



**THE EFFECTIVENESS OF THE COMBINATION
OF QUARTET AND DART GAMES FOR TEACHING
SPEAKING**

**(A Pre - Experimental Research of Eighth Grade Students
of SMP Negeri 3 Petarukan Kabupaten Pemalang
in the Academic Year of 2014/2015)**

a final project

submitted in partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan* in English

by

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Semarang, February 2015



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MOTTO AND DEDICATION

"Learn from yesterday, live for today, hope for tomorrow. The important thing is not to stop questioning." (Albert Einstein)

"Do not wait; the time will never be just right. Start where you stand, and work with whatever tools you may have at your command, and better tools will be as you found as you go along." (Napoleon Hill)

This final project is dedicated to:

- *My beloved parents, Cayono and Wartijah*
- *My sisters, Nita Sari and Rina Damayanti*
- *All my friends in Griya Kusuma, all my friends in English department '11, and all my PPL and KKN partners*

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Finally, I have a great expectation that my study will be beneficial and useful for anyone who is interested in learning more on the topic I presented in the present study.

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Intan Purwasih

ABSTRACT

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Key Words: Media, Quartet and Dart game, Speaking, Pre-Experimental Research.

This study investigates the use of the combination of Quartet and Dart games for teaching speaking. The main problem in teaching speaking of English as foreign language is how to stimulate and motivate students to speak. There are some media to teach speaking. This study proposes an alternative way for minimizing some problems that make the students hesitant to speak by using the combination of Quartet and Dart games. Quartet is a card game. There are totally 32 cards divided into 4 theme cards. Every card provides a brief description that will make the students read the description while waiting for the turn. The goal of the game is to collect a set of cards as many as possible. Dart game is an activity that is designed to challenge students to engage with the texts. The students are supposed to speak and to interpret the information carefully based on the Dart game. By using Quartet game, students will be able to speak well. It makes them speak based on the Quartet card. Quartet cards facilitate them with spoken vocabularies, grammar and structure of the text. Therefore, Dart game makes the students ready when they are going to express their ideas based on the instruction of Dart board.

The objectives of this research are to find out whether the combination of Quartet and Dart games is effective to teach speaking to Junior High School's students and to find out whether the students are able to speak well by using the combination of Quartet and Dart games. The population was the eighth grade students of SMP Negeri 3 Petarukan Kabupaten Pemalang in the academic year of 2014/2015. The number of population was 312 and sample was 36 students of VIII B for the try-out class and 37 students of VIII A as the experimental class. I used pre-experimental design in this research. When conducting the research, I used oral performance test to collect the data. The study showed that after the students were given treatment by using the combination of Quartet and Dart game, there was an increasing score from the pre- test and the post- test result about 72.86%. The *t-value* was 27.69 and *t-table* was 1.69. Since the *t-value* is higher than the *t-table*, it can be concluded that the working hypothesis is accepted. It means that the combination of Quartet and Dart games is effective to improve students' speaking skills.

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CHAPTER I

INTRODUCTION

This chapter discusses the introduction which is divided into seven parts: background of the study, reasons for choosing the topic, research questions, objectives of the study, statements of the hypothesis, limitations of the study, significance of the study, definitions of key term and outline of the report.

1.1 Background of the Study

One of the major problems in teaching speaking of English as a foreign language is how to stimulate and motivate students to speak. The biggest challenges found in the English as foreign language classroom is the lack of motivation, getting students to speak and the use of the first language (Nunan in Celce Murcia (2001:110). Making students speak is not an easy task for teachers because the language is not spoken in the community and also they have less exposure to the language itself. Richards (2008: 25) explains that students who do need such skills involved in using talk as interaction and find them lacking report that they sometimes feel awkward and at a loss for words when they find themselves in situations that require talk for interaction. In Indonesian education, most teachers tend to leave speaking activities because speaking requires more time and the assessment is more challenging. This phenomenon also happens in Malaysian classrooms. Bashir, Azeem and Dogar (2011: 35) state that speaking skills is also neglected in their classrooms and students do not get any chance both

in the class room and outside. As a result, this condition does not give any space for speaking skills.

My teaching practice experience mirrored similar condition. When I did my teaching practice in SMP Empu Tantular Semarang last year, the students of eighth grade were not interested in speaking English. This could happen because they did not know what they had to say. They found difficulties to arrange the words and could be afraid if they did some mistakes. Therefore, they seemed nervous when they had to express their mind. Furthermore, according to Fajariyah (2009:15), there were five factors of low speaking ability. For example, students rarely answered the question orally. They also spoke with a lot of pauses. They got difficulties to find appropriate words to create sentences or expressions, dealing with the vocabulary mastery and grammar. Moreover, Fajariyah (2009: 26) added that there are other factors cause the lack of speaking skills. For example, students learn through their worksheet which contained many kinds of task. During the speaking class, teacher asks the students to do an exercise and they just rely on the task in the worksheet. If there is a dialogue, the teacher asks them to complete it and read it in front of the class. This technique cannot enhance their speaking ability.

In a bigger perspective, the root of problems in teaching speaking of English as foreign language is about the learning approach. Besides, most of English teachers use grammar-translation method that is a traditional and teacher center. Consequently, students are not able to communicate in the target language.

Actually, Grammar Translation Method (GTM) is good as long as it is used to help students read and appreciate foreign language literature (Larsen, 2000:11). Speaking needs to receive a primary concern because the main purpose of attaining a second or foreign language is to make the students are able to communicate in it. Richards (2008:20) argues that the attaining of speaking skills in English is a priority for many second-language or foreign-language learners. However, the teaching process of Junior High School students is not the same as the teaching process of adults because they have different characteristics. According to Scott and Ytreberg (1990: 33), in their own language, children are able to express emotions, communicate intentions and reactions, explore the language and make fun of it, so they expect to be able to do the same in English.

Most English teachers use a traditional method that is a drill technique that makes English atmosphere in classroom seems monotonous. Md. Omar and Hamzah (2013:2) report, teacher tends to place the pupils in a drilling class where speaking is learned by memorization of certain condition. This condition has caused pupils not able to speak the language or understand the message in English beside what they have been exposed.

From the fact above, I propose an alternative way for minimizing some problems that make students hesitant to speak English in their daily conversation by using a game that can cope with those requirements. Through games, students are brought into such an interesting and enjoyable learning activity. This study proposes the combination of Quartet and Dart games for creating a fun learning and meaningful activity by involving all language skills and other language

components, such as pronunciation, stress pattern, intonation, and the language culture. By using the combination of Quartet and Dart games in learning activities, the students will not feel lack of confidence anymore since they play a game in which they can express their ideas. It is expected that when pupils are on free oral activities, we are trying to get them to say what they want to say, to express themselves and their own personalities (Scott and Ytreberg, 1990:34).

Using the combination of Quartet and Dart games for teaching speaking skills is an alternative way to support English teaching and learning process because students generally like to learn happily by expressing themselves through real actions and it is suitable for their ages. Hopefully, the combination of Quartet and Dart games can be an effective learning method to develop students' speaking skills.

1.2 Reasons for Choosing the Topic

Speaking is an important language skill. It is a primary subject that must be taught to students, but developing speaking skills is not an easy job for teachers. The teachers should be able to create and choose techniques or use media which are good for the students.

There are three reasons for choosing the topic of study. First, the eighth grade Junior High School student mastery in speaking English was still weak although they had good knowledge of English in their mind. For example, in essay task, they had good writing skills, but they rarely conducted speaking activities because speaking requires more time. Consequently, they were not able

to speak. Second, it was difficult for most English teachers to make their speaking class more enjoyable, interesting and communicative. Third, by applying the combination of Quartet and Dart games in speaking class, it could motivate students to express their ideas, interact actively and develop speaking skills. According to Ersoz (2000) in Md. Omar and Hamzah (2013: 4), games are highly motivating because they are amusing and interesting. Hertog, Kil, and Haverkate (2013: 2) state, Quartet is a card game and there are colorful pictures chosen to spark the children's interest. By using Quartet game, students will be able to speak well. It makes them speak based on the Quartet card. Quartet cards facilitate them with spoken vocabularies, grammar and structure of the text. Lunzer (1984: 1) defines, Dart is an activity that is designed to challenge pupils to engage with text. Therefore, Dart game makes the students ready when they are going to express their ideas based on the instruction of Dart board.

1.3 Research Problems

The problems investigated are stated as follows:

- 1) How effective is the use of the combination of Quartet and Dart games applied in teaching speaking for the eighth grade students of SMP Negeri 3 Petarukan Kabupaten Pemalang?
- 2) To what extent does the combination of Quartet and Dart games improve the speaking skills of the eighth grade of SMP Negeri 3 Petarukan Kabupaten Pemalang?

1.4 Objectives of the Study

Based on the formulated problems above, the following are the objectives of the research:

1. to describe the process of applying the combination of Quartet and Dart games in improving the speaking skills of the eighth grade of SMP N 3 Petarukan Kabupaten Pemalang.
2. to find out how effective using the combination of Quartet and Dart games in improving the speaking skills of the eighth grade of SMP N 3 Petarukan Kabupaten Pemalang.

1.5 Hypotheses

There are two hypotheses in this study. The first hypothesis is the working hypothesis (H_1). The second hypothesis is the null hypothesis (H_0).

H_1 : The combination of Quartet and Dart games is effective to improve students' speaking skills.

H_0 : The combination of Quartet and Dart games is not effective to improve students' speaking skills.

1.6 Limitations of the Study

In this research, I focused on improving students' speaking skills, especially in a spoken monologue descriptive text by using the combination of Quartet and Dart games. Students of junior high school consist of three levels. I chose the eighth grade students of SMP N 3 Petarukan in the academic year of 2014/2015. I

used VIII A class as experimental class and VIII B as try-out class. I focused on pre-experimental research design because I only used one group as sample. Using one group as the experimental group resulted in limiting the validity of the research. Another limitation was that three raters who gave scores in the speaking tests might have not been easy to avoid subjectivity and bias. I applied the combination of Quartet and Dart games for treatment activity. The result of this experimental study was not meant to be generalized. It only applied to the subjects and the context of the current study.

1.7 Significance of the Study

Based on the objectives of the study, I hope that the results of this study have implications as follows:

- 1) For the teacher (For the teacher who teaches this class or for general teachers)

The study gives an inspiration for English teachers to teach speaking by using the combination of Quartet and Dart games. Teachers can apply this technique in their teaching speaking to make the students more understand than just teach by using students' worksheet (LKS) in which it will make the students feel bored.

- 2) For the students

The students will have experiences and alternative ways to learn English easier considering the demands of curriculum and more fun with regard to

the students' learning style. Therefore, this experience can be applied in their learning in their class, especially in speaking activity.

3) For the researcher

This study can develop the researcher's knowledge and experiences about teaching speaking skills using the combination of Quartet and Dart games.

4) For future researchers

This study can give an inspiration for future researchers to conduct further the next experiments which are useful for students to learn English.

1.8 Definition of Key Terms

1.8.1 Quartet Game

Quartet is a card game. There are totally 32 cards (8 themes and one theme is presented with four cards). Quartet game is played by two until four players. If this game is played by two players, so each player gets ten cards and twelve remaining cards in the stack. But if it is played by four players, so each player gets five and there are twelve remaining cards in the stack. The goal of this game is to collect a set of Quartet cards as many Quartet cards as possible. Each card indicates to what set it belongs. Hertog, Kil, and Haverkate (2013: 2) state:

In designing the cards, colorful pictures are chosen to spark the children's interest. For every card, a brief description is provided on what is shown on the picture. While waiting for their turn, it is the idea that the children will read these explanations. The class discussions at the end of the game can further stimulate the children's thinking.

By using colorful pictures make students are interested. There is a brief description on each Quartet card. For example, there is a cat's picture, so there is brief description about the cat, such as the character of cat. Actually colorful pictures create students are able to hint the meaning of brief description provided. While waiting for their turn, the children can read the description. The example of spoken sentences of these descriptions can be more useful. Each Quartet card, there is spoken vocabularies, grammar and the structure of the text. Consequently, they will practice speaking activity without memorization, because speaking skills is habitual activity. By playing Quartet more than one, they automatically memorize well, especially the structure text provided. The class discussions at the end of the game can further stimulate the children's thinking.

1.8.2 Dart Game

Dart is a board game. Dart game can be played by many players. They can play Dart board and wait a pin will stop. After the pin stopped, the task of player is doing based on the picture provided. Lunzer (1984: 1) defines:

Dart is an activity that is designed to challenge pupils to engage with text. They ask them to read closely and to interpret the information carefully. They can often go beyond the comprehension question, which can sometimes only ask pupils to move information, rather than to understand it.

Dart is an activity that is designed to challenge pupils to engage with text. Therefore, Dart game makes students ready when they are going to express their ideas based on the instruction of Dart board. For example, the picture of the dart board is "Bon Rabbit", so the task of the students is to describe "Bon Rabbit". The

students are supposed to speak and to interpret the information carefully based on the Dart game.

1.9 Outline of the Report

The outline of the report is as follows:

Chapter I contains introduction, covering background of the study, reasons for choosing the topic, research questions, objectives of the study, statements of the hypothesis, limitations of the study, significance of the study, definition of key terms and outline of the report.

Chapter II discusses review of the related literature as the theoretical basis of the research including previous studies, general concept of media, games as media, Quartet and Dart games as media, general concept of speaking, general concept of teaching speaking as second or foreign language, and framework of the study.

Chapter III is the method of investigation. It consists of research design, subjects of the study, variables of the study, instruments of data collection, types of data, try-out test, methods of data collection, procedure of the research and methods of data analysis.

Chapter IV deals with the result of the study including activities of the research, research findings and findings discussion. In the findings, there are the result of pre-test and post-test, the result of significance test, questionnaire analysis and the result of observation checklist.

Chapter V consists of research conclusions and suggestions.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter discusses review of previous studies, concept of media, games as learning media, the combination of Quartet and Dart games as learning media, concept of speaking, concepts of teaching speaking as second or foreign language and framework of the study.

2.1 Review of Previous Studies

Using media as an aid in teaching and learning process is an interesting topic for many researchers. There are many studies that have been done in this field. Related to this study, there are four relevant studies worthy to explore.

Zhu (2012) conducted a study titled *Using Games to Improve Students' Communicative Ability*. Communicative Language Teaching Approach (CLTA) is one of the most effective methods to keep away from the weaknesses of the traditional English teaching method in developing students' communicative ability. Using games, which are communicative in essence, are often considered effective in developing students' communicative ability. His research finding showed that students were actively involved in playing games which in turn could arouse and maintained their interest in learning, promoted their motivation of study, and at the same time got lots of opportunities to have their basic skills of listening and speaking practiced. He reported that there were factors such as the time, choice, preparation and management should be put into

consideration. Thus, using games in English teaching very well represents the theme of the communicative language teaching approach– “Communicating to learn” and “learning to communicate”.

Fajariyah (2009) conducted a study titled *Improving Students’ Speaking Proficiency Using Games*. The purpose of this study was to improve the speaking proficiency of the eighth grade students of SMP Negeri 2 Baki Sukoharjo in the academic year of 2008/2009 by conducting an action research by using games. Fajariyah analyzed both qualitative data and quantitative data. Qualitative data were analyzed by using constant comparative method that consisted of four steps, namely comparing incidents applicable to each category, integrating categories and their properties, delimiting the theory and writing the theory. The quantitative data were analyzed by using descriptive statistic. Her research finding showed that students’ speaking proficiency improved in the term of ability in: answering the teacher’s questions orally, identifying the words and grammar used in the expression, making sentences using appropriate grammar and vocabulary and expressing their idea.

Other researchers, Md. Omar and Hamzah (2013) conducted a study titled *Trends and Concerns of Teacher Trainees in using Language Game Strategy to Improve Speaking in a Rural/Remote Primary School*. Their study was to report on the trends and concerns of ESL teacher trainees in using game strategy to improve speaking skill in a rural and remote primary school. This study was conducted over three weeks with five remote areas primary schools pupils, age ranges from 9 -11 years old, located in Malubang, Pitas in Sabah. Teacher trainees

used game strategy throughout to affect pupils' oral skills. The teacher trainees engaged children in meaningful games involving task based teaching. Data were collected through observation, questionnaires, and reflective essay. Omar & Hamzah's study revealed the trends of teacher trainees using game strategy comprised restructuring teacher trainees' instructional techniques based on the following: The internal and external environment conditions that influenced the effectiveness of various language games used, for example, instructional setting; group dynamics; communication patterns and modes; organization, cultural factors and distance or time factors and management of the learning environment and technology. Pupils were able to use the games to enhance their oral production albeit some classroom management difficulties and language barriers as they participated in games. The result also showed teacher trainees becoming better, free and confident when they conducted game strategy.

The next researchers, León and Cely (2006) conducted a study titled *Encouraging Teenagers to Improve Speaking Skills through Games in a Colombian Public School*. This project was implemented with tenth grade students of a public school located in the Usme Zone in Bogotá. They felt inhibited with activities that involved oral interaction mainly because they were afraid of criticism and jokes about what they said. To develop their project they used video recordings, the teacher's journal and questionnaires answered by the students. The results showed that students felt better, free and confident when they participated in oral tasks, particularly during games. They saw collaboration, solidarity and interaction among them.

While those previous studies have explored the effectiveness of using a language game for teaching speaking that show high degree of motivation from students. Because those of previous studies have not explored the combination games for teaching speaking, I initiatively combined both Quartet and Dart games for teaching speaking. Quartet cards facilitate the students with the spoken vocabularies, grammar and the structure of the text. Through Dart game makes students ready when they are going to express their ideas based on the instruction of Dart board. Consequently, teaching speaking was more effective. Based on the previous studies above, because using the combination of Quartet and Dart games as alternative media in teaching speaking have been under researched, I conducted the research titled “*The Effectiveness of the Combination of Quartet and Dart games for Teaching Speaking*”. This research determined whether there was a significant difference in the achievement before and after treatment by using the combination of Quartet and Dart games and found out the effectiveness of using the combination of Quartet and Dart games as the media for teaching speaking.

2.1 Review of Related Literature

2.1.1 Concept of Media

Media are very important in teaching and learning process to help students understand the lesson effectively and efficiently. The use of many kinds of media is needed to achieve the purpose of teaching and learning process. Teacher should use variety of teaching aids to explain language meaning and construction, engage

students in topic or as the basis of a whole activity (Harmer, 2001: 134). Hence, teachers should provide various aids to support the material given. Media include printed out, audio, television, and games and computers.

Thus, media are instructional tools that are used to capture the students' interest and attention and also give more impression conveying and explaining ideas in the learning and teaching process easily.

2.2.1.2 Kinds of Media

According to Celce-Murcia (2001:462), there are two types of media, nontechnical media and technical media:

- (1) Nontechnical media are blackboards/whiteboards, flashcards, cartoons/ line drawing, Pamphlets/ brochures/ flyers, menus equipment, operation manual puppets, newspapers/ magazines, etc.
- (2) Technical media are record player, audiotape player/ recorder, CD player/ recorder, radio, television, video player/ recorder, telephone, Overhead projector, film strip/ film projector, computer, etc.

Both nontechnical and technical media, they are always needed in teaching and learning process because they make the class live and the students will be enthusiastic in learning speaking.

2.2.1.3 Advantages of Media

There are many advantages of the use of media to increase students' motivation in learning and teaching process. As Celce-Murcia (2001: 461) states, "media help teacher to motivate students by bringing a slice of real life into the classroom and by presenting language in its more complete communicative context." According

to Celce-Murcia (2001: 461), there are the rational for using media in the language classroom. They are:

- (1) Media serve as an important motivator in the language teaching process.
- (2) Media create a contextualized situation within which language items are presented and practiced.
- (3) Media materials can lend authenticity to the classroom situation, reinforcing for students the direct relation between the language classroom and the outside world.
- (4) Media provide us with a way of addressing the needs of both visual and auditory learners.
- (5) By bringing media into the classroom, teachers can expose their students to multiple input sources. Thus, while decreasing the risk of the students' becoming dependent on their teachers' dialect or idiolect, they can also enrich their language experiences.
- (6) Media can help students call up existing schemata and therefore maximize their use of prior background knowledge in the language learning process.
- (7) Media provide teacher with a means of presenting material in a time-efficient and compact manner, and stimulating students' senses, thereby helping them to process information more readily.

(Celce-Murcia, 2001: 461)

Media help teachers to deliver the information from the teacher. They can provide some advantages of using media, such as engaging the student's motivation, and recalling earlier learning.

2.2.2 Games as Media

Games have been and will be an important part in learning a second language. Games are motivating and interesting activities for students to develop speaking skills in a fun way. Harmer (2001: 272) argues:

Games which are designed to provoke communication between students frequently depend on an information gap so that student has to talk to a partner in order to solve puzzle, draw a picture, put things in the right order or find similarities and differences between pictures.

Lee (1993:13) states that there is a common perception that all learning should be serious and solemn in nature and that if one is having fun and there is hilarity and laughter, then it is not really learning. This is a misconception. It is possible to learn language as well as enjoy oneself at the same time. However, according to Ersoz (2000) in Md. Omar and Hamzah (2013: 4), games are highly motivating because they are amusing and interesting.

2.2.3 Quartet and Dart Game as Media

There are many good ideas about English teaching by using games. Among others, using the combination of Quartet and Dart games in the English class is the one which is easily accepted by students and also a useful and helpful communicative method. Quartet is a card game. There are totally 32 cards (8 themes and one theme is presented with four cards). Quartet game can be played by two until four players. If this game is played by two players, so each player gets ten cards and there are twelve remaining cards in the stack. But if it is played by four players, so each player gets four cards and there are twelve remaining cards in the stack. The goal of the game is to collect a set of Quartet cards as many Quartet cards as possible. Each card indicates to what set it belongs. Hertog, Kil, and Haverkate (2013: 2) state:

In designing the cards, colorful pictures are chosen to spark the children's interest. For every card, a brief description is provided on what is shown on the picture. While waiting for their turn, it is the idea that the children will read these explanations. The class discussions at the end of the game can further stimulate the children's thinking.

By using colorful pictures make students are interested. There is a brief description on each card. For example, there is a cat's picture, so there is brief description about the cat, such the character of cat. Actually colorful pictures create students are able to hint the meaning of brief description provided. While waiting for their turn, the children can read the descriptions. Example of spoken vocabularies and sentences of these explanations are more useful. Quartet also provides spoken vocabularies, grammar and the structure of the text. Consequently, they practice speaking activity without memorization, because speaking is habitual activity. By playing Quartet more than one, they automatically are able to memorize well, especially the structure text provided. The class discussions at the end of the game can further stimulate the children's thinking.

Dart is a board game. There are several instructions related to the pictures. Dart game can be played by many players. They can play Dart board and wait the pin stopped. After the pin stopped, the task of students is doing based on the picture provided. Lunzer (1984: 1) defines:

Dart is an activity that is designed to challenge pupils to engage with text. They ask them to read closely and to interpret the information carefully. They can often go beyond the comprehension question, which can sometimes only ask pupils to move information, rather than to understand it.

Dart is an activity that is designed to challenge pupils to engage with text. Darts can be used to illustrate the concept of chronology, the importance of clearly sequenced instructions or the structure of any text. Information texts can also be cut up to help pupils to see how the component parts fit together to lead the reader through the text. Therefore, through Dart game makes the students ready when they are going to express their ideas based on the instruction of Dart board. For example, the picture of the dart board is “Bon Rabbit”, so the task of students is to describe “Bon Rabbit”.

2.2.4 General Concept of Speaking

2.2.4.1 Definition of Speaking

Speaking is a part of daily life that we take for granted. Speaking is viewed as a primary skill because people are starting the ideas in their native language through spoken language. Bygate (1987) defines, “speaking is skill which deserves attention as much as the literary skill in both native and foreign languages” (pp. vii). In another definition, Brown (2004:141) argues that speaking is a productive skill that can be directly and empirically observed. After people are able to speak in their native language, they begin to develop the reading and writing skill. Based on the terms of speaking above, it can be concluded that speaking is one of language skills that used to deliver ideas, opinions, thoughts and also show feelings.

2.2.4.2 The Importance of Speaking

Fulcher (2003: 23) defines, “speaking is the verbal use of language to communicate with others.” The purposes of speaking for communicating with others are so large that they are innumerable, and as these are not a book about human needs and desires we will not even attempt to provide examples. Richards (2008:2: 2) mentions

Speaking establishes and maintains social relations, and the transactional functions, which focus on the exchange of information. Therefore, it helps people to express and share the idea what go through their mind.

In our general community, speaking becomes the communication medium of social solidarity, of social ranking, of professional advancement and of business relationship. Therefore, we can see the personality trait and the ability of each people by predicting their capacity and the content of their speaking. Actually speaking becomes the simple way to intercommunicate and interaction to others.

2.2.4.3 Basic Types of Speaking

According to Brown’s theory (2004:141), there are five basic types of speaking, as follows:

- 1) Imitative
At one end of a continuum of types of speaking performance is the ability to simply parrot (imitate) a word or phrase or possibly a sentence.

- 2) Intensive
The production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements - intonation, stress, rhythm, juncture).
- 3) Responsive
In the interaction and the test comprehension, but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments.
- 4) Interactive
The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants.
- 5) Extensive (monologue)
Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

(Brown, 2004:141)

2.2.4.4 General Concept of Spoken Monologue Descriptive Text

It has been stated in the School-based Curriculum (KTSP) that teaching and learning process of English in Junior High School provides the students with specific strategies to improve their use of Language. The activities assist students to improve their ability to communicate effectively, inquire, share information, express idea, and make sense of life. The goal of the English teaching at junior high school is to give students a working knowledge of English. They have to attain the four language skills. The students who have four skills and the English components are regarded to be able to use this language at the recognition level as well as at the production level. Hopefully, they can listen to and read English written materials, besides they are able to speak English fluently and write it as well.

A spoken monologue descriptive text is a kind of extensive oral production tasks which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Descriptive text is one of genres, which must be learnt by students of junior high school according to School-based Curriculum (KTSP). School-based Curriculum (KTSP) mentions, expressing meaning in simple short monologue by using a variety of harsh language accurately, fluently, and thanks to interact with the environment in the type of descriptive text and recount. It was mentioned that the eighth-grade students are demanded to be able to express monologue texts in descriptive and recount type to interact with others. Based on Gerot and Wignell (1994: 192-219) explain:

There are thirteen text types such as: spoof, recounts, reports, analytical exposition, news item, anecdote, narrative, procedure, description, hortatory exposition, explanation, discussion, and reviews.

Gerot and Wignell (1994: 208) explain, “the aim of descriptive text is to describe a particular person, place or thing” The term genre is used to refer the particular text types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purposes; also the level of context dealing with social purposes. Therefore, Gerrot and Wignel (1994: 208) state, “the social function of descriptive is to describe a particular person, place or thing”. According to Gerot and Wignell (1994: 208), the generic structures of descriptive are identification: identifies phenomenon to be described and description:

describes the parts, qualities, characters. The significant lexico grammatical features of descriptive text according to Gerrot and Wignell (1994: 204) are:

- (1) Focus on specific participants
- (2) Use of attributive and identifying process
- (3) Frequent use of classifiers in nominal groups
- (4) Use of simple present tense

2.2.5 Concept of Teaching Speaking as a Second or Foreign Language

Speaking is a productive skill. It means that in speaking, we produce utterances (spoken language). Nevertheless, speaking in a second language has often viewed as the most challenging. The biggest challenges found in the EFL classroom is the lack of motivation, getting students to speak and the use of the first language (Nunan in Celce Murcia (2001:110). Richards (2008: 25) explains that students who do need such skills involved in using talk as interaction and find them lacking report that they sometimes feel awkward and at a loss for words when they find themselves in situations that require talk for interaction. Speaking is a crucial part of second language learning and teaching (Kayi, 2006). In a deep problem, when teaching speaking has been taught by using repetition of drills or memorization of dialogues. Consequently, students are not able to speak English.

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners that are the main goal in teaching speaking because the important function of speaking. Making a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations and the transactional functions, which focus on the exchange of information (Brown and Yule, 1983 as quoted Richards, 2008:21).

The spoken language is used to maintain social relationship and then to convey information and ideas. Speaking is difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately.

2.3 Framework of the Study

Speaking is quite difficult skill to learn in English. The problem comes because there are differences between English and Indonesian language systems, especially sound systems, and also the teachers rarely teach about speaking. They only teach 'passive English' (reading and writing).

In order to focus on the study, I chose two main points to collect data. There were the simplified theory of the research and the experimental research. I limited two points that are the combination of Quartet and Dart games and speaking (spoken monologue descriptive text). Then, in the experimental research I simplified the concept of the pre-experimental research.

2.3.1 The combination of Quartet and Dart games

I used the combination of Quartet and Dart games as an alternative medium in teaching and learning process. It could be used to teach the students' ability in learning a spoken monologue descriptive text. By using teaching media, teaching and learning process would be more effective and efficient if the medium was interesting and it could motivate the students to speak better.

2.3.2 Speaking

Speaking activity in this case becomes students' events in teaching and learning process to express their ideas, mood, feelings, and thought to others. Speaking is the verbal use of language to communicate with others (Fulcher, 2003: 23).

2.3.3 Pre-Experimental Research

There are several designs of the experimental research. One of them is pre-experimental design. I used pre-experimental design. They are one-shot case study, one group pre-test post-test study, and static group comparison study. I used one group pre-test post-test design. Based on Leedy (1997: 232-233), the aim of this design is to evaluate the influence of a variable.

By this design, one group was given a pre-test, followed by treatments, and finally a post-test. Besides, there was no comparison group in this design. There was one group that is experimented based on this design. Therefore, I only used one class in collecting data, whereas the other class was used to measure the validity of the test that would be used in the class experimented. Systemically, this experimental research is seen as this following diagram:

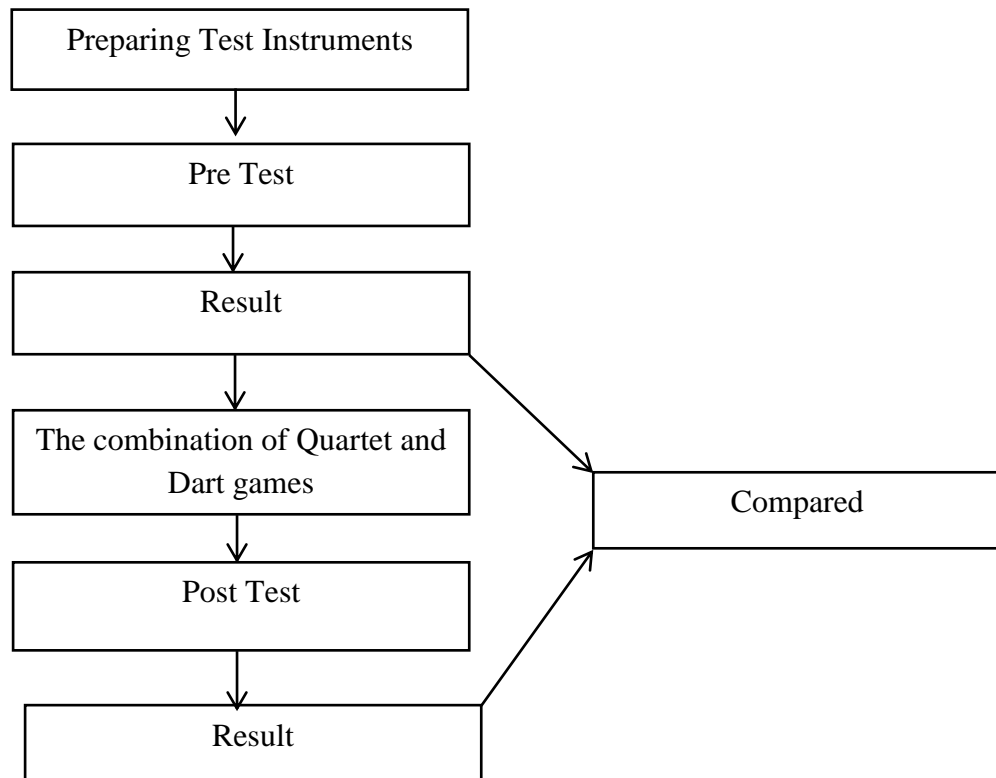


Diagram 2.1 Pre-Experimental Research Plan

CHAPTER III

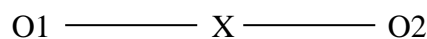
METHODS OF INVESTIGATION

This chapter presents descriptions of methods of the investigation including research design, subjects of the study, variables and hypotheses of the study, instruments of data collection, types of data, try-out test, methods of data collection, procedure of data collection, and methods of data analysis.

3.1 Research Design

There are several designs of the experimental research. One of them is pre-experimental design. I used pre-experimental design. They are one-shot case study, one group pre-test post-test study, and static group comparison study. I used one group pre-test post-test design. Based on Leedy (1997: 232-233), the aim of this design is to evaluate the influence of a variable.

By this design, one group is given a pre-test, followed by treatments, and finally a post-test. Creswell (1994 : 132) points out that this design includes a pre-test measure followed by a treatment and a post-test for a single group. Besides, there is no comparison group in this design. One group pre-test post-test design can be described as follows:



In which:

O1 = pre-test

X = treatment

O2 = post-test

Figure 3.1 Pre-Experimental Design (Creswell, 1994: 132)

According to Cohen, Manion, and Morrison (2005: 215), there are some procedures in conducting experimental research.

- (1) First, the researcher must identify and define the research problems, formulate hypotheses, and select appropriate levels at which to test the independent variables.
- (2) Second, the researcher must take account of the population, select instruments, choose tests and decide upon appropriate methods of analysis.
- (3) Third, before starting the actual experiment, the researcher must pilot test based on the experimental procedures. During the experiment itself, the researcher must try to follow tested and agreed-on procedures.

Table 3.1 Treatment's Schedule for Pre-Experimental Research

No	Activities	Date					Class
		January 15 th	January 21 st	January 22 nd	January 28 th	January 29 th	
1	Try-out test						VIII B
2	Pre – test						VIII A
3	Treatment 1						
4	Treatment 2						
5	Post-test						

The research was conducted at SMP Negeri 3 Petarukan located on Pelajar, Street, Kendalsari, Petarukan. There was one group that was experimented. I used one class in collecting data, whereas the other class was used to measure the validity, reliability, difficulty level and discriminating power of the test that was used in the class experimented. I used two classes for the try-out group and the experimental group. I chose class VIII B for the try-out group and class VIII A for the experimental group.

3.2 Subjects of the Study

The subjects of this study were the eighth grade students of SMP Negeri 3 Petarukan in the academic year of 2014/2015. This school is located on Pelajar Street, Kendalsari, Petarukan, Pemalang.

3.2.1 Population

Population is the group about which the researcher is interested in gaining information and drawing conclusion (Tuckman, 1978; 226-227). The population of this study was the eighth grade students of SMP N 3 Petarukan in the academic year of 2014/2015. There were 312 of the eighth grade students consisting of 133 boys and 179 girls.

3.2.2 Sample

Sample is a representative of the population on critical parameters at an acceptable level of proficiency. Tuckman (1978: 226-231) argues that sample is a group of people, things or the place where the data are obtained, and it is considered to be the representative of the population. According to Saleh (2001: 34), there is minimum sampling guidance, as follows:

Population	Sample
(1) Less than 100	50%
(2) 101-500	30%-50%
(3) 501-1000	20%-30%
(4) More than 1000	15%-20%

But Saleh (2001: 34) explains, researcher can consider the suitable number of sample to represent the population". In selecting the sample, I used cluster random sampling. This technique requires groups or clusters in taking the sample based on the groups that have already existed in the population.

There were 8 classes of the eighth grade of SMP Negeri 3 Petarukan. I took one class as sample; it was VIII A class which consisted of 37 students. They equal to 11.8 % of the whole population. Thus, the sample was sufficient to represent all the population. Moreover, I used another class as the try out group that was used for measuring the validity of the test. It was VIII B class which consisted of 36 students.

3.3 Research Variables and Hypotheses

3.3.1 Variables

According to Arikunto (2013: 161), variables are the objects of the experiment or the focus on an experiment. Another definition, variable is something that may vary (Brown, 1998: 7). There are two types of variables. They are:

- 1) Independent variable is one condition which is manipulated by the experimenter. Creswell (1994:128) states that independent variable called treatment conditions or factors in an experiment. The combination of Quartet and Dart games for teaching speaking is the independent variable.
- 2) Dependent variable is the one that measures the influence of the independent variable. Creswell (1994:129) defines that dependent variable is the response or the criterion variable presumed to be caused or influenced by the

independent treatment conditions. Based on the definition, the dependent variable of this study is the students' achievement, which is indicated by the score of oral performance test.

3.3.2 Hypotheses

Tuckman (1978: 27) explains that a hypothesis can be defined as an expectation about events based on generalizations of the assumed relationship between variables. There were two hypotheses of this study. There are:

- (1) The working or alternative hypothesis was the combination of Quartet and Dart games is effective to improve students' speaking skill.
- (2) The null hypothesis was the combination of Quartet and Dart games is not effective to improve students' speaking skill.

3.4 Type of Data

This study was an experimental study. I used primary data. Primary data is obtained by using the original source (Indriantoro & Supomo, 2002: 27). Primary data was used to answered research problems. The primary data used of this study were test, questionnaire and observation data.

3.5 Instruments of Data Collection

Saleh (2001:31) points out that an instrument is tool for gathering data in research. It can be lists of questions (inquiry or questionnaire), observation sheets, interview sheets/recordings, test, etc. Test is used as the instrument for the study.

There were two tests in this study, pre-test and post-test. Furthermore, I gave the same type of the test for both tests, but different topics in order to know the achievement of students after the treatment. The topic of pre- test was spoken monologue descriptive text about a cat and in the post-test was about a rabbit. In conducting this pre-experimental study, I used pre-test, post-test, and questionnaires. To complement the interpretation of the data, I added an observation checklist.

3.5.1 Pre-Test

Pre-test was conducted in the beginning of the research. The purpose of the pre-test was to measure the students' skill in spoken monologue descriptive text whether they could produce spoken text. During this session, the students described a person, a thing or an animal orally. I gave them a spoken monologue descriptive text and five minutes to prepare. After that, they described it orally. Then, I collected the score and recorded their performance as the data for the research. For the detail of the instrument, see Appendix 3.

3.5.2 Post-Test

Post-test was conducted after the treatments. It was given after conducting all the activities. I gave the same type of the test for both tests, but different topics in order to know the achievement of students after the treatment. The topic of pre-test was spoken monologue descriptive text about a cat and in the post-test was about a rabbit. Post-test is used to measure the students' ability after the treatments. For the detail of the instrument, see Appendix 4.

3.5.3 Questionnaire

A questionnaire is used by researchers to convert into data the information directly given by a person (Tuckman, 1978). There are two kinds of questionnaire, close-ended question and open-ended question (Setiyadi, 2006: 54). In this study, I used close-ended questions that were arranged based on Likert Scales. It was given to the students after they finished doing the post-test. For the detail of the instrument, see Appendix 5. There were five questions used to discover the students' interest, advantage of using the combination of Quartet and Dart games, students' achievement, relevancy, and difficulty in learning process by using the combination Quartet and Dart games.

There were five multiple choice items, each of which had three options namely a, b, and c. Each option was given a score that had a point based on the criteria based on Likert scales. To make scoring in the speaking test, I used the rating scales that were adopted from Likert scales quoted from (Setiyadi, 2006:59):

Options	Score
A	1
B	2
C	3

Table 3.2 The Score Range

(Likert scales quoted from Setiyadi, 2006:59):

The result of the questionnaire data analysis of each question could be classified into a range of mean adopted from Likert Scales based on the objective each question. In which:

Range of Mean	Student's Interest	The Advantages	Student's Achievement	The Relevancy	Difficulty
0.00-1.00	Low	Do not help the students	Low	Not relevant	Very Necessary
1.01-2.00	Medium	Help the students	Medium	Relevant	Necessary
2.01-3.00	High	Help the students very much	High	Very Relevant	Not Necessary

Table 3.3 The Classification of Graded Score

(Likert scales quoted from Setiyadi, 2006:59)

3.5.4 Observation checklist

To support research, I also made an observation checklist. It contained some statements which reflected the students' behavior in the class during the research. There were five statements which described the condition of the class. They were about the presence of the students, the enthusiasm of the students in teaching and learning process, the activity of the students during the treatments, the students' participation during the treatments, and also the students' understanding about the instruction and the material. For the detail of the instrument, see Appendix 6.

3.6 Try-Out Test

The quality of data, whether it is good or bad, is based on the instrument to collect the data. A good instrument must fulfill two important qualifications, valid and reliable.

Before the test was used as an instrument to collect the data, it had been tried out to the students in another class. I carried out the try out to 36 students of VIII B class of SMP Negeri 3 Petarukan in the academic year of 2014/2015 on January 15, 2015.

After scoring the result of the try-out, I analyzed to find out the validity, reliability, index of difficulty, and index of discrimination of the items of the try out test. All of them were used to decide which items that would be used in collecting the data. Since the tests were oral tests, I analyzed the reliability of the test by using inter rater reliability.

3.6.1 Content Validity

A test is said to have high content validity if each item, which is used to gather the data, has relevance to established criteria or objectives and covers representative material. Brown (2005: 221) explains that test is a representative sample of the content the test is designed to measure. “To the extent that the analysis accords with the views of recognized authorities in the skills area and the test then reflects such an analysis, it may be said to have content validity” (Brown, 2004: 21). To find out whether the test had content validity, I compared the test items with the materials dealing with tense concord.

Therefore in making a test, I had to provide the information about the specific materials or skills being tested based on the recent curriculum namely a School-based Curriculum (KTSP). It was mentioned that the eighth-grade students are demanded to be able to express monologue texts in descriptive and recount

format to interact with others. Referring to the recent curriculum, the tests I made were valid.

To find out whether the test had content validity, I compared the test with the materials dealing with tense concord, referred to the School-based curriculum (2006):

Standard Competence	Basic Competence
4. Speaking Expressing meaning in oral texts functional and simple short monologue form of descriptive and recount to interact with the surrounding environment	4.2 Expressing meaning in simple short monologue by using a variety of harsh language accurately, fluently, and thanks to interact with the environment in the form of descriptive text and recount.

Table 3.4 Standard Competence and Basic Competence

According to school-based curriculum (KTSP), the eighth-grade students are demanded to be able to express monologue texts in descriptive and recount type to interact with others. The instruction of the try out test was “Describe the following picture orally by using your own words in 3-5 minutes with your partner”. Therefore, based on the school-based curriculum (KTSP), the test had the appropriate content validity.

3.6.2 Inter Rater Reliability

Since this study was an oral test, I used the inter rater reliability. It was used because in oral test sometimes human error, subjectivity, and bias may enter into the scoring process. “The careful specification of an analytical scoring instrument,

however, can increase rater reliability” (Brown, 2004:21). Therefore, in scoring this oral performance test I used rating table scale which consisting of pronunciation, grammar, fluency, content and vocabulary criteria. The maximum score was five and the minimum score is one.

In scoring of the try out test, I was helped by the two English teachers of SMP Negeri 3 Petarukan. Therefore, there were three raters in this test. To calculate the result of the try out test, I used the formula:

$$r = \frac{n \times r_{xyz}}{(n-1)r_{xyz} + 1}$$

(Brown, 2005: 187)

Before calculating *r*-value, the value of standard deviation and the correlation between three raters were found out first. The test is reliable if *r*-value > *r*-table. The formulas can be stated as follows:

$$S_x = \sqrt{\frac{\sum(x - M_x)^2}{N}}$$

$$S_y = \sqrt{\frac{\sum(Y - M_y)^2}{N}}$$

$$S_z = \sqrt{\frac{\sum(z - M_z)^2}{N}}$$

(Brown, 2005: 187)

And the formula to calculate the correlation between the three raters is:

$$r_{xyz} = \frac{\sum(X-Mx)(Y-My)(Z-Mz)}{N \times Sx \times Sy \times Sz}$$

(Brown, 2005: 187)

Where :

Sx	: standard deviation of rater 1	Z	: student's score of rater 3
Sy	: standard deviation of rater 2	Mz	: mean score of rater 3
Sz	: standard deviation of rater 3	R _{xyz}	: correlation between 3 raters
X	: student's score of rater 1	r	: inter rater reliability
Mx	: mean score of rater 1	n	: number of raters
Y	: student's score of rater 2	N	: number of students
My	: mean score of rater 2		

To find out whether the try out test was reliable or not, I used inter rater reliability. The test is reliable if $r_{\text{value}} > r_{\text{table}}$. In scoring the try out test, I was helped by two English teachers of SMP Negeri 3 Petarukan. Therefore, there were three raters in this test. The try out scores from three raters could be seen in the Appendix 9. From the results of the try out test from three raters, it is known:

$$\begin{aligned}\sum(X-Mx) &= 48-36.22 = 11.78 \\ \sum(X-Mx)^2 &= 48^2 - (36.22)^2 = 992.11 \\ \sum(Y-My) &= 48- 31.89 = 16.11 \\ \sum(Y-My)^2 &= 48^2- (31.89)^2 = 1287.03 \\ \sum(Z-Mz) &= 52- 36.56 = 15.44 \\ \sum(Z-Mz)^2 &= 52^2- (36.56)^2 = 2667.44\end{aligned}$$

X was the score of the first rater, while Mx was the mean of the first rater's score. Here, the mean of the first rater was 36.22. Y was the score of the second

rater and the mean of the second rater (M_y) was 31, 89. Z was the score of the third rater and M_z value was 36.56. The number of the students (N) was 36 and the number of raters (n) was 3.

To calculate the result of the try out test I used the formula:

$$s_x = \sqrt{\frac{\sum(X-M_x)^2}{N}} = \sqrt{\frac{992.11}{36}} = 5.25$$

$$s_y = \sqrt{\frac{\sum(Y-M_y)^2}{N}} = \sqrt{\frac{1287.03}{36}} = 5.98$$

$$s_z = \sqrt{\frac{\sum(Z-M_z)^2}{N}} = \sqrt{\frac{2667.44}{36}} = 8.61$$

$$\begin{aligned} r_{xyz} &= \frac{\sum(X-M_x)(Y-M_y)(Z-M_z)}{N \times s_x \times s_y \times s_z} \\ &= \frac{\sum(11.78)(16.11)(15.44)}{36 \times 5.25 \times 5.98 \times 8.61} \\ &= 0.30 \end{aligned}$$

Therefore, for $R_{xyz} = 0.30$, then I applied the formula as follows,

$$r = \frac{n \times r_{xyz}}{(n-1)r_{xyz} + 1} = \frac{3 \times 0.30}{2 \times 0.30 + 1} = \frac{0.9}{1.6} = 0.56$$

(Brown, 2005: 187)

The result of inter rater reliability of the try out instruments was 0.56. The test is reliable, if $r_{\text{value}} > r_{\text{table}}$. Then, the result was consulted with r_{table} for $\alpha = 5\%$ with $N = 36$ was 0.27.

$r_{\text{value}} \text{ VS } r_{\text{table}}$ $0.56 > 0.27$
--

3.6.3 Difficulty Level

Arikunto (2013:210) explains that a good test is a test which is not too easy or vice versa too difficult to students. After administering and scoring the try out test, an item analysis was made to evaluate the effectiveness of the items. It aims to check whether each item may be the requirement of a good test item or not. Heaton (1975: 172) said that all items should be examined from the point of view of their difficulty level of discrimination.

Very easy items are to build in some affective feelings of “success” among lower ability students and to serve as warm up items, and very difficult items can provide a challenge to the highest-ability students (Brown, 2004:59).

The index difficulty of an item simply shows how easy or difficult the particular item proved in the test. Arikunto (2013: 222) explains that the easy test is not able to stimulate students learning and the difficult test is able to make students desperate because of out of their reach.

In measuring level of difficulty of an essay or oral tests or short answer items, I used the different formula test below:

$$P = \frac{\text{Score}}{\text{Maximum Score}}$$

(Zulaiha, 2008: 34)

Where:

P = item difficulty

The criteria of difficulty level based on Arikunto (2013: 225) as follows:

Interval	Criteria
$0.00 < P \leq 0.30$	Difficult
$0.30 < P \leq 0.70$	Medium
$0.70 < P \leq 1.00$	Easy

Table 3.5 Criteria of Difficulty Level

The result of difficulty level between three raters:

	Rater 1	Rater 2	Rater 3
Max Score	12	12	13
Min Score	6	5	6
Total Max Score	25	25	25
Mean	9.06	7.972	9.139

Table 3.6 The Difference Score between Three Raters

Rater 1

$$P = \frac{\text{score}}{\text{Maximum Score}}$$

$$P = \frac{9.06}{25}$$

$P = 0.36$ (The criteria of the difficulty index for the item based on rater 1(0.36) was medium).

Rater 2

$$P = \frac{\text{score}}{\text{Maximum Score}}$$

$$P = \frac{7.972}{25}$$

$P = 0.28$ (The criteria of the difficulty index for the item based on rater 2 (0.28) was medium).

Rater 3

$$P = \frac{\text{score}}{\text{Maximum Score}}$$

$$P = \frac{9.139}{25}$$

$P = 0.37$ (The criteria of the difficulty index for the item based on rater 3 (0.37) was medium).

After calculating the item, the index of difficulty level rater 1 was 0.36, rater 2 was 0.28 and rater 3 was 0.37. According to the criteria, rater 1 and rater 3 were medium and rater 2 was difficult. From the computation of item difficulty, it was found there was comparison between medium: difficult = 2: 1. Consequently, it could be concluded that item was medium. It means that the test can be used as a good instrument of evaluation. The index of other items could be seen in Appendix 11.

3.6.4 Discriminating Power

Arikunto (2013:226) defines that the discriminating power is a question ability to distinguish between high-ability students with low ability students. The discriminating power is a measure of the effectiveness of an item discriminating between high and low scores of the whole test.

The index of discriminating told us whether those students who perform well on the whole test tended to do well or badly on each item in the test.

Discriminating power can be obtained by using this following formula:

$$D = \frac{\text{Score A} - \text{Score B}}{\text{Maximum Score}}$$

(Zulaiha, 2008: 34)

Where:

D = discriminating power

The criteria of discriminating power based on (Arikunto, 2013: 232) are:

Interval	Criteria
$D \leq 0.20$	Poor
$0.20 < D \leq 0.40$	Satisfactory
$0.40 < D \leq 0.70$	Good
$0.70 < D \leq 1.00$	Excellent

Table 3.7 Criteria of Discriminating Power

The result of discriminating power between three raters:

	Rater 1	Rater 2	Rater 3
Max Score	12	12	13
Min Score	6	5	6
Total Max Score	25	25	25
Mean	9.06	7.972	9.139

Table 3.8 The Difference of Three Raters

Rater 1

$$D = \frac{\text{Score A} - \text{Score B}}{\text{Maximum Score}}$$

$$D = \frac{12 - 6}{25}$$

D = 0.23 (The criteria of the discriminating power based on rater 1 (0.23) was satisfactory).

Rater 2

$$D = \frac{\text{Score A} - \text{Score B}}{\text{Maximum Score}}$$

$$D = \frac{12 - 5}{25}$$

$$D = \frac{12 - 6}{25}$$

$D = 0.28$ (The criteria of the discriminating power based on rater 2(0.28) was satisfactory).

Rater 3

$$D = \frac{\text{Score A} - \text{Score B}}{\text{Maximum Score}}$$

$$D = \frac{13 - 6}{25}$$

$D = 0.28$ (The criteria of the discriminating power based on rater 3 (0.28) was satisfactory).

After calculating the item, the discriminating power of rater 1 was 0.23, rater 2 was 0.28 and rater 2 was 0.28. Therefore, the criterion of the item is satisfactory. It means that the test can be used as a good instrument evaluation. The index of other items could be seen in Appendix 11.

3.7 Methods of Data Collection

There are a lot of methods used in collecting data when doing research. The method of collecting data that used in this study was document review, test, questionnaire, and observation checklist.

1) Document Review

Document Review method in this study was used in collecting data about the list of students' names, list of their result in speaking ability as the application of how effective was The combination of Quartet and Dart games, and some pictures of the teaching and learning process.

2) Test

Method of collecting data by using a test is a way in collecting data to carry out the result of treatment. This method was chosen considering that it was the most appropriate method for collecting the primary data.

The tests used in this study were:

a. Pre-Test

Pre-test was conducted in the beginning of the research. The purpose of this test was to measure the students' skill in spoken monologue descriptive text. During this session, the students described a person, a thing or an animal orally. I gave them a picture of a cat and five minutes to prepare. After that, they described it orally. Then, I collected the score and recorded their performance as the data for the research. For the detail of the instrument, see Appendix 3.

b. Post-test

Post-test was conducted after the treatments. It was given after conducting all the activities. I gave the same type of the test for both tests, but different topics in order to know the achievement of

students after the treatment. The topic of pre- test was monologue descriptive text about a cat and in the post-test was about a rabbit. Post-test was used to measure the students' ability after the treatments. For the detail of the instrument, see Appendix 4.

3) Questionnaire

A questionnaire is used by researchers to convert into data the information directly given by a person (Tuckman, 1978). It was given to the students after they finish doing the post-test. For the detail of the instrument, see Appendix 5. There were five questions used to analyze the students' interest, advantage, achievement, relevancy, and difficulty in teaching and learning process by using the combination of Quartet and Dart games.

4) Observation checklist

To support research, I also made an observation checklist. It contained some statements which reflected students' behavior in the class during the research. There were five statements which described the condition of the class. They were about the presence of the students, the enthusiasm of the students in teaching and learning process, the activity of the students during the treatments, the students' participation during the treatments, and also the students' understanding about the instruction and the material. For the detail of the instrument, see Appendix 6.

Based on the explanation above, the data used in computing the result of this study was the data about the students' achievement in their speaking ability as the application how effective the combination of Quartet and Dart games.

3.8 Procedure of the Research

The test was tried out to the VIII B class. It aimed to know whether the test could be used to collect the data or not. I used inter rater reliability, content validity, index of difficulty level, and index of discriminating power to measure whether the try out test was reliable and valid. It was also used to know the time allotment, so I could expect how much time I would spend in the pre-test because the try out test would be used as the pre-test.

Then, I did the research in four meetings. In the first meeting, I introduced the combination of Quartet and Dart games, and explained about a spoken monologue descriptive text and gave pre-test. In the second and third meeting, I started to use the combination of Quartet and Dart games to teach spoken descriptive text. And in the last meeting, I gave a post-test to students.

I conducted two oral tests to know the speaking ability of the students. Pre-test was the first test which the purpose of the pre-test was to know the students' skills in spoken monologue descriptive text English. The pre-test was given in a piece of paper. I gave the students two until three minutes to perform their spoken descriptive text. The pre-test was recorded and scored. I made the students think more imaginative. By playing the combination of Quartet and Dart games, they

had to arrange some ideas to be a good monologue, yet it was coherent and based on the descriptive of the Quartet cards.

The questionnaire was given to the students after they finished doing the post-test. There were five questions used to analyze the students' interest, the advantage of the combination of Quartet and Dart games, the achievement, the relevancy, and the difficulty in the teaching and learning process by using the combination of Quartet and Dart games.

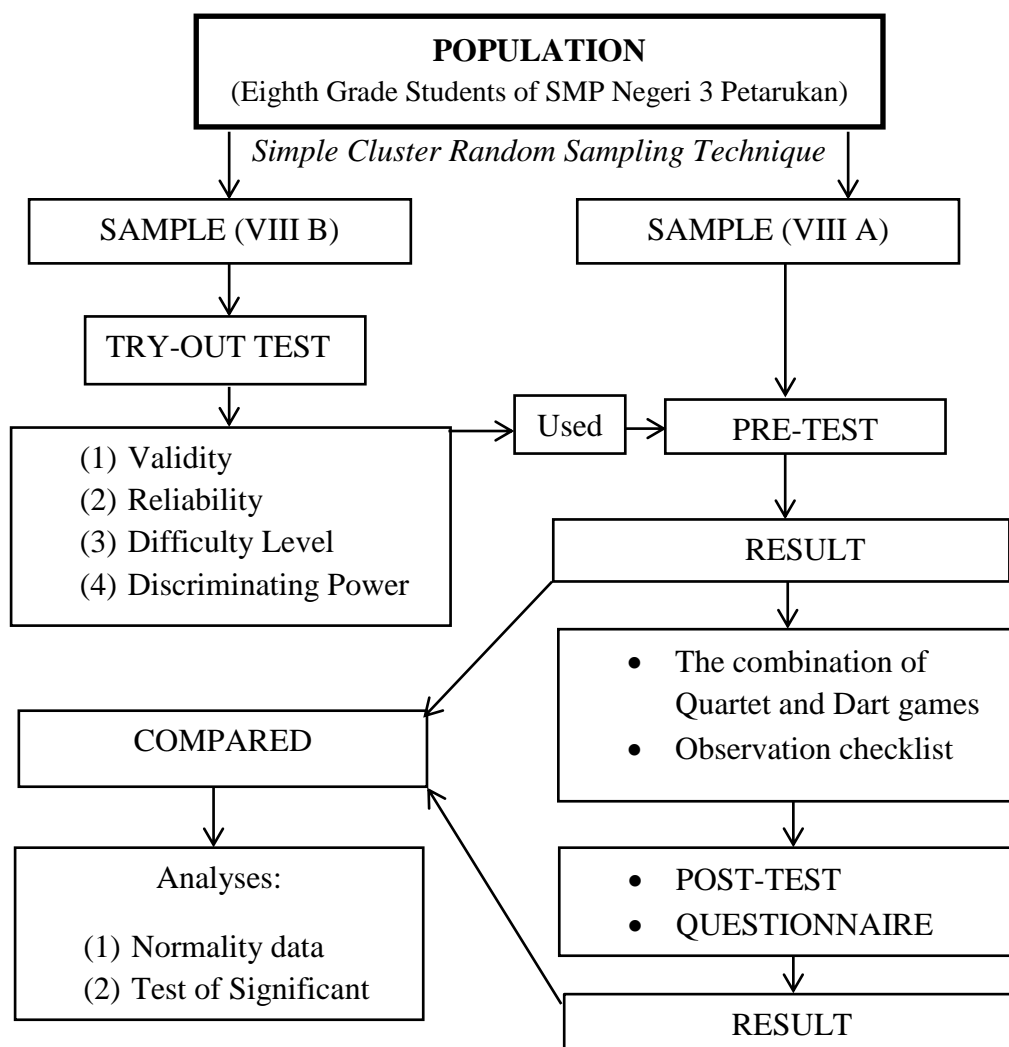


Diagram 3.1 Pre-Experimental Research Procedure

3.8.1 Criteria of Assessment

There were five categories such grammar, vocabulary, content, fluency and pronunciation that had to be scored. To score in the speaking test, I used the rating scales that were adopted from Brown (2004: 172-173).

In which:

Categories	Score	Criteria
Grammar	5	Equivalent to that of an educated native speaker.
	4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
	2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
Vocabulary	5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, collocation and pertinent cultural references.
	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
	2	Has speaking vocabulary sufficient to express themselves simply with some circumlocutions.

	1	Speaking vocabulary inadequate to express anything but most elementary needs.
Content	5	Ideas highly organized, covers all of the elements of the story.
	4	Ideas well organized, covers almost all of the elements of the story.
	3	Ideas less organized, some missing parts of the elements of story.
	2	Ideas less organized, covers only the main elements of the story.
	1	Unorganized ideas, a lot of missing parts of the elements.
Fluency	5	Has complete fluency in the language such that his speech is fully accepted by educated native speaker.
	4	Able to use the language fluently on all levels normally pertinent to participate in any conversation within the range of this experience with a high degree of fluency.
	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
	2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.
	1	(No specific fluency description). Refer to other four language areas for implied level of fluency.
Pronunciation	5	Equivalent to and fully accepted by educated native speakers.
	4	Errors in pronunciation are quite rare.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	2	Accent is intelligible though often quite faulty.
	1	(Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.

Table 3.9 Rating Score

(Brown, 2004: 172-173).

There were five categories that had to be scored. Each category had a score based on the criteria. Therefore, the formula used:

$$(\text{score a} + \text{score b} + \text{score c} + \text{score d} + \text{score e}) \times 4$$

In which:

Score a : score of pronunciation

Score b : score of grammar

Score c : score of vocabulary

Score d : score of fluency

Score e : score of content

3.9 Methods of Data Analysis

In analyzing the data, I used two methods. These were used to process the data of the research in order to establish valuable and meaningful information so that further analysis and interpretation could be done. First, I used statistical data analysis. It was used to know the means of the experimental class. Second, I used the data interpretation to describe the effectiveness of the combination of Quartet and Dart games to teach spoken descriptive text by taking into account the results of the observation checklist and questionnaire.

3.9.1 Statistical Data Analysis

To analyze the results of pre-test and post-test, I used the rubric table which had five criteria in which the maximum score was five and the minimum score was one. After scoring by referring the rubric made by Arikunto (2013: 281), the results of the test were also categorized by referring this table below:

Table 3.10 Score Category

Grade	Category	Score
1	Failed	30-39
2	Lack	40-55
3	Good Enough	56-65
4	Good	66-79
5	Very Good	80-100

(Arikunto , 2013: 281)

To find out the mean of the results of pre-test and post-test, I used the formula:

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

Where,

M : mean

$\sum x$: the sum of the item score

N : the number of the students

(Tuckman, 1978: 249)

3.9.1.1 Normality Test of Pre-test and Post-test Data

This test was used to know whether the data that would be analyzed have normal distribution or not. I used the chi- square formula.

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

Where:

χ^2 = chi square

O_i = observation frequency

E_i = expected frequency

k = the numbers of interval class

$i = 1, 2, 3, \dots, k$

(Sudjana, 2010: 145)

Therefore, to make easier in calculation I used SPSS to analyze the result of pre-test and post-test. I used chi-square in SPSS. Brown (2005:121) explains that in normal distribution have five categories score:

Categories	Percent
Very low	2%
Low	14%
Medium	68%
High	14%
Very high	2%

Table 3.11 Criteria Score of Normal Distribution Data

(Brown, 2005:121)

The steps in analyzing normality test by using SPSS are as follows:

Step 1:

- (1) Click the *Analyze- Descriptive Statistics-Frequently*
- (2) Input the data
- (3) Click *statistics*
- (4) Click *percentile*
- (5) Input the value of percentile 2, 16, 84 and 98

Step 2:

- (1) Click *Transform-Recode into different Variables*
- (2) On the *Name* box , write *Category* then click *change*
- (3) Click *Old and new Values*
- (4) Click *range* : (Based on Category Score before)
 - Lowest through - values 1 then click *add*
 - ... through ... - value 2, click *add*
 - ... through ...- value 3, click *add*
 - ... through ... -value 4, click *add*
 - ... through highest –value 5, click *add*

Step 3:

- (1) Normal Table Distribution

Percentile Score Category		
Category	Percentage	N=37
Very Low	2%	1
Low	14%	5
Medium	68%	25
High	14%	5
Very High	2%	1
Total	100%	37

Table 3.11 Percentile Score Category

- (2) Click *Analyze-Non Parametric Test-Chi-Square*
- (3) Input *Code* into *Test Variable List*
- (4) Input 1, 5, 25, 5 and 1

(5) Click *OK*

(Widhiarso, 2008:1-5)

Criterion

For $\alpha = 5\%$ and $df = k-1$, if $P_{\text{value}} = 0.156 > \alpha$ ($\alpha = 0.05$), the data is normally distributed.

3.9.1.2 Test of Significance

To know whether the means of pre-test and post-test were statistically significant, the t-value should be obtained and consulted with the critical value in t-table. The writer used the t-value formula:

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

In which,

t = t-value

M_d = mean from different score between pre-test and post-test

x_d = deviation of each subject ($d - M_d$)

$\sum x^2 d$ = total deviation square

N = number of subject

df = N-1

Arikunto (2013: 349-350)

Criterion

There is a significant difference between pre-test and post-test if $t > t_{\text{table}}$

3.9.2 Data Interpretation

There were two data sources to be interpreted; the first was observation checklist for the students and the second was questionnaire which was analyzed by the following steps:

- 1) Grading the item of the questionnaire;
- 2) Tabulating the data of questionnaire;
- 3) Finding the mean by using formula;
- 4) Determining the graded score;
- 5) Matching the mean to a criterion; and
- 6) Concluding the questionnaire result.

Besides the results of the questionnaire, I also used the observation checklist results. From those results, I could see how effective the combination of Quartet and Dart games in teaching spoken monologue descriptive text.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter provides conclusions of the research and suggestions.

5.1 Conclusions

The main objective of this study was to investigate whether the combination of Quartet and Dart games was significantly effective for teaching speaking to Junior High School students. The research method used was a pre-experimental design and I specified into one group pre-test post-test design. The result showed that there was significant difference between the result of pre-test and post-test. The mean of scores of pre-test and post-test increased significantly from 40.65 to 70.27. To know the significance, t-test was applied from the difference of means until 29.62. From the t-test, t-value (27.68) was higher than t-table (1.69). Thus, the null hypothesis (The combination of Quartet and Dart games is not effective to improve speaking skills) was rejected. The working hypothesis (The combination of Quartet and Dart games is effective to improve speaking skills) was accepted. Therefore, the use of combination of Quartet and Dart games is effective for teaching speaking.

The findings of the questionnaire showed that the combination of Quartet and Dart games made students motivated, interested in speaking and easier to accept the teaching and learning material about a spoken monologue descriptive text. This combination was helpfully and very relevant for students. While the

findings of the observation checklist showed that students felt enjoy, enthusiastic and active during the treatment.

5.2 Suggestions

The success in teaching speaking to Junior High School students does not only depend objectives of lesson plan and syllabus but also how the teacher presents the lesson and uses various media to keep the class lively and enjoyable. Regarding teaching speaking by using the combination of Quartet and Dart games, I would like to give some suggestions for English teachers, particularly the English teacher whose students participated in the research, the students, and the future researchers as follow:

1. For English teachers, particularly the English teacher whose students participated in the research

The teacher should find innovative and interesting media, so that the students understand the lesson easily. The teacher should present the lesson in an enjoyable and understandable way. Through this study, the teacher can consider the combination of Quartet and Dart games as a good medium in teaching speaking because it is colorful, and understandable. Teachers should start to use this medium in his/her classroom activities for it has been proven that this media can enhance the students' speaking skills.

2. For the students

The students should be more active in the class. They should be brave to speak up to enhance their speaking skills. The students should ask to the

teacher if they do not understand the lesson; the students should not be hesitant.

3. For future researchers

I suggest that future researchers apply new media in their research to enhance students' speaking ability. I hope that my research can be used as a reference for future research in conducting their research.

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APPENDICES

Appendix 1- Syllabus

SILABUS PEMBELAJARAN

Sekolah : SMP Negeri 3 Petarukan

Kelas : VIII (Delapan)

Mata Pelajaran : BAHASA INGGRIS

Semester : 1 (Satu)

Standar Kompetensi : Berbicara

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

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
4.1 Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat,	1. Teks fungsional pendek berupa : • <i>Undangan</i> Contoh: <i>Dear Rio,</i>	1. Mendengarkan teks fungsional pendek: undangan 2. Tanya jawab tentang isi teks “undangan” 3. Tanya jawab tentang struktur	1. Mengungkap kan makna dalam teks lisan fungsional pendek sederhana yang berbentuk undangan.	Unjuk kerja Tes lisan	<i>Uji praktik berbicara</i> Pertanyaan lisan	1. <i>Invite your friend to come to your birthday party orally!</i> 2. <i>Ask and answer orally based on the invitation</i>	2 x 40 menit	Buku teks yang relevan 1. Gambar terkait tema/topik

lancar, dan berinteraksi dengan lingkungan sekitar	<p><i>I want you to come to my house for lunch on Sunday at 12 a.m.</i></p> <p><i>Thanks.</i></p> <p>Mona</p> <ul style="list-style-type: none"> • Pesan Singkat, Contoh : <i>Intan, Meet me After school.</i> <p>Aya.</p> <p>2. Tata Bahasa</p> <ul style="list-style-type: none"> • I want you to • Don't Forget to <p>3. Kosa kata</p>	<p>teks</p> <p>4. Membuat kalimat sederhana terkait jenis teks bentuk undangan</p> <ul style="list-style-type: none"> • <i>I want to come to....</i> • <i>Please come to</i> <p>5. Berlatih mengundang seseorang secara lisan menggunakan gambit-gambit tertentu</p> <p>Contoh:</p> <p><i>A: Hi Guys, I want you all to come to my birthday party.</i></p> <p><i>B: We'd love to! When?</i></p> <p><i>A: Tomorrow, at 4.00</i></p> <p>6. Secara berpasangan atau dalam kelompok</p>	2. Bertanya dan menjawab secara lisan berbagai informasi tentang teks fungsional pendek berbentuk undangan			<i>card given.</i>		2. Benda-benda sekitar
--	--	---	--	--	--	--------------------	--	------------------------

	<ul style="list-style-type: none"> • Kata terkait tema dan jenis teks 	<p>mengungkapkan undangan berdasarkan konteks/situasi yang diberikan</p>						
	<p>4. Ungkapan Baku</p> <ul style="list-style-type: none"> • Ungkapan pembuka - Dear..... - Hi,..... • Ungkapan penutup - Yours - Love 	<p>7. Secara mandiri mengungkapkan undangan lisan</p>						
4.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i>	<p>1. Teks pendek berbentuk <i>descriptive</i> dan <i>recount</i>.</p> <p>2. informasi faktual</p> <ul style="list-style-type: none"> - informasi rinci - gagasan utama - gagasan pendukung dalam teks 	<p>1. Tanya jawab berbagai hal terkait topik tertentu (peristiwa, kejadian, pengalaman)</p> <p>2. Mengembangkan kosakata, tata bahasa terkait topik / jenis teks <i>descriptive</i> dan <i>recount</i></p> <p>3. Mengidentifikasi</p>	<p>1. Bertanya dan menjawab berbagai informasi secara lisan dalam teks pendek berbentuk : - <i>descriptive</i> - <i>recount</i></p> <p>2. Melakukan monolog pendek dalam</p>	<p>Unjuk kerja</p> <p>Unjuk kerja</p> <p>Tes lisan</p>	<p>Uji praktik berbicara, bertanya dan menjawab</p> <p>Uji pratik berbicara mendeskripsikan sesuatu</p> <p>Uji petik berbicara, menceritakan kejadian</p>	<p>Ask and answer based on the following situation</p> <p>1. <i>Look at this thing and describe it.</i></p> <p>2. <i>Think of an activity or event that happened to you yesterday and tell us about it.</i></p>	<p>6 x 40 menit</p>	<p>1. Buku teks yang relevan</p> <p>2. Koran/majalah</p> <p>3. Gambar peristiwa</p> <p>4. Benda-benda sekitar</p>

	<p>pendek berbentuk <i>recount</i></p> <p>3. Ciri kebahasaan teks <i>descriptive</i> dan <i>recount</i></p> <p>4. Langkah retorika teks <i>descriptive</i> dan <i>recount</i>.</p> <p>5. Kosa kata terkait tema dan jenis teks</p> <p>6. Tata Bahasa</p> <ul style="list-style-type: none"> • Adverb phrase • Conjunctions - and - but 	<p>kejadi, peristiwa, pengalaman yang pernah dialami melalui tanya jawab</p> <p>4. Melakukan monolog dalam bentuk <i>descriptive</i> dan <i>recount</i></p>	<p>bentuk</p> <p>-<i>descriptive</i></p> <p>- <i>recount</i></p>					
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Appendix 2 - Lesson Plan

LESSON PLAN (TRY-OUT CLASS)

School : SMP N 3 Petarukan
 Subject : English
 Class/Semester : VIII / 2
 Duration : 2x40' (1 Meeting)

Standard Competence:

4. Berbicara

Mengungkap kan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar

Basic Competence:

4.2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa nista secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

Indicators :

3. Bertanya dan menjawab berbagai infmasi secara lisan dalam teks pendek berbentuk :
 - *descriptive*
 - *recount*
4. Melakukan monolog pendek dalam bentuk
 - *descriptive*
 - *recount*

Objectives:

In the end of the learning, 75 % of the students are able to:

1. Use the correct grammatical system in spoken descriptive texts.
2. Make a short monologue in the form of descriptive text.
3. Practice short monologue in the form of descriptive with correct pronunciation.
4. Practice short monologue in the form of descriptive with correct grammar and vocabulary.

Lesson: Contextual Teaching and Learning (CTL)

1. Short monologue in the form of descriptive.
2. Grammatical system related to the text.
3. Monologue practice.

Methods:

Monologue Practice.

Learning and Teaching Activities:

1. Opening
 - Opening the activity by greeting the students.
 - Asking the questions about the general condition in classroom.
 - Checking students' presence.
2. Exploration
 - Telling students about what will be discussed in the classroom.
 - Asking the students how far they have known about descriptive text (the social functions, schematic structure, and linguistic features).
 - Preparing the pictures that will be presented to the students.
 - Explaining the social functions, schematic structure, and linguistic features of descriptive text as the students' reinforcement.

3. Elaboration

- Asking some students about the try-out.
- Showing the first example of descriptive text “My Cat” which has become a text in try-out.
- Asking some students coming forward and describe whatever they have known based on the picture.

4. Confirmation

- Giving them a reward.
- Giving students a chance to ask their questions and problems.

Sources and Media:

1. Pictures
2. Key words

Assessment:

- a. Type : Descriptive Text
- b. Technique : Oral Performance Test
- c. Instrument (Appendix 2 and 3)

Indicator (s)	Evaluation	
	Type	Test Item
1. Identify the functional and rhetoric language in descriptive texts.	Oral test	Performance
2. Use the correct grammatical system in spoken descriptive texts.	Oral test	Performance
3. Make a short monologue in the form of descriptive.	Oral test	Performance

Rubric of Evaluation (Adopted from Brown , 2004 pp.172-173) :

Categories	Score	Criteria
Grammar	5	Equivalent to that of an educated native speaker.
	4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
	2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
Vocabulary	5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, collocation and pertinent cultural references.
	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	1	Speaking vocabulary inadequate to express anything but most elementary needs.
Content	5	Ideas highly organized, covers all of the elements of the story.
	4	Ideas well organized, covers almost all of the elements of the story.

	3	Ideas less organized, some missing parts of the elements of story.
	2	Ideas less organized, covers only the main elements of the story.
	1	Unorganized ideas, a lot of missing parts of the elements.
Fluency	5	Has complete fluency in the language such that his speech is fully accepted by educated native speaker.
	4	Able to use the language fluently on all levels normally pertinent to participate in any conversation within the range of this experience with a high degree of fluency.
	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
	2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.
	1	(No specific fluency description). Refer to other four language areas for implied level of fluency.
Pronunciation	5	Equivalent to and fully accepted by educated native speakers.
	4	Errors in pronunciation are quite rare.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	2	Accent is intelligible though often quite faulty.
	1	(Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.

The formula:

$$(\text{score a} + \text{score b} + \text{score c} + \text{score d} + \text{score e}) \times 4$$

In which:

Score a : score of pronunciation

Score b : score of grammar

Score c : score of vocabulary

Score d : score of fluency

Score e : score of content

Example: Joni gets 5, 4, 4, 3, 3

So Joni's score: $(5 + 4 + 4 + 3 + 3) \times 4 = 76$

Pemalang, Januari 2015

Guru Bahasa Inggris

Peneliti

Riana Rakhmawati, S.Pd

NIP. 19740505 199802 2 003

Intan Purwasih

NIM. 2201411112

Mengetahui

Kepala SMP Negeri 3 Petarukan

Anton Suhono, S.Pd., M.A

NIP.19670314 199903 1 005

LESSON PLAN

(EXPERIMENTAL CLASS)

School : SMP N 3 Petarukan
 Subject : English
 Class/Semester : VIII / 2
 Duration : 8 X 40' (4 meetings)

Standard Competence:

5. Berbicara

Mengungkap kan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar

Basic Competence:

5.2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa nista secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

Indicators :

5. Bertanya dan menjawab berbagai infmasi secara lisan dalam teks pendek berbentuk :
 - *descriptive*
 - *recount*
6. Melakukan monolog pendek dalam bentuk
 - *descriptive*
 - *recount*

Objectives:

In the end of the learning, 75 % of the students are able to:

- 1) Listen carefully to short monologue in the form of descriptive with correct stress and intonation.
- 2) Identify the information in descriptive texts.
- 3) Identify the functional and rhetoric language in descriptive texts.
- 4) Use the correct grammatical system in spoken descriptive texts.
- 5) Make a short monologue in the form of descriptive text.
- 6) Practice short monologue in the form of descriptive with correct pronunciation.
- 7) Practice short monologue in the form of descriptive with correct grammar and vocabulary.

Lesson: Contextual Teaching and Learning (CTL)

- a. Short monologue in the form of descriptive.
- b. Grammatical system related to the text.
- c. Functional and rhetoric language of descriptive.
- d. Monologue practice.

Methods:

1. Authentic Lessons.
2. Question and Answer.
3. Monologue Practice.

Learning and Teaching Activities:**A. Meeting 1**

1. Opening
 - Opening the activity by greeting the students.
 - Asking the questions about the general condition in classroom.
 - Checking students' presence.

2. Exploration

- Telling students about what will be discussed in the classroom.
- Asking the students how far they have known about descriptive text (the social functions, schematic structure, and linguistic features).
- Preparing the pictures that will be presented to the students.
- Explaining the social functions, schematic structure, and linguistic features of narrative text as the students' reinforcement.
- Introducing an alternative medium in learning descriptive text.

3. Elaboration

- Asking some students about the pre-test.
- Showing the first example of descriptive text "My Cat" which has become a text in pre-test.
- Asking some students coming forward and describe whatever they have known based on the picture.

4. Confirmation

- Giving them a reward.
- Giving students a chance to ask their questions and problems.
- Closing the lesson activity

B. Meeting 2

1. Opening

- Opening the activity by greeting the students.
- Asking the questions about the general condition in classroom.
- Checking students' presence.

2. Exploration

- Telling students about what will be discussed in the classroom.
- Asking the students about the last lesson.

3. Elaboration

- Showing students Quartet cards.
- Asking students to make a group of four.
- Asking students to arrange short monologue based on the Quartet cards.
- Asking students to identify the animals based on the Quartet (kind of animal, name, fur, eyes, hobby, favorite food, and favorite playing).
- Asking students to mention animals' characteristic.
- Showing students a Dart board.

- Showing students how to play Dart games.
 - Asking students come forward representatively each group.
 - Asking students to perform monologue based on the Dart games.
4. Confirmation
- Showing students a Dart board.
 - Showing students how to play Dart games.
 - Asking students come forward representatively each group.
 - Asking students to perform monologue based on the Dart games.
 - Giving them rewards.
 - Closing the lesson activity

C. Meeting 3

1. Opening
- Opening the activity by greeting the students.
 - Asking the questions about the general condition in classroom.
 - Checking students' presence.
2. Exploration
- Telling students about what will be discussed in the classroom.
 - Asking the students about the last lesson.
3. Elaboration
- Showing students Quartet cards.
 - Asking students to make a group of four.
 - Asking students to arrange short monologue based on the Quartet cards.
 - Asking students to identify the animals based on the Quartet (kind of animal, name, fur, eyes, hobby, favorite food, and favorite playing).
 - Asking students to mention animals' characteristic.
 - Showing students a Dart board.
 - Showing students how to play Dart games.
 - Asking students come forward representatively each group.
 - Asking students to perform monologue based on the Dart games.
4. Confirmation
- Showing students a Dart board.
 - Showing students how to play Dart games.
 - Asking students come forward representatively each group.

- Asking students to perform monologue based on the Dart games.
- Giving them rewards.
- Closing the lesson activity

D. Meeting 4

1. Opening
 - Opening the activity by greeting the students.
 - Asking the questions about the general condition in classroom.
 - Checking students' presence.
2. Exploration
 - Telling students about what will be discussed in the classroom.
 - Asking the students about the last lesson.
3. Elaboration
 - Showing the example of descriptive text based on the picture.
 - Discussing the narrative schematic features in the picture.
 - Identifying the animals' character based on the picture.
 - Asking students to identify the vocabulary items related to the card given by writing it down on their own notebook.
 - Asking students who want to become a volunteer to perform his/her spoken descriptive text based on the last picture given in front of the class.
 - Giving him a reward.
4. Confirmation
 - Showing the same picture to the students as the reinforcement.
 - Pointing some students in turn who never come forward to the classroom to perform their spoken descriptive
 - Reviewing the general lesson to make sure that the students understood with the lesson given.
 - Asking the students' question or problems.
 - Informing the students about the post-test.
 - Closing the lesson activity.

Sources and Media:

- 1) Pictures
- 2) Key words
- 3) Text books which are relevant to the lesson

Assessment:

- d. Type : Descriptive Text
- e. Technique : Oral Performance Test
- f. Instrument (Appendix 2 and 3)

Indicator (s)	Evaluation	
	Type	Test Item
4. Identify the functional and rhetoric language in descriptive texts.	Oral test	Performance
5. Use the correct grammatical system in spoken descriptive texts.	Oral test	Performance
6. Make a short monologue in the form of descriptive.	Oral test	Performance

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	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
	2	Can usually handle elementary constructions quite accurately but does not have thorough or confident

	1	control of the grammar. Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
Vocabulary	5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, collocation and pertinent cultural references.
	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	1	Speaking vocabulary inadequate to express anything but most elementary needs.
Content	5	Ideas highly organized, covers all of the elements of the story.
	4	Ideas well organized, covers almost all of the elements of the story.
	3	Ideas less organized, some missing parts of the elements of story.
	2	Ideas less organized, covers only the main elements of the story.
	1	Unorganized ideas, a lot of missing parts of the elements.
Fluency	5	Has complete fluency in the language such that his speech is fully accepted by educated native speaker.
	4	Able to use the language fluently on all levels normally pertinent to participate in any conversation within the range of this experience with a high degree of fluency.
	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.

	2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.
	1	(No specific fluency description). Refer to other four language areas for implied level of fluency.
Pronunciation	5	Equivalent to and fully accepted by educated native speakers.
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	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	2	Accent is intelligible though often quite faulty.
	1	(Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.

The formula:

$$(\text{score a} + \text{score b} + \text{score c} + \text{score d} + \text{score e}) \times 4$$

In which:

Score a : score of pronunciation
 Score b : score of grammar
 Score c : score of vocabulary
 Score d : score of fluency
 Score e : score of content

Example: Joni gets 5, 4, 4, 3, 3

So Joni's score: $(5 + 4 + 4 + 3 + 3) \times 4 = 76$

Pemalang, Januari 2015

Guru Bahasa Inggris

Peneliti

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Appendix 3 -Instrument of Try-Out and Pre-Test**TRY-OUT OF ORAL PERFORMANCE TEST****CLASS VIII B OF SMP NEGERI 3 PETARUKAN KABUPATEN PEMALANG**

Subject	:	English
Text Type	:	Descriptive Text
Time Allotment	:	80 minutes
Date	:	January 15, 2015

1. Pay attention to the pictures below.



2. Describe the following picture orally by using your own words in 3-5 minutes with your partner.

**PRE-TEST OF ORAL PERFORMANCE TEST
CLASS VIII A OF SMP NEGERI 3 PETARUKAN
KABUPATEN PEMALANG**

Subject	: English
Text Type	: Descriptive Text
Time Allotment	: 80 minutes
Date	: January 21, 2015

1. Pay attention to the pictures below.



2. Describe the following picture orally by using your own words in 3-5 minutes with your partner.

Appendix 4- Instrument Post Test

POST-TEST OF ORAL PERFORMANCE TEST
CLASS VIII A OF SMP NEGERI 3 PETARUKAN
KABUPATEN PEMALANG

Subject	: English
Text Type	: Descriptive Text
Time Allotment	: 80 minutes
Date	: January 29, 2015

1. Pay attention to the pictures below.



2. Describe the following picture orally by using your own words in 3-5 minutes with your partner.

Appendix 5-Questionnaire

QUESTIONNAIRE OF CLASS VIII A OF SMP NEGERI 3 PETARUKAN KABUPATEN PEMALANG

Mata Pelajaran : Bahasa Inggris
 Sekolah : SMP N 3 Petarukan
 Kelas : VIII A
 Tanggal : 29 Januari 2015

1. Apakah pembelajaran dengan menggunakan media *the combination of Quartet and Dart games* menyenangkan?
 - a. Tidak
 - b. Menyenangkan
 - c. Sangat Menyenangkan
2. Apakah dengan menggunakan media pembelajaran *the combination of Quartet and Dart games* membuat Anda mudah memahami pelajaran?
 - a. Tidak
 - b. Ya, cukup membantu
 - c. Sangat membantu
3. Apakah dengan menggunakan media pembelajaran *the combination of Quartet and Dart games* membuat Anda termotivasi untuk mengemukakan pendapat?
 - a. Tidak
 - b. Ya, cukup termotivasi
 - c. Sangat membantu dalam mengemukakan pendapat
4. Apakah dengan menggunakan media pembelajaran *the combination of Quartet and Dart games* dapat meningkatkan kemampuan *speaking* Anda?
 - a. Tidak
 - b. Ya, dapat meningkatkan kemampuan *speaking*

- c. Sangat membantu dalam meningkatkan kemampuan *speaking*
- 5. Apakah dengan menggunakan media pembelajaran *the combination of Quartet and Dart games* Anda mengalami kesulitan dalam belajar?
 - a. Mengalami kesulitan
 - b. Tidak mengalami kesulitan
 - c. Sangat memudahkan dalam belajar

Appendix 6 -Observation Checklist

OBSERVATION CHECKLIST OF CLASS VIII A OF SMP NEGERI 3 PETARUKAN KABUPATEN PEMALANG

Mata Pelajaran : Bahasa Inggris
Sekolah : SMP N 3 Petarukan
Kelas : VIII A

NO.	PERNYATAAN	√
1.	Jumlah presensi siswa selalu 100% selama pembelajaran menggunakan <i>the combination of Quartet and Dart games</i> .	
2.	Siswa sangat antusias saat mengikuti pembelajaran menggunakan <i>The combination of Quartet and Dart games</i> .	
3.	Siswa berperan aktif berbicara di kelas saat pembelajaran menggunakan <i>the combination of Quartet and Dart games</i> .	
4.	Siswa selalu mengajukan pertanyaan terkait materi descriptive teks secara lisan .	
5.	Siswa memahami instruksi dan mengerjakannya dengan baik.	

Pemalang, Januari 2015

Peneliti

Intan Purwasih

NIM. 2201411112

Appendix 7- List of Students

TRY-OUT CLASS

No	Name	Code
1	Anggi Apriliyani	T-01
2	Anis Fadilah	T-02
3	Apin Camaiyanti	T-03
4	Brilliant Erlyene Uqba S	T-04
5	Ciswanto	T-05
6	Davit Setiawan	T-06
7	Defi Alfiyani	T-07
8	Devi Surmiati	T-08
9	Dina Oktavia	T-09
10	Dina Safitri	T-10
11	Dodo Apriyatno	T-11
12	Fanny Ferdiansyah	T-12
13	Ilviah Ahitia Ningrum	T-13
14	Irgi Maulana	T-14
15	Kardiyo	T-15
16	Kiki Dewi Lestari	T-16
17	Muhamad Taufik Fitrah	T-17
18	Nur Mahmudi	T-18
19	Nurul Khomariyah	T-19
20	Putri Yulianida	T-20
21	Retno Hesti Ningrum	T-21
22	Riptio Sastro Anggoro	T-22
23	Sinta Rachmawati	T-23
24	Taofik Saiful Arip	T-24
25	Tarmiyati	T-25
26	Taufik Wijaya	T-26
27	Tiyarno	T-27
28	Tyas Ayu Prabaningrum	T-28
29	Verra Anggraeni	T-29
30	Wardi	T-30

31	Widia Astuti	T-31
32	Winardi	T-32
33	Wulan Junita	T-33
34	Yoga Tirani Nova	T-34
35	Yuli Tiara	T-35
36	Zaenal Arifin	T-36

EXPERIMENTAL CLASS

No	Name	Code
1	Abdul Rozaq Fachrudin	E-01
2	Aida Dwi Ariyani	E-02
3	Annisa Dwi Peni	E-03
4	Arief Rahman	E-04
5	Dea Adistiani	E-05
6	Dema Irmaya	E-06
7	Diandra Novayana	E-07
8	Fani Umayah	E-08
9	Farah Syaufika Husna	E-09
10	Ida Permatasari	E-10
11	Iffa Weyne Arzeta	E-11
12	Ika Miftahul Jannah	E-12
13	Imam Febriyanto	E-13
14	Indrawan Wisnu Mukti	E-14
15	Kevin Adi Firmansyah	E-15
16	Laelatul Azizah	E-16
17	Muhamad Rohman	E-17
18	Nabila Farakhtini	E-18
19	Nanda Khoirunnisa	E-19
20	Nofiana	E-20
21	Norma Luvita	E-21
22	Novia Wulandari	E-22
23	Nur Faizin Al Kamil	E-23
24	Puji Handini Pangesti	E-24
25	Purwaningsih	E-25
26	Putri Dwi Rahmawati	E-26
27	Rajasa Wido Mahendra	E-27
28	Ramadani Arnifa De	E-28
29	Rima Tri Vijayanti	E-29
30	Riris Wijayanti	E-30
31	Shafira Nur Azelia	E-31
32	Slamet Prasetyo	E-32

33	Tubagus Mualim Satibi	E-33
34	Vevi Pratiwi	E-34
35	Vivi Alifiyah	E-35
36	Wulan Damayanti	E-36
37	Yuha Aulia Nisa	E-37

TRY-OUT RECORDING'S CODE

No	Name	Recording's Code
1	Anggi Apriliyani	002
2	Anis Fadilah	013
3	Apin Camaiyanti	020
4	Brilliant Erlyene Uqba S	006
5	Ciswanto	030
6	Davit Setiawan	026
7	Defi Alfiyani	004
8	Devi Surmiati	009
9	Dina Oktavia	018
10	Dina Safitri	003
11	Dodo Apriyatno	036
12	Fanny Ferdiansyah	024
13	Ilviah Ahitia Ningrum	012
14	Irgi Maulana	034
15	Kardiyo	023
16	Kiki Dewi Lestari	001
17	Muhamad Taufik Fitrah	028
18	Nur Mahmudi	029
19	Nurul Khomariyah	015
20	Putri Yulianida	007
21	Retno Hesti Ningrum	008
22	Riptio Sastro Anggoro	022
23	Sinta Rachmawati	005
24	Taofik Saiful Arip	035
25	Tarmiyati	030
26	Taufik Wijaya	033
27	Tiyarno	025
28	Tyas Ayu Prabaningrum	017
29	Verra Anggraeni	014
30	Wardi	031

31	Widia Astuti	019
32	Winardi	032
33	Wulan Junita	016
34	Yoga Tirani Nova	021
35	Yuli Tiara	011
36	Zaenal Arifin	027

PRE-TEST RECORDING'S CODE

No	Name	Recording's Code
1	Abdul Rozaq Fachrudin	006
2	Aida Dwi Ariyani	009
3	Annisa Dwi Peni	002
4	Arief Rahman	008
5	Dea Adistiani	011
6	Dema Irmaya	013
7	Diandra Novayana	015
8	Fani Umayah	017
9	Farah Syaufika Husna	001
10	Ida Permatasari	019
11	Iffa Weyne Arzeta	021
12	Ika Miftahul Jannah	023
13	Imam Febriyanto	025
14	Indrawan Wisnu Mukti	027
15	Kevin Adi Firmansyah	029
16	Laelatul Azizah	031
17	Muhamad Rohman	033
18	Nabila Farakhtini	035
19	Nanda Khoirunnisa	003
20	Nofiana	036
21	Norma Luvita	037
22	Novia Wulandari	034
23	Nur Faizin Al Kamil	032
24	Puji Handini Pangesti	030
25	Purwaningsih	028
26	Putri Dwi Rahmawati	005
27	Rajasa Wido Mahendra	026
28	Ramadani Arnifa De	024
29	Rima Tri Vijayanti	022
30	Riris Wijayanti	020
31	Shafira Nur Azelia	018

32	Slamet Prasetyo	016
33	Tubagus Mualim Satibi	014
34	Vevi Pratiwi	012
35	Vivi Alifiyah	010
36	Wulan Damayanti	007
37	Yuha Aulia Nisa	004

POST-TEST RECORDING'S CODE

No	Name	Recording's Code
1	Abdul Rozaq Fachrudin	003
2	Aida Dwi Ariyani	005
3	Annisa Dwi Peni	006
4	Arief Rahman	009
5	Dea Adistiani	010
6	Dema Irmaya	013
7	Diandra Novayana	015
8	Fani Umayah	017
9	Farah Syaufika Husna	019
10	Ida Permatasari	022
11	Iffa Weyne Arzeta	027
12	Ika Miftahul Jannah	033
13	Imam Febriyanto	036
14	Indrawan Wisnu Mukti	038
15	Kevin Adi Firmansyah	025
16	Laelatul Azizah	024
17	Muhamad Rohman	020
18	Nabila Farakhtini	001
19	Nanda Khoirunnisa	021
20	Nofiana	026
21	Norma Luvita	039
22	Novia Wulandari	037
23	Nur Faizin Al Kamil	035
24	Puji Handini Pangesti	031
25	Purwaningsih	032
26	Putri Dwi Rahmawati	030
27	Rajasa Wido Mahendra	029
28	Ramadani Arnifa De	002
29	Rima Tri Vijayanti	028

30	Riris Wijayanti	023
31	Shafira Nur Azelia	018
32	Slamet Prasetyo	016
33	Tubagus Mualim Satibi	014
34	Vevi Pratiwi	012
35	Vivi Alifiyah	007
36	Wulan Damayanti	008
37	Yuha Aulia Nisa	004

Appendix 8 - r-table and t-table

Degrees of freedom	Probability, p			
	0.05		0.01	
	T	R	T	R
1	6.31	0.99	3.08	0.95
2	2.92	0.9	1.89	0.8
3	2.35	0.81	1.64	0.69
4	2.13	0.73	1.53	0.61
5	2.02	0.67	1.48	0.55
6	1.94	0.62	1.44	0.51
7	1.89	0.58	1.41	0.47
8	1.86	0.55	1.4	0.44
9	1.83	0.52	1.38	0.42
10	1.81	0.5	1.37	0.4
11	1.8	0.48	1.36	0.38
12	1.78	0.46	1.36	0.36
13	1.77	0.44	1.35	0.35
14	1.76	0.43	1.35	0.34
15	1.75	0.41	1.34	0.33
16	1.75	0.4	1.34	0.32
17	1.74	0.39	1.33	0.31
18	1.73	0.38	1.33	0.3
19	1.73	0.37	1.33	0.29
20	1.72	0.36	1.33	0.28
21	1.72	0.35	1.32	0.28
22	1.72	0.34	1.32	0.27
23	1.71	0.34	1.32	0.27
24	1.71	0.33	1.32	0.26
25	1.71	0.32	1.32	0.25
26	1.71	0.32	1.31	0.25
27	1.7	0.31	1.31	0.25
28	1.7	0.31	1.31	0.24
29	1.7	0.3	1.31	0.24
30	1.7	0.3	1.31	0.23

31	1.7	0.29	1.31	0.23
32	1.69	0.29	1.31	0.23
33	1.69	0.28	1.31	0.22
34	1.69	0.28	1.31	0.22
35	1.69	0.27	1.31	0.22
36	1.69	0.27	1.31	0.21
37	1.69	0.27	1.3	0.21
38	1.69	0.26	1.3	0.21
39	1.68	0.26	1.3	0.2
40	1.68	0.26	1.3	0.2

(From SPSS Software 17)

[illegible]

Appendix 10-The Calculation of Reliability

Jumlah Sample (N) = 36

Jumlah Rater (n) = 3

Three Ratings for each of 36 Students				
No	Code	Score		
		Rater 1 (X)	Rater 2 (Y)	Rater 3 (Z)
1	T-01	48	48	36
2	T-02	40	28	32
3	T-03	40	24	44
4	T-04	28	32	36
5	T-05	24	28	28
6	T-06	32	28	36
7	T-07	36	32	40
8	T-08	48	48	52
9	T-09	44	44	40
10	T-10	32	28	28
11	T-11	32	28	24
12	T-12	32	24	40
13	T-13	36	32	36
14	T-14	32	24	36
15	T-15	36	24	36
16	T-06	48	48	36
17	T-17	28	28	36
18	T-18	24	28	32
19	T-19	44	44	44
20	T-20	44	32	32
21	T-21	36	28	36
22	T-22	36	36	32
23	T-23	28	28	36
24	T-24	36	28	36
25	T-25	44	44	44
26	T-26	36	28	40
27	T-27	36	28	32
28	T-28	48	44	44
29	T-29	32	28	36
30	T-30	40	24	44
31	T-31	28	20	36
32	T-32	36	24	36
33	T-33	44	40	40
34	T-34	36	40	40
35	T-35	32	28	36
36	T-36	28	28	24
Mean		36.22	31.89	36.56

The Computation of Standard Deviation Three Raters

$$\Sigma(X-Mx) = 48-36.22 = 11.78$$

$$\Sigma(X-Mx)^2 = 48^2 - (36.22)^2 = 992.11$$

$$\Sigma(Y-My) = 48-31.89 = 16.11$$

$$\Sigma(Y-My)^2 = 48^2 - (31.89)^2 = 1287.03$$

$$\Sigma(Z-Mz) = 52-36.56 = 15.44$$

$$\Sigma(Z-Mz)^2 = 52^2 - (36.56)^2 = 2667.44$$

$$s_x = \sqrt{\frac{\Sigma(X-Mx)^2}{N}} = \sqrt{\frac{992.11}{36}} = 5.25$$

$$s_y = \sqrt{\frac{\Sigma(Y-My)^2}{N}} = \sqrt{\frac{1287.03}{36}} = 5.98$$

$$s_z = \sqrt{\frac{\Sigma(Z-Mz)^2}{N}} = \sqrt{\frac{2667.44}{36}} = 8.61$$

The Computation of Interrater Reliability

$$\begin{aligned}
 r_{xyz} &= \frac{\sum(X-Mx)(Y-My)(Z-Mz)}{N \times Sx \times Sy \times Sz} \\
 &= \frac{\sum(11.78)(16.11)(15.44)}{36 \times 5.25 \times 5.98 \times 8.61} \\
 &= \frac{2930.14}{9731.19} \\
 &= 0.30
 \end{aligned}$$

Therefore, for $r_{xyz} = 0.30$

The Computation of Correlation Between Three Raters

$$r = \frac{n \times r_{xyz}}{(n-1)r_{xyz} + 1} = \frac{3 \times 0.30}{2 \times 0.30 + 1} = \frac{0.9}{1.6} = 0.56$$

The result of interrater reliability of the try out instruments was 0.56. The test is reliable, if $r_{\text{value}} > r_{\text{table}}$. Then, the result was consulted with r_{table} for $\alpha = 5\%$ with $N = 36$ was 0.27.

$r_{\text{value}} \text{ VS } r_{\text{table}}$

$0.56 > 0.27$

Since the result of r_{value} was higher than r_{table} , it was concluded that the try out test was reliable and could be used as the pretest and posttest instruments.

Appendix 11- Difficulty Level (P) and Discriminating Power (D)

							KELAS VIII B		
RATER 1									
No	Name	Gra (1-5)	Voc (1-5)	Pro (1-5)	Flu (1-5)	Cont (1-5)	Total	Max Score	Mean
1	Anggi Apriliyani	3	3	2	2	2	12	25	2.4
2	Anis Fadilah	2	2	2	2	2	10	25	2
3	Apin Camaiyanti	2	1	3	3	1	10	25	2
4	Brilliant Erlyene Uqba S	2	1	2	1	1	7	25	1.4
5	Ciswanto	1	1	1	1	2	6	25	1.2
6	Davit Setiawan	2	2	1	1	2	8	25	1.6
7	Defi Alfiyani	2	2	2	2	1	9	25	1.8
8	Devi Surmiati	3	2	2	3	2	12	25	2.4
9	Dina Oktavia	3	2	2	1	3	11	25	2.2
10	Dina Safitri	2	2	1	1	2	8	25	1.6
11	Dodo Apriyatno	2	2	1	1	2	8	25	1.6
12	Fanny Ferdiansyah	2	2	1	1	2	8	25	1.6
13	Ilviah Ahitia Ningrum	1	2	2	2	2	9	25	1.8
14	Irgi Maulana	2	2	2	1	1	8	25	1.6
15	Kardiyo	2	2	2	1	2	9	25	1.8
16	Kiki Dewi Lestari	3	3	2	2	2	12	25	2.4
17	Muhamad Taufik Fitrah	2	2	1	1	1	7	25	1.4
18	Nur Mahmudi	1	1	1	1	2	6	25	1.2
19	Nurul Khomariyah	2	2	2	2	3	11	25	2.2
20	Putri Yulianida	3	2	2	2	2	11	25	2.2
21	Retno Hesti Ningrum	3	2	1	1	2	9	25	1.8
22	Riptio Sastro Anggoro	2	2	2	1	2	9	25	1.8
23	Sinta Rachmawati	2	1	2	1	1	7	25	1.4
24	Taufik Saiful Arip	2	2	2	1	2	9	25	1.8
25	Tarmiyati	3	2	2	2	2	11	25	2.2
26	Taufik Wijaya	2	2	2	2	1	9	25	1.8
27	Tiyarno	2	2	2	1	2	9	25	1.8
28	Tyas Ayu Prabaningrum	3	2	2	2	3	12	25	2.4
29	Verra Anggraeni	2	2	1	1	2	8	25	1.6
30	Wardi	2	2	2	2	2	10	25	2
31	Widia Astuti	2	1	2	1	1	7	25	1.4
32	Winardi	2	2	2	1	2	9	25	1.8
33	Wulan Junita	2	2	2	2	3	11	25	2.2
34	Yoga Tirani Nova	2	2	2	1	2	9	25	1.8
35	Yuli Tiara	1	2	1	2	2	8	25	1.6
36	Zaenal Arifin	2	2	1	1	1	7	25	1.4
						Mean	9.06	Max Score	12
P=0.36= Medium						P	0.36	Min Score	6
D=0.23=Satisfactory								D	0.23

							KELAS VIII B		
	RATER 2								
No	Name	Gra (1-5)	Voc (1-5)	Pro (1-5)	Flu (1-5)	Cont (1-5)	Total	Max Score	Mean
1	Anggi Apriliyani	3	3	2	2	2	12	25	2.4
2	Anis Fadilah	2	2	1	1	1	7	25	1.4
3	Apin Camaiyanti	1	1	1	2	1	6	25	1.2
4	Brilliant Erlyene Uqba S	2	2	2	1	1	8	25	1.6
5	Ciswanto	2	2	1	1	1	7	25	1.4
6	Davit Setiawan	2	2	1	1	1	7	25	1.4
7	Defi Alfiyani	2	2	2	1	1	8	25	1.6
8	Devi Surmiati	3	2	2	3	2	12	25	2.4
9	Dina Oktavia	3	2	2	2	2	11	25	2.2
10	Dina Safitri	2	2	1	1	1	7	25	1.4
11	Dodo Apriyatno	2	2	1	1	1	7	25	1.4
12	Fanny Ferdiansyah	1	2	1	1	1	6	25	1.2
13	Ilviah Ahitia Ningrum	2	2	1	2	1	8	25	1.6
14	Irgi Maulana	2	1	1	1	1	6	25	1.2
15	Kardiyo	2	1	1	1	1	6	25	1.2
16	Kiki Dewi Lestari	3	3	2	2	2	12	25	2.4
17	Muhamad Taufik Fitrah	2	2	1	1	1	7	25	1.4
18	Nur Mahmudi	2	2	1	1	1	7	25	1.4
19	Nurul Khomariyah	2	2	3	2	2	11	25	2.2
20	Putri Yulianida	3	2	1	1	1	8	25	1.6
21	Retno Hesti Ningrum	2	2	1	1	1	7	25	1.4
22	Riptio Sastro Anggoro	3	2	1	2	1	9	25	1.8
23	Sinta Rachmawati	2	2	1	1	1	7	25	1.4
24	Taofik Saiful Arip	2	2	1	1	1	7	25	1.4
25	Tarmiyati	3	2	2	2	2	11	25	2.2
26	Taufik Wijaya	2	1	1	2	1	7	25	1.4
27	Tiyarno	2	2	1	1	1	7	25	1.4
28	Tyas Ayu Prabaningrum	3	2	2	2	2	11	25	2.2
29	Verra Anggraeni	2	2	1	1	1	7	25	1.4
30	Wardi	2	1	1	1	1	6	25	1.2
31	Widia Astuti	1	1	1	1	1	5	25	1
32	Winardi	2	1	1	1	1	6	25	1.2
33	Wulan Junita	2	2	2	2	2	10	25	2
34	Yoga Tirani Nova	3	2	2	2	1	10	25	2
35	Yuli Tiara	2	2	1	1	1	7	25	1.4
36	Zaenal Arifin	2	2	1	1	1	7	25	1.4
						Mean	7.972	Max Score	12
	P=0.32= Medium					P	0.32	Min Score	5
	D=0.28= Satisfactory							D	0.28

							KELAS VIII B		
RATER 3									
No	Name	Gra (1-5)	Voc (1-5)	Pro (1-5)	Flu (1-5)	Cont (1-5)	Total	Max Score	Mean
1	Anggi Apriliyani	1	2	2	2	2	9	25	1.8
2	Anis Fadilah	1	2	2	2	1	8	25	1.6
3	Apin Camaiyanti	2	2	2	3	2	11	25	2.2
4	Brilliant Erlyene Uqba S	2	2	1	2	2	9	25	1.8
5	Ciswanto	1	2	1	2	1	7	25	1.4
6	Davit Setiawan	1	1	2	3	2	9	25	1.8
7	Defi Alfiyani	2	2	2	2	2	10	25	2
8	Devi Surmiati	3	3	3	2	2	13	25	2.6
9	Dina Oktavia	2	2	2	2	2	10	25	2
10	Dina Safitri	2	2	1	1	1	7	25	1.4
11	Dodo Apriyatno	1	1	1	2	1	6	25	1.2
12	Fanny Ferdiansyah	2	2	2	2	2	10	25	2
13	Ilviah Ahitia Ningrum	2	2	1	2	2	9	25	1.8
14	Irgi Maulana	1	2	2	2	2	9	25	1.8
15	Kardiyo	1	2	2	2	2	9	25	1.8
16	Kiki Dewi Lestari	2	2	2	2	1	9	25	1.8
17	Muhamad Taufik Fitrah	1	2	2	2	2	9	25	1.8
18	Nur Mahmudi	1	1	2	2	2	8	25	1.6
19	Nurul Khomariyah	2	2	2	3	2	11	25	2.2
20	Putri Yulianida	2	2	1	2	1	8	25	1.6
21	Retno Hesti Ningrum	2	2	2	1	2	9	25	1.8
22	Riptio Sastro Anggoro	1	2	1	2	2	8	25	1.6
23	Sinta Rachmawati	2	2	1	2	2	9	25	1.8
24	Taofik Saiful Arip	1	2	2	2	2	9	25	1.8
25	Tarmiyati	2	2	2	3	2	11	25	2.2
26	Taufik Wijaya	1	2	2	3	2	10	25	2
27	Tiyarno	1	2	1	2	2	8	25	1.6
28	Tyas Ayu Prabaningrum	2	2	2	3	2	11	25	2.2
29	Verra Anggraeni	2	2	2	1	2	9	25	1.8
30	Wardi	2	2	2	3	2	11	25	2.2
31	Widia Astuti	2	2	1	2	2	9	25	1.8
32	Winardi	1	2	2	2	2	9	25	1.8
33	Wulan Junita	2	2	2	2	2	10	25	2
34	Yoga Tirani Nova	2	2	2	2	2	10	25	2
35	Yuli Tiara	2	2	2	2	1	9	25	1.8
36	Zaenal Arifin	1	2	1	1	1	6	25	1.2
						Mean	9.139	Max Score	13
P=0.37= Medium						P	0.37	Min Score	6
D=0.28=Satisfactory								D	0.28

The Computation of Difficulty Level

Formula:

$$P = \frac{\text{Score}}{\text{Maximum Score}}$$

Where:

Where:

P = item difficulty

Criteria :

Interval	Criteria
$0.00 < P \leq 0.30$	Difficult
$0.30 < P \leq 0.70$	Medium
$0.70 < P \leq 1.00$	Easy

The Calculation

Rater 1

Mean Score = 9.06

Max Score = 12

Min Score = 6

Maximum Score = 25

Formula :

$$P = \frac{\text{Score}}{\text{Maximum Score}}$$

$$P = \frac{9.06}{25}$$

$$P = 0.36$$

Therefore, the criteria of the difficulty index for the item (0.36) is medium.

Rater 2

Mean Score = 7.972

Max Score = 12

Min Score = 5

Maximum Score = 25

Formula:

$$P = \frac{\text{Score}}{\text{Maximum Score}}$$

$$P = \frac{7.972}{25}$$

$$P = 0.28$$

Therefore, the criteria of the difficulty index for the item (0.28) is medium.

Rater 3

Mean Score = 9.139

Max Score = 13

Min Score = 6

Maximum Score = 25

Formula :

$$P = \frac{\text{Score}}{\text{Maximum Score}}$$

$$P = \frac{9.139}{25}$$

$$P = 0.37$$

Therefore, the criteria of the difficulty index for the item (0.37) is medium.

The Computation of Discriminating Power

Formula:

$$D = \frac{\text{Score A} - \text{Score B}}{\text{Maximum Score}}$$

Where:

D = discriminating power

The criteria are:

Interval	Criteria
$D \leq 0.20$	Poor
$0.20 < D \leq 0.40$	Satisfactory
$0.40 < D \leq 0.70$	Good
$0.70 < D \leq 1.00$	Excellent

The Calculation

Rater 1

Mean Score = 9.06

Max Score = 12

Min Score = 6

Maximum Score = 25

Formula:

$$D = \frac{\text{Score A} - \text{Score B}}{\text{Maximum Score}}$$

$$D = \frac{12 - 6}{25}$$

$$D = 0.23$$

Therefore, the criteria of the discriminating power (0.23) is satisfactory.

Rater 2

Mean Score = 7.972

Max Score = 12

Min Score = 5

Maximum Score = 25

Formula:

$$D = \frac{\text{Score A} - \text{Score B}}{\text{Maximum Score}}$$

$$D = \frac{12 - 5}{25}$$

$$D = \frac{12 - 6}{25}$$

$$D = 0.28$$

Therefore, the criteria of the discriminating power (0.28) is satisfactory.

Rater 3

Mean Score = 9.139

Max Score = 13

Min Score = 6

Maximum Score = 25

Formula:

$$D = \frac{\text{Score A} - \text{Score B}}{\text{Maximum Score}}$$

$$D = \frac{13 - 6}{25}$$

$$D = 0.28$$

Therefore, the criteria of the discriminating power (0.28) is satisfactory.

Appendix 12– Pre-Test Score

KELAS VIII A								
No	Name	Grammar (1-5)	Vocabulary (1-5)	Pronunciation (1-5)	Fluency (1-5)	Content (1-5)	Total	Score
1	Abdul Rozaq Fachrudin	1	2	3	3	2	9	36
2	Aida Dwi Ariyani	2	2	3	2	2	9	36
3	Annisa Dwi Peni	1	3	3	3	3	10	40
4	Arief Rahman	2	3	3	3	3	11	44
5	Dea Adistiani	2	2	4	3	1	11	44
6	Dema Irmaya	1	3	2	2	2	8	32
7	Diandra Novayana	3	4	4	3	4	14	56
8	Fani Umayah	1	3	2	3	3	9	36
9	Farah Syaufika Husna	3	3	4	3	3	13	52
10	Ida Permatasari	2	3	3	2	2	10	40
11	Iffa Weyne Arzeta	2	3	4	3	3	12	48
12	Ika Miftahul Jannah	1	2	3	3	2	9	36
13	Imam Febriyanto	3	3	2	2	3	10	40
14	Indrawan Wisnu Mukti	2	2	2	2	2	8	32
15	Kevin Adi Firmansyah	1	2	3	3	1	9	36
16	Laelatul Azizah	2	2	3	3	2	10	40
17	Muhamad Rohman	1	2	2	2	2	7	28
18	Nabila Farakhtini	2	2	3	3	2	10	40
19	Nanda Khoirunnisa	2	3	3	3	3	11	44
20	Nofiana	3	3	4	3	3	13	52
21	Norma Luvita	3	2	3	3	3	11	44
22	Novia Wulandari	2	3	3	2	2	10	40
23	Nur Faizin Al Kamil	1	2	2	3	1	8	32
24	Puji Handini Pangesti	3	2	3	3	2	11	44
25	Purwaningsih	2	2	3	3	2	10	40
26	Putri Dwi Rahmawati	1	2	3	3	1	9	36
27	Rajasa Wido Mahendra	1	2	3	2	1	8	32
28	Ramadani Arnifa De	1	2	3	3	1	9	36
29	Rima Tri Vijayanti	3	4	3	3	3	13	52
30	Riris Wijayanti	3	4	4	3	4	14	56
31	Shafira Nur Azelia	2	3	4	3	2	12	48
32	Slamet Prasetyo	1	2	2	2	1	7	28
33	Tubagus Mualim Satibi	1	2	2	2	1	7	28
34	Vevi Pratiwi	2	4	3	3	4	12	48
35	Vivi Alifiyah	3	3	3	3	3	12	48
36	Wulan Damayanti	2	2	3	3	3	10	40
37	Yuha Aulia Nisa	2	2	3	3	2	10	40
Total		70	95	110	101	84	376	1504
Mean		1.89	2.57	2.97	2.73	2.27	10.16	40.65

Appendix 13- Post-Test Score

KELAS VIII A								
No	Name	Grammar (1-5)	Vocabulary (1-5)	Pronunciation (1-5)	Fluency (1-5)	Content (1-5)	Total	Score
1	Abdul Rozaq Fachrudin	3	3	3	3	4	16	64
2	Aida Dwi Ariyani	4	3	3	3	4	17	68
3	Annisa Dwi Peni	4	4	4	4	4	20	80
4	Arief Rahman	3	4	3	3	4	17	68
5	Dea Adistiani	3	4	4	3	3	17	68
6	Dema Irmaya	4	5	3	3	5	20	80
7	Diandra Novayana	4	3	4	4	4	19	76
8	Fani Umayah	4	3	4	3	3	17	68
9	Farah Syaufika Husna	4	4	4	4	5	21	84
10	Ida Permatasari	4	5	3	2	5	19	76
11	Iffa Weyne Arzeta	4	4	4	3	5	20	80
12	Ika Miftahul Jannah	4	3	3	3	4	17	68
13	Imam Febriyanto	3	4	3	3	3	16	64
14	Indrawan Wisnu Mukti	3	2	3	3	3	14	56
15	Kevin Adi Firmansyah	4	3	3	3	4	17	68
16	Laelatul Azizah	4	4	3	3	4	18	72
17	Muhamad Rohman	3	3	3	2	3	14	56
18	Nabila Farakhtini	4	4	4	3	5	20	80
19	Nanda Khoirunnisa	4	4	3	3	5	19	76
20	Nofiana	4	4	3	3	5	19	76
21	Norma Luvita	4	3	4	3	4	18	72
22	Novia Wulandari	4	5	3	2	5	19	76
23	Nur Faizin Al Kamil	3	3	4	3	3	16	64
24	Puji Handini Pangesti	4	3	4	3	4	18	72
25	Purwaningsih	4	3	3	2	4	16	64
26	Putri Dwi Rahmawati	3	4	4	3	4	18	72
27	Rajasa Wido Mahendra	3	4	3	3	3	16	64
28	Ramadani Arnifa De	3	3	2	3	3	14	56
29	Rima Tri Vijayanti	4	5	3	2	4	18	72
30	Riris Wijayanti	4	4	3	3	4	18	72
31	Shafira Nur Azelia	4	4	3	4	4	19	76
32	Slamet Prasetyo	3	3	2	2	3	13	52
33	Tubagus Muallim Satibi	3	2	3	2	3	13	52
34	Vevi Pratiwi	4	4	4	4	5	21	84
35	Vivi Aliffiyah	4	5	4	3	4	20	80
36	Wulan Damayanti	4	4	3	3	4	18	72
37	Yuha Aulia Nisa	4	4	3	3	4	18	72
Total		136	136	122	109	147	650	2600
Mean		3.68	3.68	3.30	2.95	3.97	17.57	70.27

Appendix 14- Comparison Between Mean of Pre-Test and Post Test

No	Sample	Pre-Test	Post-Test	Difference (d)	d ²
1	E-01	36	64	28	784
2	E-02	36	68	32	1024
3	E-03	40	80	40	1600
4	E-04	44	68	24	576
5	E-05	44	68	24	576
6	E-06	32	80	48	2304
7	E-07	56	76	20	400
8	E-08	36	68	32	1024
9	E-09	52	84	32	1024
10	E-10	40	76	36	1296
11	E-11	48	80	32	1024
12	E-12	36	68	32	1024
13	E-13	40	64	24	576
14	E-14	32	56	24	576
15	E-15	36	68	32	1024
16	E-16	40	72	32	1024
17	E-17	28	56	28	784
18	E-18	40	80	40	1600
19	E-19	44	76	32	1024
20	E-20	52	76	24	576
21	E-21	44	72	28	784
22	E-22	40	76	36	1296
23	E-23	32	64	32	1024
24	E-24	44	72	28	784
25	E-25	40	64	24	576
26	E-26	36	72	36	1296
27	E-27	32	64	32	1024
28	E-28	36	56	20	400
29	E-29	52	72	20	400
30	E-30	56	72	16	256
31	E-31	48	76	28	784
32	E-32	28	52	24	576
33	E-33	28	52	24	576
34	E-34	48	84	36	1296
35	E-35	48	80	32	1024
36	E-36	40	72	32	1024
37	E-37	40	72	32	1024
	Total	1504	2600	1096	33984
	Mean	40.65	70.27	29.62	918.49

Sample	Pre-test	Post-test	difference (d)	$xd=(d-Md)$	x^2d
E-01	36	64	28	-1.62	2.63
E-02	36	68	32	2.38	5.66
E-03	40	80	40	10.49	110.04
E-04	44	68	24	-5.51	30.36
E-05	44	68	24	-5.51	30.36
E-06	32	80	48	18.49	341.88
E-07	56	76	20	-9.51	90.44
E-08	36	68	32	2.49	6.20
E-09	52	84	32	2.49	6.20
E-10	40	76	36	6.49	42.12
E-11	48	80	32	2.49	6.20
E-12	36	68	32	2.49	6.20
E-13	40	64	24	-5.51	30.36
E-14	32	56	24	-5.51	30.36
E-15	36	68	32	2.49	6.20
E-16	40	72	32	2.49	6.20
E-17	28	56	28	-1.51	2.28
E-18	40	80	40	10.49	110.04
E-19	44	76	32	2.49	6.20
E-20	52	76	24	-5.51	30.36
E-21	44	72	28	-1.51	2.28
E-22	40	76	36	6.49	42.12
E-23	32	64	32	2.49	6.20
E-24	44	72	28	-1.51	2.28
E-25	40	64	24	-5.51	30.36
E-26	36	72	36	6.49	42.12
E-27	32	64	32	2.49	6.20
E-28	36	56	20	-9.51	90.44
E-29	52	72	20	-9.51	90.44
E-30	56	72	16	-13.51	182.52
E-31	48	76	28	-1.51	2.28
E-32	28	52	24	-5.51	30.36
E-33	28	52	24	-5.51	30.36
E-34	48	84	36	6.49	42.12
E-35	48	80	32	2.49	6.20
E-36	40	72	32	2.49	6.20
E-37	40	72	32	2.49	6.20
Total	1504	2600	1096	3.91	1518.97
Mean	40.65	70.27	29.62	0.11	41.05

Appendix 15 -Normality Test

Hypothesis :

H_1 : data is normally distributed
 H_0 : data is not normally distributed

Hypothesis Test :

Formula:

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

Where :

χ^2 = chi square

O_i = observation frequency

E_i = expected frequency

k = the numbers of interval class

i = 1,2,3,...,k

Criteria :

H_1 is accepted if $P_{\text{value}} = 0.156 > \alpha$ ($\alpha = 0.05$)

Normality Test of Pre-test Data

Score Percentile Category

Four type percentile category for normal distribution data = 2, 16, 84 and 98

Statistics

Pretest

N	Valid	37
	Missing	0
Percentiles	2	28.0000
	16	32.0000
	84	48.0000
	98	56.0000

Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	28.00	3	8.1	8.1	8.1
	32.00	4	10.8	10.8	18.9
	36.00	7	18.9	18.9	37.8
	40.00	9	24.3	24.3	62.2
	44.00	5	13.5	13.5	75.7
	48.00	4	10.8	10.8	86.5
	52.00	3	8.1	8.1	94.6
	56.00	2	5.4	5.4	100.0
	Total	37	100.0	100.0	

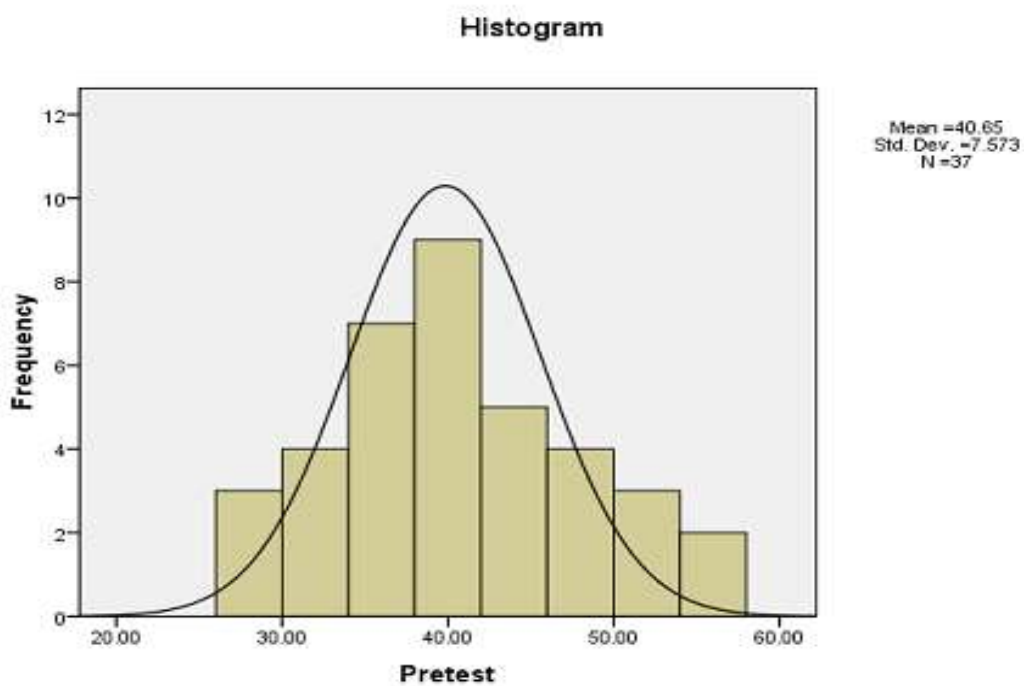
Percentile Score Category		
Category	Percentage	N=37
Very Low	2%	1
Low	14%	5
Medium	68%	25
High	14%	5
Very High	2%	1
Total	100%	37

Chi-Square Test

Kode			
	Observed N	Expected N	Residual
1.00	3	1.0	2.0
2.00	2	5.0	-3.0
3.00	24	25.0	-1.0
4.00	5	5.0	.0
5.00	3	1.0	2.0
Total	37		

Test Statistics	
	Kode
Chi-Square	9.840 ^a
Df	4
Asymp. Sig.	.043

a. 2 cells (40.0%) have expected frequencies less than 5. The minimum expected cell frequency is 1.0.



Chi-Square Test

Code

	Observed N	Expected N	Residual
1.00	3	1.0	2.0
2.00	4	5.0	-1.0
3.00	21	25.0	-4.0
4.00	7	5.0	2.0
5.00	2	1.0	1.0
Total	37		

Test Statistics

	Code
Chi-Square	6.640 ^a
df	4
Asymp. Sig.	.156

a. 2 cells (40.0%) have expected frequencies less than 5. The minimum expected cell frequency is 1.0.

For $\alpha = 5\%$ and $df = k-1$, if $P_{\text{value}} = 0.156 > \alpha$ ($\alpha = 0.05$) the data is normally distributed.

From the computation the writer $\chi^2_{\text{value}} = 6.640$, P_{value} of experimental group was 0.156 ; with criteria $\alpha = 5\% = 0.05$ and $df = 4$ Because, $P_{\text{value}} = 0.156 > \alpha$ ($\alpha = 0.05$) . It can be concluded that the pre-test score of experimental group is normally distributed.

Normality Test of Post-test Data

Score Percentile Category

Four type percentile category for normal distribution data = 2, 16, 84 and 98

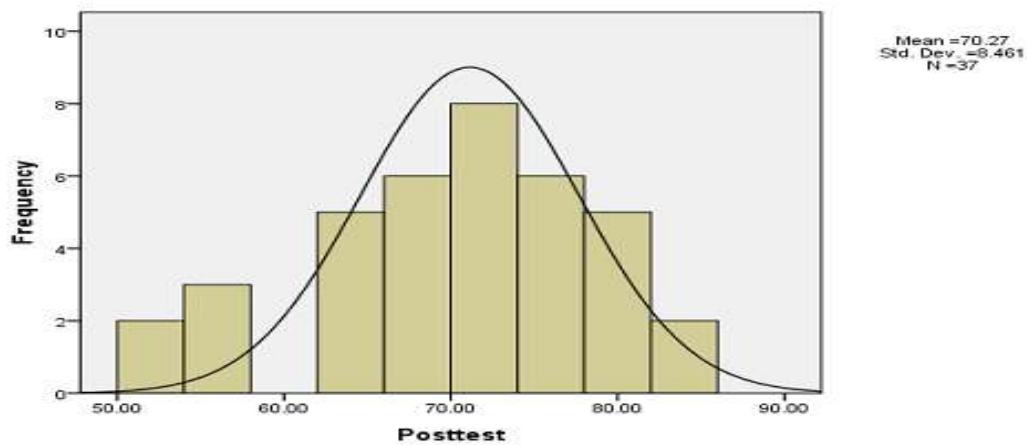
Statistics

Posttest

N	Valid	37
	Missing	0
Percentiles	2	52.0000
	16	64.0000
	84	80.0000
	98	84.0000

Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52.00	2	5.4	5.4	5.4
	56.00	3	8.1	8.1	13.5
	64.00	5	13.5	13.5	27.0
	68.00	6	16.2	16.2	43.2
	72.00	8	21.6	21.6	64.9
	76.00	6	16.2	16.2	81.1
	80.00	5	13.5	13.5	94.6
	84.00	2	5.4	5.4	100.0
	Total	37	100.0	100.0	

Histogram

Percentile Score Category		
Category	Percentage	N=37
Very Low	2%	1
Low	14%	5
Medium	68%	25
High	14%	5
Very High	2%	1
Total	100%	37

Chi-Square Test

code			
	Observed N	Expected N	Residual
1.00	2	1.0	1.0
2.00	8	5.0	3.0
3.00	20	25.0	-5.0
4.00	5	5.0	.0
5.00	2	1.0	1.0
Total	37		

Test Statistics	
	Code
Chi-Square	4.800 ^a
df	4
Asymp. Sig.	.308

a. 2 cells (40.0%) have expected frequencies less than 5. The minimum expected cell frequency is 1.0.

For $\alpha = 5\%$ and $df = k-1$, if $P_{\text{value}} = 0.156 > \alpha$ ($\alpha = 0.05$) the data is normally distributed.

From the computation the writer $\chi^2_{\text{value}} = 4.800$, P_{value} of experimental group was 0.308 ; with criteria $\alpha = 5\% = 0.05$ and $df = 4$ Because, $P_{\text{value}} = 0.156 > \alpha$ ($\alpha = 0.05$) . It can be concluded that the post-test score of experimental group is normally distributed.

Appendix 16 -Significant of Test

Hypothesis :

$$H_1 : \mu_1 = \mu_2$$

$$H_0 : \mu_1 \neq \mu_2$$

The Calculation

Formula:

The formula of computing the t_{value} :

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

Where :

t = t-value

M_d = mean from different score between pre-test and post-test

x_d = deviation of each subject ($d - M_d$)

$\sum x^2 d$ = total deviation square

N = number of subject

df = $N-1$

which :

$$M_d = \frac{\sum d}{N}$$

$$\sum x^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

Criterion

There is a significant difference between pre-test and post-test if $t > t_{\text{table}}$

Calculation

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{1076}{4037}$$

$$Md = 29.08$$

$$\begin{aligned}\sum x^2 d &= 33488 - \frac{(1076)^2}{37} \\ &= 33488 - 31291.24 \\ &= 2196.76\end{aligned}$$

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

$$t = \frac{29.08}{\sqrt{37(36)}}$$

$$t = \frac{29.08}{\sqrt{37(36)}}$$

$$t = \frac{29.08}{\sqrt{1.65}}$$

$$t = \frac{29.08}{1.28}$$

$$t = 22.72$$

For $\alpha = 5\%$ and $df = 37 - 1 = 36$, $t_{(0.95)(36)} = 1.69$

Since $t_{\text{value}} > t_{\text{table}}$, it means that there is a significant difference between pre-test and post-test.

Calculation

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{1096}{37}$$

$$Md = 29.62$$

$$\begin{aligned}\sum x^2 d &= 33984 - \frac{(1096)^2}{37} \\ &= 33488 - 32465.3 \\ &= 1518.7\end{aligned}$$

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

$$t = \frac{29.62}{\sqrt{\frac{1518.7}{37(36)}}}$$

$$t = \frac{29.62}{\sqrt{1.14}}$$

$$t = \frac{29.62}{1.07}$$

$$t = 27.68$$

For $\alpha = 5\%$ and $df = 37 - 1 = 36$, $t_{(0.95)(36)} = 1.69$

Since $t_{\text{value}} > t_{\text{table}}$, it means that there is a significant difference between pre-test and post-test.

Appendix 17 -Contribution of The combination of Quartet and Dart games

$$\frac{|\bar{x}_1 - \bar{x}_2|}{\bar{x}_1} \times 100\% = \frac{|70.27 - 40.65|}{40.65} \times 100\% = \frac{29.62}{40.65} \times 100\% = 72.86\%$$

From the computation, it can be concluded that statistically the contribution of the combination quartet and dart game to improve students' speaking skill scores is about 72.86%. Whereas, 27.14% is influenced by others factors.

Appendix 18 -Questionnaire Result and Analysis**QUESTIONNAIRE RESULT AND ANALYSIS**

QUESTIONNAIRE

Mata Pelajaran : Bahasa Inggris

Sekolah : SMP N 3 Petarukan

Kelas : VIII A

Nama : Nur Faizin AL Kamil

Tanggal : 29 January 2015

Pertanyaan:

1. Apakah pembelajaran dengan menggunakan media *the combination of quartet and dart game* menyenangkan?
 - a. Tidak
 - ☒ b. Menyenangkan
 - c. Sangat Menyenangkan
2. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda mudah memahami pelajaran?
 - a. Tidak
 - ☒ b. Ya, cukup membantu
 - c. Sangat membantu
3. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda termotivasi untuk mengemukakan pendapat?
 - a. Tidak
 - ☒ b. Ya, cukup termotivasi
 - c. Sangat membantu dalam mengemukakan pendapat
4. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* dapat meningkatkan kemampuan *speaking* Anda?
 - a. Tidak
 - ☒ b. Ya, dapat meningkatkan kemampuan *speaking*
 - c. Sangat membantu dalam meningkatkan kemampuan *speaking*
5. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* Anda mengalami kesulitan dalam belajar?
 - a. Mengalami kesulitan
 - ☒ b. Tidak mengalami kesulitan
 - c. Sangat memudahkan dalam belajar

QUESTIONNAIRE

Mata Pelajaran : Bahasa Inggris

Sekolah : SMP N 3 Petarukan

Kelas : VIII A

Nama : Putri Dwi Rahmawati

Tanggal : 29 Januari 2015

Pertanyaan:

1. Apakah pembelajaran dengan menggunakan media *the combination of quartet and dart game* menyenangkan?
 - a. Tidak
 - b. Menyenangkan
 - ☒ c. Sangat Menyenangkan
2. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda mudah memahami pelajaran?
 - a. Tidak
 - b. Ya, cukup membantu
 - ☒ c. Sangat membantu
3. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda termotivasi untuk mengemukakan pendapat?
 - a. Tidak
 - ☒ b. Ya, cukup termotivasi
 - c. Sangat membantu dalam mengemukakan pendapat
4. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* dapat meningkatkan kemampuan *speaking* Anda?
 - a. Tidak
 - b. Ya, dapat meningkatkan kemampuan *speaking*
 - ☒ c. Sangat membantu dalam meningkatkan kemampuan *speaking*
5. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* Anda mengalami kesulitan dalam belajar?
 - a. Mengalami kesulitan
 - ☒ b. Tidak mengalami kesulitan
 - c. Sangat memudahkan dalam belajar

QUESTIONNAIRE

Mata Pelajaran : Bahasa Inggris
 Sekolah : SMP N 3 Petarukan
 Kelas : VIII A
 Nama : Puji Hananir.p
 Tanggal : 29-01-2015

Pertanyaan:

1. Apakah pembelajaran dengan menggunakan media *the combination of quartet and dart game* menyenangkan?
 a. Tidak
 b. Menyenangkan
☒ c. Sangat Menyenangkan
2. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda mudah memahami pelajaran?
 a. Tidak
 b. Ya, cukup membantu
☒ c. Sangat membantu
3. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda termotivasi untuk mengemukakan pendapat?
 a. Tidak
☒ b. Ya, cukup termotivasi
 c. Sangat membantu dalam mengemukakan pendapat
4. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* dapat meningkatkan kemampuan *speaking* Anda?
 a. Tidak
 b. Ya, dapat meningkatkan kemampuan *speaking*
☒ c. Sangat membantu dalam meningkatkan kemampuan *speaking*
5. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* Anda mengalami kesulitan dalam belajar?
 a. Mengalami kesulitan
 b. Tidak mengalami kesulitan
☒ c. Sangat memudahkan dalam belajar

QUESTIONNAIRE

Mata Pelajaran : Bahasa Inggris
 Sekolah : SMP N 3 Petarukan
 Kelas : VIII A
 Nama : Farah syaufika Husnaa
 Tanggal : 29 Januari 2015

Pertanyaan:

1. Apakah pembelajaran dengan menggunakan media *the combination of quartet and dart game* menyenangkan?
 a. Tidak
 b. Menyenangkan
☒ c. Sangat Menyenangkan
2. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda mudah memahami pelajaran?
 a. Tidak
 b. Ya, cukup membantu
☒ c. Sangat membantu
3. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda termotivasi untuk mengemukakan pendapat?
 a. Tidak
☒ b. Ya, cukup termotivasi
 c. Sangat membantu dalam mengemukakan pendapat
4. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* dapat meningkatkan kemampuan *speaking* Anda?
 a. Tidak
 b. Ya, dapat meningkatkan kemampuan *speaking*
☒ c. Sangat membantu dalam meningkatkan kemampuan *speaking*
5. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* Anda mengalami kesulitan dalam belajar?
 a. Mengalami kesulitan
 b. Tidak mengalami kesulitan
☒ c. Sangat memudahkan dalam belajar

QUESTIONNAIRE

Mata Pelajaran : Bahasa Inggris

Sekolah : SMP N 3 Petarukan

Kelas : VIII A

Nama : Rima Tri Vijayanti

Tanggal : 29 Januari 2015

Pertanyaan:

1. Apakah pembelajaran dengan menggunakan media *the combination of quartet and dart game* menyenangkan?
 - a. Tidak
 - b. Menyenangkan
 - ☒ c. Sangat Menyenangkan
2. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda mudah memahami pelajaran?
 - a. Tidak
 - b. Ya, cukup membantu
 - ☒ c. Sangat membantu
3. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda termotivasi untuk mengemukakan pendapat?
 - a. Tidak
 - b. Ya, cukup termotivasi
 - ☒ c. Sangat membantu dalam mengemukakan pendapat
4. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* dapat meningkatkan kemampuan *speaking* Anda?
 - a. Tidak
 - b. Ya, dapat meningkatkan kemampuan *speaking*
 - ☒ c. Sangat membantu dalam meningkatkan kemampuan *speaking*
5. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* Anda mengalami kesulitan dalam belajar?
 - a. Mengalami kesulitan
 - ☒ b. Tidak mengalami kesulitan
 - c. Sangat memudahkan dalam belajar

QUESTIONNAIRE

Mata Pelajaran : Bahasa Inggris

Sekolah : SMP N 3 Petarukan

Kelas : VIII A

Nama : Yuna Aulia Nisa

Tanggal : 29 Jan - 2015

Pertanyaan:

1. Apakah pembelajaran dengan menggunakan media *the combination of quartet and dart game* menyenangkan?
 - a. Tidak
 - b. Menyenangkan
 - ☒ c. Sangat Menyenangkan
2. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda mudah memahami pelajaran?
 - a. Tidak
 - ☒ b. Ya, cukup membantu
 - c. Sangat membantu
3. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda termotivasi untuk mengemukakan pendapat?
 - a. Tidak
 - ☒ b. Ya, cukup termotivasi
 - c. Sangat membantu dalam mengemukakan pendapat
4. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* dapat meningkatkan kemampuan *speaking* Anda?
 - a. Tidak
 - b. Ya, dapat meningkatkan kemampuan *speaking*
 - ☒ c. Sangat membantu dalam meningkatkan kemampuan *speaking*
5. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* Anda mengalami kesulitan dalam belajar?
 - a. Mengalami kesulitan
 - ☒ b. Tidak mengalami kesulitan
 - c. Sangat memudahkan dalam belajar

QUESTIONNAIRE

Mata Pelajaran : Bahasa Inggris
 Sekolah : SMP N 3 Petarukan
 Kelas : VIII A
 Nama : *Slanur Prastyo*
 Tanggal : *29 Januari 2015*

Pertanyaan:

1. Apakah pembelajaran dengan menggunakan media *the combination of quartet and dart game* menyenangkan?
 a. Tidak
☒ b. Menyenangkan
 c. Sangat Menyenangkan
2. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda mudah memahami pelajaran?
 a. Tidak
☒ b. Ya, cukup membantu
 c. Sangat membantu
3. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda termotivasi untuk mengemukakan pendapat?
 a. Tidak
☒ b. Ya, cukup termotivasi
 c. Sangat membantu dalam mengemukakan pendapat
4. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* dapat meningkatkan kemampuan *speaking* Anda?
 a. Tidak
☒ b. Ya, dapat meningkatkan kemampuan *speaking*
 c. Sangat membantu dalam meningkatkan kemampuan *speaking*
5. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* Anda mengalami kesulitan dalam belajar?
 a. Mengalami kesulitan
☒ b. Tidak mengalami kesulitan
 c. Sangat memudahkan dalam belajar

QUESTIONNAIRE

Mata Pelajaran : Bahasa Inggris
 Sekolah : SMP N 3 Petarukan
 Kelas : VIII A
 Nama : *Purwaningsih*
 Tanggal : *29 Januari 2015*

Pertanyaan:

1. Apakah pembelajaran dengan menggunakan media *the combination of quartet and dart game* menyenangkan?
 a. Tidak
 b. Menyenangkan
☒ c. Sangat Menyenangkan
2. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda mudah memahami pelajaran?
 a. Tidak
 b. Ya, cukup membantu
☒ c. Sangat membantu
3. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda termotivasi untuk mengemukakan pendapat?
 a. Tidak
☒ b. Ya, cukup termotivasi
 c. Sangat membantu dalam mengemukakan pendapat
4. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* dapat meningkatkan kemampuan *speaking* Anda?
 a. Tidak
 b. Ya, dapat meningkatkan kemampuan *speaking*
☒ c. Sangat membantu dalam meningkatkan kemampuan *speaking*
5. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* Anda mengalami kesulitan dalam belajar?
 a. Mengalami kesulitan
 b. Tidak mengalami kesulitan
☒ c. Sangat memudahkan dalam belajar

QUESTIONNAIRE

Mata Pelajaran : Bahasa Inggris
 Sekolah : SMP N 3 Petarukan
 Kelas : VIII A
 Nama : Vevi pratiwi Sukmaningrum
 Tanggal : 29 Januari 2015

Pertanyaan:

1. Apakah pembelajaran dengan menggunakan media *the combination of quartet and dart game* menyenangkan?
 a. Tidak
☒ b. Menyenangkan
 c. Sangat Menyenangkan
2. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda mudah memahami pelajaran?
 a. Tidak
☒ b. Ya, cukup membantu
 c. Sangat membantu
3. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda termotivasi untuk mengemukakan pendapat?
 a. Tidak
☒ b. Ya, cukup termotivasi
 c. Sangat membantu dalam mengemukakan pendapat
4. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* dapat meningkatkan kemampuan *speaking* Anda?
 a. Tidak
 b. Ya, dapat meningkatkan kemampuan *speaking*
☒ c. Sangat membantu dalam meningkatkan kemampuan *speaking*
5. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* Anda mengalami kesulitan dalam belajar?
 a. Mengalami kesulitan
☒ b. Tidak mengalami kesulitan
 c. Sangat memudahkan dalam belajar

QUESTIONNAIRE

Mata Pelajaran : Bahasa Inggris
 Sekolah : SMP N 3 Petarukan
 Kelas : VIII A
 Nama : Vevi pratiwi Sukmaningrum
 Tanggal : 29 Januari 2015

Pertanyaan:

1. Apakah pembelajaran dengan menggunakan media *the combination of quartet and dart game* menyenangkan?
 a. Tidak
☒ b. Menyenangkan
 c. Sangat Menyenangkan
2. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda mudah memahami pelajaran?
 a. Tidak
 b. Ya, cukup membantu
☒ c. Sangat membantu
3. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda termotivasi untuk mengemukakan pendapat?
 a. Tidak
☒ b. Ya, cukup termotivasi
 c. Sangat membantu dalam mengemukakan pendapat
4. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* dapat meningkatkan kemampuan *speaking* Anda?
 a. Tidak
☒ b. Ya, dapat meningkatkan kemampuan *speaking*
 c. Sangat membantu dalam meningkatkan kemampuan *speaking*
5. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* Anda mengalami kesulitan dalam belajar?
 a. Mengalami kesulitan
 b. Tidak mengalami kesulitan
☒ c. Sangat memudahkan dalam belajar

QUESTIONNAIRE

Mata Pelajaran : Bahasa Inggris
 Sekolah : SMP N 3 Petarukan
 Kelas : VIII A
 Nama : KEVIN ADI F.
 Tanggal : 29-01-2015

Pertanyaan:

1. Apakah pembelajaran dengan menggunakan media *the combination of quartet and dart game* menyenangkan?
 a. Tidak
☒ b. Menyenangkan
 c. Sangat Menyenangkan
2. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda mudah memahami pelajaran?
 a. Tidak
 b. Ya, cukup membantu
☒ c. Sangat membantu
3. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda termotivasi untuk mengemukakan pendapat?
 a. Tidak
 b. Ya, cukup termotivasi
☒ c. Sangat membantu dalam mengemukakan pendapat
4. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* dapat meningkatkan kemampuan *speaking* Anda?
 a. Tidak
 b. Ya, dapat meningkatkan kemampuan *speaking*
☒ c. Sangat membantu dalam meningkatkan kemampuan *speaking*
5. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* Anda mengalami kesulitan dalam belajar?
 a. Mengalami kesulitan
 b. Tidak mengalami kesulitan
☒ c. Sangat memudahkan dalam belajar

QUESTIONNAIRE

Mata Pelajaran : Bahasa Inggris
 Sekolah : SMP N 3 Petarukan
 Kelas : VIII A
 Nama : Riris Wijayanti
 Tanggal : 29 Januari 2015

Pertanyaan:

1. Apakah pembelajaran dengan menggunakan media *the combination of quartet and dart game* menyenangkan?
 a. Tidak
☒ b. Menyenangkan
 c. Sangat Menyenangkan
2. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda mudah memahami pelajaran?
 a. Tidak
☒ b. Ya, cukup membantu
 c. Sangat membantu
3. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda termotivasi untuk mengemukakan pendapat?
 a. Tidak
☒ b. Ya, cukup termotivasi
 c. Sangat membantu dalam mengemukakan pendapat
4. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* dapat meningkatkan kemampuan *speaking* Anda?
 a. Tidak
☒ b. Ya, dapat meningkatkan kemampuan *speaking*
 c. Sangat membantu dalam meningkatkan kemampuan *speaking*
5. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* Anda mengalami kesulitan dalam belajar?
 a. Mengalami kesulitan
☒ b. Tidak mengalami kesulitan
 c. Sangat memudahkan dalam belajar

QUESTIONNAIRE

Mata Pelajaran : Bahasa Inggris
 Sekolah : SMP N 3 Petarukan
 Kelas : VIII A
 Nama : Wulan Damayana
 Tanggal : 29 Januari 2015

Pertanyaan:

1. Apakah pembelajaran dengan menggunakan media *the combination of quartet and dart game* menyenangkan?
 a. Tidak
 b. Menyenangkan
 c. Sangat Menyenangkan
2. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda mudah memahami pelajaran?
 a. Tidak
 b. Ya, cukup membantu
 c. Sangat membantu
3. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda termotivasi untuk mengemukakan pendapat?
 a. Tidak
 b. Ya, cukup termotivasi
 c. Sangat membantu dalam mengemukakan pendapat
4. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* dapat meningkatkan kemampuan *speaking* Anda?
 a. Tidak
 b. Ya, dapat meningkatkan kemampuan *speaking*
 c. Sangat membantu dalam meningkatkan kemampuan *speaking*
5. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* Anda mengalami kesulitan dalam belajar?
 a. Mengalami kesulitan
 b. Tidak mengalami kesulitan
 c. Sangat memudahkan dalam belajar

QUESTIONNAIRE

Mata Pelajaran : Bahasa Inggris
 Sekolah : SMP N 3 Petarukan
 Kelas : VIII A
 Nama : ABDUL ROZAQ . F
 Tanggal : 29/1/2015

Pertanyaan:

1. Apakah pembelajaran dengan menggunakan media *the combination of quartet and dart game* menyenangkan?
 a. Tidak
 b. Menyenangkan
 c. Sangat Menyenangkan
2. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda mudah memahami pelajaran?
 a. Tidak
 b. Ya, cukup membantu
 c. Sangat membantu
3. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda termotivasi untuk mengemukakan pendapat?
 a. Tidak
 b. Ya, cukup termotivasi
 c. Sangat membantu dalam mengemukakan pendapat
4. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* dapat meningkatkan kemampuan *speaking* Anda?
 a. Tidak
 b. Ya, dapat meningkatkan kemampuan *speaking*
 c. Sangat membantu dalam meningkatkan kemampuan *speaking*
5. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* Anda mengalami kesulitan dalam belajar?
 a. Mengalami kesulitan
 b. Tidak mengalami kesulitan
 c. Sangat memudahkan dalam belajar

QUESTIONNAIRE

Mata Pelajaran : Bahasa Inggris
 Sekolah : SMP N 3 Petarukan
 Kelas : VIII A
 Nama : Nanda Chairunnisa
 Tanggal : 29 January 2015

Pertanyaan:

1. Apakah pembelajaran dengan menggunakan media *the combination of quartet and dart game* menyenangkan?
 a. Tidak
 b. Menyenangkan
☒ c. Sangat Menyenangkan
2. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda mudah memahami pelajaran?
 a. Tidak
 b. Ya, cukup membantu
☒ c. Sangat membantu
3. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda termotivasi untuk mengemukakan pendapat?
 a. Tidak
 b. Ya, cukup termotivasi
☒ c. Sangat membantu dalam mengemukakan pendapat
4. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* dapat meningkatkan kemampuan *speaking* Anda?
 a. Tidak
 b. Ya, dapat meningkatkan kemampuan *speaking*
☒ c. Sangat membantu dalam meningkatkan kemampuan *speaking*
5. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* Anda mengalami kesulitan dalam belajar?
 a. Mengalami kesulitan
 b. Tidak mengalami kesulitan
☒ c. Sangat memudahkan dalam belajar

QUESTIONNAIRE

Mata Pelajaran : Bahasa Inggris
 Sekolah : SMP N 3 Petarukan
 Kelas : VIII A
 Nama : Nofiano
 Tanggal : 29 Januari 2015

Pertanyaan:

1. Apakah pembelajaran dengan menggunakan media *the combination of quartet and dart game* menyenangkan?
 a. Tidak
 b. Menyenangkan
☒ c. Sangat Menyenangkan
2. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda mudah memahami pelajaran?
 a. Tidak
 b. Ya, cukup membantu
☒ c. Sangat membantu
3. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda termotivasi untuk mengemukakan pendapat?
 a. Tidak
 b. Ya, cukup termotivasi
☒ c. Sangat membantu dalam mengemukakan pendapat
4. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* dapat meningkatkan kemampuan *speaking* Anda?
 a. Tidak
 b. Ya, dapat meningkatkan kemampuan *speaking*
☒ c. Sangat membantu dalam meningkatkan kemampuan *speaking*
5. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* Anda mengalami kesulitan dalam belajar?
 a. Mengalami kesulitan
 b. Tidak mengalami kesulitan
☒ c. Sangat memudahkan dalam belajar

QUESTIONNAIRE

Mata Pelajaran : Bahasa Inggris
 Sekolah : SMP N 3 Petarukan
 Kelas : VIII A
 Nama : Ika Mytahi Jannah
 Tanggal : ~~20-01-2014~~ 20-01-2014

Pertanyaan:

1. Apakah pembelajaran dengan menggunakan media *the combination of quartet and dart game* menyenangkan?
 - a. Tidak
 - ☒ b. Menyenangkan
 - c. Sangat Menyenangkan
2. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda mudah memahami pelajaran?
 - a. Tidak
 - ☒ b. Ya, cukup membantu
 - c. Sangat membantu
3. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda termotivasi untuk mengemukakan pendapat?
 - a. Tidak
 - b. Ya, cukup termotivasi
 - ☒ c. Sangat membantu dalam mengemukakan pendapat
4. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* dapat meningkatkan kemampuan *speaking* Anda?
 - a. Tidak
 - ☒ b. Ya, dapat meningkatkan kemampuan *speaking*
 - c. Sangat membantu dalam meningkatkan kemampuan *speaking*
5. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* Anda mengalami kesulitan dalam belajar?
 - a. Mengalami kesulitan
 - ☒ b. Tidak mengalami kesulitan
 - c. Sangat memudahkan dalam belajar

QUESTIONNAIRE

Mata Pelajaran : Bahasa Inggris
 Sekolah : SMP N 3 Petarukan
 Kelas : VIII A
 Nama : Nabila Farakhtini
 Tanggal : 29 Januari 2015

Pertanyaan:

1. Apakah pembelajaran dengan menggunakan media *the combination of quartet and dart game* menyenangkan?
 - a. Tidak
 - b. Menyenangkan
 - ☒ c. Sangat Menyenangkan
2. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda mudah memahami pelajaran?
 - a. Tidak
 - ☒ b. Ya, cukup membantu
 - c. Sangat membantu
3. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda termotivasi untuk mengemukakan pendapat?
 - a. Tidak
 - ☒ b. Ya, cukup termotivasi
 - c. Sangat membantu dalam mengemukakan pendapat
4. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* dapat meningkatkan kemampuan *speaking* Anda?
 - a. Tidak
 - b. Ya, dapat meningkatkan kemampuan *speaking*
 - ☒ c. Sangat membantu dalam meningkatkan kemampuan *speaking*
5. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* Anda mengalami kesulitan dalam belajar?
 - a. Mengalami kesulitan
 - ☒ b. Tidak mengalami kesulitan
 - c. Sangat memudahkan dalam belajar

QUESTIONNAIRE

Mata Pelajaran : Bahasa Inggris
 Sekolah : SMP N 3 Petarukan
 Kelas : VIII A
 Nama : DEMA IRMAYA
 Tanggal : 29 - 01 - 2015

Pertanyaan:

1. Apakah pembelajaran dengan menggunakan media *the combination of quartet and dart game* menyenangkan?
 - a. Tidak
 - b. Menyenangkan
 - ☒ c. Sangat Menyenangkan
2. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda mudah memahami pelajaran?
 - a. Tidak
 - b. Ya, cukup membantu
 - ☒ c. Sangat membantu
3. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda termotivasi untuk mengemukakan pendapat?
 - a. Tidak
 - ☒ b. Ya, cukup termotivasi
 - c. Sangat membantu dalam mengemukakan pendapat
4. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* dapat meningkatkan kemampuan *speaking* Anda?
 - a. Tidak
 - b. Ya, dapat meningkatkan kemampuan *speaking*
 - ☒ c. Sangat membantu dalam meningkatkan kemampuan *speaking*
5. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* Anda mengalami kesulitan dalam belajar?
 - a. Mengalami kesulitan
 - b. Tidak mengalami kesulitan
 - ☒ c. Sangat memudahkan dalam belajar

QUESTIONNAIRE

Mata Pelajaran : Bahasa Inggris
 Sekolah : SMP N 3 Petarukan
 Kelas : VIII A
 Nama : IDA PERMATASARI
 Tanggal : 29 Januari 2015

Pertanyaan:

1. Apakah pembelajaran dengan menggunakan media *the combination of quartet and dart game* menyenangkan?
 - a. Tidak
 - b. Menyenangkan
 - ☒ c. Sangat Menyenangkan
2. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda mudah memahami pelajaran?
 - a. Tidak
 - b. Ya, cukup membantu
 - ☒ c. Sangat membantu
3. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda termotivasi untuk mengemukakan pendapat?
 - a. Tidak
 - b. Ya, cukup termotivasi
 - ☒ c. Sangat membantu dalam mengemukakan pendapat
4. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* dapat meningkatkan kemampuan *speaking* Anda?
 - a. Tidak
 - b. Ya, dapat meningkatkan kemampuan *speaking*
 - ☒ c. Sangat membantu dalam meningkatkan kemampuan *speaking*
5. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* Anda mengalami kesulitan dalam belajar?
 - a. Mengalami kesulitan
 - b. Tidak mengalami kesulitan
 - ☒ c. Sangat memudahkan dalam belajar

QUESTIONNAIRE

Mata Pelajaran : Bahasa Inggris
 Sekolah : SMP N 3 Petarukan
 Kelas : VIII A
 Nama : Shiqira Nur Azdia
 Tanggal : 29 January - 2015

Pertanyaan:

- Apakah pembelajaran dengan menggunakan media *the combination of quartet and dart game* menyenangkan?
 - Tidak
 - Menyenangkan
 - ☒ Sangat Menyenangkan
- Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda mudah memahami pelajaran?
 - Tidak
 - Ya, cukup membantu
 - ☒ Sangat membantu
- Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda termotivasi untuk mengemukakan pendapat?
 - Tidak
 - ☒ Ya, cukup termotivasi
 - Sangat membantu dalam mengemukakan pendapat
- Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* dapat meningkatkan kemampuan *speaking* Anda?
 - Tidak
 - Ya, dapat meningkatkan kemampuan *speaking*
 - ☒ Sangat membantu dalam meningkatkan kemampuan *speaking*
- Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* Anda mengalami kesulitan dalam belajar?
 - Mengalami kesulitan
 - Tidak mengalami kesulitan
 - ☒ Sangat memudahkan dalam belajar

QUESTIONNAIRE

Mata Pelajaran : Bahasa Inggris
 Sekolah : SMP N 3 Petarukan
 Kelas : VIII A
 Nama : Dea Adistiani
 Tanggal : 29 Januari 2015

Pertanyaan:

- Apakah pembelajaran dengan menggunakan media *the combination of quartet and dart game* menyenangkan?
 - Tidak
 - Menyenangkan
 - ☒ Sangat Menyenangkan
- Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda mudah memahami pelajaran?
 - Tidak
 - ☒ Ya, cukup membantu
 - Sangat membantu
- Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda termotivasi untuk mengemukakan pendapat?
 - Tidak
 - Ya, cukup termotivasi
 - ☒ Sangat membantu dalam mengemukakan pendapat
- Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* dapat meningkatkan kemampuan *speaking* Anda?
 - Tidak
 - Ya, dapat meningkatkan kemampuan *speaking*
 - ☒ Sangat membantu dalam meningkatkan kemampuan *speaking*
- Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* Anda mengalami kesulitan dalam belajar?
 - Mengalami kesulitan
 - Tidak mengalami kesulitan
 - ☒ Sangat memudahkan dalam belajar

QUESTIONNAIRE

Mata Pelajaran : Bahasa Inggris
 Sekolah : SMP N 3 Petarukan
 Kelas : VIII A
 Nama : Fani Umayah
 Tanggal : 29 Januari 2015

Pertanyaan:

1. Apakah pembelajaran dengan menggunakan media *the combination of quartet and dart game* menyenangkan?
 - a. Tidak
 - b. Menyenangkan
 - ☒ c. Sangat Menyenangkan
2. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda mudah memahami pelajaran?
 - a. Tidak
 - ☒ b. Ya, cukup membantu
 - c. Sangat membantu
3. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda termotivasi untuk mengemukakan pendapat?
 - a. Tidak
 - ☒ b. Ya, cukup termotivasi
 - c. Sangat membantu dalam mengemukakan pendapat
4. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* dapat meningkatkan kemampuan *speaking* Anda?
 - a. Tidak
 - b. Ya, dapat meningkatkan kemampuan *speaking*
 - ☒ c. Sangat membantu dalam meningkatkan kemampuan *speaking*
5. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* Anda mengalami kesulitan dalam belajar?
 - a. Mengalami kesulitan
 - b. Tidak mengalami kesulitan
 - ☒ c. Sangat memudahkan dalam belajar

QUESTIONNAIRE

Mata Pelajaran : Bahasa Inggris
 Sekolah : SMP N 3 Petarukan
 Kelas : VIII A
 Nama : Anisa Dwi Peni S.
 Tanggal : 29 / Januari / 2015

Pertanyaan:

1. Apakah pembelajaran dengan menggunakan media *the combination of quartet and dart game* menyenangkan?
 - a. Tidak
 - b. Menyenangkan
 - ☒ c. Sangat Menyenangkan
2. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda mudah memahami pelajaran?
 - a. Tidak
 - ☒ b. Ya, cukup membantu
 - c. Sangat membantu
3. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda termotivasi untuk mengemukakan pendapat?
 - a. Tidak
 - ☒ b. Ya, cukup termotivasi
 - c. Sangat membantu dalam mengemukakan pendapat
4. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* dapat meningkatkan kemampuan *speaking* Anda?
 - a. Tidak
 - b. Ya, dapat meningkatkan kemampuan *speaking*
 - ☒ c. Sangat membantu dalam meningkatkan kemampuan *speaking*
5. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* Anda mengalami kesulitan dalam belajar?
 - a. Mengalami kesulitan
 - b. Tidak mengalami kesulitan
 - ☒ c. Sangat memudahkan dalam belajar

QUESTIONNAIRE

Mata Pelajaran : Bahasa Inggris
 Sekolah : SMP N 3 Petarukan
 Kelas : VIII A
 Nama : *Novia Wulandari*
 Tanggal : *29 Januari 2015*

Pertanyaan:

1. Apakah pembelajaran dengan menggunakan media *the combination of quartet and dart game* menyenangkan?
 a. Tidak
 b. Menyenangkan
 c. ☒ Sangat Menyenangkan
2. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda mudah memahami pelajaran?
 a. Tidak
 b. Ya, cukup membantu
 c. ☒ Sangat membantu
3. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda termotivasi untuk mengemukakan pendapat?
 a. Tidak
 b. ☒ Ya, cukup termotivasi
 c. Sangat membantu dalam mengemukakan pendapat
4. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* dapat meningkatkan kemampuan *speaking* Anda?
 a. Tidak
 b. Ya, dapat meningkatkan kemampuan *speaking*
 c. ☒ Sangat membantu dalam meningkatkan kemampuan *speaking*
5. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* Anda mengalami kesulitan dalam belajar?
 a. Mengalami kesulitan
 b. ☒ Tidak mengalami kesulitan
 c. Sangat memudahkan dalam belajar

QUESTIONNAIRE

Mata Pelajaran : Bahasa Inggris
 Sekolah : SMP N 3 Petarukan
 Kelas : VIII A
 Nama : *ARIEF RAHMAN*
 Tanggal : *29 Januari 2015*

Pertanyaan:

1. Apakah pembelajaran dengan menggunakan media *the combination of quartet and dart game* menyenangkan?
 a. Tidak
 b. ☒ Menyenangkan
 c. Sangat Menyenangkan
2. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda mudah memahami pelajaran?
 a. Tidak
 b. ☒ Ya, cukup membantu
 c. Sangat membantu
3. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda termotivasi untuk mengemukakan pendapat?
 a. Tidak
 b. Ya, cukup termotivasi
 c. ☒ Sangat membantu dalam mengemukakan pendapat
4. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* dapat meningkatkan kemampuan *speaking* Anda?
 a. Tidak
 b. Ya, dapat meningkatkan kemampuan *speaking*
 c. ☒ Sangat membantu dalam meningkatkan kemampuan *speaking*
5. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* Anda mengalami kesulitan dalam belajar?
 a. Mengalami kesulitan
 b. ☒ Tidak mengalami kesulitan
 c. Sangat memudahkan dalam belajar

QUESTIONNAIRE

Mata Pelajaran : Bahasa Inggris
 Sekolah : SMP N 3 Petarukan
 Kelas : VIII A
 Nama : M. Rohman
 Tanggal : 29 - 1 - 2015

Pertanyaan:

1. Apakah pembelajaran dengan menggunakan media *the combination of quartet and dart game* menyenangkan?
 a. Tidak
☒ b. Menyenangkan
 c. Sangat Menyenangkan
2. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda mudah memahami pelajaran?
 a. Tidak
☒ b. Ya, cukup membantu
 c. Sangat membantu
3. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda termotivasi untuk mengemukakan pendapat?
 a. Tidak
 b. Ya, cukup termotivasi
☒ c. Sangat membantu dalam mengemukakan pendapat
4. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* dapat meningkatkan kemampuan *speaking* Anda?
 a. Tidak
☒ b. Ya, dapat meningkatkan kemampuan *speaking*
 c. Sangat membantu dalam meningkatkan kemampuan *speaking*
5. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* Anda mengalami kesulitan dalam belajar?
 a. Mengalami kesulitan
 b. Tidak mengalami kesulitan
☒ c. Sangat memudahkan dalam belajar

QUESTIONNAIRE

Mata Pelajaran : Bahasa Inggris
 Sekolah : SMP N 3 Petarukan
 Kelas : VIII A
 Nama : Diandra Novanaya Tilana
 Tanggal : 29 Januari 2015

Pertanyaan:

1. Apakah pembelajaran dengan menggunakan media *the combination of quartet and dart game* menyenangkan?
 a. Tidak
 b. Menyenangkan
☒ c. Sangat Menyenangkan
2. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda mudah memahami pelajaran?
 a. Tidak
 b. Ya, cukup membantu
☒ c. Sangat membantu
3. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda termotivasi untuk mengemukakan pendapat?
 a. Tidak
 b. Ya, cukup termotivasi
☒ c. Sangat membantu dalam mengemukakan pendapat
4. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* dapat meningkatkan kemampuan *speaking* Anda?
 a. Tidak
 b. Ya, dapat meningkatkan kemampuan *speaking*
☒ c. Sangat membantu dalam meningkatkan kemampuan *speaking*
5. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* Anda mengalami kesulitan dalam belajar?
 a. Mengalami kesulitan
☒ b. Tidak mengalami kesulitan
 c. Sangat memudahkan dalam belajar

QUESTIONNAIRE

Mata Pelajaran : Bahasa Inggris
 Sekolah : SMP N 3 Petarukan
 Kelas : VIII A
 Nama : Laelabui
 Tanggal : 29 Januari 2015

Pertanyaan:

1. Apakah pembelajaran dengan menggunakan media *the combination of quartet and dart game* menyenangkan?
 a. Tidak
☒ b. Menyenangkan
 c. Sangat Menyenangkan
2. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda mudah memahami pelajaran?
 a. Tidak
☒ b. Ya, cukup membantu
 c. Sangat membantu
3. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda termotivasi untuk mengemukakan pendapat?
 a. Tidak
☒ b. Ya, cukup termotivasi
 c. Sangat membantu dalam mengemukakan pendapat
4. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* dapat meningkatkan kemampuan *speaking* Anda?
 a. Tidak
 b. Ya, dapat meningkatkan kemampuan *speaking*
☒ c. Sangat membantu dalam meningkatkan kemampuan *speaking*
5. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* Anda mengalami kesulitan dalam belajar?
 a. Mengalami kesulitan
☒ b. Tidak mengalami kesulitan
 c. Sangat memudahkan dalam belajar

QUESTIONNAIRE

Mata Pelajaran : Bahasa Inggris
 Sekolah : SMP N 3 Petarukan
 Kelas : VIII A
 Nama : Isfa Weyne Arzelia
 Tanggal : 29 Januari 2015

Pertanyaan:

1. Apakah pembelajaran dengan menggunakan media *the combination of quartet and dart game* menyenangkan?
 a. Tidak
 b. Menyenangkan
☒ c. Sangat Menyenangkan
2. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda mudah memahami pelajaran?
 a. Tidak
 b. Ya, cukup membantu
☒ c. Sangat membantu
3. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda termotivasi untuk mengemukakan pendapat?
 a. Tidak
 b. Ya, cukup termotivasi
☒ c. Sangat membantu dalam mengemukakan pendapat
4. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* dapat meningkatkan kemampuan *speaking* Anda?
 a. Tidak
 b. Ya, dapat meningkatkan kemampuan *speaking*
☒ c. Sangat membantu dalam meningkatkan kemampuan *speaking*
5. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* Anda mengalami kesulitan dalam belajar?
 a. Mengalami kesulitan
 b. Tidak mengalami kesulitan
☒ c. Sangat memudahkan dalam belajar

QUESTIONNAIRE

Mata Pelajaran : Bahasa Inggris
 Sekolah : SMP N 3 Petarukan
 Kelas : VIII A
 Nama : TU BAGUS MUALIM S.
 Tanggal : 29 Januari 2015

Pertanyaan:

1. Apakah pembelajaran dengan menggunakan media *the combination of quartet and dart game* menyenangkan?
 a. Tidak
☒ b. Menyenangkan
 c. Sangat Menyenangkan
2. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda mudah memahami pelajaran?
 a. Tidak
☒ b. Ya, cukup membantu
 c. Sangat membantu
3. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda termotivasi untuk mengemukakan pendapat?
 a. Tidak
☒ b. Ya, cukup termotivasi
 c. Sangat membantu dalam mengemukakan pendapat
4. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* dapat meningkatkan kemampuan *speaking* Anda?
 a. Tidak
☒ b. Ya, dapat meningkatkan kemampuan *speaking*
 c. Sangat membantu dalam meningkatkan kemampuan *speaking*
5. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* Anda mengalami kesulitan dalam belajar?
 a. Mengalami kesulitan
☒ b. Tidak mengalami kesulitan
 c. Sangat memudahkan dalam belajar

QUESTIONNAIRE

Mata Pelajaran : Bahasa Inggris
 Sekolah : SMP N 3 Petarukan
 Kelas : VIII A
 Nama : IMAM FEBRIYANTO
 Tanggal : 29 - 01 - 2015

Pertanyaan:

1. Apakah pembelajaran dengan menggunakan media *the combination of quartet and dart game* menyenangkan?
 a. Tidak
☒ b. Menyenangkan
 c. Sangat Menyenangkan
2. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda mudah memahami pelajaran?
 a. Tidak
☒ b. Ya, cukup membantu
 c. Sangat membantu
3. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda termotivasi untuk mengemukakan pendapat?
 a. Tidak
☒ b. Ya, cukup termotivasi
 c. Sangat membantu dalam mengemukakan pendapat
4. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* dapat meningkatkan kemampuan *speaking* Anda?
 a. Tidak
☒ b. Ya, dapat meningkatkan kemampuan *speaking*
 c. Sangat membantu dalam meningkatkan kemampuan *speaking*
5. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* Anda mengalami kesulitan dalam belajar?
 a. Mengalami kesulitan
☒ b. Tidak mengalami kesulitan
 c. Sangat memudahkan dalam belajar

QUESTIONNAIRE

Mata Pelajaran : Bahasa Inggris
 Sekolah : SMP N 3 Petarukan
 Kelas : VIII A
 Nama : RAMADHANI ARNIFA DE CANDRA
 Tanggal : 29 Januari 2015

Pertanyaan:

1. Apakah pembelajaran dengan menggunakan media *the combination of quartet and dart game* menyenangkan?
 a. Tidak
☒ b. Menyenangkan
 c. Sangat Menyenangkan
2. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda mudah memahami pelajaran?
 a. Tidak
 b. Ya, cukup membantu
☒ c. Sangat membantu
3. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda termotivasi untuk mengemukakan pendapat?
 a. Tidak
☒ b. Ya, cukup termotivasi
 c. Sangat membantu dalam mengemukakan pendapat
4. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* dapat meningkatkan kemampuan *speaking* Anda?
 a. Tidak
☒ b. Ya, dapat meningkatkan kemampuan *speaking*
 c. Sangat membantu dalam meningkatkan kemampuan *speaking*
5. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* Anda mengalami kesulitan dalam belajar?
 a. Mengalami kesulitan
 b. Tidak mengalami kesulitan
☒ c. Sangat memudahkan dalam belajar

QUESTIONNAIRE

Mata Pelajaran : Bahasa Inggris
 Sekolah : SMP N 3 Petarukan
 Kelas : VIII A
 Nama : Norma Luvita
 Tanggal : 29 Januari 2015

Pertanyaan:

1. Apakah pembelajaran dengan menggunakan media *the combination of quartet and dart game* menyenangkan?
 a. Tidak
☒ b. Menyenangkan
 c. Sangat Menyenangkan
2. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda mudah memahami pelajaran?
 a. Tidak
☒ b. Ya, cukup membantu
 c. Sangat membantu
3. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda termotivasi untuk mengemukakan pendapat?
 a. Tidak
☒ b. Ya, cukup termotivasi
 c. Sangat membantu dalam mengemukakan pendapat
4. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* dapat meningkatkan kemampuan *speaking* Anda?
 a. Tidak
 b. Ya, dapat meningkatkan kemampuan *speaking*
☒ c. Sangat membantu dalam meningkatkan kemampuan *speaking*
5. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* Anda mengalami kesulitan dalam belajar?
 a. Mengalami kesulitan
☒ b. Tidak mengalami kesulitan
 c. Sangat memudahkan dalam belajar

QUESTIONNAIRE

Mata Pelajaran : Bahasa Inggris
 Sekolah : SMP N 3 Petarukan
 Kelas : VIII A
 Nama : Indrawan Wisno Mukti
 Tanggal : 29 Januari 2015

Pertanyaan:

1. Apakah pembelajaran dengan menggunakan media *the combination of quartet and dart game* menyenangkan?
 - a. Tidak
 - ☒ b. Menyenangkan
 - c. Sangat Menyenangkan
2. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda mudah memahami pelajaran?
 - a. Tidak
 - ☒ b. Ya, cukup membantu
 - c. Sangat membantu
3. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* membuat Anda termotivasi untuk mengemukakan pendapat?
 - a. Tidak
 - ☒ b. Ya, cukup termotivasi
 - c. Sangat membantu dalam mengemukakan pendapat
4. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* dapat meningkatkan kemampuan *speaking* Anda?
 - a. Tidak
 - ☒ b. Ya, dapat meningkatkan kemampuan *speaking*
 - c. Sangat membantu dalam meningkatkan kemampuan *speaking*
5. Apakah dengan menggunakan media pembelajaran *the combination of quartet and dart game* Anda mengalami kesulitan dalam belajar?
 - a. Mengalami kesulitan
 - ☒ b. Tidak mengalami kesulitan
 - c. Sangat memudahkan dalam belajar

Questionnaire Analysis

No.	Sample	Question				
		1	2	3	4	5
1	E-01	B	C	C	C	C
2	E-02	C	C	B	B	C
3	E-03	C	B	B	C	C
4	E-04	B	B	C	C	B
5	E-05	C	B	C	C	C
6	E-06	C	C	B	C	C
7	E-07	C	C	C	C	B
8	E-08	C	B	B	C	C
9	E-09	C	C	B	C	C
10	E-10	C	C	C	C	C
11	E-11	C	C	C	C	C
12	E-12	B	B	C	B	B
13	E-13	B	B	C	C	B
14	E-14	B	B	B	B	B
15	E-15	B	C	C	C	C
16	E-16	B	B	B	C	B
17	E-17	B	B	C	B	C
18	E-18	C	B	B	C	B
19	E-19	C	C	C	C	C
20	E-20	C	C	C	C	C
21	E-21	B	B	B	C	B
22	E-22	C	C	B	C	B
23	E-23	B	B	B	B	B
24	E-24	C	C	B	C	C
25	E-25	C	C	B	C	C
26	E-26	C	C	B	C	B
27	E-27	B	B	C	B	C
28	E-28	B	C	B	B	C
29	E-29	C	C	C	C	B
30	E-30	B	B	B	B	B
31	E-31	C	C	B	C	C
32	E-32	B	B	B	B	B
33	E-33	B	B	B	B	B
34	E-34	B	B	B	C	B
35	E-35	B	C	B	B	C
36	E-36	C	C	C	C	C
37	E-37	C	B	B	C	B

The Calculation of Questionnaire

The score range was from 1 to 3 as shown in table below:

Options	Score
A	1
B	2
C	3

Table of the Score Range

The result of the questionnaire of data analysis of each issue could be classified into a range of mean adopted from Likert Scales based on the objective each question. In which:

Range of Mean	Student's Interest	The Advantages	Student's Achievement	The Relevancy	Difficulty
0.00-1.00	Low	Do not help the students	Low	Not relevant	Very Necessary
1.01-2.00	Medium	Help the students	Medium	Relevant	Necessary
2.01-3.00	High	Help the students very much	High	Very Relevant	Not Necessary

Table of the Classification of Graded Score

Calculation:

Question 1 (Students' interest): A=0, B=17, C=20

$$\frac{(17 \times 2) + (20 \times 3)}{37} = 2.54$$

Question 2 (The advantages): A=0, B=18, C=19

$$\frac{(18 \times 2) + (19 \times 3)}{37} = 2.51$$

Question 3 (Students' achievement): A=0, B=22, C=15

$$\frac{(22 \times 2) + (15 \times 3)}{37} = 2.40$$

Question 4 (The relevancy): A=0, B=11, C=26

$$\frac{(11 \times 2) + (26 \times 3)}{37} = 2.70$$

Question 5 (Difficulty): A=0, B=17, C=20

$$\frac{(17 \times 2) + (20 \times 3)}{37} = 2.54$$

Based on the classification of graded score in the previous chapter, the results of questionnaire could be concluded as follows,

- (1) The first question in the questionnaire was "Is the teaching and learning using the combination of quartet and dart game enjoyable and fun?" From the results of the questionnaire it could be seen that the students' interest was high during the teaching and learning by using the combination of quartet and dart game. The teaching and learning by using the combination of quartet and dart game was enjoyable and fun for the students.
- (2) The second question in the questionnaire was "Does teaching and learning process using the combination of quartet and dart game make you easier to understand the material?" It was also seen that the combination of quartet and dart game were able to help the students very much to understand the material about spoken descriptive text.
- (3) The third question in the questionnaire was "Does teaching and learning process using the combination of quartet and dart game motivates you in expressing your ideas?" From the table above, I concluded that teaching and learning by using the combination of quartet and dart game highly motivated the students to express their idea, so they were helped much in their speaking ability.

- (4) The forth question was "Does teaching and learning process using the combination of quartet and dart game improve your speaking ability?" By seeing the results above, I concluded that the relevancy between the combination of quartet and dart game in teaching spoken descriptive text and the students' speaking ability were very relevant since these media helped them to improve their speaking ability.
- (5) The last question was "Does teaching and learning process using the combination of quartet and dart game makes you difficult to study?" From the table above, it could be seen that teaching and learning by using the combination of quartet and dart game made the students easier to accept the material. They did not face the difficulty during the teaching and learning process by using the combination of quartet and dart game.

Appendix 19-The Result of Observation Checklist

OBSERVATION CHECKLIST OF CLASS VIII A OF SMP NEGERI 3 PETARUKAN KABUPATEN PEMALANG

Mata Pelajaran : Bahasa Inggris
Sekolah : SMP N 3 Petarukan
Kelas : VIII A

NO.	PERNYATAAN	√
1.	Jumlah presensi siswa selalu 100% selama pembelajaran menggunakan <i>The combination of Quartet and Dart games</i> .	√
2.	Siswa sangat antusias saat mengikuti pembelajaran menggunakan <i>The combination of Quartet and Dart games</i> .	√
3.	Siswa berperan aktif berbicara di kelas saat pembelajaran menggunakan <i>The combination of Quartet and Dart games</i> .	√
4.	Siswa selalu mengajukan pertanyaan terkait materi descriptive teks secara lisan .	√
5.	Siswa memahami instruksi dan mengerjakannya dengan baik.	√

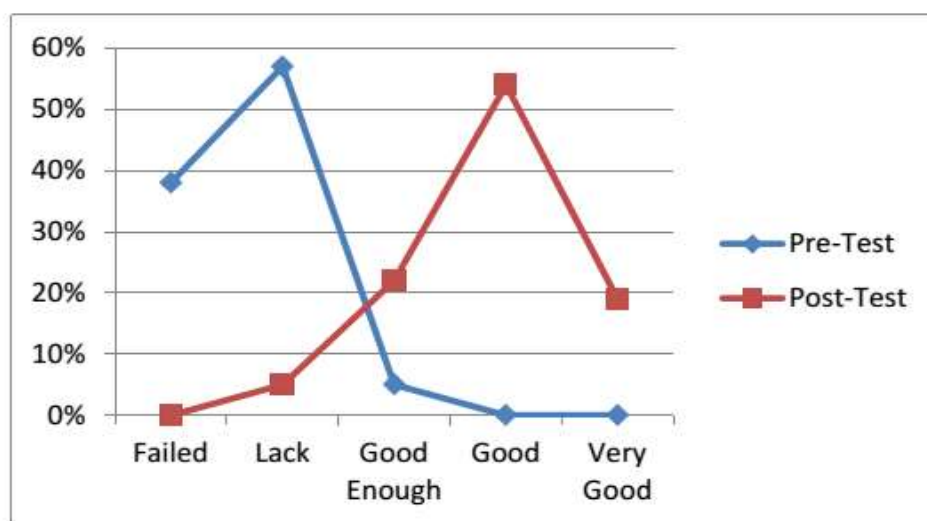
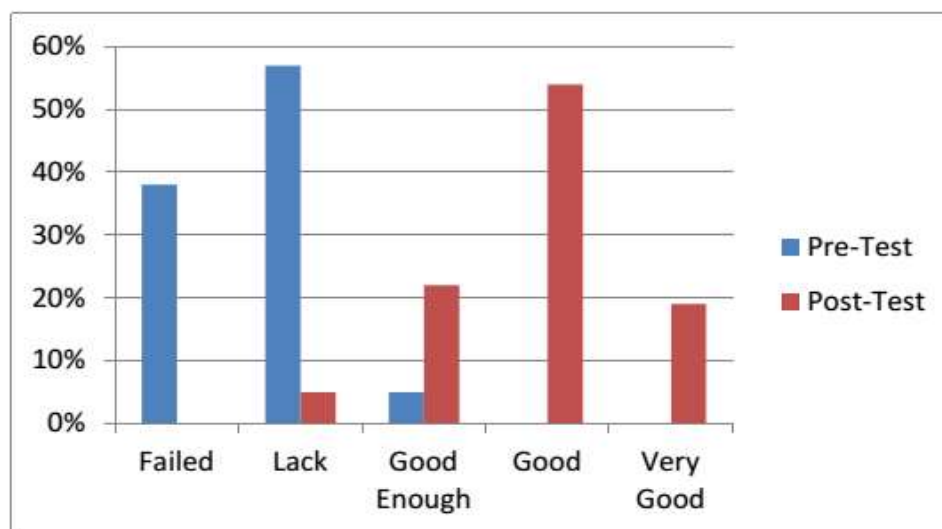
Pemalang, Januari 2015

Peneliti










Intan Purwasih










NIM. 2201411112










Appendix 20-The Result of Pre-Test and Post Test Data








Appendix 21- Quartet Activity

<p>Hi, I want to describe my ... dog.</p> <p>cute attractive smart naughty</p>	<p>Its name is</p> <p>Puppy Peb Ted Bon</p>	<p>My Puppy is not very..... pet.</p> <p>fat thin big small</p>
		
<p>1</p>	<p>2</p>	<p>3</p>
<p>My lovely dog has fur.</p> <p>black-White black-brown brown-White white</p>	<p>It has color eyes.</p> <p>black brown blue brown-white</p>	<p>Puppy's hobby is</p> <p>playing hunting eating cleaning</p>
		
<p>4</p>	<p>5</p>	<p>6</p>
<p>Puppy likes to eat</p> <p>cereals meat bone carrion</p>	<p>And puppy likes to play</p> <p>ball skate board branch piano</p>	<p>Hi. Let me to describe my ... cat.</p> <p>cute attractive smart naughty</p>
		
<p>7</p>	<p>8</p>	<p>1</p>

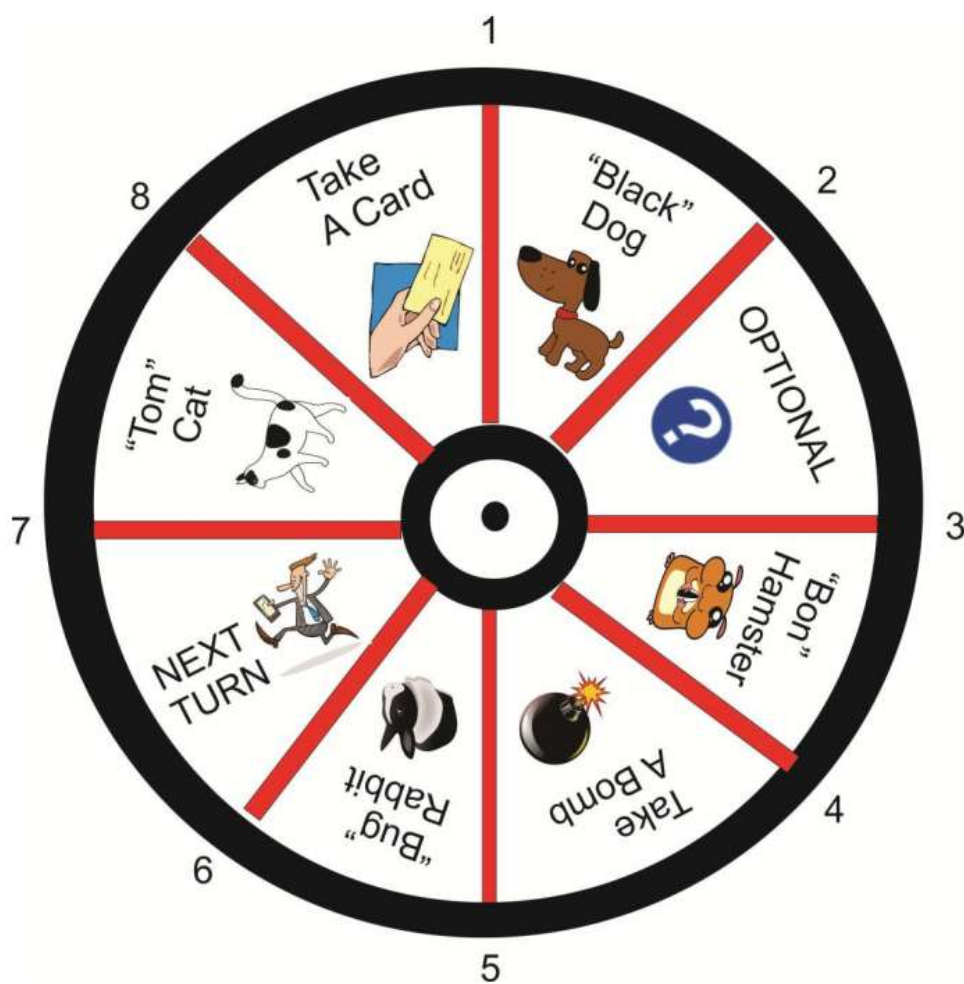
<p>My cat's name is</p> <p>Bug <i>Peb</i></p> <p>Ted Bon</p>	<p>It is not too pet.</p> <p>fat thin</p> <p><i>big</i> small</p>	<p>My cat has fur.</p> <p>Black-White GrayWhite</p> <p><i>Yellow-White</i> white</p>
		
<p>2</p>	<p>3</p>	<p>5</p>
<p>Peb's hobby is</p> <p>playing <i>running</i></p> <p>eating jumping</p>	<p>Peb likes to eat</p> <p><i>cereals</i> rice</p> <p>fish vegetables</p>	<p>and my peb likes to play</p> <p><i>ball</i> gadget</p> <p>piano things</p>
		
<p>6</p>	<p>7</p>	<p>8</p>
<p>Peb also has color eyes.</p> <p>black <i>brown</i></p> <p>blue brown-Blue</p>	<p>Hello. Here I want to describe my ...rabbit.</p> <p>cute attractive</p> <p><i>smart</i> naughty</p>	<p>I call my smart rabbit "...."</p> <p><i>Bug</i> Peb</p> <p>Ted Bon</p>
		
<p>4</p>	<p>1</p>	<p>2</p>

<p>It is enough pet.</p> <p><i>fat</i> thin</p> <p><i>fig</i> small</p>	<p>My Bug has color eyes.</p> <p><i>Black</i> Gold</p> <p>Red Brown-Black</p>	<p>Bug also has fur.</p> <p><i>Black-White</i> GrayWhite</p> <p>Yellow-White white</p>
		
<p>3</p>	<p>4</p>	<p>5</p>
<p>Bug's hobby is</p> <p>playing running</p> <p>eating <i>jumping</i></p>	<p>Bug likes to eat</p> <p>grass <i>carrots</i></p> <p>flowers tomattoes</p>	<p>And It likes to play</p> <p><i>ball</i> things</p> <p>flowers soil</p>
		
<p>6</p>	<p>7</p>	<p>8</p>
<p>Hello. I will describe my ... hamster.</p> <p><i>cute</i> attractive</p> <p>smart naughty</p>	<p>"...." I usually call my hamster..</p> <p>Bug Peb</p> <p>Ted Bon</p>	<p>My pet is..... enough.</p> <p>fat thin</p> <p>big <i>small</i></p>
		
<p>1</p>	<p>2</p>	<p>3</p>

<p><i>My pet has..... color eyes.</i></p> <p><i>red</i> <i>black</i></p>	<p><i>Bon's fur is.....</i></p> <p><i>brown-white</i> <i>white</i> <i>gray- white</i> <i>gray</i></p>	<p><i>Bon's hobby is</i></p> <p><i>playing</i> <i>running</i> <i>eating</i> <i>swing</i></p>
		
4	5	6

<p><i>Bon likes to eat</i></p> <p><i>cereals</i> <i>kuaci</i> <i>biscuits</i> <i>vegetables</i></p>	<p><i>And It likes to play</i></p> <p><i>cradle</i> <i>string</i> <i>wheel</i> <i>things</i></p>
	
7	8

Appendix 22-Dart Activity



Appendix 23-Recording Transcript

TRY-OUT'S RECORDING TRANSCRIPT

1. Rec. 001

My Sarah

Hello Friends. I want to tell you about my pet. Sarah is my playful pet. It is a cat. It likes playing anything. It is clever, but sometimes it is very naughty. My Sarah is not very big. It has soft fur. Its orange and white. Sarah has long tail. It eyes yellow. It looks cute.

2. Rec. 002

My Sarah

Hello Friends. I want to tell you about my pet. Sarah is my playful pet. It is a cat. It likes playing anything. It is clever, but sometimes it is very naughty. My Sarah is not very big. It has soft fur. Its orange and white. Sarah has long tail. It eyes yellow. It looks cute.

3. Rec. 003

My Kitty

Hello Friends. I and my friend want to describe my cat. Kitty is funny and cute. It has fur white and yellow. It has eyes around. It is small body. It has soft fur. It likes playing string. It is very clever, but sometimes it is very naughty. I love it very much.

4. Rec. 004

My Kitty

Hello Friends. I and my friend want to describe my cat. Kitty is funny and cute. It has fur white and yellow. It has eyes around. It is small body. It has soft fur. It

likes playing string. It is very clever, but sometimes it is very naughty. I love it very much.

5. Rec. 005

My Pusy

Hello Friends. I want to tell you about my pet. Pusy is my play. It is a cat. It has soft fur. Pusy has a long tail. My pusy is not very big. It fur is orange and white. It looks cute. Pusy like eat chiki, fish, chocolate. Its eyes are round. It is always near me. I love you.

6. Rec. 006

My Pusy

Hello Friends. I want to tell you about my pet. Pusy is my play. It is a cat. It has soft fur. Pusy has a long tail. My pusy is not very big. It fur is orange and white. It looks cute. Pusy like eat chiki, fish, chocolate. Its eyes are round. It is always near me. I love you.

7. Rec. 007

My Kimmi

Hello Teacher. I want to tell you about my pet. Kimmi is my playful pet. It is very clever. My Kimmi body is medium small. It has soft fur. Its fur is yellow and white. Its eyes are round. It colour is brown. Its looks cute. My Kimmi eating is fish. It likes playing with a ball very much. I love it very much.

8. Rec. 008

My Kimmi

Hello Teacher. I want to tell you about my pet. Kimmi is my playful pet. It is very clever. My Kimmi body is medium small. It has soft fur. Its fur is yellow and white. Its eyes are round. It colour is brown. Its looks cute. My Kimmi eating is fish. It likes playing with a ball very much. I love it very much.

9. Rec. 009

My Tom

Good Morning, Friends. I want to tell you about my pet. Tom is my playful pet. It is a cat. It likes eating fish. It has a long tail. It has yellow and white colour. It has soft fur. It is cute. I love Tom very much.

10. Rec. 010

My Tom

Good Morning, Friends. I want to tell you about my pet. Tom is my playful pet. It is a cat. It likes eating fish. It has a long tail. It has yellow and white colour. It has soft fur. It is cute. I love Tom very much.

11. Rec. 011

My Ciko

Hello Friends! I want to tell you about my pet. Ciko is my playful pet. It is a cat. it likes playing with to run. After it is cat fish. It is cute. colour yellow and white. My Ciko is not very big. It has soft fur. Ciko has a long tail. it eyes are round. It is always near me. I love it very much.

12. Rec. 012

My Ciko

Hello Friends! I want to tell you about my pet. Ciko is my playful pet. It is a cat. it likes playing with to run. After it is cat fish. It is cute. colour yellow and white. My Ciko is not very big. It has soft fur. Ciko has a long tail. it eyes are round. It is always near me. I love it very much

13. Rec. 013

My Prilly

Hi... Friends! I want to tell you about my pet. Prilly is my playful pet. It is a cat. it likes playing with anything. It sometimes plays with me. It likes playing a ball very much. It is very clever, but sometimes it is very naughty. My Prilly is not very

small. Is is stable. It has soft fur. Its is fur is grey and white. Prilly has a short tail. Its eyes are round. It looks cute. It always near me. I love it very much.

14. Rec. 013

My Prilly

Hi... Friends! I want to tell you about my pet. Prilly is my playful pet. It is a cat. it likes playing with anything. It sometimes plays with me. It likes playing a ball very much. It is very clever, but sometimes it is very naughty. My Prilly is not very small. Is is stable. It has soft fur. Its is fur is grey and white. Prilly has a short tail. Its eyes are round. It looks cute. It always near me. I love it very much.

15. Rec. 015

My Pampam

Hi Friends! I want to tell you about my cat. Pampam is a cat. Pampam is cute. Its likes playing ball. It is eat fish. My Pampam is not very big. Pampam has a long tail. Pampam it has soft fur. Its fur is yellow and white. Its eyes are round. It is always near me. I love it very much.

16. Rec. 016

My Pampam

Hi Friends! I want to tell you about my cat. Pampam is a cat. Pampam is cute. Its likes playing ball. It is eat fish. My Pampam is not very big. Pampam has a long tail. Pampam it has soft fur. Its fur is yellow and white. Its eyes are round. It is always near me. I love it very much.

17. Rec. 017

My Pus-Pus

Hello Friends! I want to tell you about my pet. Pus-Pus is my playful pet. It is a cat. it likes playing with anything. It sometimes plays with me. It likes playing with a ball very much. It is very clever, but sometimes it is very cute. My Pus-Pus is little. It is not big. It has soft fur. Its fur is white and yellow. Pus-Pus has a long tail. Its eyes are round. It looks funny. It is always near me. Food likes Pus-Pus is fish and mouse. I love it very much.

18. Rec. 018

My Pus-Pus

Hello Friends! I want to tell you about my pet. Pus-Pus is my playful pet. It is a cat. it likes playing with anything. It sometimes plays with me. It likes playing with a ball very much. It is very clever, but sometimes it is very cute. My Pus-Pus is little. It is not big. It has soft fur. Its fur is white and yellow. Pus-Pus has a long tail. Its eyes are round. It looks funny. It is always near me. Food likes Pus-Pus is fish and mouse. I love it very much.

19. Rec. 019

My Ecry

Hi...Friends! I want to tell you about my pet. Ecry is my playful pet. It likes playing with anything. It has fine tine wool. It eats fish. Its fur orange and white. My Ecry is very tall and looks cute I love it very much.

20. Rec. 020

My Ecry

Hi...Friends! I want to tell you about my pet. Ecry is my playful pet. It likes playing with anything. It has fine tine wool. It eats fish. Its fur orange and white. My Ecry is very tall and looks cute I love it very much.

21. Rec. 021

My Meong

Hello Friends! I want to tall you about my pet. Meong is my pet. It is a cat. it likes playing. Meong is not very big. It has soft fur. It is eats fish. It is fur colors yellow and white. It is eyes color brown. It looks cute. I love it very much.

22. Rec. 022

My Meong

Hello Friends! I want to tall you about my pet. Meong is my pet. It is a cat. it likes playing. Meong is not very big. It has soft fur. It is eats fish. It is fur colors yellow and white. It is eyes color brown. It looks cute. I love it very much.

23. Rec. 023

My Tom

Hello Friends! I want to tell you about my pet. Tom is my pet. It is a cat. it likes playing with anything. My Tom is not very big. It is medium. It has soft fur. It is colour yellow and white. Tom has a long tail. It looks cute. It is always near me. I love it very much.

24. Rec. 024

My Tom

Hello Friends! I want to tell you about my pet. Tom is my pet. It is a cat. it likes playing with anything. My Tom is not very big. It is medium. It has soft fur. It is colour yellow and white. Tom has a long tail. It looks cute. It is always near me. I love it very much.

25. Rec. 025

My Kliwon

Hello Friends! I want to tell you about my pet. Kliwon is my playful pet. It is a cat. it likes playing with anything. It sometimes plays with me. My Kliwon is not very big. It is medium. It has soft fur. Its fur is orange and white. Kliwon has a long tail. Its eyes are round. It looks cute.

26. Rec. 026

My Kliwon

Hello Friends! I want to tell you about my pet. Kliwon is my playful pet. It is a cat. it likes playing with anything. It sometimes plays with me. My Kliwon is not very big. It is medium. It has soft fur. Its fur is orange and white. Kliwon has a long tail. Its eyes are round. It looks cute.

27. Rec. 027

My Ngarong

Hello Friends! I want to tell you about my pet. It is a cat. It sometimes plays with me. Playing with a ball very much. My Ngarong is not very big. It has soft fur. Its fur is yellow and white. Ngarong has a long tail.

28. Rec. 027

My Ngarong

Hello Friends! I want to tell you about my pet. It is a cat. It sometimes plays with me. Playing with a ball very much. My Ngarong is not very big. It has soft fur. Its fur is yellow and white. Ngarong has a long tail.

29. Rec. 029

My Pon

Hello Friends! I want to tell you about my pet. Pon is my playful pet. It is a cat. It something plays with me. It likes playing with a ball. My Pon is not very small. It is medium. It has soft fur is orage and Pon has a short tail. it looks cute. It is always near me. I love it very much.

30. Rec. 030

My Pon

Hello Friends! I want to tell you about my pet. Pon is my playful pet. It is a cat. It something plays with me. It likes playing with a ball. My Pon is not very small. It is medium. It has soft fur is orage and Pon has a short tail. it looks cute. It is always near me. I love it very much.

31. Rec. 031

My Diyo

Hello Friends! I want to tell you about my pet. Diyo is my playful pet. It is a cat. It likes playing eating. My Diyo is not very big. It is medium. It has soft fur. Its fur is yellow and white. Diyo has a long tail. its eyes are round. It looks cute. It is always near me. I love it very much.

32. Rec. 031

My Diyo

Hello Friends! I want to tell you about my pet. Diyo is my playful pet. It is a cat. It likes playing eating. My Diyo is not very big. It is medium. It has soft fur. Its fur is yellow and white. Diyo has a long tail. its eyes are round. It looks cute. It is always near me. I love it very much.

33. Rec. 033

My Peter

Hello Friends! I want to tell you about my pet. Peter is my playful pet. My Peter is not very big. It is medium. Its fur is orange and white. Peter has a long tail. It looks cute. It is always near me. I love Peter very much.

34. Rec. 034

My Peter

Hello Friends! I want to tell you about my pet. Peter is my playful pet. My Peter is not very big. It is medium. Its fur is orange and white. Peter has a long tail. It looks cute. It is always near me. I love Peter very much.

35. Rec. 035

My Joni

Hello Friends! I want to tell you about my pet. Joni is my playful pet. It is a cat. It likes playing with anything. It likes playing with a ball very much. My Joni is very big. It has soft fur. Its fur is yellow and white. Its eyes are round. It looks cute. It is always near me. I love it very much.

36. Rec. 036

My Joni

Hello Friends! I want to tell you about my pet. Joni is my playful pet. It is a cat. It likes playing with anything. It likes playing with a ball very much. My Joni is very big. It has soft fur. Its fur is yellow and white. Its eyes are round. It looks cute. It is always near me. I love it very much.

PRE-TEST'S RECORDING TRANSCRIPT

1. Rec. 036

My Pet is Cat

I have a pet. My pet is cute. It is a cat. It has a long tail. It eats rice with fish. It has two eyes so beautiful. Its hobby is climbing the tree. Its name is Peggy. Peggy has color orange and white.

2. Rec. 011

Cat

Cat is tame animal. It has long tail. It eats first. It has four feet. It has mustache. It has full color white and orange. It's very cute.

3. Rec. 030

Cat is Funny Animal and Tame Animal

I have a pet. Its name is Kitty. It is a funny and tame animal. It has color orange and white fur. It eats fish. It has a long tail. It has four legs. It has soft fur.

4. Rec. 015

My Meong

Hello Friend. I want to tell you about my pet. My pet is cute. It is a Meong. It has black color eyes. It eats fish. It has four legs. It has orange and white color fur. It eats fish. It has sharp claw. It lives in the land. It is like play with people. I really like Meong because very cute.

5. Rec. 022

My Funny Cat

Hello friends. I want to tell you about my pet. My cat is a tame animal. It has orange and white color furs. It has long tail. It has four feet. It has black color eyes. It has long mustache. It lives in the land. It can run fast. It has sharp claw. I really like cat because it's very cute and beautiful.

6. Rec. 007

My cat is Funny

Cat is tame animal. It has mustache. It eats fish. It lives in the house or circle. It has long tail and it has soft fur. Cat is funny animal. It has color white and orange. It has four foots and it has brown eyes.

7. Rec. 003

Cat is Cute and Beautiful

Cat is a tame animal. It has long tail. It has soft fur. It has mustache. It eats fish. Its body is small. My cat is beautiful. It has color white and orange fur. It is cute.

8. Rec. 028

Cat Tiko

Cat is a tame animal. It is a funny cat. It has long tail. It is lives in the land. It can claw. It has long body. My colour is orange and white. It has clack colour eyes. I really like cat because it very cute and beautiful.

9. Rec. 001

My Kitty

Kitty is tame animal. It is a cute animal. It eats fish. It likes playing ball. Kitty has brown eyes, long tail, four legs. It's fur is very smooth and the colour is white and orange. Kitty is nice and friendly cat. It likes playing with anyone.

10. Rec. 018

My Lucy

Hi, friend ! I want to tell you about My Lucy. Lucy is my cat. Its fur is orange and white. It is likes fish and rice. Lucy is cute and funny cat. Its hobby is palying ball. It is have long tail and small boddy. It is very happy if playing ball because it is active cat.

11. Rec. 035

My Lovely Kitty

Hallo guys. I want to tell you about my kitty. It name is Typo. It like playing in sofa. Typo very like fish and milk. It fur is orange and white. Typo have yellow eyes. Typo have cute face and I very love it.

12. Rec. 023

My Cat

Hello friends. I want to tell you about my pet. It is Totto Chan. My Totto Chan is have grey color. It have four short legs. Totto Chan eats fish. It have long mustache. It's fur is soft. It has two black color

13. Rec. 031

My Cat

Hello friends. I want to tell you about my pet. My Dino is have orange colour. It has funny. It eats fish. It have long tail. Dino is a tame animal. It is body small. It has two black ears. It four short legs.

14. Rec. 019

My Katty

Hello Friends. I want to tell you about my pet. My pet is cute. It is tame animals. It has long tail. It eats fish. It has refined fur. It has mustache. It has hobby is playing football. It is funny. It's name Katty. Katty has color orange and white.

15. Rec. 013

My Caca

Hello friend. I want to tell you about my pet. It's name Caca. My pet is cute. It is a cat. It's fur is griy. It has claw. It's long tail. It's four legs. It's black color eyes. It's beautiful and it's eats fish.

16. Rec. 034

My Favorite Animal

Hello Friends. I want to tell you about my pet. My pet is cute. It is a cat. It has four legs. It has two ears. It's eats fish. Its has long tail. Its fur is griy. It's claw. It's fanny cat. It's name is Aiko. Aiko is beautiful

17. Rec. 017

My Favorite Animal

Hello friends. I want to tell you about my pet. My pet is a cat. It's cute and funny. It's name Pusy. It's fur is male. It has long tail. It's color yellow and white. It's like fish. It's has the whiskers. It's can run and jump. I like it very much.

18. Rec. 009

My Cute Cat

Hello friend. I want to tell you about my pet. My pet is cute. It is a cat. It's has colour eyes brown and black. Its fur is soft. Eat is fish. Its has four lags. Its favorite playing ball. I like my cat because it's very funny.

19. Rec. 002

My Funny Cat

Hello friends. I want to tell you about my funny cat. I have a funny cat. It's name Kiki. It has very soft mone. Kiki has long tail. It also has two brown eyes. Kiki like to playing ball. Kiki is my friend in my house. Kiki also likes to eat fish with rice. I love my cat because Kiki is very cute.

20. Rec. 010

My Cat is Cherly

Hello friends. I want to tell you about my pet. My cherly has color eyes brown and black. It has color body is orange and white. Its fur is soft. It is food fish. It has size body small. It favorite playing is ball. My pet is cute. I love is my cherly. And I like my cat because its very funny.

21. Rec. 021

My Firly

Hello friends. I want to tell you about my pet. It is a cat. Its name is Firly. It has soft fur. Its colour is orange and white. Firly has a long tail. It likes fish. Its size is medium. My pet likes playing ball with its friends. Firly has four legs two eyes and ears. I like my cat because my cat is very cute.

22. Rec. 037

My Cat

Hello friends. I want to tell you about my pet. My pet is funny. It is a cat. It has four legs and long tail. Its fur is soft. My cat has two ears and two eyes. It has orange and white fur. I love my cat because my cat is cute and funny.

23. Rec. 012

My Cat

Hello friends. I want to tell you about my pet. My pet is a cute cat. Its name is Kooky. Kooky has four legs. It likes to eat fish. Its fur is soft. It has short tail and likes playing. Kooky has color black and white. It can run fast. It has small body. I like playing with my cat. I love my cat.

24. Rec. 020

My Lovely Cat

Hello friends. I want to tell you about my pet. My pet is a cute cat. It has four legs and short tail. Its fur is soft. My lovely cat has two ears. It has small body. It likes to eat fish. I like playing with my cat. It has orange and white fur. It can run fast. My cat is a tame animal and I love my cat.

25. Rec. 026

My Bobow

I want to tell you about my pet. My pet is a cat. It is a cute animal. Its colour eyes are black and white. It eats fresh fish and rice. It likes playing with people. Its hobby is sleeping.

26. Rec. 016

My Tok

My pet have name Tok. It like eat is meat. It is hobby sleep. It has fur long. It has color yellow. It has four foots. It has two ears.

27. Rec. 025

My Cito

Hello friend. I want to tell you about my pet. My pet is cute. It is a cat. My pet have name Cito. It has color yellow and white. It has two ears. It has four legs. Cito has soft fur. Cito like eat fish. It hobby is playing the ball and sleep. Cito has short tail.

28. Rec. 014

My Blacky

Hello friends. I want to tell you about my pet is funny. My Blacky is four foots and it has brown eyes. It is big size. It has two ears and hobby playing football. It has orange and white.

29. Rec. 024

My Ulin

Hello frinds. I want to tell you about my pet is funny. It has two eyes. It is hobby playing football. It has small size. It has brown eyes. It has two ears. It has orange and white.

30. Rec. 005

My Catty

Hello friends. I want to tell you about my pet. It name is Catty. It is a funny and cute. It has long tail, soft fur, is color orange and white and yellow eye color. It's like playing ball together with me. It can run fast. It like food fish and rice. I feel happy together city. I love my cat.

31. Rec. 004

My Kitty

Hello friends. I want to tell you about my pet. Its name is Kitty. It is a funny and cute. It has long tail. Its soft fur is color orange and white and brown eye color. It eats fish. It can run fast. It's like playing ball.

32. Rec. 032

My Cocol

Hello friends. I want to tell you about my pet. My pet is funny. It is cat. Its name is Cocol. It has four legs. It like play small ball. Its colour is yellow and white. My cat like eats fish.

33. Rec. 027

My Cute Cat

Hello friends. I want to tell you about my pet. I have a cat. It eats meat. My cat hobby is playing ball. It has four legs and has sharp teeth. I call my cat is Fian about it cute and tame.

34. Rec. 029

My Jimmy

Hello friends. I want to tell you about my pet. I have a cat. It has four legs and two ears. Its name is Jimmy. It like fishing. Its fur is white and oranges. It eats a fresh fish.

35. Rec. 006

My Jhony

Hello friends. I want to tell you about my pet. My pet is cute. It is a cat. Its name is Jhony. It has four legs. It has long tail. its fur is white and oranges. It eats a fresh fish.

36. Rec. 033

My Cucuk

Hello friends. I want to tell you about my pet. This is cat. Cat is a tame animal. It eats fresh fish. It have two eyes. Colour is body orange and white. It have four legs. It is cute animal. Hobby like playing the ball.

37. Rec. 008

My Cipto

Hello friends. I want to tell you about my pet. My pet is cute. It is a cat. My pet has name is Cipto. It has color orange and white. It has two ears. Cipto has four legs. Cipto has soft fur. Cipto like eat fish. It hobby is playing the ball. Cipto always playing with me. Cipto has short tail. I like my Cipto.

POST-TEST'S RECORDING TRANSCRIPT

1. Rec. 024

My Nino

Hello Friends. I want to tell you about my Nino. I have a rabbit. Its name is Nino. It is four years old. Nino is my little rabbit. My rabbit has a short and big tail, long ears, two eyes and a pink nose. My rabbit fur is black and white. It has four legs. It has two big teeth. My rabbit likes to eat carrot. I love my Nino.

2. Rec. 002

My Peter

Hello Friends. I want to tell you about my rabbit. Its name is peter. My Peter has a short and big tail. My Peter is four legs and two eyes. Its nose is pink colour. My Peter is two ears. It likes to eat carrots. Peter also has black and white fur. Peter hobby is jumping. It has two big tooth.

3. Rec. 016

My Narto

Hi Friends. I want to tell you about my rabbit. It is male. Its name is Narto. It is two years old. My Narto has a short and small tail, long ears, two eyes, and pink nose. My Narto fur is white and black. It has four legs. It has two big tooth. My Narto likes to eat fish. My Narto hobby is sleep.

4. Rec. 015

My Rabbit

Hello Friends. I want to tell you about my rabbit. My rabbit has long ears. It is has black color eyes. It has white and black fur. My rabbit likes to play a ball. It also likes jumping in the garden and playing with everyone. It is likes carrot. I'm very like my rabbit because my rabbit is very cute. I love my rabbit.

5. Rec. 035

My Rabbit

Hi Friends. I want to tell you about my rabbit. I have a rabbit. It is male. Its name is Roy. My rabbit has a short and big tail, long ears, four legs, and two eyes. My rabbit fur is black and white. My rabbit likes to eat carrot. My rabbit is funny.

6. Rec. 007

My Rabbit

Hello Friends. I want to tell you about my rabbit. My rabbit name is Vito. It is three years old. Vito is my little rabbit. I'm very like the rabbit. Vito has long ears, two blue color eyes. My rabbit fur is white and black. It has four legs. It has a pink nose and two big tooth. My rabbit likes to eat carrot. The carrots are eating by in the three times a day. I'm very happy to play with it. My rabbit like to jump in the garden. I love my rabbit.

7. Rec. 006

My Favorite Animal

Hello Friend. I want to tell you about my favorite animal. Guys, I have a rabbit. It is my favorite animal. Its name is Babby. Babby has black and white fur. Its fur is very soft. It has two long ears. Bobby also has two black eyes. Its eyes is very dark. Its has four little legs. And, Bobby like to eat carrots. Bobby is very cute and funny. So, I love it and I like to play with it.

8. Rec. 017

My Popo

Hello Friends. I want to tell you about my rabbit. I have a rabbit. Its name is Popo. It's cute and funny. It's like playing a ball. It's likes to eat carrot. Popo fur is white and black. It has two black round eyes. It has two long ears. Popo is small rabbit. I like play with Popo. I like have Popo.

9. Rec. 013

My Rabbit

Good morning Friends. I want to tell you about my rabbit. I have a rabbit. It is female. Its name is Kitty. It is two years old, reached the age of five years old. I'm very like the Kitty. My rabbit has a short and big tail, long ears, two eyes, and a pink nose. My rabbit fur is black and white. It has four legs. It has two big tooth. My rabbit like to eat carrot. The carrots are eaten by it three times a day. I'm very like the fur because the fur is very soft and clean. I'm very happy to play with it. I always play with it in my garden. I love my Kitty.

10. Rec. 037

My Miko

Hello Friends. I want to tell you about my rabbit. I have a rabbit. It is male. Its name is Miko. It is four years old. Miko is my little rabbit. Therefore I'm very like the rabbit. My rabbit has a short and big tail, long ears, two eyes and a pink nose. My rabbit fur is black and white. It has four legs. It has two big tooth. My house is lived by my rabbit. It takes a bath once a week. My rabbit likes to eat carrot. The carrots are eaten by it three times a day. I'm very like the Miko fur because the fur is very soft and clean. I'm very happy to play with it. I always play with it in my garden. Miko likes to jump in the garden. I like have Miko.

11. Rec. 027

My Rabbit

Hi Friends. I want to tell you about my Rabbit. I have a rabbit. I have a rabbit. It is male. Its name is Kiko. It is four years old. Therefore, I'm very like the rabbit. My rabbit has short and big tail, long ears, two eyes and a pink nose. My rabbit fur is black and white. It has four legs. It has two big tooth. My house is lived by my rabbit. It lives on the cage. The cage is cleaned by me once a week. It takes a bath once a week. My rabbit like to eat carrot. Kiko's hobby is playing. Kiko like to jump in the garden. I love my rabbit.

12. Rec. 001

My Cute Rabbit

Hi...Guys. I want to tell you about my cute rabbit. Its name is Maru. Its two years old. Its male. Maru is my fat rabbit. My rabbit is active. It like jump and eat. Maru very like carrot and kangkung and sometime it take a bath. Maru lives on cage. I always clean the cage in the week. Maru have long and big ears, brown eyes, black and white fur, long legs, pink nose and two big tooth. I'm very like Maru because Maru is tame. Its clean pet. I'm very love my Maru.

13. Rec. 036

My Barney

Hi... Friends. I want to tell you about my beautiful rabbit. It's name is Barney is my big rabbit. It is female. It is two years old. My Barney has short body, small nose, and two eyes. It has four short legs. My Barney has two little tooth. It fur is black and white. My Barney likes to eat vegetables and fruits. I always play with it in my house. My rabbit likes to jump in my sofa. I love my Barney.

14. Rec. 018

My Rabbit

Hello... Friends. I want to tell you about my rabbit. I have a rabbit. It is female. Its name is Loly. Loly is my little rabbit. Its fur is very soft. Loly has a short and big tail, long ears, two eyes and a pink nose. Its fur is black and white. It has four legs. It has two big tooth. Loly like to eat carrot. It hobby is jump. I always play with it in my garden. My rabbit is active animal. I'm happy to play with it. I love my rabbit because it is a cute.

15. Rec. 026

My Rabbit

Hello... Friends. I want to tell you about my rabbit. I have a rabbit. It's a gift from my mother when I reached the age of ten years old. Ciki is my little rabbit. My rabbit has a short and big tail, long ears, two eyes, and pink nose. My rabbit fur is black and white. My rabbit likes to eat carrot. My rabbit likes to jump in the garden. I love my rabbit.

16. Rec. 010

My Rabbit

Hi... Friends. I want to tell you about my smart rabbit. Its name is Fang. It's a gift from my mother when I birthday the age of seven years old. My rabbit has a long ears, black eyes, four legs, and short tail. Fang is very big pet. My rabbit has white and black fur. Its likes to eat vegetables. Fang's hobby is playing. Fang's like to play a ball in the city garden. I very love my rabbit.

17. Rec. 008

My Rabbit

Hello... Friends. I want to tell you about my rabbit. I have a rabbit. It's name is Sarah. My rabbit has short ears, two eyes and a pink nose. My rabbit likes to eat carrot. My house is lived by my rabbit. Sarah hobby is playing. Sarah likes to play a ball. I'm very happy to play with it. I love my rabbit.

18. Rec. 021

My Rabbit

Hi...Friends. I want to tell you about my rabbit. I have a rabbit. It is cute. Its name is Henny. It is four years old. Hanny is my little rabbit. My rabbit has short tail, short ears, two eyes and a pink nose. My rabbit fur is white and black color. It has four legs. It lives on the cage. The cage is cleaned by me once a week. It takes a bath once a week. My rabbit like to ear carrot. I like it because the fur is very soft, funny, clean, and tame. Hobby it is play ball and jump in the garden. I very love my rabbit.

19. Rec. 029

My Fang

Hello... Friends. I want to tell you about my rabbit. Its name is Fang. It is six years old. Fang is my cute rabbit. My rabbit has a short and small tail, shord ears, two eyes, and a pink nose. My rabbit lived in my house. It is likes to eat carrot. Fang's hobby is jumping. And, it likes to play a ball. I love my rabbit.

20. Rec. 038

My Lim

Hi... Friends. I want to tell you about my rabbit. Its name is Lim. It is three years old. It is male. My rabbit has a short and small tail. Lim has soft fur, a beautiful nose, two eyes and long ears. My rabbit fur is black and white. Lim like to jumping. Lim Like to eat carrot. I like the rabbit.

21. Rec. 009

My Obe

Good Morning. I want to tell you about my handsome rabbit. It is two years old. It's name Obe. It is male. Obe has a short and small tail, two eyes, long ears, and a beautiful nose. My rabbit fur is black and white. Obe lives on the cage. Obe like is jumping and eating. I like my smart rabbit.

22. Rec. 014

My Ciko

Hello... Friends. I want to tell you about my rabbit. I have a rabbit. It is male. Its name is Ciko. Ciko is my little rabbit. Therefore I'm very like the rabbit. My rabbit has short and small tail, long ears, two eyes and a pink nose. It has four legs. My house is lived by my rabbit.

23. Rec. 025

My Rabbit

Hi. I want to describe my rabbit. I have a rabbit. It is four years old. Its name is Jagur. Jagur is funny rabbit. My rabbit has a big body, long ears, two eyes, and a red nose. My rabbit fur is black and white. It has four legs. It has two long tooth. My rabbit likes to eat carrot. My rabbit likes play ball. I love my rabbit.

24. Rec. 003

My Rabbit

Hello... Friends. I want to tell you about my rabbit. I have a rabbit. Its name is Rambo. It is three years old. Rambo is my little rabbit. My rabbit is cute. Its has a

long ears, two eyes, and pink nose. My rabbit fur is black and white. Its hobby is jumping. It likes to eat carrots. I love my rabbit.

25. Rec. 030

My Rabbit

Hi... Guys. I want to tell you about my pet. I have a rabbit. Its name is Pipo. It is two years old. My rabbit has a small body, long ears, two eyes color is brown., big tail, white and black fur. It is a pink nose, four legs. I likes playing with Pipo because it funny and cute. Everyday sleep with me. It not like at cage. It's like eat carrot. Everymorning, me and it playing in the garden. It's hobby is watch TV with me. I love my pet.

26. Rec. 034

My Rabbit

Hello. Friends. I want to tell you about my rabbit. I have a rabbit. It is female. Its name is Nom-Nom. My rabbit has a short and big tail, two long ears, two eyes and a pink nose. My rabbit fur is black and white. I love my rabbit.

27. Rec. 004

My Rabbit

Hello. Friends. I want to tell you about my rabbit. I have a rabbit. Its name is Ciko. My rabbit is funny. My rabbit has short and big tail, long ears. It has two black eyes and a pink nose. My rabbit fur is white and black. It has four legs. It has two big tooth. My rabbit likes to eat carrot. My rabbit likes run in the garden. I'm very happy to play with it. I love my rabbit.

28. Rec. 019

My Zee

Hi....Everyone. I want to tell you about my rabbit. Zee is a cute rabbit. Zee has white and black fur. It has black colour eyes. Its tail is short. The colour of its nose is pink. Zee likes to eat carrots every day. Sometimes three times, even four times a day. Zee is a nice rabbit. It is Friendly and never harm anyone. Zee's favorite

toy is ball. Every after school I always play a ball with Zee. It likes jump too. I love my rabbit.

29. Rec. 032

My Rabbit (Ciko)

Hi. Friends. I Want to tell you about my rabbit. Its name is Ciko. My rabbit fur white and black. It has four legs. My house is lived by my rabbit. My rabbit likes to eat carrot. Its body is small. I'm very like the fur because the fur is very soft and clean. My rabbit likes to jump in the garden.

30. Rec. 033

My Rabbit

Good Morning, Friends. I want to tell you about my rabbit. I have a rabbit. It is a cute. Its name is Ben. It is five years old. Ben is my little rabbit. I'm very like the rabbit. My rabbit has a short tail, long ears, two eyes and a pink nose. It fur is white and black. Its has four legs. It lives on the cage. The cage located behind my house. My rabbit likes to eat carrot. The carrots are eaten by it three times a day. I'm very like my rabbit because my rabbit is cute. I'm very happy to play with it. My rabbit likes to jump in the garden. I love my rabbit.

31. Rec. 028

My Rabbit

Hello... Friends. I want to tell you about my rabbit. It is female. Its name is Molly. It likes to eat carrot. The carrots are eaten by it three times a day. My rabbit has a short and big tail, long ears, two black round eyes and a pink nose. My rabbit fur is black and white. It has four legs and two big tooth. It takes a bath once a week. My rabbit like to jump in the yard. I'm very like the rabbit because it's a cute and beautiful. I love my rabbit.

32. Rec. 012

My Rabbit

Hello Friends. I want to tell you about my smart rabbit. I have a rabbit. Its name is Rive. It is two years old. My rabbit has a short and big tail, long ears, two

eyes and a pink nose. My rabbit fur is black and white. It has four legs. My rabbit likes to eat carrot. My rabbit likes to play a ball. My rabbit has a fur is very soft and clean. My rabbit is funny. I'm very like the rabbit, but my rabbit is smart and cute. I love my rabbit.

33. Rec. 023

My Rabbit

Hello Friends. I want to tell you about my rabbit. I have a rabbit. Its name is Koki. Koki has two long ears, little body, and short tail. Koki fur is white and black colour and a pink nose. My rabbit has four legs. Koki is very cute and funny. My rabbit likes to eat carrot. The fur is soft and clean. Koki likes paying in my garden. I'm very happy to play with it. I love my rabbit.

34. Rec. 005

My Rabbit

Hello. I want to tell you about my rabbit. I have a rabbit. Its name is Pago. Pago is my little rabbit. My rabbit has a short and big tail, long ears, two eyes, and a pink nose. My rabbit fur is white and black. It has four lags. It has two big tooth. My rabbit likes to eat carrot. I always play with it in my garden. I love my rabbit.

35. Rec. 030

My Badrol

Hello Friends. I want to tell you about my rabbit. I have a rabbit. It is male. Its name is Badrol. Its is five years old. Badrol is my cute rabbit. My rabbit has a short and big tail. My rabbit fur is white and black. It has four legs. It has two big tooth. My rabbit have two eyes and a pink nose. My house is lived by my rabbit. My rabbit like to eat carrot. I love my Badrol.

36. Rec. 039

My Rabbit

Hello Friends. I want to tell you about my rabbit. I have a rabbit. Its name is Koko. Koko has a short tail and long ears, two eyes and a pink nose. My rabbit fur is black and white. Koko has four legs and soft fur. My rabbit likes to eat carrot and my rabbit likes to jump in the garden. I love my rabbit because my rabbit is funny and cute.

Appendix 24-Documentation

Pre-Test Activity



Post-Test Activity



Treatment Activity



Treatment Activity







Appendix 25- Surat Izin Penelitian



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
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Lamp. : +
Hal. : Permohonan Izin Penelitian

Yth. Kepala SMP Negeri 3 Petarukan
di tempat

Dengan hormat kami beritahukan bahwa dalam rangka penyusunan skripsi mahasiswa kami,

nama : Intan Purwasih
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jurusan : Bahasa dan Sastra Inggris
program studi : Pendidikan Bahasa dan Sastra Inggris
jenjang : S1
tahun akademik : 2014/2015
judul : The Effectiveness of The Combination Quartet and Dart Game for Teaching Speaking .

akan mengadakan penelitian di Lembaga/Instansi yang Saudara pimpin, waktu pelaksanaan Januari 2015 s.d. selesai . Untuk itu kami mohon Saudara berkenan memberikan izin kepada mahasiswa di atas untuk keperluan tersebut.

Atas perhatian dan kerja sama Saudara, kami sampaikan terima kasih.

Semarang, 22 Desember 2014
Cekas

Prof. Dr. Agus Nuryatin, M.Hum.
NIP. 195008031989011001

Tembusan:
1. Pembantu Dekan Bidang Akademik
2. Ketua Jurusan
3. Peringgal

FM-05-AKD-24



PEMERINTAH KABUPATEN PEMALANG
DINAS PENDIDIKAN, PEMUDA, DAN OLAH RAGA
SMP NEGERI 3 PETARUKAN

SURAT KETERANGAN
NOMOR : 421.3/040/2015

Yang bertanda tangan di bawah ini Kepala SMP Negeri 3 Petarukan, Kabupaten Pemalang, Jawa Tengah menerangkan bahwa :

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Fakultas : Bahasa dan Seni
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Tahun Akademik : 2014/2015

Yang bersangkutan dari Perguruan Tinggi UNNES Semarang telah melaksanakan penelitian di SMP Negeri 3 Petarukan dalam rangka penyusunan skripsi dengan judul " The Effectiveness of The Combination Quartet and Dart Game for Teaching Speaking " pada tanggal 15 – 29 Januari 2015.

Dengan surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Intan Purwasih, 29 Januari 2015
Kepala Sekolah,

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