoyable in language teaching.¹³

¹⁰ Jack C, Richards, *Teaching Listening and Speaking from Theory to Practice*, Cambridge University Press 2008. P.21

¹¹ Kasihani K.E Suyatno, *English for Young Learners, (Melejitkan Potensi Anak Melalui English Class yang Fun, Asyik dan Menarik)*, Bumi Aksara, Jakarta 2007, p. 117

¹² Jean Brewster and Gail Ellis, *The Primary English Teacher's Guide New Edition* (England: Pearson Education Limited, 2004), p.172.

¹³ W.R.Lee, *Language Teaching Games and Contest Second Edition*, (New York: Oxford University Press, 1984) p.1

Game means an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with other.¹⁴

Based on the explanation above, the researcher gets definition that games is an fun activities and enjoyable way to make the students more active and interest in learning process without leaving the role.

There are many kinds of games which can be grouped according to the kinds of language or learning focus they have and the kinds of resources, classroom management and organization they need. Here the kind of game as follow:

b. The Kinds of Game

Games divide into two main types: language control or accuracy focused games, and communication, or fluency-focused games. The purpose of first type to practise new language items and develop accuracy, often using piece of language which are memorized through constant repetition in the form of hidden or disguised language drills. It is described as follow:

1) Accuracy-focused games

The aim of these games is usually to score more points than others and there is often a clear 'winner'. Kind of this game may focus on

¹⁴ Wright A *et.al.* *Games for Language Learning*, Cambridge University Press 2006, p.1

comprehension listening or reading as well as production speaking or writing. In this case, the child may not necessarily say anything but gets used to hearing or reading words or sentences patterns over and over again. Some of these games are also very good at training pupils' memories.

2) Fluency-focused games

The second type of game we have referred to moves from language control to communication. The type of this game tends to focus on developing fluency and collaboration with others. These game are an important part of the 'communicative' and 'activity-based' approaches and are usually done in pairs or group of four. Collaboration is achieved by trying to create a context where the students focus on getting a task done together, while of course using key language, rather than simply practising language items for their own sake.¹⁵

Based on explanation above, the writer can be inferred that accuracy focused game focus on how the student get score more point than others and there is often clear winner and fluency focus game focus on developing fluency and collaboration with other. However, both of the kind of game are support to make a game more effectively.

¹⁵ Jean Brewster and Gail Ellis, *The Primary English Teacher's Guide New Edition*(England: Pearson Education Limited, 2004), p. 174

c. The Uses of Game

Games may be simple and require very little planning or may need quite a bit of preparation and the use of special materials, such as dice, board, or picture, word or sentence cards. Some game are competitive, with teams or individuals working toward being the ‘winner’. Other games are cooperative, where team or pairs work together to achieve a common goal, such as drawing a picture or solving a puzzle.

Jean Brewster and Gail Ellis said that the advantages of using game are:

1. They add variety to the range of learning situations.
2. They change the pace of lessons and help to keep pupils’ motivation.
3. They ‘lighten’ more formal teaching and can help to renew pupils’ energy
4. They provide ‘hidden’ practice of spesific language patterns, vocabulary and pronunciation.
5. They can help to improve attention span, concentration, memory, listening skills, and reading skills.
6. Pupils are encouraged to participate; shy learners can be motivated to speak.
7. They increase pupil-pupil communication which provides fluency practice and reduces the domination of the class by the teacher.
8. It helps create a fun atmosphere and reduces the distance between teacher and pupils.
9. They can help reveal areas of weakness and the need for further language.
10. They can help to motivate and improve writing skills by providing a real audience context and purpose.¹⁶

Based on the statement above the writer realize that game can support this statement that games helps the students optimally because they provide

¹⁶ *Ibid.* p.172

hidden practice of specific language pattern, vocabulary, and pronunciation and then it helps to create a fun atmosphere and reduce the distances between teachers and the students. It is a strong reason why game will be an influence of English learning.

3. Teaching of Speaking through Question Stories Game

a. The concept of Question Stories Game

The writer realizes that games are fun activities and an enjoyable way to make the students more active in the learning process without leaving the role. In his book Andrew Wright and friend say that question stories game using as wide a range of language as possible to create and tell a story in the present tenses, and to retell it in the past tense¹⁷. The learners are challenged or invited to make a story using their imagination. There are things included in story-making starters in which the teacher decides certain features for example, the teacher decides that a certain tense form must occur very often, or that the story must be exactly 30 words long. With this game, the students not only learn how to speak actively but also the students can increase their ability in tenses especially about present tense and past tense.

b. Advantages and Disadvantages of Question Stories Game

¹⁷ Wright A *et. al.* *Games for Language Learning*, Cambridge University Press 2006, P.39

Based on application of Question Stories Game in teaching speaking, many advantages and disadvantages can take from it. But of course there are also some disadvantages found. In order to get more clear information in detail, the advantages and disadvantages of using Question Stories Game can be elaborated as follows :

a. The advantages of Question Stories Game

1. It encourage the students to be actively involved in teaching learning process. Each students has their own role to make story by they self. It make each students think to do their duty because they have to make story using their imagination.
2. By Question Stories Game the students inquire their knowledge in tenses, especially simple present tense and past tenses. It mean they can build their own knowledge by undergoing some real experinces. The experiences may give strong and longer impact on students memory so that students can learn much more easily.
3. With Question Stories Game the students are challenged to speak in front of class. It means they can build the selfconfidence of students. And can increase the student speaking skill.

b. The Advantages of Question Stories Game

1. In Question Stories Game, the students played the game by individual work. It can make the other students make noisy and the teacher will difficult to control the situatuion of class

2. Playing Question Stories Game will consume more time so the teacher must be able to manage the time as well as in order the students can achieve the objectives of learning.

Based on the explanation above, the writer can conclude that Question Stories Game is new technique in teaching English. There are advantages and disadvantages of using question stories game. By using question stories game can make the students more actively in the teaching learning process.

c. The Technique and Procedure of teaching speaking through Question Stories Game

Jeremy Harmer said that teaching is often helpful to use metaphors to describe what teacher do.¹⁸ According to the ‘*Cambridge International Dictionary of English*’ teaching means to give someone knowledge or to instruct or train someone, whereas the Longman Dictionary of Contemporary English suggest that it means to show somebody how to do something or to change’s somebody’s ideas.¹⁹

According to H. Douglas Brown, teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.²⁰

¹⁸ Jeremy harmer, *The Practice of English Language Teaching Fourth Edition*, Longman, New York 1991. P 107

¹⁹ Jeremy harmer, *The Practice of English Language Teaching Third Edition*, Longman, New York. P.56

²⁰ H. Douglas Brown, *Principles of Language Learning And Teaching, Fourth Edition*, San Francisco State University, 2000, p.7

Based on quotation above, the writer can conclude that teaching is guiding and facilitating the students in the learning process to give the students knowledge.

What is meant by “teaching speaking” is to teach ESL to:

- 1) Produce the English speech sound and sound patterns.
- 2) Use word and sentences stress, intonation patterns and rhythm of second language.
- 3) Select appropriate words and sentences according to proper social setting, audience, situation and subject matter.
- 4) Organize their thoughts in a meaningful and logical sequence.
- 5) Use language as a means of expressing values and judgments.
- 6) Use the language quickly and confidently with few unnatural pauses, which is called as fluency. (Nunan, 2003)²¹

As the teacher there are many things that should be considered in teaching speaking. There are some indicators that should be mastered by the students in speaking. Cyril J. Weir says the analytic speaking criteria are:

Analytic speaking criteria²²

Aspect	Category	Indicators
Fluency	4(excellent)	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.

²¹ Hayriye Kayi, Teaching Speaking : Activities to Promote Speaking in a Second Language. The internet TESL journal, vol. XII. No. 11, (November, 2006).

²² Weir Cyril. J. *Language Testing And Validation*, (New York: Palgrave McMillan, 2005), p.195-196

	3(good)	The students hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompt
	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(good)	Rhythm, intonation and pronunciation require more carefullistening, some errors of pronunciation which may occasionally lead to incomprehension
	2(adequate)	Comprehension suffers due to requent errors in rhythm, intonation and pronunciation.
	1(fair)	Words are unintelligible.
Vocabulary	4(excellent)	Effective use of vocabulary for the task with few inappropriacies
	3(good)	For the most part, effective use of vocabulary for the task with some examples of inappropriacy.
	2(adequate)	Limited use of vocabulary with frequent inappropriacies.
	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.

Question Stories game used as wide a range of language as possible to create and tell a story in the present tenses, and to retell it in the past tense. Guided by question (main game), pictures (Variation 1), objects (Variation 2), or a word or phrase (Variation 3).

The procedure of Question Stories Game explain below:

1. The researcher prepares the material.
2. The teacher tell the students that they are going to make a story and the teacher are going to help by asking question. Tell them that anything the teacher ask about must be included in the story.

Ask question such as the following:

Who is in your story? A man? A woman? A boy? A girl? An animal?

(Then ask a few details about the person they choose)

Where is he/she/it at the beginning of the story?

(Ask them to be precise even to a particular location, for example : *On the lowest branch of a big tree in a park in the middle of a city.*)

When does the story begin? (season, month, day, time)

What is the weather like?

What is he/she doing?

Follow by using a variety of questions in order to help the drama to unfold, for example :

What's he/she/it doing now?

Something happens. What is it?

*Some people are watching him/her. Who are they? What do they want?*²³

4. The teacher asks one student to choose one of the material.
5. The students tell about the material which they choose by assistance from the teacher.

B. Classroom Action Research

This research is classroom action research. McNiff states that action research is a name given to particular way of researching your own learning.²⁴ It means that action research is a practical way of looking at your practice in order to check whether it is as you feel it should be. Moreover, Suharsimi Arikunto said that classroom action research is the inquiry about teaching and learning by step in the

²³ Wright A *et.al*, *loc.cit*.

²⁴ McNiff, Jean Whitehead, *Action Research: Principles and Practice*, Second Edition, London and New York, 2002, P. 15

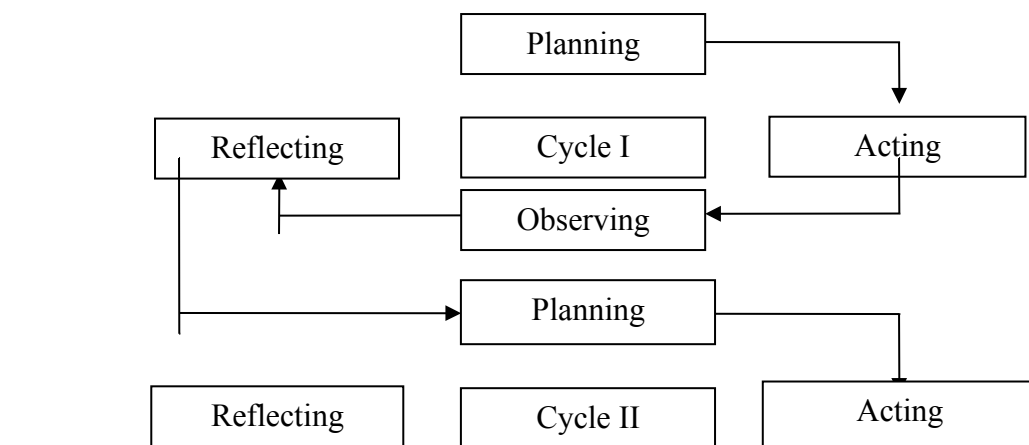
class.²⁵ It means that classroom action research is a structure of inquiry that enables practitioners everywhere to investigate and evaluate their work in the class. From the explanation above, it can be inferred that classroom action research is a research which have aim to solve problem or to repair something in teaching and learning in the class.

The purpose of the research is to find the problem solving. In this research the writer needs a collaborator to help her in this action research it is caused as a new writer. Arikunto defines collaboration research is a research which be done together by helping a friend.²⁶

The purpose of action research are:

1. To get a new innovation in learning
2. To develop the curriculum regional/national
3. To improve the education professionalism.²⁷

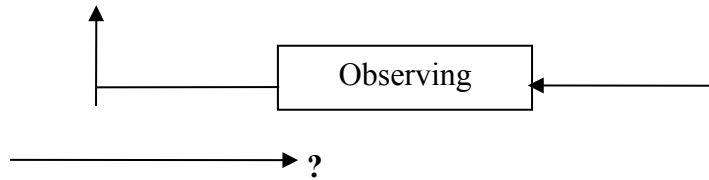
Here is step of classroom action research design:



²⁵ Suharsimi Arikunto, *Penelitian Tindakan Kelas*, Jakarta: Bumi Aksara, 2007, p.3

²⁶ *Ibid.*, p.22

²⁷ *Ibid.*, p.108



Picture 1. Spiral Classroom Action Research.²⁸

C. Action Hypothesis

Based on the frame of theories and assumption, the writer formulates the action hypothesis that the use Question Stories Game can increase the students' speaking skill in the class.

CHAPTER III RESEARCH METHOD

A. Setting and Subject of the Research

The setting of this research is SMP N 6 Metro established at 1986, it is located on Patimura street, Kecamatan Banjarsari, East Lampung. The total of teacher here are 56 and the principal is 1. The total of the students eighth grade are 218.

The subject of this research are the students of class VIII.1 of SMP N 6 Metro. There are thirty two students of class VIII.1. The writer has chosen this class because most of the students have low score in English lesson especially in speaking. in this research, the writers asks Siti Supinah S.Pd as a collaborator. She is the English teacher in SMP N 6 Metro.

²⁸ *Ibid*, p. 16

Table 2
The Subject of the Research

Class	Sex		Total
	Male	Female	
VIII ¹	16	16	32

B. Object of Action

The action object of this study is speaking skill, the students' speaking skill especially. There are two variables in this research; those are Question Stories Game as independent variable and speaking skill as dependent variable. Therefore, the object was be given treatment is speaking skill.

C. Action Plan

Classroom Action research (CAR) Cycles are:

1. Cycle I

a. Planning

Planning is the first step in every activity. Planning was the first step of this teaching context it was be prepared by the researcher before doing action in this planning the teacher was do as follow:

- 1) The researcher prepares the lesson plan.
- 2) The researcher prepares the suitable materials are appropriate with the syllabus
- 3) The researcher prepares the source of learning.

- 4) The researcher prepares the observation sheet.
- 5) The researcher prepares the format to evaluation
- 6) The researcher prepares the material of treatment using question story game.
- 7) The researcher prepares the observation instrument and evaluation.
- 8) The researcher prepares the appropriate materials.

b. Acting

Doing action is the second step in activity. It is the realization from the planning the writer has made.²⁹ Without the action the planning just imagination that never can be real. Here are steps the writer did in action :

1) Motivating strategy.

The point of this stage to low the effective filter between the teacher and the students.

2) Presentation

In this stage, the researcher gives explanation about question stories game and how to make students speak up.

3) Skill practice

The students practice their speaking skill. Teacher gives a good model and gives the students chance to make a better speaking.

²⁹ *Ibid*, p. 18

4) Riview

The teacher asks their difficulties and give the way to solve the problem.

5) Assesment

The teacher gives the assesment to drill their speaking at home and examine them next day.

c. Observating

Observing is the third steps. In observing the teacher must be able to analyze the learning process, the students' activities, the teacher performance, the material and the result simultaneosly. The observation is done teaching learning process. The important things in teaching learning process are noted by observers.

d. Reflecting

Reflection is the activity to analyze, understand, and draw conclus ion based on observation and field notes. By reflecting the writer was know the strenght and weakness from action. The writer uses the date for evaluation to make improvement for the next cycle.

Its means that classroom action research is actually guided from the process of studying in class that needed a systematic planning.

2. Cycle 2

a. Planning

- 1) The writer identifies the problem on cycle I and found the cause of the problem.
- 2) The writer prepares the lessons plan and the material.
- 3) The writer plans to give the task and evaluation.

b. Acting

This step was design on the result of a planning of cycle 2.

c. Observing

In this step, the writer observies format and field note to collect the data on cycle 2.

d. Reflecting

This step is reflection and evaluation to acting is done. By reflecting the writer was know the weakness and strengths of acting is done. This matter to knowing wheather still need done next cycle or not.

D. Data Collection Technique

To collect the data, the writer uses the data collection technique as follows:

1. Observation

Observation is the election modification, recognition, and coding

Combination in behavior and organism situation that suitable with empires goals.³⁰

The writer uses the method to get the data about student's activities such as students' comprehend in question answer, students' speaking activity, and students' good participant. The teachers and students' activities are observed and notice by the observer.

2. Tests

Test is the sequence of questions or statement that is used to measure skill, knowledge, intelligence, ability that have by individual or group.³¹ The material in pre-test and post-test are different but have same difficulties. The test consists of pre-test and post-test.

a. Pre-test

The pre-test was be 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 given in the last meeting after doing treatments to find out whether the treatments gave any contribution to the students' achievement in the class or not. The improvement can be seen if the average score of the post-test is higher than pre-test.

³⁰ Edi Kusnadi, *Metode Penelitian*, Metro:STAIN Metro, 2008,p. 115

³¹ *Ibid*, p.105

This step was done after the treatment to know the increasing of the Question Stories Games whether it is able to improve the student's Speaking Skill.

3. Interview

In spite of time consuming, an interview has some advantages. A major advantages of interview is adaptability. The interview can follow up ideas, probe response and investigate motives and feelings, which the questionnaire can ever do. The way in which the response is made can provide information that a written response would conceal.

The research interviews the teacher and the students before doing this research. It enable the researcher to probe the students' mind and obtain the require data this interview was conducted to get specific information, especially the data on the students' problem in speaking.

4. Documentation

Documentation is data collection method by investigating object written such as book, magazine, document, note and others.³²

The writer uses this method to get the data about the history of the school, the sum of teacher, official employed and students at SMP N 6 Metro.

³² *Ibid*, p.119

E. Data Analysis Method

The data analysis will be analyzed by taking the average scores of the pre-test and post-test. To find out the students achievement after the action is conducted, the researcher use formula as follows:

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

Note:

\bar{x} = Average score

$\sum x$ = The total number of student's score

N = Total of Student³³

F. The Validity and the Reliability of Test

Based on Setiadi there are five validities of data. They are face validity, content validity, predictive validity, construct validity, and democratic validity.³⁴ Before giving the test to students, the writer would like to know the validity and reliability of the test, it was expected that the test could use to measure the students have good speaking skill. In measuring the validity and reliability of the test the writer gave the try out to the students. It was used to know whether the test items are valid and reliable or not. And test items could be used if they are reliable.

G. Indicator of Success

³³ Burhan Nurgiyanto, Gunawan dan Marzuki, *Statistik Terapan untuk Penelitian Ilmu-Ilmu Sosial*, Yogyakarta, Gajah Mada University Press, 2004, P.64

³⁴ Bambang Setiadi, *Metode Penelitian untuk Pengajaran Bahasa Asing*, (Yogyakarta : Graha Ilmu, 2006),, p. 22

This classroom action research (CAR) is supposed to be successful if 80% of the students pass the minimum requirement or (KKM). The KKM of English subject in SMPN 6 is 70.

CHAPTER IV

RESULT OF THE RESEARCH

A. The Profile of the Research School

1. General Description of SMP N 6 Metro

SMP Negeri 6 Metro was branch of SMP Negeri 2 Metro. SMP Negeri 6 Metro was established in 1986. The school location was on Patimura street, No. 11 Banjarsari Center Lampung. The headmaster of SMP N 6 Metro is Yuwono DM, S.Pd

The vision and the mission of Junior High School 6 Metro as follow:

Vission “Forming healthy students and get achievement”.

Mission :

- 1) To familiarize students to get clear behaviour
- 2) To familiarize students for care about the environmentally
- 3) To familiarize students for always keep clean
- 4) To familiarize students to get clear and healthy life behaviour
- 5) To strive for the big family of Junior High School 6 Metro to care about health

2. The Condition of SMP N 6 Metro

- a. School’s Name : SMP NEGERI 6 METRO
- b. School’s Address : Patimura street Banjarsari, North Metro
- c. The Status : Akreditation A

d. Wide : 13.030 m²

Junior High School 6 Metro consist of nineteen classes, a computer laboratory, a library, a head master room, an office, an official employee room, a counseling guidance room, a teacher room, a mosque, a school health unit, two canteen, three toilet, a ceremony yard, a green house, a and a parking area.

B. Description of the Research

This research was conducted in two cycles. Action in cycle I and cycle II was conducted about four meetings in each cycle and each meeting in these cycles took 2 x 35 minutes. It was mentioned before each cycle consists of planning, acting, observing, and reflecting. In planning, the writer made lesson plan and would teach the students by using these lesson plan. The study result was gotten through test that was given to the students in the begin research and in the end every cycle, while the activity data was gotten from the observation when the learning activity was happened.

1. Cycle I

a. Planning

The first step is planning, the writer and collaborator play to give the material that are daily activity and something that relate to the material.

At the next, the writer prepares the lesson plan, the researcher explained the principles of question stories game in the lesson plan. It was too helped in understanding the process of teaching speaking through question stories game. And prepares the material picture as media, prepared the items test of pre-test and post-test and observation sheet. The observation sheet was used to make some notes of the important thing that happens between teacher and students' activities on situation and condition of class while teaching learning process.

b. Action

The implementation of this cycle was conducted in three meetings. The first meeting was done on Wednesday, July 17th 2013. This meeting was started by praying and greeting, checking the attendance list, and asking the students' condition. And than the writer told them that would do research in their class. In the first meeting all of the students giving pre-test must be done individually. The students start to play the game. In this game using the picture. The researcher show the picture to the students. The test was make a story based on the picture. The material in the cycle I was daily activity. The result of pre test can be seen on table :

Table 3
The Score of the Students Pre-test

No.	Name	Score
1.	ANW	50
2.	AHK	70

3.	AHY	60
4.	AAK	65
5.	AW	70
6.	AP	75
7.	ADPS	55
8.	AY	60
9.	AAUA	60
10.	CO	50
11.	CCC	55
12.	DF	65
13.	DAA	50
14.	DA	60
15.	DL	70
16.	DA	55
17.	FF	50
18.	GP	50
19.	MGP	60
20.	NSS	70
21.	NF	45
22.	PW	75
23.	RS	45
24.	RA	45
25.	RP	75
26.	RRR	45
27.	S	60
28.	SH	55
29.	TW	50
30.	YP	55
31.	Y	60
32.	ZYR	50
Total		1860
Average		58,12

Table 4
The Frequency of students' score

Students' Score	Frequency	Percentage	Note
------------------------	------------------	-------------------	-------------

45 - 51	11	34,3 %	Failed
52 - 58	5	15,6 %	Failed
59 - 65	9	28,1 %	Failed
66 - 72	4	12,5 %	Pass
73 - 79	3	9,37 %	Pass
Total	32	100 %	

Result of the students' speaking skill can be seen in table 4. There is 11 student (34,3%) gain score 45 – 51; 5 students (15,6%) gain score 52 - 58; 9 students (28,1%) gain score 59 - 65; 4 students (12,5%) gain score 66 – 72; 3 students (9,37%) gain score 73 - 79. The highest score in pre-test cycle I is 75 and the lowest is 45. The average score is 58,12 and just 7 students (21,87%) who success gets a good score.

Based on the result, it can be seen that the students could not achieve the target. It means that the students' speaking skill is low.

a) The Second Meeting

The second meeting was done on Friday, July 19th, 2013. This meeting is opening by greeting, praying, asking the condition of students, checking the attendance list. In this meeting, the researcher reviewed the test that the student have done at the first meeting a moment. The researcher explain about question stories game, than the researcher show the picture which can be the material for the student to make story. The

researcher explain how to make a story by using simple present tense formula. And explain how to retell the story by using simple past tense formula. The researcher explanation how to make story in English based on the picture.

In this meeting the student began to be active; they also began to be interested to the material. After finished, the researcher closed the class, and the researcher asked the students about the difficulties of the lesson, make conclusion together.

b) The Third Meeting

The last meeting in the cycle I was done on Wednesday, July 24th, 2013. This meeting was opened by greeting, playing and checking the attendance list. In this meeting the researcher reviewed treatment in last meeting and the next the researcher gave posttest, in the posttest the student must make a story and retell it in front of the class. The story must be exactly 30 words long. In this meeting only 12 students of 32 students get a good score or can pass the test. It can be seen in the table below:

Table 5
The Score of the Students Post Test Cycle I

No	Name	Score
1.	ANW	65
2.	AHK	70
3.	AHY	65
4.	AAK	65
5.	AW	75
6.	AP	75

7.	ADPS	60
8.	AY	60
9.	AAUA	70
10.	CO	60
11.	CCC	65
12.	DF	70
13.	DAA	55
14.	DA	65
15.	DL	75
16.	DA	60
17.	FF	60
18.	GP	55
19.	MGP	70
20.	NSS	75
21.	NF	55
22.	PW	80
23.	RS	55
24.	RA	50
25.	RP	75
26.	RRR	50
27.	S	70
28.	SH	60
29.	TW	55
30.	YP	60
31.	Y	65
32.	ZYR	70
Total		2065
Average		64,53

Table 6
The frequency of students' score

Students' Score	Frequency	Percentage	Note
50 – 54	2	6,25 %	Failed
55 - 59	5	15,6 %	Failed
60 - 64	7	21,8 %	Failed
65 - 69	6	18,7 %	Failed
70 – 74	6	18,7 %	Pass
75 - 79	5	15,6 %	Pass
80 – 84	1	3,12 %	Pass

Total	32	100 %	
-------	----	-------	--

Result of the students' speaking skill can be seen in table 6. There is 2 student (6,25%) gain score 50-54; 5 students (15,6%) gain score 55 - 59; 7 students (21,8%) gain score 60 - 64; 6 students (18,7%) gain score 65 – 69; 6 students (18,7%) gain score 70 – 74; 5 students (15,6%) gain score 75 - 79; 1 students (3,12%) gain score 80 - 84 The highest score in post-test cycle I is 80 and the lowest is 50. The average score is 64,5 and just 12 students (37%) who success gets a good score.

Although the students still have many weakness in the test, but the score of post test was better than the students' score of pre test where they did not get the treatment.

d. Observation

In observation of the researcher's action, researcher presented three meeting in cycle I and applies question stories game as media in teaching English. Those expected able to help the students to make and retell story based on picture. Most of the students said that question stories game can help the students to speak. Most of the students also very active and enjoy in teaching and learning process especially in teaching speaking through question stories game. It can be seen in the observation sheet below:

Table 7
The Students' Activity on Cycle I

No	Students' Activities	Frequency	Percentage (%)
1.	Pay attention to the teacher's explanation	24	75%
2.	Active in the class	14	43%
3.	Doing action	32	100%
4.	Giving comment	12	37%
5.	Ask/answer the question from the teacher	13	40%
Total Students		32	

The table above shows that not all the students active in the teaching learning process. There were 24 students (75%) who pay attention to the teacher explanation, 14 students (43%) who active in the class, 32 students (100%) doing action, 12 students (37%) who giving comment and 13 students (40%) ask/answer the question from the teacher.

e. Reflection

Based on the result of the first meeting, it can be said that the most of the students got difficulty teaching learning process. It is happened because the students have not used question stories game as media yet. After the researcher give treatment in second meeting, it can be said that question stories game has positive effect to the result of the first and the last meeting in cycle I. Although the students who got score more that 70 only a few, there is increase in it. But, there was still some problem that should be corrected.

The problem on the learning speaking skill by using Question Stories Game, based on the teachers' study management and observation sheet,

there were some notes as the problems on learning process. They are as follows:

1. Some students were shy and getting difficulties to express their idea
2. Some students were confused to pronounce the words.
3. Some students were difficult to remember the words.

After reflecting activities in cycle 1, the researcher concluded to continue to the cycle 2 because the researcher felt the result of the learning process in cycle 1 needed to be increased.

2. Cycle II

a. Planning

In the planning, the writer and collaborator play to give apperception, give the material that are holiday and picture that related to the material. The writer prepares the lesson plan, the material and the picture as media, identifies the problem and finding the cause of the problem and plan to give the test and evaluation to see students' ability to make and retell the story.

b. Action

The action of this cycle was done in there meeting. The first meeting was done on Friday, July 26th, 2013. This meeting was opened by greeting, praying, checking the attendance list, and give question related to the material. After that the researcher gives the treatment with use the question story game as media same treatment in cycle I. The researcher explained the

principles of question stories game and show the picture as media for the student to make and retell story. The students start to make story and retell the story in front of the class.

a) Second Meeting

In the second meeting was done on Wednesday, July 31th, 2013. This meeting is opening by greeting, praying, asking the students' condition, and checking the attendance list. Before doing the next action, the writer asks the students are they remember the lesson yesterday? Only a few students that could answer the question by using Indonesia. Then the writer remember them about the lesson yesterday was make a story by using simple present tense formula. In this meeting the writer brings picture that related to the material. Here the writer presents the pictures about to the students, than the writer gives an example how make story based on the pictures in the whiteboard. After that the writer reads these sentences and the students imitate every sentence that the writer say, and correct the students' pronunciation. Then they do exercise and we check it together. The writer asks the students whether they have some questions or not. After finished, the researcher closed the class, and the researcher asked the students about the difficulties of the lesson, make conclusion together.

b) Third Meeting

The last meeting was done on Friday, August 2th, 2013. This meeting was opened by greeting, praying, checking the attendance list and giving the question for the students. After that the researcher reviewed in the last meeting and the researcher given post test like in the cycle I to see the students understand of the material that was submitted during the learning process. It can be seen in the table below:

Table 8
The Score of the Students Post Test Cycle II

No.	Name	Post test II
1.	ANW	70
2.	AHK	75
3.	AHY	70
4.	AAK	70
5.	AW	80
6.	AP	80
7.	ADPS	70
8.	AY	70
9.	AAUA	70
10.	CO	70
11.	CCC	70
12.	DF	75
13.	DAA	60
14.	DA	70
15.	DL	75
16.	DA	70
17.	FF	70
18.	GP	60
19.	MGP	75
20.	NSS	80
21.	NF	60
22.	PW	85
23.	RS	70
24.	RA	65

25.	RP	80
26.	RRR	55
27.	S	75
28.	SH	70
29.	TW	65
30.	YP	70
31.	Y	70
32.	ZYR	75
Total		2270
Average		70,9

Table 9
The frequency of students' score

Students' score	Frequency	Percentage	Note
55 – 59	1	3,12 %	Failed
60 - 64	3	9,37 %	Failed
65 - 69	2	6,25 %	Failed
70 - 74	15	46,8 %	Pass
75 – 79	6	18,7 %	Pass
80 – 84	4	12,5 %	Pass
85 – 89	1	3,12 %	Pass
Total	32	100%	

Result of the students' speaking skill can be seen in table 9. There is 1 student (3,12%) gain score 55-59; 3 students (9,37%) gain score 60-64; 2 students (6,25%) gain score 65-69; 15 students (46,8%) gain score 70–74; 6 students (18,7%) gain score 75–79; 4 students (12,5%) gain score 80-84; 1 students (3,12%) gain score 85-89 The highest score in post-test

cycle II is 85 and the lowest is 55. The average score is 70,9 and 26 students (81,25%) who success gets a good score more than 70.

From the result of post test II, it can be seen that the students' speaking skill was increased. The score in cycle II was higher than in the cycle I.

c. Observation

From the researchers' action, researcher presented three meetings in cycle II, the researcher apply question stories game as a media in teaching English. Those were expected able to help the students to speak and make story easily. After teaching learning process finished, the researcher and collaborator discussion all important thing in teaching learning process in cycle II by using observation sheet is student's participant in teaching learning process, such as : Pay attention to the teacher's explanation, active in the class, doing action, giving comment, and ask/answer the question from the teacher. It can be seen on the table below:

Table 10
The Students' Activity on Cycle II

No	Students' Activities	Frequency	Percentage (%)
1.	Pay attention to the teacher's explanation	27	84%
2.	Active in the class	18	56%
3.	Doing action	32	100%
4.	Giving comment	14	43%
5.	Ask/answer the question from the teacher	17	53%
Total Students		32	

The table above shows that the students' activity in cycle II was increase. The students' activity that had high percentage were doing action, all of students (100%) could do the task well and the second high percentage was gave attention to the teacher's explanation, there were 27 students (84%) and the third active in the class, there were 18 students (56%). For the students' activity that had low percentage were 17 students (53%) ask/answer the question from the teacher, and 14 students (43%) who giving comment, but it also already had increasing from cycle I to cycle II.

d. Reflection

Based on the result of observation learning process in cycle II, it can be said that the cycle II was better than cycle I. It can be seen by students' activities and the teachers' activities increased from the first meeting until the last meeting.

In the second cycle, the students were also active to do the task than before. They felt have motivation in each doing the task. The students were enthusiastic during the learning process. So, the result they can increase their ability in speaking.

C. Discussion

1. Action and Learning Result on Cycle I

The treatment on cycle 1 has been done, as can be seen on the result of post-test 1. To know whether there is increasing of students' speaking score

from the result of pre-test and post-test, the researcher reviewed it in the table below:

Table 11
The Increasing of Students Score Pre-test and Post-test in Cycle I

No .	Name	Pre test Score	Post test 1 Score	Increasing	Increasing Percentage	Explanation
1.	ANW	50	65	15	30%	Increased
2.	AHK	70	70	0	0 %	Constant
3.	AHY	60	65	5	8,3%	Increased
4.	AAK	65	65	0	0 %	Constant
5.	AW	70	75	5	7,14%	Increased
6.	AP	75	75	0	0%	Constant
7.	ADPS	55	60	5	9,09%	Increased
8.	AY	60	60	0	0%	Constant
9.	AAUA	60	70	10	16,66%	Increased
10.	CO	50	60	10	20%	Increased
11.	CCC	55	65	10	18,18%	Increased
12.	DF	65	70	5	7,69%	Increased
13.	DAA	50	55	5	10%	Increased
14.	DA	60	65	5	8,3%	Increased
15.	DL	70	75	5	7,14%	Increased
16.	DA	55	60	5	9,09%	Increased
17.	FF	50	60	10	20%	Increased
18.	GP	50	55	5	10%	Increased
19.	MGP	60	70	10	16,66%	Increased
20.	NSS	70	75	5	7,14	Increased
21.	NF	45	55	10	22,22%	Increased
22.	PW	75	80	5	6,66%	Increased
23.	RS	45	55	10	22,22%	Increased
24.	RA	45	50	5	11,11%	Increased
25.	RP	75	75	0	0%	Constant
26.	RRR	45	50	5	11,11%	Increased
27.	S	60	70	10	16,66%	Increased
28.	SH	55	60	5	9,09%	Increased
29.	TW	50	55	5	10%	Increased
30.	YP	55	60	5	9,09%	Increased
31.	Y	60	65	5	8,3%	Increased

32.	ZYR	50	70	20	40%	Increased
	Total	1860	2065			
	Average	58,12	64,53			

In this research, pre-test and post-test had done in individual work. It is aimed to know the skill of the students before and after treatment. From the result of pre-test and post-test, we know that there was an increasing from the result score and, though, there was some students get same score or constant from the pre-test or decreased but, commonly their ability increased. It can be seen from average score in pre-test 58.12 became 64.53 in post-test 1 at cycle 1.

At the cycle 1, the teacher found some difficulties that happen in the class such as the students do not confidence to speak in front of the class and do not know what should they say about the topic, they do not have an imagination about it, and so they cannot express and develop their idea. Another case is some students confused how to pronounce the words, because some of word that they want to says is never they listened before.

2. Action and Learning Result on Cycle II

The result and data from the cycle 1 make the researcher continued the learning process to the cycle II and fixed the problem at the cycle I. Finally, the learning process could be better. It can be seen that the students score was increased. The table below show the increasing of students' speaking ability base on the result of post-test 1 and post-test 2:

Table 12
The Students Score at Cycle II

No	Name	Post test I Score	Post test II Score	Increasing	Increasing Percentage	Explanation
1.	ANW	65	70	5	7,69%	Increased
2.	AHK	70	75	5	7,14%	Increased
3.	AHY	65	70	5	7,69%	Increased
4.	AAK	65	70	5	7,69%	Increased
5.	AW	75	80	5	6,66%	Increased
6.	AP	75	80	5	6,66%	Increased
7.	ADPS	60	70	10	16,66%	Increased
8.	AY	60	70	10	16,66%	Increased
9.	AAUA	70	70	0	0%	Constant
10.	CO	60	70	10	16,66%	Increased
11.	CCC	65	70	5	7,69%	Increased
12.	DF	70	75	5	7,14%	Increased
13.	DAA	55	60	5	9,09%	Increased
14.	DA	65	70	5	7,69%	Increased
15.	DL	75	75	0	0%	Constant
16.	DA	60	70	10	16,66%	Increased
17.	FF	60	70	10	16,66%	Increased
18.	GP	55	60	5	9,09%	Increased
19.	MGP	70	75	5	7,14%	Increased
20.	NSS	75	80	5	6,66%	Increased
21.	NF	55	60	5	9,09%	Increased
22.	PW	80	85	5	6,25%	Increased
23.	RS	55	70	15	27,27%	Increased
24.	RA	50	65	10	20%	Increased
25.	RP	75	80	5	6,66%	Increased

26.	RRR	50	55	5	10%	Increased
27.	S	70	75	5	7,14%	Increased
28.	SH	60	70	10	16,66%	Increased
29.	TW	55	65	10	18,18%	Increased
30.	YP	60	70	10	16,66%	Increased
31.	Y	65	70	5	7,69%	Increased
32.	ZYR	70	75	5	7,14%	Increased
Total		2065	2270			
Average		64,53	70,93			

From the result of post test I and post test II, it can be known that question stories game can increase the students' speaking skill. The students more be active and comfortin following the class. All students attend the class from the first treatment until the last treatment. The students are comfortable in the class during the learning process. The students' score in cycle II have increase it can be seen from average score that increase from 64,53 to 70,93. It means that the students' speaking skill was increase by question stories game.

3. Interpretations and Learning result at Cycle I and II

a. Students' Learning Activities Data

The students' learning activities data is gotten from the whole students' learning activities on observation sheet. The table improvement of it as follow:

Tabel 13
The Tabel of Students' Activities at the Cycle I and Cycle 2

No	Students' Activities	Cycle 1		Cycle 2		Increasing
		F	Percentage %	F	Percentage %	
1.	Pay attention to the teacher's explanation	24	75%	27	84%	9%
2.	Active in the class	14	43%	18	56%	13%
3.	Doing action	32	100%	32	100%	Constant
4.	Giving comment	12	37%	14	43%	6%
5.	Ask/answer the question from the teacher	13	40%	17	53%	13%

Based on the data had gotten, it can be explained as follow:

a. Pay attention to the teacher's explanation

The students' attention to the teacher' explanation from meeting to next meeting was increase. In cycle I was only 75% and in cycle 2 84%, it increase 9%

b. Active in the class

The students who had active in the class also increase. From 43% in cycle I became 56% in cycle 2, so it increase 13%.

c. Doing Action

All of students had done the task well. This activity had the highest percentage than other activity. It can be seen in cycle I and Cycle 2, there were 100% students who did the task well.

d. Giving Comment

The students who had giving comment also increase. From 37% in cycle I became 43% in cycle 2, so it increase 6%.

e. Ask/Answer the question from the teacher

The students who asked / answered question from the teacher was increase from meeting to next meeting. It shown when the teacher gave question to the students, they were brave to answered although not all question can be answered well. For this activity was increase 13 % , from cycle I 40% and cycle 2 53%.

Based on the data above, it can be concluded that students felt comfortable and active with the learning process because most students shown good increasing in learning activities when question stories game was applied in learning process from cycle I to cycle 2.

b. The Increasing of Students Scores at Cycle I and Cycle II

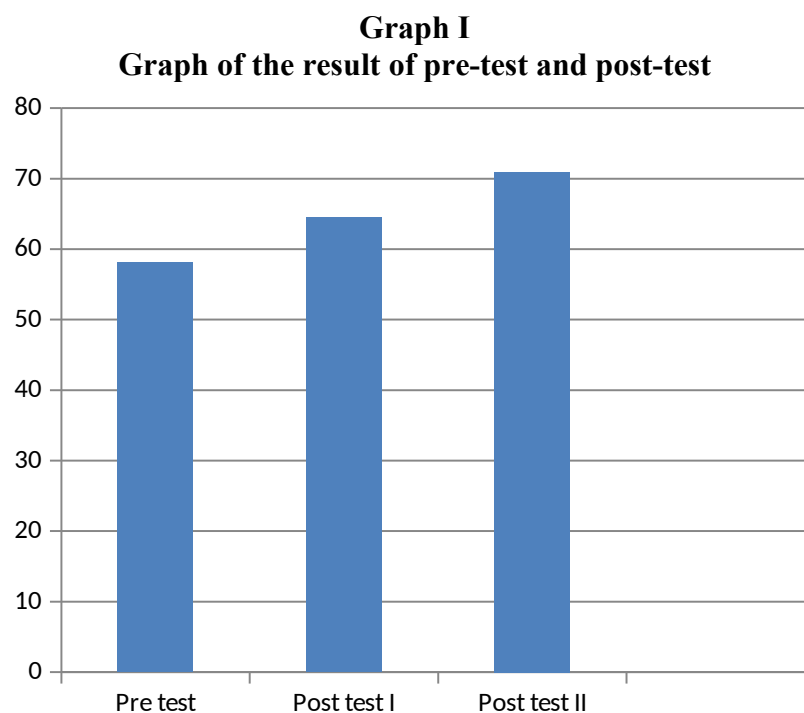
The increasing of students' speaking score from pre-test, post-test 1 and post-test 2 can be seen in the table bellow:

Table 14
The Increasing of Students Scores at Cycle I and Cycle II

No	Name	Pre test Score	Post test 1 Score	Post test 2 Score	Increasing	Explanation
1.	ANW	50	65	70	10	Increased
2.	AHK	70	70	75	5	Increased
3.	AHY	60	65	70	10	Increased
4.	AAK	65	65	70	5	Increased
5.	AW	70	75	80	10	Increased
6.	AP	75	75	80	5	Increased
7.	ADPS	55	60	70	15	Increased
8.	AY	60	60	70	10	Increased
9.	AAUA	60	70	70	10	Increased
10.	CO	50	60	70	20	Increased
11.	CCC	55	65	70	15	Increased
12.	DF	65	70	75	10	Increased
13.	DAA	50	55	60	10	Increased
14.	DA	60	65	70	10	Increased
15.	DL	70	75	75	5	Increased
16.	DA	55	60	70	15	Increased
17.	FF	50	60	70	20	Increased
18.	GP	50	55	60	10	Increased
19.	MGP	60	70	75	15	Increased
20.	NSS	70	75	80	10	Increased
21.	NF	45	55	60	15	Increased
22.	PW	75	80	85	10	Increased
23.	RS	45	55	70	25	Increased
24.	RA	45	50	65	20	Increased
25.	RP	75	75	80	5	Increased
26.	RRR	45	50	55	10	Increased
27.	S	60	70	75	15	Increased
28.	SH	55	60	70	15	Increased
29.	TW	50	55	65	10	Increased
30.	YP	55	60	70	15	Increased
31.	Y	60	65	70	10	Increased
32.	ZYR	50	70	75	25	Increased
Total		1860	2065	2270		
Average		58,12	64,53	70,93		

From the increasing each cycle, it can be seen that the uses of question stories game can increase the students' speaking skill. The students understood

the material and they were very enthusiast in the following the lesson from cycle I until cycle II. The students' speaking skill has increased, it can be seen from their average score 58,12 in pre-test became 64,53 in post-test I, and it increase in post-test 2 became 70,93. Furthermore, the increasing score each cycle can be seen in the graph below;



Based on the graph above, we can see that the students' score had increase from the average score of pre-test is 58.12, then the average score of post-test I is 64.53, and the average score of post-test II is 70.93. So, there is progress from 58.12 to 64.53 to 70.93. From pre-test to the post-test cycle I, there is increase for about 6.41 (11%) points, and from the post-test cycle I to the post

test cycle II, there is increase for about 6.4 (9%) points. It is clear that question stories game will be able to increase the students speaking skill.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the implementation of Question Stories Game in speaking skill. It can be concluded that there is increasing the students' speaking skill by using question stories game at the eight graders of SMPN 6 Metro. Therefore, the question stories game can be effective technique in speaking skill and it can be used as alternative choice in learning speaking because the technique easy for implementation and it can be increase the students speaking skill.

The increase can be seen the average score of the students' speaking skill before and after being given the treatment. The result of pre-test and post-test show that there is increase from the pre-test and post-test. The average score of the post-test is higher than pre-test. The average score of pre-test is 58.12, then the average score of post-test I is 64.53, and the average score of post-test II is 70.93. So, there is progress from 58.12 to 64.53 to 70.93. From pre-test to the post-test cycle I, there is increase for about 6.41 points, and from the post-test cycle I to the pot test cycle II, there is increase for about 6.4 points. It is clear that question stories game will be able to increase the students speaking skill.

B. Suggestion

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

1. For Teacher

It is suggested for the English teacher to use question stories game as technique because this technique is effective to increase the students speaking skill in learning.

2. For Student

a. The students have to increase their achievement and their activating in the learning English.

b. The students should improve their vocabulary in order to help them in making story

c. The students are recommended that they should improve their structure and grammar mastery.

3. For School

The school more complete the facilities in the order that the students and the teacher more enjoyable in teaching learning process.

DOCUMENTATION





