THE USE OF MATCHING RIDDLE GAME TO IMPROVE STUDENTS' SPEAKING ABILITY

(An Experimental Research at SMP 1 Boja-Kendal)

a final project
submitted in a partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*
in English

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Demikian, harap pernyataan ini dapat digunakan seperlunya.

Semarang,   September 2011

ANIS SHOLIHAH

DEDICATION

"Imagination is more important than knowledge"
(Albert Einstein)

To

My great parents,

My brother,

My beloved man,

and also my best friends....

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Anis Sholihah

ABSTRACT

The topic of this final project is the use of matching riddle game to improve students' speaking ability – an experimental research at SMP 1 Boja-Kendal. The objective of this study is to find out whether there is any significant improvement of students' speaking ability after being taught using matching riddle game.

To achieve the objective of this final project, I conducted an experimental quantitative research. The research method used in this study was pre-experimental design by applying one group pre-test post-test design. This study was conducted to the eighth grade students of SMP 1 Boja-Kendal as the population and the sample (class VIII B) was taken by applying random sampling because the level of competence was the same. The data were collected through speaking test.

The experimental group had four meetings. The first meeting was for giving pre-test. The second and third were for treatments using matching riddle game. Post-test was given after conducting all the activities above. The test was given to measure the students' ability after got the treatment. The research findings showed that there was a difference in achievement of students' speaking before and after being treated by using matching riddle game. The result of the pre-test showed that the average score of pre-test was 58.4. Whereas, the average score of post-test was 73.1. It proved that the result of the post-test was better than the standard score of KTSP (2006) standard that is 65.

In order to find out the significance of the improvement between pre-test and post-test, *t*-test was applied. After having the test of significance, the *t*-value (9.66) was higher than *t*-table (2.0003). It meant that there was a positive correlation between pre-test and post-test. From the data, it could be concluded that the result of post-test in the speaking test was better than the result of pre-test. Beside the statistical data, this study also used the questionnaire to reveal the students' interest, opinion, and motivation. From the result of the questionnaire, it showed a positive result that they were motivated in learning speaking by using matching riddle game. From both results, it could be concluded that there was a significant improvement of students' ability in spoken descriptive text after being taught using matching riddle game. Furthermore, I suggested that English teachers should concern better in their technique variety in teaching speaking in order that the teaching and learning will be more attractive and enjoyable.
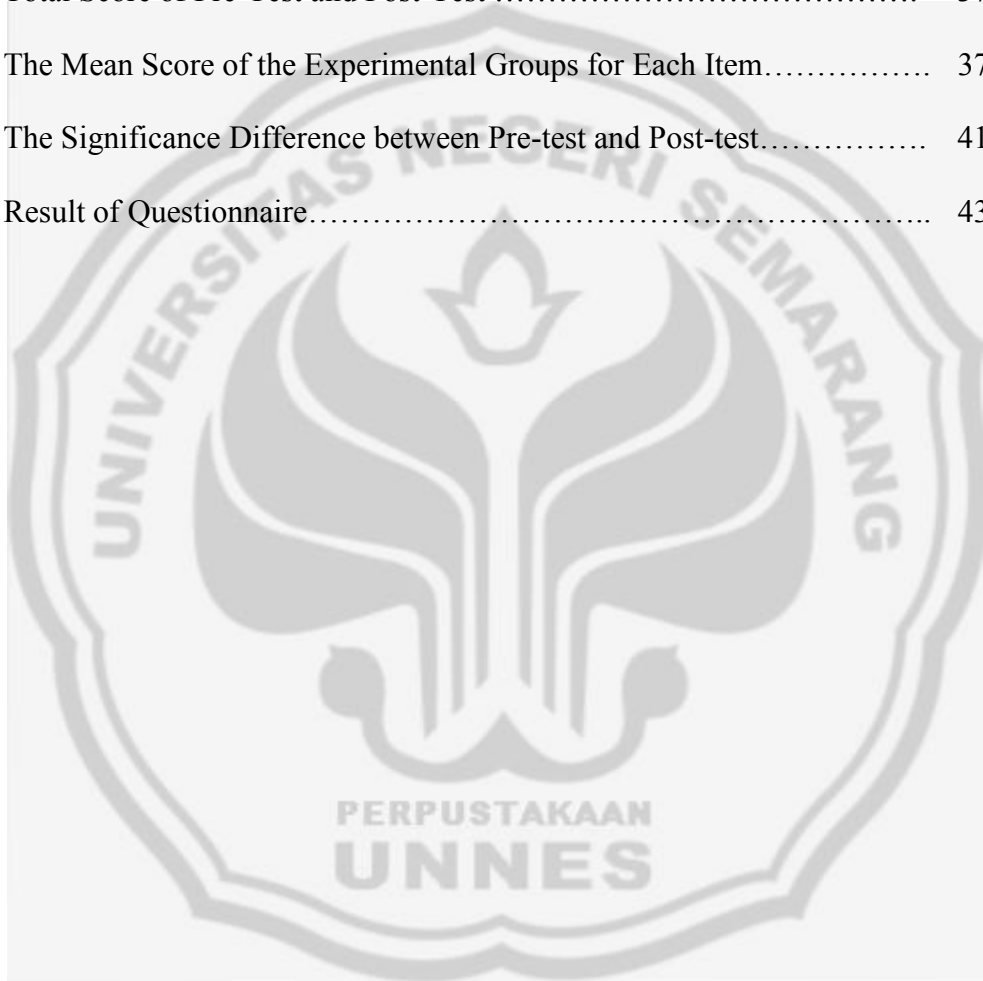
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CHAPTER I

INTRODUCTION

As the initial part of this study, chapter one mainly consists of five main parts, they are background of the study, reasons for choosing the topic, statement of the problem, objective of the study, significance of the study and outline of the report. The followings are the elaboration of each part.

1.1 Background of the Study

Language is a means of communication which plays an important role in social relationship among human beings. People believe that language exists for the expression of information, thoughts, ideas, and feelings so human can socialize each other. Ramelan(1992:10) stated:

> "Language is an arbitrary system of speech sound which is used
> or can be used in interpersonal communication by an aggregation
> of human beings, and which rather exhaustively catalogs things,
> processes, and events in the human environments".

Thus, people use language to be able to communicate with others properly. In a wider scope, the language functions as a means of international communication among the nations all over the world.

English is one of the most widely used in international languages. It has been spread all over the world and it plays an important role in the global communication.Many countries all over the world, including Indonesia, regard

English as the first obligatory foreign language. As the first foreign language in Indonesia, English has a major position in educational system.

Nowadays, English has become one of the compulsory subjects to be studied at junior high school, senior high school even in the university. Moreover, now English is taught at elementary school as a local content subject starting from the fourth grade students until the sixth grade.One of the objectives of learning English is to enable the learners (the students) to master four basic skills of English. Those skills are listening, speaking, reading and writing. They are very important for the learners.

Learning English as a foreign language is not a simple matter. As the first foreign language, English is considered difficult to learn by Indonesian students.Learning English has many challenges because it is not our native language. Article found in http://pbingfkipunlam.wordpress.com/2008/10/21/teahing-speaking-skill-thorug-language-games/ states that the fact has shown that the students are quite difficult to improve their speaking ability because they are accustomed to use their native language in their daily life than using English. This is the reason why we can not deny the fact that the students still consider speaking skill as the most difficult skill to master. To learn a foreign language, the learners will meet all kinds of learning problems dealing with vocabulary, sound system and sentence structure that are quite different from those of their native language.

There are a number of factors which affect the failure of second or foreign language learning. Article found in http://idb4.wikispaces.com/file/view/rc states that the failure of the teaching speaking can be caused either by the internal or external

factors. Motivation, interest, and intelligence are the examples of internal factors. Many students do not have strong motivation to learn English speaking, so it causes the students become not interested in this subject. For parents, particularly which their children have low intelligence, they should also give them motivation and spirit to study English; they can ask their children to join in English course or English club.

Meanwhile, learning materials and teachers' performance including their teaching methods are the example of external factors. Method used by teacher in the classroom teaching is often assumed as the factor that causes the students' speaking problem. Therefore, they should apply the most appropriate teaching technique in order that the students can learn the materials easily. In addition, they should give more opportunities for the students to speak in the classroom. So that, the teacher are not become the central in the teaching and learning process.

It is not easy to overcome these problems and to fulfill the student's need for learning English. As the English teachers, we should try to find out the way to make the English teaching more interesting. We should seek the proper materials; beside that, the most important thing is that we have to use an interesting technique in the teaching process. Article found in http://serc.carleton.edu/sp/library/pedagogies.html states that how we teach a subject is very important. We should consider how we may perform and what method that will we use. If we have high skill and knowledge but we do not use the correct method, we may fail in transferring knowledge. Students will not be interested in our lesson, therefore they do not get knowledge that they need. In other words, all the components or factors should be developed to be better in order to improve the students' speaking achievements.

There are many techniques of language teaching that may be selected for teaching speaking skill. Here, I would like to elaborate one of the techniques that can be used by the teacher as a way in teaching speaking. I would like to focus my attention on a game as one of the alternatives which might be fruitful to teach speaking in junior high school.Article found in http://english.daejin.ac.kr/~rtyson/fall2000/elt/games.html states that games are fun and children like to play them. Through games children do experiment, discover, and interact with their environment. It can be used to break the boring and monotonous situation in the English teaching and particularly in teaching speaking. Matching riddle game is a kind of game that can be used in the English teaching. Through that game, I expect that the students are able to use the language for communication.

1.2   Reasons for Choosing the Topic

Communicating with others, we have to master four language skills;they are listening, speaking, reading and writing. One of the purposes of English teaching in Indonesia is to give the students those skills.

I choose the topic "The Use of Matching Riddle Game to Improve the Students' Speaking Ability" for the following reasons:

1. Most of Junior High School students are shy, passive, and get cold feet to convey their ideas in speaking. Not to mention, they tend to worry about the correct grammar and diction. Matching riddle game helps the students to convey their ideas without being afraid of making mistakes.

2. Using matching riddle game is expected to be able to help the English teacher because it might be fruitful in teaching speaking at Junior High School. It can give information to the English teacher about a technique that can be used in teaching speaking.

3. By using matching riddle game students are expected to be able to speak English fluently so that they can actively participate in the teaching learning process.

1.3   Statement of the Problem

In this final project, I would like to present the following problem. The problem is "how is speaking skill achievement of the students after being taught using matching riddle game?"

1.4   Objective of the Study

Based on the statement of the problemstated above, the objective of this study is to find out whether there is any significant improvement of students' speaking ability after being taught using matching riddle game.

1.5   Significance of the Study

The writer hopes that this study will be significant for people, such as:

1. The writer

    The writer will have an experience and capability in conducting a research on the students' ability in learning English as the first foreign language.

2. The students

The use of game is a great way to improve the students' speaking ability. They could enjoy the teaching and learning process without having that situation too seriously.

3. The English teachers

It will give them a description about how to teach speaking using game and to motivate the students to learn English speaking.

1.6 Outline of the Report

This study consists of five chapters.

Chapter I consists of the background of the study, the reasons for choosing the topic, the statement of the problem, objective of the study, and the significance of the study and the outline of the study.

Chapter II consists of the review of the previous study, review of the related theories, and review of the theoretical framework.

Chapter III deals with the research design, population and sample, formulating hypothesis, research variable, instrument for collecting data, activities during experiment, scoring system, and method of analyzing data.

Chapter IV presents the activities of experiment, discussion of the results, significant difference between two means of pre-test and post-test, test of significance and result of questionnaire.

Chapter V presents the conclusion and suggestions, provide the conclusion of the investigation together with the suggestion for the improvement of teaching and learning methodology.

CHAPTER II
REVIEW OF RELATED LITERATURE

It is said that a study is valid when it is supported by some related literatures. This chapter concerns with some basic theories related to the study. These have been used to determine the research, the data collection and data analyses during the study. This chapter is divided into three main parts; they are review of the previous studies, review of the related theories and review of the theoretical framework. The review of the previous studies discusses the previous studies conducted by other researchers related to the topic that I chose. Review of the related theories explains about the theories related to the topic. In this study I discuss the general concepts of speaking, teaching English speaking, curriculum for Junior High School, the characteristics of Junior High School students, general concepts of game, characteristics of game and matching riddle game. And the last is the theoretical framework.

2.1 Review of the Previous Studies

Kartika Yudhasari (2008),she wrote "Games as a Strategy to improve Students' Speaking ability". The objective of this final project was to know the students' speaking ability before and after taught using games. The result of data analysis revealed that the students' progress of speaking was quite good in every cycle. It showed that the strategy could help the students in speaking English.

Another research in this area was conducted byFitria Thyastiani Hadi (2009). She wrote"Retelling Story of a Movie as One of the Strategies to Improve Students'

Speaking Skill. The goal in this study was to prove that watching movie is effective to improve students' speaking ability in retelling story to the first grade students of SMP 2 Demak. Retelling activity seems to be effective enough to improve students' speaking ability.

A study conducted by Puk'ati (2008) was about "Teaching Speaking Using Board Game to the Seventh Graders of Junior High School". The purposes in this study were to know the speaking achievement of the seventh year students of Junior High School after they have been taught using board game and to know the advantages and disadvantages of using board game in teaching speaking to the students of Junior High School. The result of the study showed that the speaking ability improved after they had been taught using board game.

Another researcher was Nur Laili Nafi (2007). She wrote "The Use of Competitive Game Activities for English Teaching Learning in Immersion Class at Junior High School". The aims in this study were to know how the teacher applies competitive game activities to the teaching of English in Immersion Class and to find out whether or not the competitive game activities give positive impact to the teaching of English Immersion Class. The result showed that the teacher applied competitive game activities to the teaching of English in Immersion class successfully. Competitive game which was used by the teacher had positive impact to the students in the English learning process of immersion class.

The next researcher working on this topic was Erni Ardiani (2007). She wrote "The Use of Discussion in Improving Speaking Skill". The objective of this study was to find out whether or not discussion method can improve the students' speaking

competence. It was concluded that the discussion method could improve the speaking competence for the second year students of SMAN I Dempet Demak.

The other researcher was Baiti Nur Afiati (2008) with the study about "The Use of Puppet as Media in Teaching Speaking to the Elementary School Students". The purposes in this study were to explain and describe the use of puppets as media in teaching speaking to the fourth graders of Cikeusal Kidul 01 Elementary School and to know the students' speaking achievement using puppet as media in the teaching and learning process. The result showed that the students' speaking achievement improved after using puppet as media in teaching speaking.

The different media were used in teaching speaking conducted by Heni Purwo Astuti (2010). She wrote "The Use of Word Wall as Media to Improve Students' Speaking Ability". The objectives of this study were to find out the speaking achievement of the students after being taught using Word Wall and how the use of Word Wall as the media to improve students' speaking skill. The result of the study showed the improvement of the students' speaking skill after being taught by Word Wall media. Therefore, it can be suggested as an alternative media to be implemented in the teaching and learning process, especially in speaking activities.

Another researcher was Lasriati Manullang (2010). She wrote "The Use of Language Chunks to develop Elementary School Students' Speaking Skill". The purposes in this study were to describe the effectiveness of language chunks technique in teaching classroom instructions to the year five elementary school students and to identify the improvement of English using Language Chunks technique. The result showed that there was a significant difference in the students'

achievement after they were given treatment. Besides, there was also a contribution of language chunks technique to teach speaking to the students.

Lina Fransiskawati (2010) wrote "Improving the Students Speaking Ability in Giving an Opinion through the Focusing-Oriented English teaching Technique Applied in Experiential Learning of English as a Foreign Language". The goals of the study were to explain and describe how well the students' speaking ability in giving an opinion is after being implemented with the focusing-oriented English teaching technique and to find out the students' speaking ability improvement in giving opinion after applying the focusing-oriented English teaching technique. The result showed that the implementation of the focusing-oriented English teaching technique for learning English is very beneficial and applicable for the eighth grade students of SMP Negeri 1 Gubug.

The last, Ari Faizatun Khamdiyah (2008) with her study about "Improving Speaking Ability through Implementing Pictures". The aim was to assist students in improving their speaking ability through implementing pictures in Narrative text to construct an oral narrative story. The result of the study showed that it was successfully implemented to second year students of SMP Negeri 2 Brebes, and it also gives a good improvement for the students.

In short, it is clearly seen from the previous explanation that media are such kind of effective way or technique that can be used to improve the students' speaking abilities.

Considering all of the studies above, I view that there is still an area of studies that has not been explored yet that is The Use of Matching Riddle Game to Improve

Students' Speaking Ability. Then, the review of related theories will be elaborated in the next session.

2.2 Review of the Related Theories

2.2.1 General Concepts of Speaking

A human is a social creature who needs to socialize each other. They want to convey something or to know something from others. One of the ways is through speaking.Speaking as the primary skill is not the same as writing. Speaking is far more natural than writing. It is widely known that in writing each student can work individually without disturbing the rest of the class. However, in speaking each student needs to speak. They need partners, so that the rest of the class may listen to him, respond him, and even support him.

Speaking has several meanings as I would like to describe.

"Speaking is a skill deserves attention every bit as much as literacy skills, in both first and second language"(Bygate, 1987:vii)
"Speaking is the production skills that consist of producing systematic verbal utterances to convey meaning" (Bailey, 2005:2)
"Speaking is making use of words in an ordinary voice: uttering words, knowing and being able to use a language: expressing oneself in words: making a speech"Oxford Advanced Learner's Dictionary (1995:1140)

"Speaking happens when two people are engaging in talking to each other. By speaking people can express their ideas or opinions to the hearers"Harmer (1991:46)

Based on those definitions above, actually their statements are similar. Therefore, I conclude that speaking is a form of communication, which is used to convey or express any information, ideas or opinions to others. As one of the

language activities, speaking aims to enable the students in applying their English in the real life communication.

2.2.2 Teaching English Speaking

Teaching is an education activity. Teaching is one of the most useful professions in the world.Teaching helps someone how to do something and make them understand the new knowledge. In teaching, there is an interaction process between teacher and students in the case of transferring knowledge. To teach English, an English teacher must have the proficiency in English. The English teachers must master the materials and be able to convey the ideas clearly, and they must be creative in presenting thematerials when they are in front of the class. The process of teaching should be directed to make students able to communicate in English instead of memorizing the grammatical forms. Grammar will be useful if it can help and facilitate students to use the language in line with the appropriate social context.

Classroom is one of communication settings. There are teachers, students, and educational media used for the classroom activities. English teachers should provide proper activities and materials which can promote communication among students in the classroom. Besides providing proper materials, the teacher also creates positive condition for having a good communication in the classroom. The situation should encourage the teacher and students and students-students interactions.

English teachers are expected to use the limited time effectively in teaching speaking. They have to choose the appropriate techniques, materials, and activities so that they must be creative. In small groups or whole-class discussion, teachers can

create   an   interactive   classroom.   Article   found   in http://faculty.valenciacollege.edu/pbishop/lcrb/clssrm-interact.pdf states that there are some basic rules to encourage the students' interaction, they are: begin each class with a problem, arrange and use classroom space to encourage interaction and create a friendly environment.

The teaching materials are divided into two groups. They are language elements and language activities. According to the 2006 high school curriculum, language elements are structure; spelling and vocabulary, and language activities are listening, speaking, reading and writing.

2.2.3   Curriculum for Junior High School

English is taught from the 7th until 9th in Junior High School. The goal of the English subject is to make students able to achieve the functional literacy level that is a level which students can communicate in spoken and written form to solve daily problems. In achieving this level, they need four basic skills of language; listening, speaking, reading, and writing. They are very important for the learners.

Based on the curriculum in 2006, students of Junior High School are expected to be able to comprehend several texts in the form of descriptive, recount, report, narrative, and procedure. In this final project, I focused only on descriptive text. Specifically, descriptive text is taught in 8th grade in one semester.

2.2.4   The Characteristics of Junior High School Students

The range of Junior High School students varies between thirteen to fifteen years old. They are in process of changing from children to adults. In this period, teenagers like to spend their time for hanging around with friends, peers, and they often do disruptive behavior in class. However, they have a great capacity in learning. The characteristics of adolescent learners, according to Harmer (2001:38-39) are:

    a.   They seem to be less lively and humorous than adults.
    b.   Identity has to be forgetting among classmates and friends.
    c.   They would be much happier if there is a problem.
    d.   They may be disruptive in class.
    e.   They have great capacity to learn.

From the characteristics above, I can conclude that Junior High School students are in the process of changing from children to adults. They like to make a joke with their friends. It causes their mind and behavior change. Because of that, they need more motivation and supports from the nearest environment such as parents, family, teachers and friends.

2.2.5   General Concepts of Game

Teaching English for the students of Junior High School is not easy. It is important for the teachers to be creative and innovative in his or her job. They have to find the effective method to use in their teaching and learning process especially in teaching speaking.

Game is one of alternative ways that can be used to teach English speaking. Everyone believes, teaching process through a game will givefun activities. Games can motivate the students, especially for the beginners in the classroom. Toth

(1995:8) states that "games are sometimes seen as relaxation activities in which the children are not really 'studying' English". Here, children do not only play a game, but also exposed to 'real' English. Besides, it can help the students to understand something presented better than telling them verbally because it provides entertainment or amusement. In addition, there is also cooperation and challenge among the students. They can work together although they are such in a competition.

Wikipedia (2011) in its article retrieved from internet states that a game is a structured activity, usually undertaken for enjoyment and sometimes used as an educationaltool.Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language.

Toth (1995) stated:

"There are two kinds of games: Competitive games, in which players or teams race to be the first to reach the goal, and co-operative games, in which players or teams work together towards a common goal. The emphasis in the games is on successful communication rather than on correctness of language."

Article found in http://eca.state.gov/forum/vols/vol33/no1/P35.htmstates that there are many advantages of using games in the classroom:

1. Games are a welcome break from the usual routine of the language class.
2. They are motivating and challenging.
3. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
4. Games provide language practice in the various skills- speaking, writing, listening and reading.
5. They encourage students to interact and communicate.
6. They create a meaningful context for language use.

In conclusion, games are able to help the students to use and practice the target language which is learned in a relax way. Games are also highly motivating since they are amusing and interesting.

2.2.6 Characteristics of Game

When students play a game in a classroom, they assume roles and participate in decision-making process. Ersoz (2000:6) said that there are some characteristics of a game:

1. It must be enjoyable for the players.
2. There must be cooperation and competition activity amongplayers.
3. It must have some objectives to be achieved.
4. It must have some rules, which have to be obeyed.

From the characteristics above, it can be concluded that games have a lot of enjoyment in doing that. Children are like playing game, so it is expected that game can be used as a strategy to improve speaking ability to Junior High School student.

2.2.7 Matching Riddle Game

Matching riddle game is one kind of guessing game. Wikipedia (2011) in its article retrieved from internet says that Riddle Game is a formalized guessing game, a contest of wit and skill in which players take turns asking riddles. The player that cannot answer loses. Article found in http://english.daejin.ac.kr/~rtyson/fall2000/elt/games.html states the teacher has some roles, they are:

1. Preparing the materials in sufficient quantities.
2. Explaining clearly what is to be done.

3. Checking all of the answers at the end of an activity.
4. Making sure everyone participates.
5. Controling the time of each game.

Matching riddle game uses cards as the media which contains of noun (things) and the description. The students are required to match the card between noun (things) and the description in the correct form. According to http://iteslj.org/Lessons/Ersoz-Games.html the characteristics of matching riddle game are below:

1. Materials
    The materials of this game is 3"x4" card written on each different colour. Noun (things) on green cards and the description on red cards.
2. Whole class in groupworks.
    Every group consists of 4 students. So, there are 8 group. Group 1-4 brings the green card and group 5-8 brings the red card.
3. Time
    This game takes 15 minutes to play.
4. Procedure
    a. Divide the class into several groups: The GREEN group and the RED group.
    b. Give the cards to each group, there are 4 green cards and 4 red cards.
    c. Each student in the first group is supposed to read the description he has aloud and whoever has the answer in the other group reads the answer aloud.
    d. If the question and the answer match, put the group in pairs. If they don't, continue till the right answer is found. Each student can read his part only twice. When all the description and noun are matched ask the pairs to read the riddle they have just for fun.

Matching riddle game is very interesting to do. Therefore, it might be useful to teach speaking to Junior High School student.

2.3   Review of the Theoretical Framework

This is a study of experimental research that uses only one group, experimental group. The experimental group is given the same pre-test and post-test with two treatments. The experimental group is taught using matching riddle game. Then, the sample in this research is the eighth year students of SMP 1 Boja-Kendal. Whereas the sampling technique used is cluster random sampling because it saves time to analyze the data obtained from the whole population.

The students' speaking results of pre-test and post-test were administered by using Brown theory. In Brown's the scoring is for each aspect of writing include pronunciation, grammar, vocabulary, fluency and content. On the other hand, Harris's scoring rubric is used as the criteria whether it is very good, good, fair, poor, and very poor. The further explanation will be discussed in chapter III.
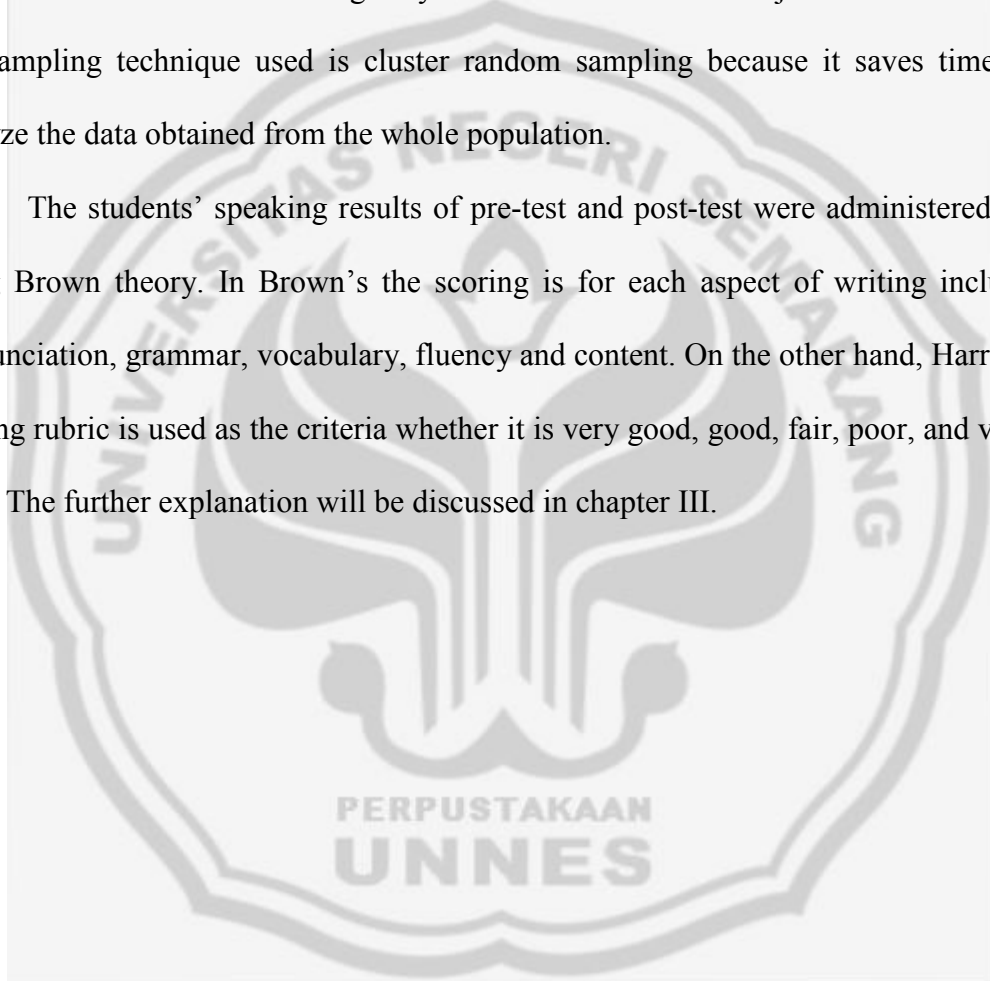
CHAPTER III

METHOD OF INVESTIGATION

Method of investigation refers to the overall strategy followed in collecting and analyzing the data. Method is basically a means, which is used to solve the problems to get a certain objective. To do an analysis, the data was needed first. In this chapter, method of investigation, I discuss the research design, population and sample, formulating hypothesis, research variable, instrument for collecting data, the activities during the experiment, scoring system, and method of analyzing data. The followings are the elaboration of each part.

3.1. Research Design

Mohammad Adnan Latief (http://sastra.um.ac.id/?p=1843) states that

> "Experimental research is a research methodology which is used to establish cause and effect of relationships between the independent and dependent variable by means of manipulation of variables, control, and randomization".

Experimental research manipulates and controls the cause variable and proceeds to observe the change in the effect variable. There are several types of experimental research; some of them are True experimental, Quasi-experimental, and Pre-experimental.

In this research, I chose Pre-Experimental Design of what so called One-Group Pre-test-Post-test Design. The design is as follow.

$$E \quad : O_1 \qquad X \qquad O_2$$

Where,

E : the symbol of experimental group

O_1 : pretest

X : treatment

O_2 : post test

There was only one group in this model of experimental research. Sometimes an experimental research is conducted without a control group. In this research, the group is given a pre-test before the application of the experimental treatment. After the treatment is finished, the post test is administered at the end of the treatment period to see the achievement.

The effectiveness of the instructional treatment is measured by comparing the average score of the pre-test and the post test. When it turns out that the post-test average score is significantly higher than the average score of the pre-test, then it is concluded that the instructional treatment is effective.

3.2. Population and Sample

3.2.1 Population

"A population is a set (or collection) of all elements processing one or more attributes of interest" (Arikunto, 2006: 130). However, "Population is number of individual or thing that will make an object ofresearch" (Hadi, 1995:72). From the statement above, I conclude that the population is a number of people that have similar

characteristics and become the object of the research. The population of this research was the eighth year students of SMP 1 Boja-Kendal in the academic year of 2011/ 2012.

SMP 1 Boja is one of the famous Junior High Schools in Kendal. It is located at Jalan Raya Kaliwungu No.20 Boja in Kendal regency. SMP 1 Boja also achieves SSN [Sekolah Standar Nasional] level, which allowed its teachers and students to be more competent than others that do not. It had six classes from VIII A until VIII F and each class had 32 students. All of them were given English materials in teaching and learning process. Moreover, they were chosen as the population of the research based on some reasons, those are:

(1) The students were all in the same grade.

(2) The students were relatively in the same age.

(3) The students had been studying English for the same period.

Therefore, those six classes were considered parallel.

3.2.2 Sample

According to Arikunto (2006: 131), "Sample is a part that can represent all the population observed. It is called sample research when people want to generalize the sample research result". If the number of subject is more than one hundred persons, a researcher may take 10% - 15% or 20% - 25 % or more of the population as the sample (Arikunto, 2006: 134).

In this case, concerning the situation and the limitation of time, I chose to apply quota sample. This sampling technique is done based on the ascertained quota

(Arikunto, 2006: 141). In collecting the data, the subjects who fulfilled the population requirements were contacted, disregarding in what class the subjects belong to, as long as they were still within the population.For the sample of the study, I took one class of the population by random sampling technique. In this study, I took 8B for the sample.

3.3 Formulating Hypothesis

Formulating a hypothesis is an important thing in doing a research. Based on Tuckman (1978: 25), a hypothesis, a suggested answer to the problem, has the following characteristics:

(1) It should be conjured upon a relationship between two or more variables.

(2) It should be stated clearly and unambiguously in the form of a declarative sentence.

(3) It should be testable, that is, should be possible to restate it in an operational form that can then be evaluated based on data.

In this research, there are two kinds of hypothesis, they are:

H1 : Speaking ability of the eighth year students of SMP 1 Boja-Kendal in the academic year of 2011/ 2012 improved significantly after being taught using matching riddle game.

H0   : Speaking ability of the eighth year students of SMP 1 Boja-Kendal in the academic year of 2011/ 2012 does not improve significantly after being taught using matching riddle game.

3.4   Research Variable

Brown (1998:7) states "a variable is something that may vary or differ". A variable is essentially what we can observe or quantity of the human characteristics or abilities involved. The research variable is factors that can be manipulated and measured. Brown also elaborates that "there are two types of variable, the independent variable and dependent variable" (1998:10).

3.4.1   Independent Variable

Independent variable is variable selected by the researcher to determine their effect on or relationship with the dependent variable. Based on the definition, the independent variable in this study is the use of matching riddle game to improve students' speaking ability.

3.4.2   Dependent Variable

Dependent variable is that one that is observed to determine what its effect. Based on the definition, the dependent variable in this study is the students' speaking ability.

There are still other factors that may influence the research such as: schedule, time, interest, emotion and sex. In this study those aspects are ignored

3.5 Instrument for Collecting Data

We need apparatus to get or to collect the data. The apparatus here is called instrument. According to Saleh (2001:31) the word "instrument refers to research tools for data collecting". Besides,

> "Research instrument is a device used by the researcher while collecting data to make the work become easier and to get better result, complete and systematic in order to make the data easy to process". Arikunto (2006: 136)

The success of a study is more or less influenced by the instrument used because the using of the right instrument will guarantee the data required. Therefore, an instrument plays an important role to collect data. In this research, I used an oral or speaking test method.

3.5.1 Test

Test is a set of questions or device used to measure the skill, intelligence, ability and talent of an individual or a group. "A test, in simple terms is a method of measuring a person's ability, knowledge, or performance in a given domain"(Brown, 2004: 3). The type of test used here is an achievement test. Those tests are:

1) Pre-test

Pre-test was given before the treatment. First, I came to the chosen class, and then I explained to the students about what they were going to do. I distributed the

instruments and asked them to do a pre-test. The students were given a picture, and then they had to make a description based on the picture.

2) Post-test

Post-test was given after conducting all the activities above. The test was the same as the pre-test. The test was given to measure the students' ability after the treatment. I asked the students to make a descriptive text with the picture given. After that, they had to submit their results. Then the results were analyzed.

3.5.2 Questionnaire

One of the instruments which will be used in this final project is questionnaire. "A questionnaire is number of written questions which are used to gather information from the respondents about themselves or another thing to know "(Arikunto, 2006:151). I used it at the end of the research so I could find the students' speaking achievement. This kind of instrument can be applied to all samples who will take part.

According to Arikunto (2006:152) a questionnaire can be distinguished into three kinds. They are:

1. From the way how to answer the questions, there are two types of questions:
   a. Opened questionnaire, the respondents can answer the questions using their own sentences.
   b. Closed questionnaire, the respondents can be directly choose the appropriate answer.
2. From the given answer, there are two types of questionnaire:
   a. Direct questionnaire, the respondents answer about themselves.
   b. Indirect questionnaire, the respondents answer the questions about other things.

3. From the form of the questionnaire, there are:
   a. Multiple – choice questionnaire, it is similar to a closed questionnaire.
   b. An easy questionnaire is similar to opened questionnaire.
   c. Check list questionnaire, respondent just put check (V) on the appropriate column.
   d. Rating scale, the statement are followed by rating column   for example from "extremely agree" to extremely disagree.

3.5.3   Procedures of Experiment

Procedure of an experiment is the guideline for conducting the experiment. In this study, I applied some steps, they are:

(1)   Choosing the eighth grade students of SMP 1 Boja as the population.

Before I did the research, I chose the eighth grade students of SMP 1 Boja as the population of the research.

(2)   Taking a group from the population as the experimental group.

There were six classes, by using lottery, I chose one class randomly.

(3)   Conducting real experiment.

The experimental group was given a pre-test followed by the treatments, and the last, the students in the experimental group were given a post-test.

(4)   Collecting Data.

The data was from the pretest and posttest. Posttest was given after conducting all the activities above. The test was given to measure the students' ability after the treatment. I asked the students to make a spoken descriptive text with the topic given.

(5)   Analyzing the data

   After the students' results have been collected, then I started to analyze the

   data.

3.6 The Activities during the Experiment

In this subchapter, I presented the order of the research activities I would take. There

were three phases of activities in this experiment. They were pre-test, two treatments,

and post-test. In this research, Matching riddle game was used in the first teaching

and learning process because I will prove that the use of Matching riddle game is

effective.

   If the result of this research shows that the post test is higher than the pretest,

the statement "the use of matching riddle game to improve the students' speaking

ability" will be more accurate. In this research, I did some steps as follows:

3.6.1   Pre-test

Starting the procedure of collecting the data, firstly I did pre-test. Pretest was given

before the treatment. A pretest in this study had a purpose to know the students'

basic ability on speaking. First, I came to the class and explained what they were

going to do. Then, I distributed the instrument to the students and asked them to do

pretest. The pre-test which I conducted measured the speaking skill of the sample I

would examine. Therefore, the material of the test was the material I presented later

to the students after the test.

I conducted pre-test at the first time I met the students before I taught them using matching riddle game. The material was for speaking.

3.6.2 Treatments

Treatment was given after the pretest done. I gave the treatment that was teaching speaking by using matching riddle game. The experimental group was the only one class which I taught using matching riddle game. There were two treatments in this research. In addition, lesson plan played an important role in the teaching and learning activities. Therefore, I also made lesson plan in each meeting.

3.6.3 Post-test

Post-test was given after conducting the pretest and the treatment at the last meeting. Post-test in this study had a purpose to know the result of the treatment and the improvement of students' speaking ability. The result of the post-test was used to determine whether the technique is better for teaching speaking or not.

3.7 Scoring System

I used the score of pretest and post-test to analyze the data. Then, I composed the result of the data and took a conclusion. The form of the test was oral or speaking test.

Actually the oral proficiency scoring categories is taken from Brown, but after had been implemented, this oral proficiency scoring categories was not

appropriate to most of Indonesian junior high school student. Then I modified the oral proficiency scoring categories so it can be applicable to most of Indonesian junior high school students.

Table 3.1

Rating Scale

Aspects	Score	Explanation
Grammar	4	Several minor mistakes of preposition, articles, etc.
	3	Little mistakes in using grammar.
	2	Makes frequent errors of grammar.
	1	A big mistakes in using grammar.
Vocabulary	4	Good using of words acquired.
	3	Attempt to use words acquired.
	2	Very limited vocabulary.
	1	Lack of vocabulary.
Pronunciation	4	Using almost appropriate pronunciation.
	3	Some mistakesof inappropriate pronunciation.
	2	Consists of mostly inappropriate pronunciation.
	1	Very poor pronunciation.
Fluency	4	Almost very clearinclude style, stress
	3	Mostly easy to understand.
	2	Speech is rather clear, stress rather easy to understand.
	1	Speech is not clear.

	4	Ideas well organized.
Content	3	Ideas less organized, some missing parts of the elements of material.
	2	Ideas less organized, covers only the main elements of material.
	1	Unorganized ideas, a lot of missing parts of the elements.

I used the rating scale to measure the students' speaking ability especially in grammar, vocabulary, pronunciation, fluency and the content. In this research, I used a recorder to record the students' voices for accuracy of scoring. The scale of 0 up to 100 will be used to make the scoring easier. Here, the maximum rate a student got was 20. Therefore, the obtained rate was multiplied by 5.

In order for the raw scores become more meaningful numerical data, they should be converted to numerical data, which had been processed to the scale of 0 to 100, so the scores of the students was multiplied by 5. Then, the processed scores could be used as a basic to make decisions. If all students' scores were arranged from the highest to the lowest, it would be easier to know the position of a student in his/her group.

The measurement of the students' achievement that is suggested by Harris (1969: 134) could be interpreted with the following table.

Table 3.2

Students' achievement

Criteria of mastery	Grade
81-90	Very good
71-80	good
61-70	fair
51-60	poor
Less than 50	Very poor

3.8 Method of Analyzing Data

The method of data analysis in this research was quantitative descriptive method. In this term of quantitative, I used statistical procedures to calculate the numeral data. After the data had been collected, the next step in this research was to analyze the data. The result or the scores of the post-test, then, were used in data analysis. The result then will be tested using *t*-test in order to see whether the difference of students' result between pretest and posttest is significant or not.

I did some procedures to analyze the data. First, I scored the result of the test based on the speaking component and added them to get the total number, I used this formula:

Total number: P+G+V+F+C

Notes:

P   : Pronunciation

G   : Grammar

V   : Vocabulary

F   : Fluency

C   : Content

Second, I counted the mean of the test result of the group. The formula used in this case is:

$$\text{Mean} = \frac{\sum x}{n}$$

Notes:

$\sum x$ = the total number of the test

n   = the number of the students

Third, calculating the individual score deviation square of mean of the group.

$$SD^1 = \sqrt{\frac{\sum x1^2}{n}}$$

Fourth, I analyzed the data by using t-test. I used the t-test to know the influence of the use of matching riddle game in improving students' speaking ability. The formula of t-test is as follows:

$$t = \frac{MD}{\sqrt{\frac{\sum d^2}{N(N-1)}}}$$

Notes:

t : t-value

MD   : the mean of pre-test and post-test

d   : deviation of each subject

N   : the number of students of pre-test and post test

CHAPTER IV

RESULT OF THE STUDY

This chapter discusses the results of the study based on data analysis and the discussion of the research findings.

4.1. Activities of Experiment

In the previous chapter, it has been said that the method used in collecting the data was speaking test, which was speaking about a descriptive text. Therefore, the instrument used in this study was in the form of spoken descriptive text.

The scores of the pre-test and the post-test were obtained from five components of speaking which consist of pronunciation, grammar, vocabulary, fluency and content. The range of each component score was 20. The students' score was got from the sum of the total score of those five components. Each activity is briefly described below:

4.1.1   Pre-Test

Before the experiment was conducted, the students were given a pre-test in order to know the students' ability. The test was a speaking test. This pre-test was conducted on 20 of July 2011. First, I came to the chosen class, class VIII B and then I explained to the students about what they were going to do. I distributed the instruments and asked them to do a test. They were asked to make an oral monologue

of descriptive text based on the picture given by the teacher. And then, they had to perform in front of the class and being recorded by using recorder.

The result contained many errors mostly in pronunciation, grammar, and vocabulary of English. In pronunciation, the Indonesian students were accustomed to hearing the utterance without knowing the spelling. Therefore, they were still having some mistakes in pronouncing the words. Besides, most students had limited vocabulary, so they felt confused in conveying their ideas.

4.1.2   Treatments

In this research, there were two treatments, they are:

4.1.2.1 First Treatment

In conducting the experiment, the students were given treatments after pre-test for twice. The first treatment was done on Saturday, 23 of July 2011. The purpose of these treatments was to apply the use of matching riddle game in improving students' speaking ability.

Once, the students were enthusiastic knowing that they would have different activity as usual. They asked about the technique and paid attention to the teacher's explanation. First, they got confused about that technique because they had not heard it yet. However, I encouraged the students to take it easy about the technique while explained more detail about matching riddle game. After all, I checked the students' understanding about the technique and made sure that all was fine.

Having the preparation finished, they started the activity, matching riddle game, to improve the students' speaking ability. At first, they had to make a group consists of four students so there were eight groups. All of them had to take part in this game. Then, I distributed four red and four green cards. They had to share and discuss what they got. Next, each group had to perform it in front of the class one by one.

After the game finished, they had an example of descriptive text. Then, the teacher and the students were discussing about what the descriptive text was, what the purpose was, and what the generic structure was.

4.1.2.2 Second Treatment

The second treatment was the last treatment. It was done on Wednesday, 27 of July 2011. In this meeting, the students were given a game that is matching riddle game. The procedure of the second treatments was the same as the previous one. They still had more interest in doing that game. After the activity of matching riddle game had been done, the students were supposed to have the post test in the form of speaking test in the next meeting.

4.1.3 Post-test

Post-test was given after conducting all the activities above. The test was given to measure the students' ability after got the treatment. The test items were the same as the pre-test. It was conducted on Saturday, 30 of July 2011. Then the result was analyzed.

The students' speaking was analyzed based on the Brown's scoring that has been provided. Then it was found that the ability of most students after treatment was improved. The grammar was easy to apply because it preferred using simple present tense. Similarly, the vocabulary range was wider than the previous one, pre-test. They used more varieties in using vocabulary. They had improved in pronunciation aspect because I made the students look them on their dictionaries when they were not sure with the correct pronunciation.

4.2 Discussion of the Results

The result of pre-test and post-test in this research was analyzed in five aspects; they are pronunciation, grammar, vocabulary, fluency and content. The analysis was correlated in every aspect. From this analysis, the root of problem could be seen as a result of students' learning. Therefore, the treatments were done on the right track based on the root of problem faced by the students in learning speaking.

4.2.1 Results of Pre-test

In this result of research, I would like to describe the average score of pre-test in every aspect of speaking. Those aspects were pronunciation, grammar, vocabulary, fluency and content that influenced each other. The result of the test can be seen in appendix 3.

4.2.2   Results of Post-test.

After describing the result of pre-test, I also would like to describe the result of post-test. The result was described in five aspects like in the pre-test result. The result of the test can be seen in appendix 5.

Table 4.1 Total Score of Pre-Test and Post-Test

Group	The Total Score of Pre-Test	The Total Score of Post Test	The Difference between Two Means	
			Pre-Test	Post-Test
Experimental	1810	2265	58.4	73.1

Below is the table that shows the means for pre-test and post-test for each item.

Table 4.2 the Mean Score of the Experimental Groups for Each Items

Experimental Group	The Mean of Pre-Test	The Mean of Post-Test
Pronunciation	2.3	2.9
Grammar	2.3	2.9
Vocabulary	2.4	3
Fluency	2.2	3
Content	2.4	2.9
Mean	2.3	2.9

Table 4.2 shows the result of the 31 students of SMP 1 Boja. We could see from the table that the students' speaking achievement in the pre-test was 2.3,

whereas the students' speaking achievement in the post-test was 2.9. It means that there was an improvement between mean of the pre-test and the post-test. The difference between two means was 0.6.

4.2.3 Levels of Students' Achievement

The data were obtained from the students' achievement of spoken descriptive text. The following are the charts of the students' mean which cover five components of speaking on the experimental group.

Chart 4.1 the Mean of the Experimental Group
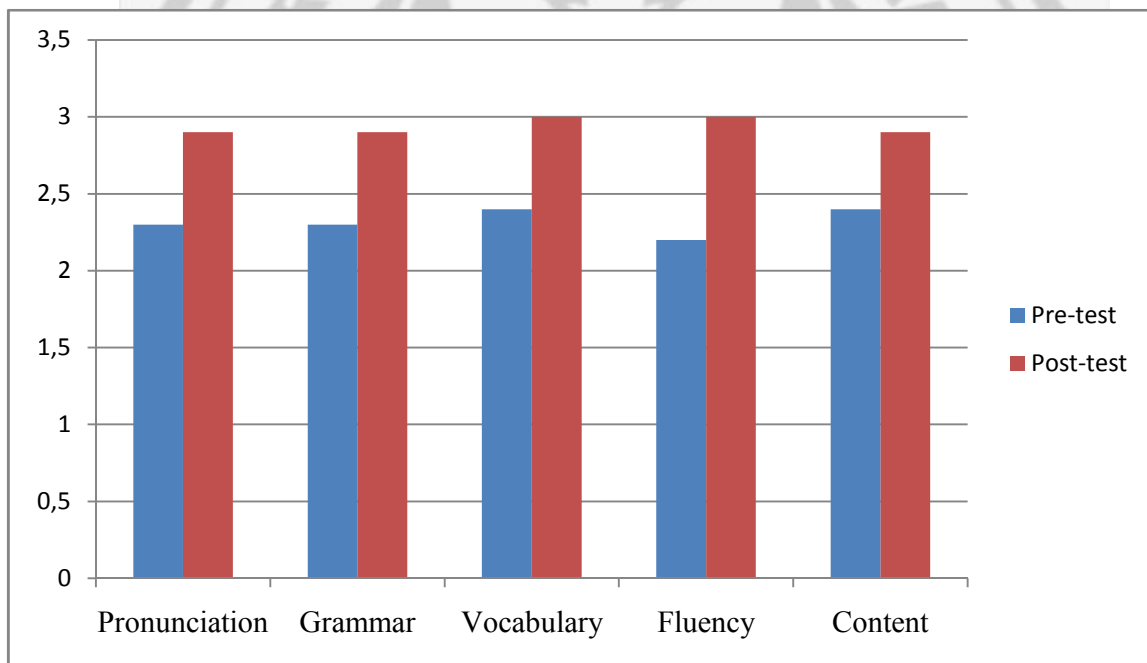
From the chart above, the difference mean between pretest and posttest was shown. On the experimental group, the mean of the pre-test was 58.4 and the post-test was 73.1. From those scores, the difference mean between the pre-test and the post-test on the experimental group was 14.7. It can be concluded that there was good

improvement of the experimental group's achievement after they received the treatment by using matching riddle game. It was proven by the t-test formula.

4.3 Significant Difference between Two Means of Pre-test and Post-test

From the score calculated, it showed the significant difference between pre-test and post-test in the average. From the data above, the mean scores between pre-test and post-test increased from 58.4 to 73.1. Therefore, the increase of score from pre-test to post-test was 14.7. This data showed that there was a significant difference between pre-test and post-test scores.

The difference between the two means was computed by using the following formula as stated by Arikunto (2006:272) "The entire test scores have to be counted statistically". The formula used to get the means.

$$X_1 = \frac{\Sigma x_1}{n_1} \text{and } X_2 = \frac{\Sigma x_2}{n_2}$$

Notes:

X_1 = mean of pre-test scores

X_2 = mean of post-test scores

X = the total number of test taken from experimental group

n = the total number of the students

The mean scores of the pre-test of the experimental group were calculated as follows:

$$X_1 = \frac{\Sigma x_1}{n_1}$$

$$X_1 = \frac{1810}{31}$$

$X_1 = 58.4$

The computation of the mean scores of the experimental group based on the post-test result as follows:

$$X_2 = \frac{\Sigma x_2}{n_2}$$

$$X_2 = \frac{2265}{31}$$

$X_2 = 73.1$

From the calculation, the mean of post- test was 73.1 and the mean of pre-test was 58.4. Based on the computation above, it was clear that the mean of the experimental group post-test was higher than the mean of the experimental group pre-test. However, it could not be concluded that the difference between the two means was significant. Therefore, to determine whether the difference between the two means was statistically significant, the t-test formula was applied.

4.4 Test of Significance

In the result of calculation, to check whether the means of pre-test and post-test was statistically significant, the *t*-value should be obtained and consulted with the critical value in *t*-table.(See in Appendix for more detail data)

Table 4.3 the Significance Difference between Pre-test and Post-test

No	Resp	X_{e1}	X_{e2}	D	d	d^2
1	E1	75.00	55.00	20.00	5.32	28.3299
2	E2	75.00	60.00	15.00	0.32	0.1041
3	E3	65.00	55.00	10.00	-4.68	21.8783
4	E4	70.00	60.00	10.00	-4.68	21.8783
5	E5	85.00	75.00	10.00	-4.68	21.8783
6	E6	80.00	70.00	10.00	-4.68	21.8783
7	E7	75.00	65.00	10.00	-4.68	21.8783
8	E8	75.00	60.00	15.00	0.32	0.1041
9	E9	65.00	60.00	5.00	-9.68	93.6524
10	E10	65.00	55.00	10.00	-4.68	21.8783
11	E11	70.00	65.00	5.00	-9.68	93.6524
12	E12	65.00	60.00	5.00	-9.68	93.6524
13	E13	65.00	55.00	10.00	-4.68	21.8783
14	E14	90.00	70.00	25.00	10.32	106.5557
15	E15	75.00	70.00	5.00	-9.68	93.6524
16	E16	85.00	50.00	35.00	20.32	413.0073
17	E17	75.00	60.00	15.00	0.32	0.1041
18	E18	70.00	60.00	10.00	-4.68	21.8783
19	E19	70.00	60.00	10.00	-4.68	21.8783
20	E20	70.00	55.00	15.00	0.32	0.1041
21	E21	65.00	55.00	10.00	-4.68	21.8783
22	E22	90.00	55.00	40.00	25.32	641.2331
23	E23	85.00	60.00	25.00	10.32	106.5557
24	E24	70.00	60.00	10.00	-4.68	21.8783
25	E25	70.00	55.00	15.00	0.32	0.1041
26	E26	65.00	50.00	15.00	0.32	0.1041

27	E27	65.00	50.00	15.00	0.32	0.1041
28	E28	70.00	55.00	15.00	0.32	0.1041
29	E29	65.00	50.00	15.00	0.32	0.1041
30	E30	80.00	50.00	30.00	15.32	234.7815
31	E31	65.00	50.00	15.00	0.32	0.1041
Sum		2265.00	1810.00	455.00	0.00	2146.7742
Mean		73.06	58.39	14.68		

$$MD = \frac{\sum D}{N} = \frac{455.00}{31} = 14.68$$

$$t = \frac{MD}{\sqrt{\frac{\sum d^2}{N(N-1)}}}$$

$$= \frac{14.68}{\sqrt{\frac{2147}{31}\ \binom{}{31}\ 1}} = \mathbf{9.66}$$

In this research, the number of students was 31. The degree of freedom (df) was 30 which was calculated from the formula N – 1. The *t*-table with the degree of freedom 30 and level of significance (α) 5% was 2.0003. The *t*-value obtained was 9.66.

From the calculation, the *t*-value was higher than *t*-table 9.66 > 2.0003, so that Ho (no correlation between pre-test and post-test or the null hypothesis) was ignored.

Ho accepted area

2.0003   9.66
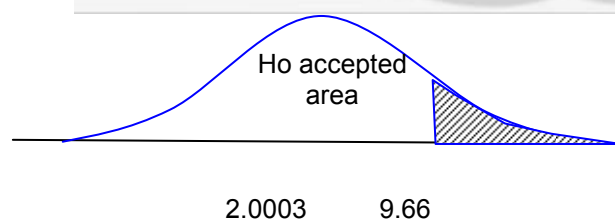
After getting *t*-value, I conducted the critical value of the *t*-table to check whether the difference was significant or not. Based on the computation the *t*-value was 9.66 so the *t*-value was higher than the critical on the table 2.0003. It was concluded that it was significant using matching riddle game in teaching speaking.

4.5 Result of Questionnaire

After the post-test was done, the questionnaire was given to the students to know their interest in using matching riddle game in teaching speaking. There were ten questions in the questionnaire. Then the students should answer them with ―yes or ―no. The questions were written in Indonesia in order that the students could easily understand the questions given. The following table is the result of the questionnaire.

Table 4.4 Result of Questionnaire

Number of Item	Answer	
	Yes	No
1	18	13
2	20	11
3	25	6
4	24	7
5	28	3
6	17	14
7	31	0
8	29	2
9	19	12
10	22	9

From the data above, it could be seen that most of the students answered—yes for those ten questions given. It meant that matching riddle game helped the students to speak English well. From their answers, it could be concluded that this way of teaching was suitable for their ages because most of them liked games that could increase their motivation in studying English.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter preserves the important points from the whole discussion in the study. It also suggests some recommendations for the readers and the academic teaching as well as for further research.

5.1 Conclusion

The objective of this study is to find out whether there is any significant improvement of students' speaking ability after being taught using matching riddle game to the eighth year students of SMP 1 Boja in the academic year of 2011/ 2012. In order to gain the objective of the study, I conducted an experimental research. From the results of the data, it can be concluded that by using matching riddle game, it can help the students to improve their speaking ability. By using this game, students get more interested in the teaching and learning process because the class seems to be more fun. The speaking achievement of the eighth year students of SMP 1 Boja in academic 2011/2012 improved after they have been taught using matching riddle game as a technique in English spoken descriptive text. It was proved by the data shown. The t-value was higher than t-table $9.66 > 2.0003$, so that Ho (no correlation between pre-test and post-test or the null hypothesis) was ignored.

Most of the students said that the implementation of using this game could help them in improving their speaking ability. Therefore, the teacher can use this technique as one of the strategy in improving students' speaking ability. One of the

main advantages of using this game is it can make the teaching and learning process become more enjoyable, so that the students did not get bored during the lesson.

5.2 Suggestions

Based on the conclusion above, I will give some suggestions related to the pedagogical implication. In the field of teaching, teacher needs to upgrade the way of teaching. The teacher must give more attention on the students' need in the classroom activity. They should be more creative and should be able to create a good atmosphere so the teaching and learning process will be more exciting and enjoyable. Therefore, it makes the students more motivated to speak English.

For the students, they have to pay attention for their teacher while teaching and learning process. They also have to improve their knowledge especially in practicing their English in daily conversation in order to improve their fluency, stress and comprehension. They should not worry about making mistakes, balance from mistakes; they can learn many things because language is practicing.

Finally, for the researchers, they must be more concern with the improvement of teaching English techniques or strategies, so the result will be useful in the future.

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Appendix 1

The Instrument of the Pre-test

Subject   :   English

Grade   :   VIII/1

Time allotment   :   2 x 40 minutes

Instructions   :

1.   Look at the pictures below!

     a)   Your pet   b) Your family

2.   Make an oral monologue of descriptive text about the pictures!

3.   The duration is about 1-2 minutes

4.   Your spoken descriptive text will be recorded on these considerations:

     a.   Grammar

     b.   Vocabulary

     c.   Fluency

     d.   Pronunciation

     e.   Content

-Good Luck-

Appendix2

An animal

4 legs

A long neck

Eat leaves and grass

A fruit

Colors are red and yellow

Flesh is soft, juicy, and sweet

Big and Cheap

A mammal

Jumps with two legs

Has a pouch

Australia

A fruit

Flesh is sour

Expensive

Small and round

A plant

Beautiful

Yellow, red, purple

Netherlands

An animal, A mammal

Intelligent

As big as human

Walks with two feet

A profession

In a field

Plant rice plant

Helped by buffalo

A road transportation

Use railway track

Many passengers in

Stop at station

Giraffe	**Watermelon**
Kangaroo	**Apple**
Tulip	**Orang Utan**
Farmer	**Train**

Appendix 3

The Instrument of the Post-test

Subject   :   English

Grade   :   VIII/1

Time allotment   :   2 x 40 minutes

Instructions   :

1.   Look at the pictures below!

   b) Your pet   b) Your family

2.   Make an oral monologue of descriptive text about the pictures!

3.   The duration is about 1-2 minutes

4.   Your spoken descriptive text will be recorded on these considerations:

   a.   Grammar

   b.   Vocabulary

   c.   Fluency

   d.   Pronunciation

   e.   Content

-Good Luck-

Appendix 4

Pre-test Scores

Students	Pronunc	Grammar	Vocab	Fluency	Content	Total	Score
E1	2	2	3	2	2	11	55
E2	2	3	3	2	2	12	60
E3	2	2	2	2	3	11	55
E4	3	2	3	2	2	12	60
E5	3	3	3	3	3	15	75
E6	3	3	3	2	3	14	70
E7	3	2	3	2	3	13	65
E8	2	2	2	3	3	12	60
E9	2	2	3	2	3	12	60
E10	2	2	2	2	3	11	55
E11	3	2	3	3	2	13	65
E12	2	2	3	2	3	12	60
E13	2	2	2	3	2	11	55
E14	2	3	3	3	3	14	70
E15	3	3	2	3	3	14	70
E16	2	2	2	2	2	10	50
E17	2	3	3	2	2	12	60
E18	2	2	3	2	2	12	60
E19	2	2	2	2	2	10	60
E20	2	2	3	2	2	11	55
E21	2	2	3	2	2	11	55
E22	3	2	2	2	2	11	55
E23	3	2	2	2	3	12	60
E24	3	3	2	2	2	12	60
E25	2	3	2	2	2	11	55
E26	2	3	1	2	2	10	50
E27	2	2	2	2	2	10	50
E28	2	2	2	2	3	11	55
E29	2	2	2	2	2	10	50
E30	3	2	1	2	2	10	50
E31	2	2	2	2	2	10	50
Total	**72**	**71**	**74**	**68**	**74**	**360**	**1810**
						Mean	**58.4**

Appendix 5

Post-test Scores

Students	Pronunc	Grammar	Vocab	Fluency	Content	Total	Score
E1	3	3	3	3	3	15	75
E2	3	3	3	3	3	15	75
E3	2	2	3	3	3	13	65
E4	3	3	3	2	3	14	70
E5	3	3	4	4	3	17	85
E6	3	3	4	3	3	16	80
E7	3	3	3	3	3	15	75
E8	2	3	4	3	3	15	75
E9	3	3	2	3	2	13	65
E10	2	3	3	3	2	13	65
E11	3	3	2	3	3	14	70
E12	2	3	2	3	3	13	65
E13	3	3	2	3	2	13	65
E14	3	4	4	3	4	18	90
E15	3	3	3	3	3	15	75
E16	3	3	4	3	4	17	85
E17	3	3	3	3	3	15	75
E18	2	3	3	3	3	14	70
E19	3	2	3	3	3	14	70
E20	2	3	3	3	3	14	70
E21	3	3	2	3	2	13	65
E22	4	3	4	3	4	18	90
E23	3	3	4	3	4	17	85
E24	3	3	3	2	3	14	70
E25	3	2	3	3	3	14	70
E26	3	3	2	3	2	13	65
E27	3	3	2	3	2	13	65
E28	3	2	3	3	3	14	70
E29	3	3	2	2	3	13	65
E30	3	3	4	3	3	16	80
E31	3	3	2	3	2	13	65
Total	**90**	**90**	**92**	**93**	**90**	**455**	**2265**
						Mean	**73.1**

NORMALITY TEST FOR PRE-TEST

Hipothesis

Ho   :   The data distributed normality

Ha   :   The data not distributed normality

The Calculation

Formula :

$$\chi^2 - \sum_{i-1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

Ho is accepted if $\chi^2 < \chi^2_{tabel}$

Ho accepted area

$$\chi^2_{(\alpha)(k-3)}$$
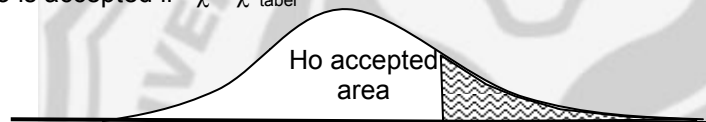
Maximum score	=	75.00	Panjang Kelas	=	4.2
Minimum Score	=	50.00	Mean	=	58.4
Range	=	25.00	S	=	6.6
Class with	=	6.0	N	=	31

Class Interval			x	pz	p	z	Ei	Oi	$\frac{(Oi-Ei)^2}{Ei}$
50.00	-	54.00	49.50	-1.34	0.4099	0.1888	5.852	6	0.004
55.00	-	59.00	54.50	-0.59	0.2211	0.2877	8.920	9	0.001
60.00	–	64.00	59.50	0.17	0.0666	0.2550	7.906	10	0.554
65.00	-	69.00	64.50	0.92	0.3217	0.1314	4.074	2	1.056
70.00	-	74.00	69.50	1.68	0.4531	0.0393	1.220	3	2.600
75.00	-	79.00	74.50	2.43	0.4924	0.0068	0.212	1	2.936
			79.50	3.18	0.4993			31	
							χ^2	=	7.150

for α = 5%, dk = 6 - 3 = 3, χ^2 table =7.815

Ho accepted area

7.15   7.81

Because χ^2 < 7,81 then the post test is said to be normallly distributed.

NORMALITY TEST FOR POST TEST

Hipothesis

Ho   :   The data distributed normality

Ha   :   The data not distributed normality

The Calculation

Formula :
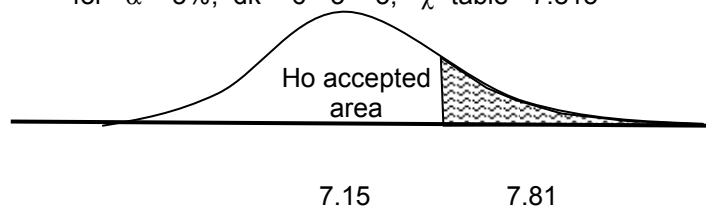
$$\chi^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

Ho is accepted if $\chi^2 < \chi^2_{tabel}$

Ho accepted area

$\chi^2_{(\alpha)(k-3)}$

Maximum score	=	90.00	Panjang Kelas		=	5	
Minimum Score	=	65.00	Mean		=	73.1	
Range	=	30.00	S		=	8.6	
Class with	=	6.0	N		=	33	

Class Interval			x	pz	p	z	Ei	Oi	$\frac{(Oi-Ei)^2}{Ei}$
65.00	-	69.00	64.50	-0.99	0.3395	0.1793	5.917	10	2.818
70.00	-	74.00	69.50	-0.41	0.1602	0.2263	7.467	8	0.038
75.00	–	79.00	74.50	0.17	0.0661	0.2060	6.799	6	0.094
80.00	-	84.00	79.50	0.75	0.2721	0.1353	4.467	2	1.362
85.00	-	89.00	84.50	1.33	0.4074	0.0641	2.117	3	0.369
90.00	-	95.00	89.50	1.90	0.4716	0.0238	0.784	2	1.887
			95.50	2.60	0.4953			31	
							χ^2 =		6.568

for α = 5%, dk = 6 - 3 = 3, χ^2 table =7.815

6.568   7.81
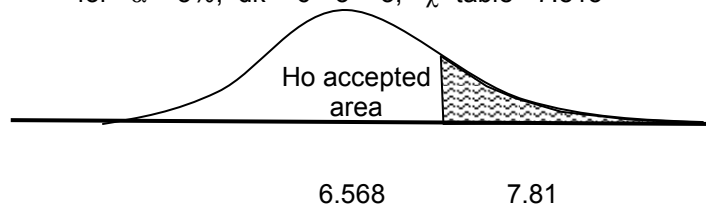
Because χ^2 < 7,81 then the post test is said to be normallly distributed.

Appendix 6

QUESTIONNAIRE

Berilah tanda (V) pada lajur yang sudah disediakan sesuai dengan keadaan!

No.	Questions	Answer	
		Ya	Tidak
1.	Apakah anda menyukai pelajaran bahasa inggris?		
2.	Apakah anda sering merasa gugup jika di suruh berbicara di kelas dengan menggunakan bahasa inggris?		
3.	Menurut anda apakah teknik yang yang digunakan oleh guru dalam mengajar speaking menarik?		
4.	Apakah anda menyukai materi yang dibahas?		
5.	Apakah guru sering mengajukan pertanyaan kepada anda saat pelajaran berlangsung?		
6.	Apakah anda aktif selama kegiatan?		
7.	Apakah guru anda memberi pengarahan terlebih dahulu sebelum permainan berlangsung?		
8.	Apakah anda merasa senang dengan kegiatan ini?		
9.	Menurut anda apakah kegiatan ini anda bisa mengurangi kegugupan anda saat berbicara didepan kelas?		
10.	Menurut anda apakah metode game bisa membantu meningkatkan kemampuan berbicara anda?		

Appendix 7
STANDAR ISI SMP KELAS VIII

Kelas VIII, Semester 1

Standar Kompetensi	Kompetensi Dasar
Mendengarkan 1. Memahami makna dalam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan sekitar	1.1 Merespon makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat 1.2 Merespon makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji, dan memberi selamat
2. Memahami makna dalam teks lisan	Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan

fungsional dan monolog pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar	berterima untuk berinteraksi dengan lingkungan sekitar Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*
Berbicara 3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar	Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat
	Memahami dan merespon percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi

	dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji, dan memberi selamat
4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar	Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount
Membaca 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan	Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk descriptive dan recount pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima

lingkungan sekitar	yang berkaitan dengan lingkungan sekitar
	Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount
Menulis 6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive, dan recount untuk berinteraksi dengan lingkungan sekitar	Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount

Appendix 8

RENCANA PELAKSANAAN PEMBELAJARAN

(EXPERIMENTAL GROUP)

Pertemuan 1

Sekolah	:	SMP Negeri 1 Boja
Kelas	:	VIII/1
Waktu	:	2 x 40 menit
Tema	:	
Standar Kompetensi	:	Berbicara

4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : 4.2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungansekitar dalam teks berbentuk *descriptive* dan *recount*.

I. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

1. Membuat sebuah teks deskriptif sesuai tema.

2. Mengucapkan teks deskriptif dengan lancar dengan pronunciation dan intonasi yang baik.

II. Langkah-langkah kegiatan Pembelajaran

A. Kegiatan Pendahuluan

1. Guru memberi salam dan mengecek kehadiran siswa.

2. Siswa mendengarkan tujuan pembelajaran yang disampaikan oleh guru.

B. Kegiatan Inti

1. Guru memberikan pre-test kepada siswa.

C. Kegiatan Akhir

1. Guru bertanya pada siswa apakah menemui kesulitan dalam mengerjakan pre-test tersebut.

2. Guru mengakhiri pembelajaran.

III. Tes

1. Membuat teks deskriptif oral sesuai tema.

IV. Penilaian

Aspects	Score	Explanation
Grammar	4	Several minor mistakes of preposition, articles, etc.
	3	Little mistakes in using grammar.
	2	Makes frequent errors of grammar.
	1	A big mistakes in using grammar.

Vocabulary	4	Good using of words acquired.
	3	Attempt to use words acquired.
	2	Very limited vocabulary.
	1	Lack of vocabulary.
Pronunciation	4	Using almost appropriate pronunciation.
	3	Some mistakesof inappropriate pronunciation.
	2	Consists of mostly inappropriate pronunciation.
	1	Very poor pronunciation.
Fluency	4	Almost very clearinclude style, stress
	3	Mostly easy to understand.
	2	Speech is rather clear, stress rather easy to understand.
	1	Speech is not clear.
Content	4	Ideas well organized.
	3	Ideas less organized, some missing parts of the elements of material.
	2	Ideas less organized, covers only the main elements of material.
	1	Unorganized ideas, a lot of missing parts of the elements.

RENCANA PELAKSANAAN PEMBELAJARAN

(EXPERIMENTAL GROUP)

Pertemuan 2 dan 3

Sekolah   :   SMP Negeri 1 Boja

Kelas   :   VIII/1

Waktu   :   2 x 40 menit

Tema   :

Standar Kompetensi   :   Berbicara

                                4.   Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar   :   4.2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungansekitar dalam teks berbentuk *descriptive* dan *recount*.

I.   Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

1. Membuat sebuah teks deskriptif sesuai tema.

2. Mengucapkan teks deskriptif dengan lancar dengan pronunciation dan intonasi yang baik.

II.   Materi Pembelajaran

- Matching Riddle Game

- The theories related to descriptive text:

  1. Social function

     To tell about the description of thing, animal, place, or human specifically.

  2. Generic structure

     Identification   : identifies phenomenon to be described.

     Description   : describes parts, qualities, caracteristics.

V.   Metode Pembelajaran/Teknik

- Diskusi

- Tanya Jawab

VI. Langkah-langkah kegiatan Pembelajaran

A. Kegiatan Pendahuluan

   1. Guru memberi salam dan mengecek kehadiran siswa.

   2. Guru mengatur kondisi kelas yang kondusif dan mempersiapkan materi.

   3. Guru bertanya kepada siswa tentang pre-test yang dilakukan pada pertemuan sebelumnya dan mendiskusikannya.

B. Kegiatan Inti

   1. Siswa bermain dalam game yang dipandu oleh guru.

   2. Guru dan siswa mendiskusikan tentang materi di dalam game tersebut.

3. Guru menjelaskan mengenai deskriptif teks dan memberikan contoh.

C. Kegiatan Akhir

1. Guru menanyakan kesulitan yang mungkin dihadapi siswa

2. Guru mengakhiri pembelajaran.

VII. Sumber dan Media Belajar

1. Game.

2. Text books: BSE (Buku Sekolah Elektronik) English in Focus for Grade VIII Junior High School (SMP/MTS)

3. Whiteboard and marker.
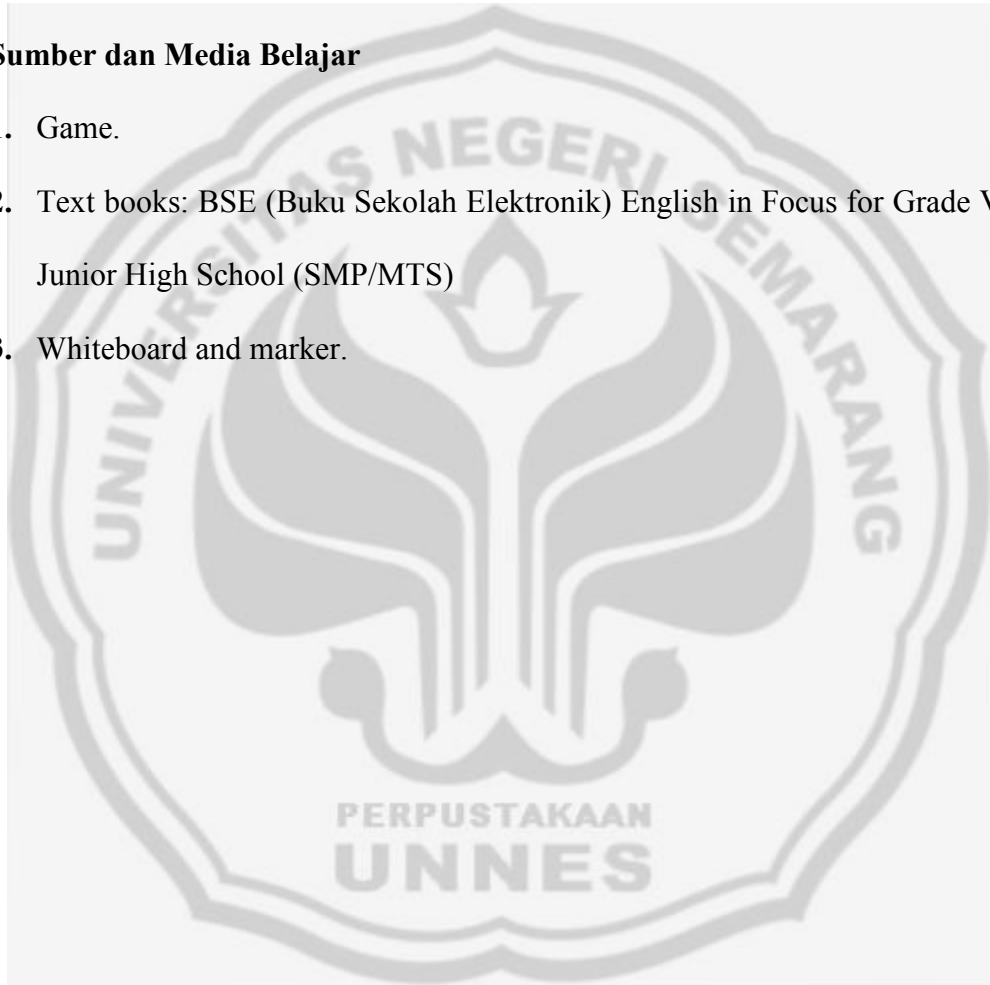
RENCANA PELAKSANAAN PEMBELAJARAN

(EXPERIMENTAL GROUP)

Pertemuan 4

Sekolah   : SMP Negeri 1 Boja

Kelas   : VIII/1

Waktu   : 2 x 40 menit

Tema   :

Standar Kompetensi   : Berbicara

                       4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar   : 4.2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungansekitar dalam teks berbentuk *descriptive* dan *recount*.

I. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

1. Membuat sebuah teks deskriptif sesuai tema.

2. Mengucapkan teks deskriptif dengan lancar dengan pronunciation dan intonasi yang baik.

II. Langkah-langkah kegiatan Pembelajaran

A. Kegiatan Pendahuluan

1. Guru memberi salam dan mengecek kehadiran siswa.

2. Siswa mendengarkan tujuan pembelajaran yang disampaikan oleh guru.

B. Kegiatan Inti

1. Guru memberikan post-test kepada siswa.

C. Kegiatan Akhir

1. Guru bertanya pada siswa apakah menemui kesulitan dalam mengerjakan post-test tersebut.
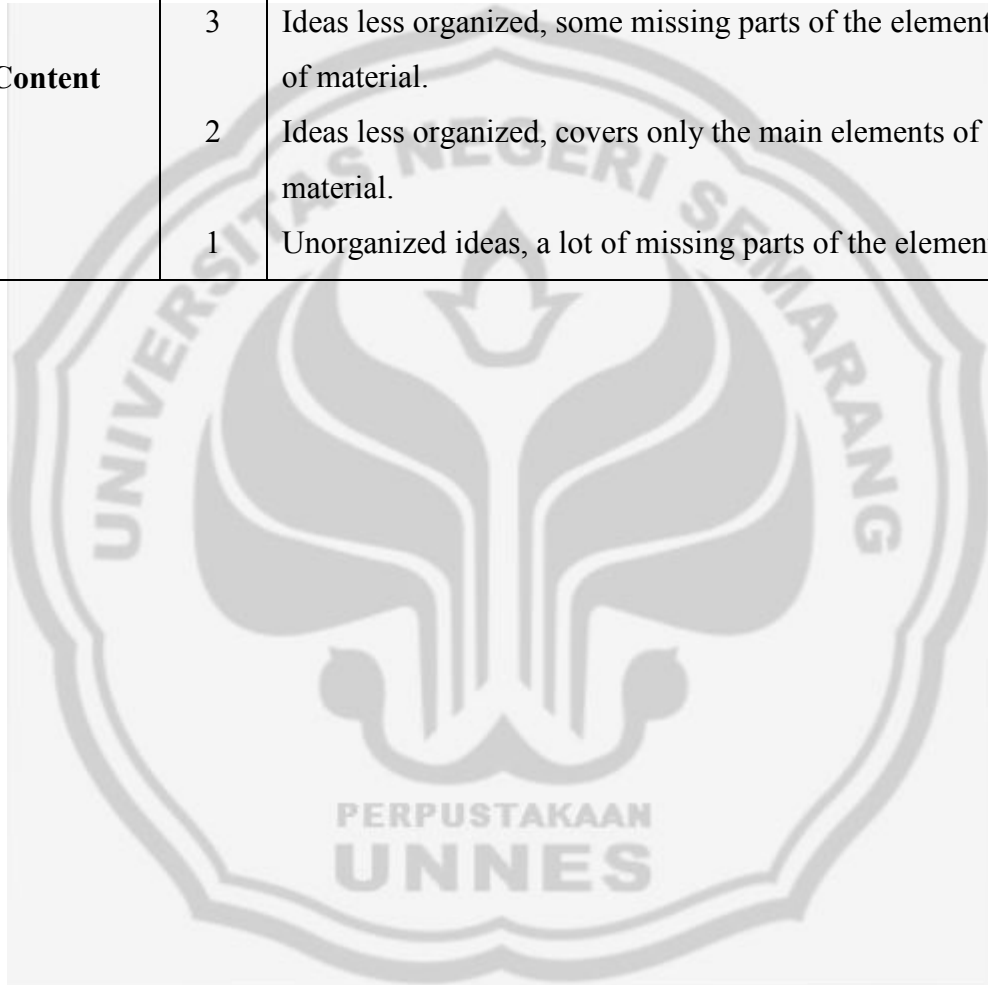
2. Guru mengakhiri pembelajaran.

III. Tes

2. Membuat teks deskriptif oral sesuai tema.

IV. Penilaian

Aspects	Score	Explanation
Grammar	4	Several minor mistakes of preposition, articles, etc.
	3	Little mistakes in using grammar.
	2	Makes frequent errors of grammar.
	1	A big mistakes in using grammar.
Vocabulary	4	Good using of words acquired.
	3	Attempt to use words acquired.
	2	Very limited vocabulary.
	1	Lack of vocabulary.
Pronunciation	4	Using almost appropriate pronunciation.
	3	Some mistakesof inappropriate pronunciation.
	2	Consists of mostly inappropriate pronunciation.

	1	Very poor pronunciation.
Fluency	4	Almost very clearinclude style, stress
	3	Mostly easy to understand.
	2	Speech is rather clear, stress rather easy to understand.
	1	Speech is not clear.
Content	4	Ideas well organized.
	3	Ideas less organized, some missing parts of the elements of material.
	2	Ideas less organized, covers only the main elements of material.
	1	Unorganized ideas, a lot of missing parts of the elements.

Appendix 9

Transcript of Students' Talk in Pre-Test

Student 1

I have a pet. He is a rabbit. His name is Oscar. He lives intostable. He like vegetable to eat. He has big brown eyes and four legs. His color is white. He is a special pet. This is a handsome rabbit. He likes to running. He has long ear on him.

Student 2

My cat is my playful black cat. This cat is always playful. It likes playing with anything. It sometimes play with me. It likes playing with ball very much. It's very clever. My cat is small but fat. It has soft fur. The fur is black. My cat has a long tail. Its eyes are round. It….looks cute.It always near me.

Student 3

My Lutfi. Lutfi is my playful white cat. This cat is always playful. It likes playing with anything. It somes….It sometimes play with me. It likes playing with some small ball. Sometimes it is very naughty.

Student 4

I have a family consists from father, mother and sister. My live in Masiran. My father's name is Sutardi. He is work in reparation. My mother's name is Suwati. She don't work and as housewife. I have a sister. Her name is Tri Lestari. My family is very happy.

Student 5

I have a happy family. We live at Tambangan. My house be at a distance of 5 KM from my school. In my family, I have one sister. She name is Isti Yunita. She is

study in GajahMada University in chemistry department master S1 program. And I have parents. My mother work in Elementary School. She teaches in class six. My father already patient from LP. That is my story about my family.

Student 6

Uranaico is my playful white cat. This cat is always playful. It likes playing with anything. It sometimes plays with me. It likes playing with tired very much. It is very clever. Sometimes it is very naughty. My Uranaico is small but fat. It has soft fur. The fur is white. Uranaico has a long tail. Its eyes round. It looks cute. It is always near me.

Student 7

I have lovely rabbit. Her name is Risty. She skin very soft. She is very fat. She is also very beautiful. The color's skin is white. She is very like with carrot. I feed her everybody. I like playing with her.

Student 8

I have family. My family consists my father, my mother, my daughter and me. My father work in chicken farm.My mother as house wife.My daughter study in SDN 2 Ngabean.And my study in SMP 1 Boja. I live in Ngabean. My house small but tidy.Every Sunday we always my time with family. We are very happy.

Student 9

I have a pet. My pet is a cat. His name is Blacky. He likes eat …He likes playing with his friend. I always feed my cat with special fish. The eyes can radiant if it hit a lamp. Sometimes he likes to chase a mouse.

Student 10

I have a family. My family consists from father, mother and sister. I live in Ngareanak. My father's name is Diman. He is work in SDN 2 Kalirejo. My mother's name is Dwi Hestriani. She don't work and housewife. I have a sister. Her name is Anisa. She is still student in SDN 2 Kalirejo. My family is very happy.

Student 11

I have my family consists of father, mother, two sisters. My father work is PNS. My mother is a teacher. My oldest sister studies in midwifery. And my second sister study in the third of High School. My hobby is reading.

Student 12

He is my….He is my cat. His name is Toro. He is first year old. He likes fish to eat. He is fat cat. Yellow is his color. His hobby is running in my garden. He likes lay in my house. Toro is like to sleep in my side.

Student 13

Dody is my playing with rope black and yellow cat. This cat is always playful. It likes playing with rope. It sometimes play with me. It likes playing with rope very much. It is very clever. Sometimes it is very naughty. My Dody is small. My dody's hobby is running. The fur is black and yellow. Dody has a soft tail. It eyes are round. It looks cute.

Student 14

I and my family live in Jl. Kyai Sumodipuro. My parent's name are gita and Sunarto. I have one sister. Her name is Aini Yuliastri. Name call is Aini. My father works in the office and my mother is housewife. My sister is beautiful and very

funny. She is school in elementary school 04 Bebengan. I and my sister goes to school by motorcycle. After school, I and my sister playing together in my garden. At night, my family to come together in the family room. We are to have win and watching TV. I and my family is very happy.

Student 15

I have a pet. My pet is a cat. His name is Blacky. He lives in my grandmother's home. He likes playing with his friends. I always feed my pet with a feed. He has special eyes. The eyes can radiant when hit a lamp. Sometimes, he likes to chase a mouse. He dislike with a water.

Student 16

I have a pet. It is a cat Persia. I gives name is Alfa. It is a beautiful cat. It has two round eyes and feather. It always give me …. Go to home from school. I am very happy because I have Alfa. We always go to park from playing ball together.

Student 17

I and my family live in Campurejo. My father is Nining Suyanto. He works in train Semarang-Jakarta. And my mother is Kusmiyati. I has one sister. She is Anggun Berliana Putri. We hobby is cycling in the garden park. I go to the school by motorcycle with my father and my sister go to the school with my mother. After go long from school I and my mother lunch together. And we always playing in the yard together. I love my family.

Student 18

Bendol is my smart black cat. Bendol is very playful. It likes playing anything. It sometimes play with me. It likes playing with rope very much. It is very

clever and active. Bendol is small but fat. It has soft and long fur. The fur is black with spot white. Bendol has a long tail. Its eyes is round. It looks cute. It is near me.

Student 19

Rury is my playful silver cat. This cat is always playful. At night, playing with anything. It sometimes play with me. It likes playing with ball very much. He is very clever. Sometimes it is very naughty. My Rury is small. Rury has a short tail. It eyes round. It looks cute. It is always near me.

Student 20

I have a family. My family consists of father, mother and brother. My mother works as an elementary school. My father works in hotel. And my brother is in second grade elementary school.

Student 21

Mugly is my playful black cat. This cat is always playful. It likes play with anything. It sometimes plays with me. It likes playing with ball very much. It is very clever, sometimes it is very naughty. My Mugly is small but active. It has soft fur. The fur is black. Mugly has a long tail. It eyes are round. It looks cute. It is always near me.

Student 22

Patricia is my lovely cat. But I always call her "pus". She is very cute. I feed her every day. Patricia very likes eat fish. So, she very ….her skin is very very soft. Every vacation, I buying reward to her. She also has a beautiful eyes, very tame and not spooky. Patricia likes hide in under table. I like playing ball with her because it can make me happy. I very love her.

Student 23

I have a happy family. My family consists of my father, my mother, my sister and me. My father work in a cooperation in Kendal. My mother work as religious teacher in SMK 3 Kendal. My sister study in MTS Roudhotul Ulum in Pati and me study in SMP 1 Boja. We live at Bebengan Boja. We have a small house, but my house clean and tidy. Every Sunday, I spent time with my family or every Sunday we sometimes go swimming, travelling with friend or help my mother cooking. I am very happy Sunday everyday and every Sunday because my family accompany me accompany me every day. I love my family.

Student 24

Buddy is my playful yellow cat. It is it cat is always playful. It likes playing with anything. It sometimes plays with me. It likes playing with ball very much. It is very clever. Sometimes it is very naughty. My Buddy is small but fat. It has soft fur. The fur is yellow. Buddy has a long tail. Its eyes are round. It looks cute. It always near me.

Student 25

I have a pet in my house. It is a cat. I give name Pussy. Pussy is so funny cat. This cat is always playful. It likes playing with anything. I like playing ball very much. I so happy playing with my cat because it can make me happy. Pussy is small but fat. It has fat feather. The fur is brown. Pussy has eyes round. Pussy is always near with me.

Student 26

I have family. My family is father, mother and sister. I and my family live in Boja. My father works as PNS. My mother is a teacher. My sister study in midwifery. My hobby is football.

Student 27

My cat is my playful black cat. This cat is always playful. It likes playing with things. It some play with me. Like playing with ball very much. It is very clever. My cat is small but fat. It has soft fur. The fur is black. My cat has a long tail. It eyes are round. It looks cute. It always near me.

Student 28

I have family. We live in Tampingan. My parent's name are Mr. Moh Ali and Mrs. Rita Mahari Artati. I have two brothers. Her name is Fajria Yusuf Mahalianto and Qodria Nugrah Mahaliarga. They study in Yogyakarta University. And my mother works in SDN 02 Bebengan. We like on vacation in beautiful place. We are a happy family. That is a story about my family.

Student 29

Pussy is my playful white cat. This cat is always playful. It likes playing with anything. Sometimes plays with me. It likes playing with rope and ball very much. It is very clever. It is very naughty. My pussy is small but fat. It has soft fur. The fur is black. Pussy has a long tail. It eyes around. It looks cute. It is always near me.

Student 30

I have a family consist father, mother, brother, sister and I. My father's name is Yono. He works as worker. My mother's name is Yati. She works as worker. My

brother's name is Eko and my sister's name is Indri. They are still school. My family very happy.

Student 31

I have a pet. It is a cat. It is a small cat. I give he name Puss. Why? because? If I said Puss he always come to me. His feather's color is orange and white. His favorite food is salt fish. I always give food in the evening. He is very active.

Appendix 10

Transcript of Students' Talk in Post-Test

Student 1

I have a pet. He is a rabbit. His name is Oscar. He likes vegetable to eat. He has big brown eyes and four legs. His color is white. He is my special pet. He is a handsome rabbit. He likes to running. He has long ear on head. He sleep too night.

Student 2

I have a pet. He is a cat. His name is Black. He likes into stable. He likes fish to eat. He has big brown eyes and four legs. His color is brown. He is a special pet. He likes to running. He has long tail. Black like playing in the garden.

Student 3

Elfa is my sister. It is two years old. Now, it is not school. It is very clever. Sometimes it is very naughty. It likes playing doll with me. It and me to stay in my grand mother's house. Elfa is high, but fat. It has long hair. His black, the hair is brown.

Student 4

I have a family consists from father, mother, sister and me. My live in Masiran. My father's name is Sutanti. He is work in reparation and he is about sixty years now. My mother's name is Suwati. She don't work and as housewife. She is beautiful like me. I have a sister too. Her name is Tri lestari. She always give spirit for me to study. My family is very happy.

Student 5

We live at Tambangan. My house be at a distance of 5 KM from my school. In my family I have one sister. Her name is Isti Yunita. She is….she has graduated from Gajah Mada University 2011 last year. He is twenty four year. And I have parents. My mother works in Elementary school. She teaches in class six. She has characteristics of short hair, rather fat, and she is not tall enough. She is forty eight years. My family already mention from LP. He has characteristics of short hair, rather fat and tall. He is fifty six years. That is my story about my family.

Student 6

Mr.Heri is my uncle. He is farmer. His house is near the garden. So, he plants some corns and mango in his backyard. Corns grows well in tropical country. Corn can grow up to two meters high. They have a cylindrical trap at the top of the tree. There is a corn leave. The leaves are short. They are about thirty centimeters short. And his mango can grow up to three meters high. The leaves are short. They are about twenty centimeters short. People also use the tuck.

Student 7

My name is Rima. My school in the SMP 1 Boja. My hooby is playing with my friends. I have my family happy. My father is very handsome. His hair is curly. He lives in Jagalan Boja. He is old about forty five. He is works in SMP 3 Boja. My mother is very beautiful. He lives in Jagalan. He is old about forty. His hair is straight. He is work in market. My mother is calm. She is about…. Aiwil is my sister. His lives in Jagalan Boja. He is old about eight. The school in SDN 6 Boja. She is very naughty, sometimes she is very beautiful. His hair is straight.

Student 8

I have family. My family consists my father, my mother, my daughter and me. My father's name is Nur Aziz. He is about thirty eight years old. My father works in chicken farm. My mother's name is Usmiyati. She is about thirty six year old. My mother as housewife. My daughter's name is Wiji Ayu Herawati. He is about six year old. My daughter study in SDN 2 Ngabean. He has a play doll hobby. And me study in SMP 1 in Boja. My hobby is singing. I live in Ngabean. My house small but tidy. We always gather in my house. Every Sunday we always spent my time with family swimming pool, shopping or go to grandmother.

Student 9

It is my cat. His name is Johan. It color is Brown. It is very funny. His body is soft. His hobby is to chase a mouse. It is eat meat. He has some characteristics, they are four legs, his eyes small. Its tail is long.

Student 10

I have a pet. He is a cat. His name is Oscar. He has not a cage. He likes fish to eat. He has big blue eyes and four legs. His color is brown and white. He is my special cat. He is a handsome cat. He like to sleep. He has to sleep too night.

Student 11

I have a family consists from father, mother, sister and me. My live in Ngareanak. My father's name is Sugiman. He is work in Kalirejo. And he is forty seven years old. My mother's name is Dwi Hestriani. She don't work and as housewife. She has wavy and short hair. She is forty years old. I have a sister too. Her

name is Anisa Dwi rahayu. She is student. She long and straight hair. She is nine years old. My family is very happy.

Student 12

Wody is my cat. He is male cat. Wody has yellow feather. He likes running in garden. He run to fast. He has four strong legs and long nails. He very like eat and make his very fat. He like out of my home to play with his friend. Usually he come home at 2 p.m.

Student 13

Dody is my playing with rope black and yellow cat. This cat is always playful. It likes playing with rope. It sometimes play with me. It likes playing with rope very much. It is very clever. Sometimes it is very naughty. My Dody is small. My dody's hobby is running. The fur is black and yellow. Dody has a soft tail. It eyes are round. It looks cute.

Student 14

I and my family live in Jl. Kyai Sumodipuro. My father's name is Rujito and my mother's name is Sunarsih. My father is tall and fat. He is work in the office. He is about forty eight years old. My mother, she is short and thin. Her hair is short and wavy hair. She is housewife. She is about thirty eight years old. I have one sister. Her name is Aini Yuliastri. Call name is Aini. My sister is beautiful and very funny. She is about eight year old. Her hair is short and straight hair. She is school in Elementary School in Bebengan. I and my sister go to school together by motorcycle. As going to home, I and my sister playing together in my garden. We are studying at night

together in the bedroom. At night, my family to come together in the family room. They are to have win and watching TV. I and my family is very happy.

Student 15

My family live in Jl.Slamet Raharjo, Puguh. My father's name is Mr. Wawan Sugono. He works in SDN Jawisari. My father's age is thirty nine years old. His hobby is fishing. He likes fishing very much. My mother's name is Rika. My mother's age is thirty four years old. She works in TK Pembina Jepara. Her hobby is cooking. I like her cookies very much. I have a sister. My sister's name is Kharisma Hesti Agustin. Her age is four years old. She study in TK Dharma Wanita Puguh. Her hobby is dancing and singing.

Student 16

My name is Khoirul Noviyanti. I am thirteen years old. I have long hair. I am school in SMP 1 Boja. I have family. I and family live in Puri Delta Asri Blok J no.5. my father's name is Khoiron. He has short hair, fat and tall. He thirty nine years old. He works in Indofood. He is very kind. My mother's name is Yantini. Her hair is long and wavy hair. He is work in home. I am very love my parents because they love me.

I am have sister too. Her name is Khoirul Nisa Umi damayanti. Her five years old. She has short and curly hair. Her is cute. She school in the playgroup Hidayatullah. She is smart student. She are beautiful girl. I am very love my sister. I and my family is very happy all their long because my family humorous. My family is harmony. I always help to cleaning home. I and my family like gardening. We always gardening in the afternoon. I love my family forever.

Student 17

I and my family live in Campurejo. … very very cozy. My father's name is Wiwik Yustianto. He is tall and fat. His old is forty two years. And he works in train Semarang Jakarta. My mother's name is Kusmiyati. She has short and wavy hair. My parents have two child. This is I and my sister. Her name is Anggun Berliana Putri. She school in playgroup Hidayatullah. She has short and black hair. Her old is four years. I and my sister go to the school with my father. After going from school, I and my sister are playing in the yard together. At night, I and my family eat together. Before eat, we always watching TV together. And I love my family.

Student 18

Bendol is my smart black cat. Bendol is very playful. It likes playing anything. It sometimes play with me. It likes playing with rope very much. It is very clever and active. Bendol is small but fat. It has soft and long fur. The fur is black with spot white. Bendol has a long tail. Its eyes is round. It looks cute. It is near me.

Student 19

My family lives in Kaliputih village. My family consists of father, mother and brother. My father's name is Sunaryo. My father's age thirty five year.My father work in farmer. He has big body and tall. His hobby is fishing. My mother's name is Titik. My mother's age thirty two year. My mother works as housewife. His hobby is to cook. I very pleasure cookies because cookies very delicious. My brother's name is Irsyad. His age twelve year.His school in SDN 2 Kaliputih. He study six grade.

Student 20

I have a family. My family consists of father, mother and brother. My mother works as a teacher Elementary School. My father works in hotel and my brother is in second grade of Elementary School. My brother likes fishing. My mother likes cooking. And I am like cycling. We always gather in my house.

Student 21

I have pet. He is male cat. His name is cat. He has soft tail. And color is black and white. He has four feet. He like fight with other cat. But he wish dead.

Student 22

Hello my name is Patricia. I will introduce my family. The former, my lovely daddy. He is very handsome. My father works in hospital and everyday threat sick people. He likes fishing, jogging, painting and reading. My father have a beautiful eyes coloring blue because my grandmother from England. So, that is birth line from my grand ma. He is forty years old. While my mother, she is very beautiful. Her name is Sharon.

My mother is housewife. Her hobby is cooking, so my mother's food very delicious. My mother have long hair, brown eyes and slim body. My mother likes listening to music. She always kiss me every I will sleep. Latest is my brother. His name is George. He is nine years old. George is very naughty. He likes disturb me, but he is very cute. George very like playing game on computer. He has brown hair and fat body. George also have a cat. He always keep its food every day. My family very harmonies. I love them very much.

Student 23

I have a happy family. They are my father, my sister, my mother and me. My father's name is Mr.Indarjo. He is about forty eight years old. He works in cooperation in Kendal. My father is very good with me and with people. My mother's name is Mrs.Salis Jazillah. She is about forty three years old. She works as religious teacher in SMK 3 Kendal. She is a beautiful female same with me. She likes cooking. My sister's name is Bella. She study at MTs Roudhotul ulum in Pati. She wears a veil. So it's a beautiful girl same with me. Every Sunday we always spare time my spare my time with family travelling, go to the beach or gardening together. I love my family.

Student 24

I have one sister. Her name is Frida. She is seven years old. Frida has round eyes, short black wavy hair and brown skin. She is fat. She studies in Muhamadiyah Elementary School in Lemah Mendak. She like playing with her friends and her dolls. She has many dolls. She sometimes play with me. Sometimes she is very naughty. She like fried chicken and she likes drink milk.

Student 25

I have a pet in my house. It is a cat. I give name Pussy. Pussy is so funny cat. This cat is always playful. It likes playing with anything. I like playing ball very much. I so happy playing with my cat because it can make me happy. Pussy is small but fat. It has fat feather. The fur is brown. Pussy has eyes round. Pussy is always near with me.

Student 26

I have a pet. He likes vegetable to eat. He has big brown eyes and four legs. His color is white. He is my special pet. He is a handsome rabbit. He likes to running. He has long ear on head. He sleep too night.

Student 27

It is my cat. His name is Ucup. Its color is brown. It is very funny. His hobby is running in my garden. He also has some characteristics they are four legs, its eyes small, it tails is long.

Student 28

I have family. We live in Tampingan. I have parents name is Mr.Moh Ali and Mrs Rita Mahari Artati. My father and my mother work in school. He teaches class five but they different school. I have two brothers. They study in Yogyakarta University. My father have a body fat and tall but my mother antonym with my mother. My father fifty four attend the old and my mother attend forty four attend old. Well, my brother twenty and nineteen attend the old. But my brother live different with we. I think I happy with family because they can watch over harmony. That is story about my family.

Student 29

Hi everybody. I want to tell you about my grandpa. He is very old man, indeed you know. He is about seventy years old. That is old enough for a man. But my grandpa is still strong. He likes drinking tea in the morning. My grandpa has short black hair. He don't have moustache. My grandpa is 155 cm tall. He is enough thin.

Student 30

I have a family consist father, mother, brother, sister and me. My father's name is Yono. He works as worker. My father is forty eight years old. He has short hair and he likes gardening in the afternoon. My mother's name is Susmiyati. She works as worker. My mother is forty three years old. She has long and curly hair. She likes cooking in the kitchen. I have a brother. His name is Eko. He is child first. He studies in Semarang University. He has short and curly hair. I have a sister. Her name is Indri. She is child second. She now work in the market as cashier. She has long and straight hair.

Student 31

I have a pet. He is a male cat. His name is puss. His feather color is orange and white. His tail is short. He has four feet. He likes running. He likes fight with other cat. His favorite food is salt fish. I always give his food in the evening. He like to leg his body. He have a bad habit. He likes to sleep on random place.