

I. INTRODUCTION

A. The Background of Problem

One of the objective of teaching English is to make the learners able to communicate using the language in form of oral and written communication. One of the objectives of teaching foreign language is to provide the students with skills which enable them to communicate orally with the speakers of other nationality who have also learned the language.

Speaking is one of oral communication that is learned by students from elementary school until senior high school. It is useless to master so much vocabulary and grammar if they cannot use them in communicating and interacting with others. Speaking is a process of communication between at least two people and speaking is a way to express someone's idea. For students in elementary school speaking is one of skill in English lesson. In speaking class, the students of elementary school learn how to describe person, place, thing, introduce themselves fluently and make a dialogue, and the students can understand about the meaning of the English.

The objective of teaching speaking in the elementary school is to enable the tudents to describe person, place, make conversation and introduce them. Now,

English is one of subjects in elementary school. The English lesson had been taught since at the first grade of elementary school. Ideally the students at the fifth year can introduce themselves in english, they can describe something like person and place, or they can use English when they speak with their friends. In fact there are many students at the fifth grade cannot introduce themselves, describe something and speak with their friend in English.

Previous studies done by some of the writer's senior in Lampung University found that the students of elementary school have difficulty in increasing their speaking ability (Rizal 1997). Therefore he had conducted question game technique. This technique proves to be able to increase the students speaking ability significantly. In this research the researcher used board game as a media to increase students' speaking ability.

Based on the researcher's experience. she faced the problem that there were some students in elementary school who have good vocabulary and understand about grammar but they faced difficulties when they want to use English. It might be caused by most of teachers in elementary school only give vocabulary to their students but only give little chance for students to practice speaking.

The students in Elementary School had some difficulties in speaking. They get difficulties in using English when their teacher ask them to come in front of the class to speak, such as to describe something, to introduce or to make a dialogue with their friends. There are many aspects that cause their difficulties such as shyness, nervousness, feeling afraid of making mistake, not knowing how to pronounce certain words, are potential problems that can hinder the students to speak. The using of media can be made the difficulties for students in the

speaking class. Those factors may be the reason why the pupils of elementary school get problem.

There are many kinds of media such as pictures, realia and tape recorder available in school but most of the teachers in elementary school do not use media when they teach speaking to their students. The problem now is, how to teach English for elementary student level, what technique is needed in order to make the teaching learning process meaningful and effective. Beside the appropriate shared technique make the students easy to understand the lesson and avoid them from boredom. Wilkins (1983) states that the student's learning depends upon the effectiveness of the teacher's technique.

In teaching speaking to the elementary school students in the fifth level, the teachers have to find out techniques that are relevant to the students' interest. At this age, the students are interested in playing games, riddles, and jokes.

For the purpose of the research, writer would like to apply games in teaching speaking at Elementary School. There are some benefits in teaching speaking by using games; games are interesting, enjoyable and motivating.

Adenan (1983: 3) states that puzzles and games are obvious types of self-motivating material. They have strong appeal to elementary school students. In addition. Lee (1984: 1) says. "It is now generally accepted that language teaching not merely can be boring but should be enjoyable".

Games don't need to be overtly academic to be educational, however. Just by virtue of playing them, board games can teach important social skills, such as communicating verbally, sharing, waiting, taking turns, and enjoying interaction

with others. Board games can foster the ability to focus, and lengthen your child's attention span by encouraging the completion of an exciting, enjoyable game. Even simple board games like Chutes and Ladders offer meta-messages and life skills: Your luck can change in an instant for the better or for the worse. The message inherent in board games is: Never give up. Just when you feel despondent, you might hit the jackpot and ascend up high, if you stay in the game for just a few more moves.

Board games have distinct boundaries. Living in a complex society, children need clear limits to feel safe. By circumscribing the playing field board games can help your child weave her wild and erratic side into a more organized, mature, and socially acceptable personality. After all, staying within the boundaries (not intruding on others' space, for example) is crucial to leading a successful social and academic life.

From the idea above, the writer would like to propose a game which is well known to most Indonesian children. It is called Board Game, which is one of the techniques in teaching speaking at the fifth year of elementary school.

The reseracher, therefore, propose the title of this research as follows:

TEACHING SPEAKING THROUGH BOARD GAME AT THE FIFTH YEAR
OF SD AL-AZHAR 1 BANDAR LAMPUNG.

B. The Formulation of the Problem

Referring to the background of the problem above, the writer would like to formulate the problem as follows:

“Is there any difference of students’ speaking ability before and after pretest and posttest through board game?”

C. The Objectives

The objective of this research is to find out whether there is any difference of students’ speaking ability before and after pre tests and posttest through board game in term of producing like and dislike.

D. The Uses

The uses of this research are as follow:

Theoretically:

1. To verify the previous theories dealing with board game technique.
2. As information for the development of the quality of the students’ speaking ability.

Practically:

1. To give some input to the teachers benefits of using board game technique, so that it can increase the quality of teaching.
2. To give a contribution to process of teaching learning in elementary school especially in speaking achievement.

E. The Scope of the Research

This research is a quantitative research. The researcher is interested in finding out whether there is a significant difference of students’ speaking ability before and after pre test and post test. In this research, the writer focused on speaking skill in

form of transactional dialogue. The speaking test was conducted as an instrument to measure the students' speaking ability. The population of the research was the students of fifth year of SD AL-AZHAR 1 Bandar Lampung. SD AL AZHAR 1 was chosen as the population because they, in fact have already studied. The material were taken from their hand book on producing like and dislike; sport, food and hobby. They have 10 minutes for preparing their performance, and 4-5 minutes for performing the dialogue. The researcher asked the students to speak clearly since the students voice would be recorded. In this test the researcher used inter – rater to asses students' performance. The raters would be the researcher herself and their English teacher.

F. Definition of Terms

- **Speaking Ability**

Speaking as the ability to express oneself in life situations, or the ability to report acts or situations in precise words, or the ability to converse, or to express a sequence of ideas fluently (Lado :1961). In this research, the researcher intends to make the students convey or exchange information or idea that may enable them to communicate one another.

- **Board Game**

A board game is a game that involves counters or pieces moved or placed on a pre-marked surface or "board", according to a set of rules. Games can be based on pure strategy, chance (e.g. rolling dice) or a mixture of the two, and usually have a goal which a player aims to achieve.



II. LITERATURE REVIEW

A. Speaking

As we know, speaking is a process of communication between at least two people. Speaking is a way to express someone's ideas to his or her interlocutor. Essentially, speaking is used as a means of communication among people in a society in order to keep the relationship going on well. Harris (1974) defines speaking as the encoding process whereby we communicate our ideas, thought, and feeling orally. In another word, it means that we produce spoken message to someone. Spoken message is our ideas, thought and feeling that we want to share, influence, or interact with other people. So here, speaking situation involves a speaker who puts message with a verbal code (word or sentence) that has content structure and a listener.

Furthermore, Byrne (1984) states that speaking or oral communication is a two way process between speaker and listener which involves productive and receptive skills and understanding. It means that speaking is a productive skill to which the speaker produces or uses the language at the same time he tries to get idea or message across.

In this case, there is a process of giving message or decoding process. Within a productive skill, the students need to learn words and phrases to express meaning in English. They also need to be able to produce basic structure correctly. Meanwhile, within receptive skills, the students need to understand words and structure in spoken and written form.

Actually, speaking activity happens for many reasons. One of the reasons is for a communication need. As Daff (in the Setyaningrum, 1987) says that very often people thing they do not know, or to find things out from other people. We can say that there is information gap between them. Here, the conversation helps to close this gap so that both speakers have the same information. So, speaking can also be said as one thing that make people survive in their environment, because through speaking they can ask other people what they need and also they try to fulfill what other people ask them. Implicitly speaking is one language skill that has social phenomenon aspect. It is appropriate with what Campbell (1976: 260) says that language makes possible for individual to live in society.

In short, speaking is a way of communication with other people which involves not only producing correctly but also using language communicatively.

B. Teaching Speaking

Technique or strategy can be the important aspect that needed in teaching speaking. The teacher needs to provide the right technique to the students to get the effective teaching learning process. Teaching learning process must be so enjoyable that the students are fully involved in studying materials. Atkinson (1997:73) states that an individual will be encourage to do a certain thing when he knows that the thing please him.

The teacher is required to choose technique that can stimulate the students to speak English. Nunan, (1989:51) summarized from a number a number of theories and research that learning to speak in a second language or foreign language will be facilitated when learners are actively engaged in attempting to communicate. Swain more specifically suggests that we learn to speak by speaking. Both opinions imply that the students must be simultaneously exposed to any kinds of oral activities or tasks, allowing them to practice speaking. Therefore, the teacher must be able to design the scenarios that can keep the students stimulated to practice the topic of discussion.

C. Board Game

A board game is a game that involves counters or pieces moved or placed on a pre-marked surface or "board", according to a set of rules. Games can be based on pure strategy, chance (e.g. rolling dice) or a mixture of the two, and usually have a goal which a player aims to achieve. Early board games represented a battle between two armies, and most current board games are still based on defeating opposing players in terms of counters, winning position or accrual of points (often expressed as in-game currency).

There are many different types and styles of board games. Their representation of real-life situations can range from having no inherent theme, as with checkers, to having a specific theme and narrative, as with *Cluedo*. Rules can range from the very simple, as in tic-tac-toe, to those describing a game universe in great detail, as in *Dungeons & Dragons* (although most of the latter are role-playing games where the board is secondary to the game, helping to visualize the game scenario).

The amount of time required to learn to play or master a game varies greatly from game to game. Learning time does not necessarily correlate with the number or complexity of rules; some games, such as chess or Go, have simple rulesets while possessing profound strategies.

D. Teaching English in Elementary School

The process of introducing the children to learning of English as a foreign language is quite crucial. Generally, this introduction will somehow shape **student's** attitude toward this foreign language, which material selection should be carried out carefully (Panjaitan, 1994: 1). It means that in the process of introduction of English for elementary School students, the material should be selected based on the **student's need and condition**. **The purpose is to keep the students' interest in the subject.**

Furthermore, Panjaitan says that the object of the English teaching elementary School is to **generate students' interest and delight in studying English**. If children have been motivated, their self-confidence and pride in their new achievement will naturally lead them to further mastery of four skills: listening, reading, speaking and writing.

She also adds that elementary school year is a time for the eager absorption of idea and information. Children the great deal of pride in what they know, and have an instability appetite for learning and for using what they learn.

While Brown (1980: 54) says that **child's age is dynamic and growing and flexible** through the age of puberty, and thus a new language at this stage does not pose a

substantial 'threat' or inhibition to the ego and adaptation is made relatively easily as long as there are not undue confounding social- cultural factors.

Furthermore, he says younger children are less frightened because they are less aware of language forms, and the possibility of making mistake on those forms mistakes that one really must make in an attempt to communicate spontaneously does not concern them greatly. The meaning of theory above is that young children in communication do not restrict to the rules grammar of the language, but the most important is that they can communicate with other communicatively. Referring to the statement above, it can be concluded that children in elementary school age are very active and eager to learn a new language. Beside that, they are also less afraid of making mistakes in using the language, in this case is English. So it is the time for introducing of teaching English for Elementary Scholl students.

E. Teaching Speaking Through Board Game

From the previous explanation, it is obvious that the technique can be applied to teaching speaking. In order to let the teaching learning process runs well, the teacher should prepare the material which will be used.

In this case the material (Game) was related to the students' condition at elementary level and relevant to students' everyday live experience. In the classroom activities, the students are hoped to be able to express something using the simple text communicatively.

F. The procedures of Teaching Speaking Through Board Game

The followings are the procedure of teaching speaking through board game:

Pre-Activity

- Teacher greets the students.
- Teacher checks the students' attendance list.
- Teacher gives question related to the topic (food) will be discussed as brainstorming of what they are going to learn. e.g,
 - What is your favourite food?*
 - Do you eat it everyday?*
 - How you can express that you like noodle?*
 - How can you express that you like him?*
 - What will you say?*
- Teacher gives a chance for students to give their opinion.
- Teacher gives an example short dialogue related to the topic e.g.
 - Helen : Do you like meatball?*
 - Aditya: : No. I don't.*
 - Helen : What food do you like?*
 - Aditya : I like friedrice.*
 - Hellen : That's great!*
- Teacher prepares game board which will be used in the teaching learning process.

While Activity

- Teacher divides the class into groups of five.
- Teacher explain about the rules of the game.
- Teacher asks the student start the game by throwing the dice to determine who will get the first turn.
- The teacher observes the game and helps student if there is any difficulty.
- The teacher gives explanation if there is a wrong answer.
 - If you want to ask someone about like and dislike. we can express "Do you like hamburger?"
 - If you want to express like we can use "like". "love". "eniov". "I like it verv much" or " I love it verv much"
 - If you want to express dislike we can use "do not like". "dislike". "hate". "I don't like it". " I dislike it". or " I hate it"

- Teacher monitors the rest of the game.

Post Activity

- Teacher does a reflection by asking the students what they have learnt
Teacher : Now, students, what topics we studied so far?
Students : We have studeied about expresing like and dislike.
- Teacher closes the lesson.

G. The Advantages and Disadvantages of Using Board Game

1. There are some advantages of using board game in teaching speaking. Kim (1995 : 35) presents six advantages of using the language games in the classroom which are:

- games are motivating and challenging.
- games are as a welcome break from the usual routine of the language class.
- games help the students to make and sustain the effort of learning.
- games provide language practice in the various integrated language skills.
- games encourage students to interact and communicate to each other.
- games create a meaningful context for language that is being learned by the students.

2. The following are some disadvantages of using board game in teaching speaking:

- Students can not be watched intensively by the teacher.
- The class will be noisy.

H. Theoretical Assumption

Board game is a game which uses the short question related to the text. From the statement above the writer considers using board game for teaching speaking because it is appropriate with the ability of elementary school students. Referring to the frame of theories, the writer comes to the assumption that in teaching speaking, the technique that can stimulate the students to speaking English is required. The teacher must be able to design the scenario that can keep the students stimulated to practice the topic of discussion.

A game help make the task of learning less boring and tedious. It also makes the students take part in English process.

I. Hypothesis

From the theories and the theoretical assumption which are discussed above, the writer formulates a hypothesis as follows:

- There is an increase of students' speaking ability after being taught through board game.

III. RESEARCH METHODS

This part discussed about research design, population and sample, selecting speaking material, determining the instrument, determining population and sample, conducting pre test, conducting treatment, conducting post test, analyze the data. criterion for evaluating students' speaking. speaking test and data analysis.

A. The Research Design

This is a quantitative research to increase students' speaking ability. The researcher used one group pretest-posttest, experimental design. The writer is intended to find out whether there was a significant difference of the increase students' speaking ability before and after pre test and post test through board game. The researcher conducted pretest, treatment and posttest.

The researcher's design can be represented as follow:

| | | |
|----|---|-------------|
| T1 | X | T2 |
| T1 | | : pretest |
| T2 | | : posttest |
| X | | : Treatment |

(Setiyadi, 2004:4).

A pre test was administered to find out students' speaking ability before the treatment. Afterward, the students were given three treatments by using board game. Eventually a post test is administered to find out the students' speaking ability after being taught by board game.

B. Population and Sample

The population of this research was the fifth grade of SD Al- Azhar 1 Bandar Lampung. There are five classes of the fifth year. The sample was class Vb which consists of 20 students. The sample was selected by using sample probably sampling through lottery drawing. It was applied based on the consideration that every student had the same opportunity to be selected and in order to avoid the subjectivity in the research (Setiyadi, 2006:39).

C. Data Collecting Technique

The research aimed at gaining data of the students' speaking ability score before the treatment (pretest) and after the treatment (posttest) in performing transactional dialogue concerns on five aspects of speaking namely pronunciation, vocabulary, fluency, comprehension and grammar based on the rating scale by Harris (1978:84) so, we can see whether there was a significant increase of students' speaking ability after being taught through board game.

In collecting data, the researcher will use the following steps:

1. Selecting Speaking Material

In selecting the speaking material, the researcher used the syllabus of the fifth year of elementary school based on school based curriculum or KTSP (an English

operational Curriculum which is arranged and applied by each education unit). The topic chosen tell about like and dislike in the form of transactional dialogue

2. Determining the Instrument of the Research

The instrument in this research is speaking test. The writer conducted the speaking test for the pretest and posttest, these test aimed at gaining the data that is the students' speaking ability score before the treatment and after the treatment in performing dialogue in forms of transactional dialogue before and after the treatment.

In achieving the reliability of the pretest and posttest of speaking, inter rater reliability was used in this study. The first rater was the researcher herself and the second rater was the English class teacher. The reason why the reseracher chose the English teacher was because she has completed her bachelor in english education and she has experience in tesching English and can profesionally rate the students' sneaking. Both of them discussed and share ideas of the sneaking criteria in order to obtain the reliable result of the test.

Construct validity, in this research the writer focuses on speaking ability in forms of transactional dialogue. The topic chosen was the representative of speaking materials of School Based Curriculum or KTSP as a matter of tailoring the lesson to students' need.

3. Determining Population and Sample

The population of this research was the fifth grade of SD Al-Azhar 1 Bandar Lampung. There are five classes and one class which will be taken as the sample. The sample was selected using sample probably sampling through lottery

drawing. The researcher took one class, which consist of twenty students. In this research, the researcher only took one class as a sample.

4. Conducting Pretest

Pretest was given before the writer applied the treatment to measure the increase of students' speaking ability before being taught through board game. The test was speaking test in the form of transactional dialogue. The material tested in form transactional dialogue. The material was tested related to based on school based curriculum or KTSP which is suitable for their level. Pretest was given to know how far the competence of the students in speaking skill before the treatment. The test was held in 80 minutes.

In selecting the speaking material the researcher used the syllabus of the fifth year of elementary school based on school based curriculum or KTSP (an English Operational Curriculum which is arranged and applied by each education unit) which is the latest curriculum used. The topic chosen tells about like and dislike

5. Conducting Treatment

After giving pretest to students, the researcher gave treatments using board game. Each treatment was hold in 80 minutes. The researcher presented the material for treatment in experimental class through board game. In selecting material the researcher used the syllabus of the fifth year of elementary school based on school based curriculum or KTSP (an English Operational Curriculum which is arranged and applied by each education unit) which is the latest curriculum used by the school. In this research, the researcher will give three treatmen

6. Conducting Posttest

Posttest was conducted to measure the increase of students' speaking ability after being taught through board game. The posttest was held in 80 minutes. The students were tested in pairs to make and perform a dialogue based on the topic. There were three options of topic given; like and dislike about food, like and dislike about sport, like and dislike about hobby. The students were given ten minutes for preparing their dialogue and 4-5 minutes to perform it. Their voices were recorded while they were performing the dialogue. The criteria in scoring were in terms of pronunciation, vocabulary, fluency, comprehension and grammar.

In selecting material the researcher used the syllabus of the fifth year of elementary school based on school based curriculum or KTSP.

The researcher administered posttest after the treatment. It aimed to see the development of students' speaking ability after using board game in speaking class. The form of the test is subjective test.

7. Analyzing the Data

After collecting the data, that was students' recorded utterance in performing the dialogue, the data were analyzed by referring to the rating scale namely speaking ability and then interpretation of the data was done.

First, scoring the pretest - posttest, and then tabulating the result of the test and calculating the mean of the pretest and posttest. Repeated Measure T-Test used to draw conclusion. The comparison of the two means counted using Repeated Measure T-Test tell us the significant increase of students' speaking ability. The data were computed through SPSS version 18. The hypothesis was analyzed at the significance level of 0.05 in which the hypothesis is approved is $\text{sig} < \alpha$.

D. Scoring Criteria of Students' Speaking

The form of the test is subjective test since there is no exact answer. In this test the researcher used inter-rater to assess students' performance. The rater was the researcher herself and their teacher. The rater gave the score by listening the record. The recording helps the raters to evaluate more objectively. The test of speaking was measured based on two principles, reliability and validity.

1. Reliability

Reliability refers to extend to which test is consistent in its score and gives us an indication of how accurate the tests score are. The concept of reliability stems from the ideas that no measurement is perfect even if we go to the same scale there will always be difference in our weight which are a result of the fact that measuring instrument is not perfect.

Inter-rater reliability of the pre-test and post-test was examined by using statistical measurement:

$$R = 1 - \frac{6 \cdot (\sum d^2)}{N \cdot (N^2 - 1)}$$

Notes:

R : Reliability.

N : Number of students.

d : The different of rank correlation.

1-6 : Constant number.

(Shohamy, 1985: 213)

After find the coefficient between raters, researcher then analyzed the coefficient of reliability with the standard of reliability below:

- A. a very low reliability ranges from 0.00 to 0.19
- B. a low reliability ranges from 0.20 to 0.39
- C. an average reliability ranges from 0.40 to 0.59
- D. a high reliability ranges from 0.60 to 0.79
- E. a very high reliability ranges from 0.80 to 0.100

Slameto (1998:147) in Susan (2001:10)

After calculating the Data (see appendix 14 – 15), the result of reliability can be seen in following tables:

Inter-rater Reliabilit

| Reliability | Pretest | posttest | Criteria |
|--------------------|----------------|-----------------|-----------------------|
| | 0.94 | 0.95 | Very high reliability |

2. Validity

The validity of the pre and post speaking test of this research was related to face and construct validity. To get face validity, the instruction of speaking test was previously examined by advisor and colleagues until the test which is formed of instruction looks right and understandable. Construct validity concern with whether the test is actually in the line with the theory of what it means to know the language. It means that the test measured certain aspect based on the indicator. The researcher had to compare the test with table of specification to know whether the test is a good reflection of what has been taught and knowledge by the teacher wants the students to know. A table of specification is an

instrument that helps the tests constructor plans the test. The table of specification is as follow:

| Aspect | Theories |
|---------------|---|
| Pronunciation | It refers to the ability to produce easily comprehensible articulation (Syakur 1987). Pronunciation refers to the intonation patterns (Harris 1974:81) |
| Vocabulary | Vocabulary means the appropriate diction which is used in communication (Syakur 1987). Vocabulary refers to the selection of words that suitable with content (Harris 1974:68-69) |
| Fluency | Fluency refers to the ease and speed of the flow of the speech (Harris 1974:81) Fluency can be defined as the ability to speak fluently and accurately. Signs of fluency include a reasonably fast speed of speaking and only a small numbers of pause. Brown (1997:4) |
| Comprehension | It defines that comprehension for oral communication that requires a subject to respond to speech as well as to initiate it. Syakur (1987) |
| Grammar | It is needed for students to arrange a correct sentence in conversation. (Syakur, 1987). It is students' ability to manipulate and distinguish appropriate grammatical form in appropriate ones. (Heaton, 1978:5). |

E. Speaking Test

The researcher conducted speaking test which lasted 80 minutes. In conducting the tests the researcher provide a topic. Each pair has to make a dialogue based on the topic given. The test was done orally and directly, the teacher called the pair one by one in front of the class to perform their dialogue. The researcher asked the students to speak clearly since the students' voice is being recorded during the test. the form of the test was subjective test, there is no exact answer. The teacher gave the score of the students' speaking ability based on the oral rating sheet provided. The teacher assessed the students concerning on five aspects namely

pronunciation, vocabulary, fluency, comprehension and grammar. In the test the researcher used inter rater, the researcher herself and the english teacher.

In evaluating the students' speaking scores. the researcher and another rater listened to the students' record and used the oral English. The students' utterances were recorded to help raters to evaluate more objectively. Rating sheet was used for the research. Based on the oral rating sheet, there are four aspects to be tested namely; pronunciation, vocabulary, fluency, comprehension, and grammar. Here are the rating scales:

PRONUNCIATION

- 20 5 The students pronunciation is same as the native speakers.
- 16 4 It is easy to be understood though sometimes unclear
- 12 3 The pronunciation can be understood bythe listener even though there is a difficulty
- 8 2 Pronunciation difficult to understand and often there is repetition
- 4 1 Pronunciation can not be understood by the listener

VOCABULARY

- 20 5 Use the vocabulary is appropriate to the material
- 16 4 The use of inappropriate words
- 12 3 Using the wrong word, conversation was rather limited because of inadequate vacabulary
- 8 5 A very limited vocabulary makes comprehension difficult
- 4 1 Vocabulary limitations so extreme to make a virtual conversation impossible.

FLUENCY

- 20 5 Fluently and easy as is done by native speakers.
- 16 4 Speed seems to be rather strongly influenced by the language problem
- 12 3 The speed and smoothness rather strongly influenced by the language problem
- 8 2 There are a lot of repetition
- 4 1 Speech is so halting and fragmentary to make conversation impossible virtua

COMPREHENSION

- 20 5 It is easy to understand by the listener.
- 16 4 Easy to understand even though sometimes the repetition may be necessary
- 12 3 Can be understood even thougha bit diffuct
- 8 2 it can not be understood
- 4 1 Can not be said to understand even simple conversation in English

GRAMMAR

- 20 5 Grammatically correct sentence seen from the pattern
- 16 4 Bit errors in sentence patterns
- 12 3 Usage pattern so that they can blame the wrong sentence meaning

8 2 A few mistakes, with no pattern of failure
4 1 incorrect grammar

The score of each point is multiplied by four;

Hence, the highest score is 100

Here is identification of the scores.

If the student gets 5, so $5 \times 4 = 20$

4, so $4 \times 4 = 16$

3, so $3 \times 4 = 12$

2, so $2 \times 4 = 8$

1, so $1 \times 4 = 4$

For example:

A student gets 4 in pronunciation, 3 in vocabulary, 3 in fluency, 4 in comprehension, and 3 in grammar. therefore, the student's total score will be:

Pronunciation $4 \times 4 = 16$

Vocabulary $3 \times 4 = 12$

Fluency $3 \times 4 = 12$

Comprehension $4 \times 4 = 16$

Grammar $3 \times 4 = 12$

Total 68

It means he gets 68 for speaking

The score of speaking is based on the four components can be compared in the percentage.

F. Data Analysis

In order to see whether there is significant increasing of students, speaking ability, the researcher examined the students' score using the following step. The first was scoring the pretest and posttest. The second was tabulating the score of the students' speaking result using rating scale.

The data of score of pretest (T1) and posttest (T2) can be seen on the table below:

| Students' name | Aspect Of Speaking | | | | | | | | | | TOTAL | |
|----------------|--------------------|----|------------|----|---------|----|---------------|----|---------|----|-------|----|
| | Pronunciation | | Vocabulary | | Fluency | | Comprehension | | Grammar | | | |
| | R1 | R2 | R1 | R2 | R1 | R2 | R1 | R2 | R1 | R2 | R1 | R2 |
| A | | | | | | | | | | | | |
| B | | | | | | | | | | | | |
| $\bar{X}_N =$ | | | | | | | | | | | | |

The table of score inter-rater reliability of pretest and posttest

| no | Students' code | Rater 1 | | Rater 2 | |
|----|----------------|----------|-----------|----------|-----------|
| | | Pre-test | Post-test | Pre-test | Post-test |
| 1 | A | | | | |
| 2 | B | | | | |
| 3 | C | | | | |

The third was drawing conclusion from the tabulation of result of pre test and post test administered statistically analyzed the data using statistical computation i.e. repeated measure T-Test of SPSS version 18 to test whether increase of students gain is significant or not.

G. Hypothesis Testing

The hypothesis testing is stated as follow:

There is a difference in students' speaking ability before and after pretest and posttest by board game.



IV. RESULT OF THE RESEARCH AND DISCUSSION

The chapter discussed about result of the research, result of pre test, result of post test, the increasing of students' sneaking ability, hypothesis test, and discussion.

A. Result of the Research

The objective of this research was to find out whether there is a significant differences of students' sneaking ability before and after pre test and post test through Board Game. The research was conducted at the fifth year of SD AL-AZHAR 1 Bandar Lampung. There were five classes of the fifth year. The sample was selected using sample probably sampling through lottery drawing. The class consists of 20 students.

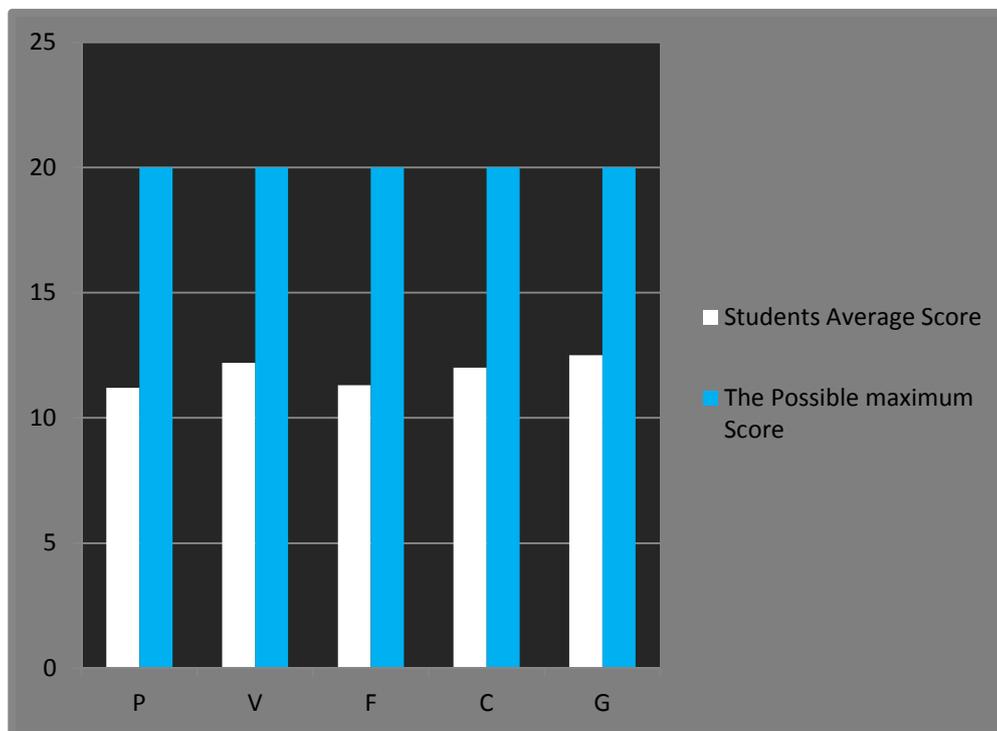
In order to figure out whether the objective of the research could be achieved or not, the writer analyzed the test result of the pre test and post test in this chapter.

1. Result of Pre Test

The pre test was administrated to measure students' sneaking ability before the treatment. There were 5 aspects were tested in the research they are

Pronunciation, Vocabulary, Fluency, Comprehension and Grammar. Following graph shows students' speaking ability before the treatment.

Graph 4.1 The Average of Students' Scores of the Pre-test



Notes:

P : Pronunciation
 V : Vocabulary
 F : Fluency
 C : Comprehension
 G : Grammar

From the figure above we can see the average scores of five aspects of speaking tested in the pre test with the maximum score of each aspects in speaking. They are Pronunciation, (11.2), Vocabulary (12.2), Fluency (11.3), Comprehension (12) and Grammar (12.5). the possible highest scores for each aspects are pronunciation (20), vocabulary (20), fluency (20). Comprehension (20) and grammar (20). The graph shows us the ability of the students before they got the treatments. The mean of the pre test is 58.2 (see appendix 13)

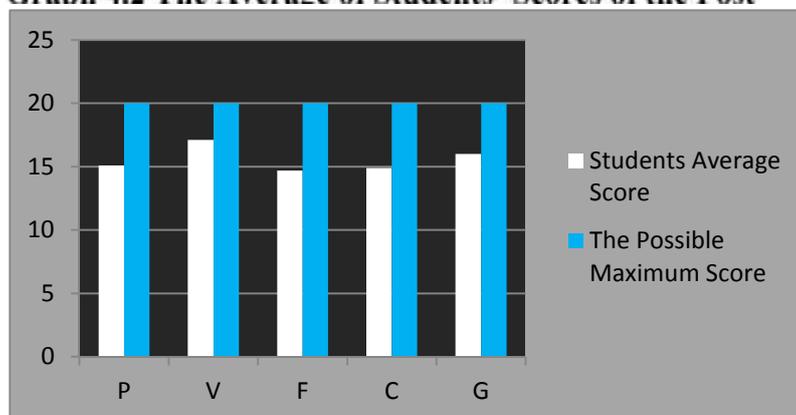
Table 4.1 Distribution of the Pre Test Score

| Score Interval | Number of Students | Percentage % |
|----------------|--------------------|--------------|
| 52 - 55 | 6 | 30 |
| 56 - 59 | 6 | 30 |
| 60 - 63 | 6 | 30 |
| 64 - 67 | 1 | 5 |
| 68 - 71 | 1 | 5 |

The table above shows us the distribution of the students' scores before the treatments. It can be seen that there are 6 students (30%) who got the score 52-55, there are 6 students (30%) who got score 56-59, there are 6 students (30%) who got score 60-63, there are 1 student (5%) who got score 64-67, there are 1 students (5%) who got score 68-71. The total score of pre test was 1164; the average score was 58.20; the highest score was 68 and the lowest score was 52. The median score was 58.00 and the mode was 58.

2. Result of Post Test

The post test was administered to measure students' speaking ability after the treatment. There were 5 aspects of speaking were tested in this research, they are Pronunciation, Vocabulary, Fluency, Comprehension and Grammar. Following graph shows students' speaking ability after the treatment.

Graph 4.2 The Average of Students' Scores of the Post

Notes:

P : Pronunciation
 V : Vocabulary
 F : Fluency
 C : Comprehension
 G : Grammar

From the figure above we can see the average scores of five aspects of speaking tested in the post test. They are Pronunciation (15.1), Vocabulary (17.1), Fluency (14.7), Comprehension (14.9) and grammar (16). The possible highest scores for each aspects are pronunciation (20), vocabulary (20), fluency (20), comprehension (20), and grammar (20). The graph shows us the ability of the students before they got the treatments. The mean of pre test is 78.20 (see appendix 13).

Table 4.2 Distribution of the Post Test Score

| Score Interval | Number of students | Percentage % |
|----------------|--------------------|--------------|
| 62 – 65 | 1 | 5 |
| 66 – 69 | 1 | 5 |
| 70 – 73 | 2 | 10 |
| 74 – 77 | 4 | 20 |
| 78 – 81 | 6 | 30 |
| 82 – 85 | 1 | 5 |
| 86 – 89 | 3 | 15 |
| 90 – 93 | 2 | 10 |

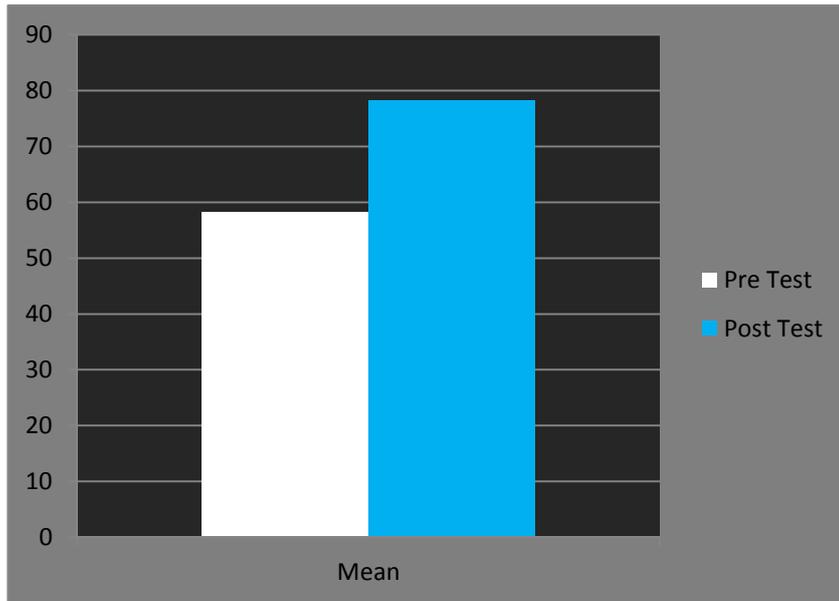
The table above shows us the distribution of the students' scores after being given the treatments. In this research, the researcher used interval 4. It is done by the researcher to make the reader more clearly when they see the interval score. The table above shows us the distribution of the students' scores after the treatments. It can be seen that there are 1 student (5%) who got the score 62-65, there are 1 students (5%) who got score 66-69, there are 2 students (10%) who got score 70-73, there are 4 students (20%) who got score 74-77, there are 6 students (30%) who got score 78-81, there are 1 student (5%) who got score 82-85, there are 3

students (15%) who got score 86-89, there are 2 students (10%) who got score 90-93. The lowest score was 62 and the highest score was 92. The total score of post test was 1564; the average score was 78.20; The median score was 78.00 and the mode was 78.

3. The Increase of Students' Speaking Ability

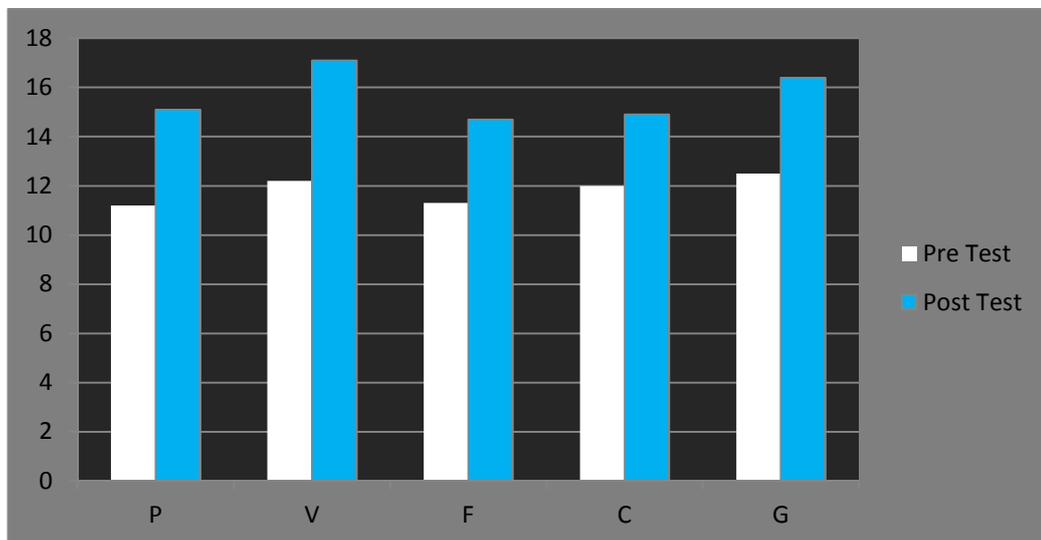
The result of pre test and post test implied that question game increased the students' speaking ability. This can be seen from the total score of the pre test to the post test, from 1164 up to 1564. The mean was from 58.2 up to 78.2. it can be seen from the graph and table below.

Graph 4.3 The Increase From the Pre-test to the Post-test



The increase of students' pronunciation, vocabulary, fluency, comprehension and grammar can be presented in the following graph:

Graph 4. The Increase of Students' Score in the Five Aspects of Speaking



Notes:

- P : Pronunciation
- V : Vocabulary
- F : Fluency
- C : Comprehension
- G : Grammar

The figure above explains the increase of students' speaking ability in pre test and post test each aspect in speaking skill. In pre test the aspects were: (1) Pronunciation, (11.2) because the students pronounced English words with Indonesian dialect. (2) Vocabulary (12.2), the students only used familiar words that they know and they open dictionary to find the word. (3) Fluency (11.3). In fluency, the students speak doubtfully due to limited knowledge in English. (4) Comprehension (12), the students did not yet understand the material, (5) Grammar (12.5), the students still found difficulties to understand the pattern of the using of subject, verb, and object.

In post test the aspects were: (1) pronunciation (15.10), most of students can pronounce the words and sentence well. (2) Vocabulary was getting the higher score (17.1) because there are some pictures on the question board that help them to master vocabulary. (3) fluency was the lowest score (14.7) because most of the students expressed their ideas doubtfully, however it was still better than in the pre test. (4) comprehension increased to 14.9 because the students could understand the materials and made dialogue based on the topic that was given by the researcher. (5) grammar (16.4), the students can make sentence which consist of subject, verb to be / verb and object (positive, negative and interrogative form).

4. Hypothesis Test

The final data analysis in this research was computing hypothesis test. This test was concluded to find out whether the hypothesis proposed is accepted. The hypothesis of the research is:

There is a difference in students' speaking ability before and after pre test and post test through board game.

The researcher used T-Test in order to find out the significance of treatment effect. The hypothesis was analyzed at significant level of 0.05 in which the hypothesis is approved if $sign < \alpha$. The result of T-test was shown in the following table:

Table 4.1 the Analysis of the Hypothesis

Group Statistics

Paired samples Statistics

| | Mean | N | Std Deviation | Std Error Mean |
|----------------|---------|----|---------------|----------------|
| Pair 1 Pretest | 58.2000 | 20 | 4.200025 | .93920 |
| Posttest | 78.2000 | 20 | 7.97100 | 1.78237 |

| | Paired Differences | | | | | T | df | Sig. (2 tailed) |
|-----------------|--------------------|---------------|----------------|---|-----------|---------|----|-----------------|
| | Mean | Std Deviation | Std Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | Lower | Upper | | | |
| Pair 1 Pre post | -20.00000 | 7.22569 | 1.61571 | -23.38172 | -16.61828 | -12.378 | 19 | .000 |

Table 1 shows that value of two tail significance was 0.000. since the $sign < \alpha$ ($0.000 < 0.05$), it could be stated that hypothesis was accepted. Based on the analysis, the researcher concluded that students' speaking ability increase as the effect of the implementation of board game.

B. Discussion

Based on the result, the researcher found that the increase of the students' speaking ability in class V AL-AZHAR 1 Bandar Lampung after the treatments was significant ($p < 0.05$, $p = 0.000$). it was taken from hypothesis testing. It indicates that the hypothesis proposed was accepted. In other words, board game can be used to increase the students' speaking ability. The increase can be seen

from the mean score between the pre test and the post test. It can be seen from the mean score between the pre test and the post test. It can be concluded that there was a significant increase after the students are being taught through board game. By board game the students learnt English easier since it was interesting and challenging so that it encourage the students' motivation from both slow and fast learners.

First, the researcher administered the pre test at class V. The pre test was administered to know the students' sneaking ability before they were given the treatments. This research found that the total score of pre test was 1164. The highest score 68 and the lowest score was 52.

After administering the pre test, the researcher conducted the treatments, the researcher presented question game, so that the students bacame interested in the materials.

At the first treatment, the researcher began the class with brainstorming, asking question related with the topic that was how to express like and dislike. The students were confused with the researcher's question. In the first meeting, the researcher gave material about how to express "like and dislike" with the topic "food and drink". The researcher showed the board game. The researcher noted that they were very enthusiastic. The researcher asked them to mention what pictures they look on the board. some of them try to mention the picture and the other can not mention the picture. They are afraid to make mistake in pronunciation. The researcher asked them again to mention the picture and make sure that it didn't matter if they made mistake. After that, the researcher found

some students showed their interest to mention the pictures. The researcher asked the students randomly about one of the picture on the board.

- Researcher* : *'Do you like friedrice?*
Student A : *"Yes."*
Researcher : *"That's great. I like friedrice too."*
 "Do you like coffee?" (asked to another student)
Student B : *"No."*
Researcher : *"So, you don't like coffee."*
 "Well, I love ice cream very much. How about you, do you like
 ice cream?"
Students : *"Yes."*
Resaeacher : *"Answer in a sentence, 'Yes. I like Ice cream."*
Students : *"Yes. I like ice cream."*
Researcher : *"Good."*
 "I dont like tea. How about you?" (asked one of student)
Student C : *"I like tea."*
Researcher : *"Ok... How about you, do you like tea?" (asked the other*
 student)
Student D : *"No."*
Researcher : *"Answer in a sentence. 'No. I don't like tea.'"*
Student D : *"No, I don't like tea."*
Researcher : *"Very good"*

The researcher explained to the students that if we want to wxpress our preferences we can express with *I like.., or I love.. for example: I like friedrice, I love ice cream*, and if we want to express dislike about something we can use *I dislike... I don't like... ar I hate... for examoke: I don't like coffee. I dislike salad, I hate frenchfries.*

The next step was conducting the game. The game was played four times for four groups. The researcher observed the process of the game played by each group and she also act as a judge. Student who answer incorrectly in five aspects of speaking can not move forward his counter.

During the game, the researcher noted some mistakes in grammar, pronunciation, vocabulary and fluency. In grammar, the researcher noted some mistake like *"You like noodle?". "meatball your favorite food?"*. In pronunciation some

students was slightly influenced by the mother tongue for example the students pronounced "leik" for "like". "kofi" for "coffee" and "frenfris" for "frenchfries". In fluency, the students expressed the dialogue very carefully, so it made the students not fluent when they expressed the dialogue. In vocabulary, the researcher noted several students did not know some words like "salad". "frenchfries" and "coke". After the whole game had been played, the researcher asked the student to go back to their seat. The researcher then commanded the students to make dialogue expressing like and dislike about food and drink and practise it in pair with their desk mate. The researcher observed their dialogue.

In the second meeting, before giving another topic to write, the researcher reviewed the material and tried to solve the problem they faced in the previous meeting by writing on the whiteboard the dialogue that had been made by the students: : "You like noodle?". " Meatball is your favorite food?". The sentences should probably be: " Do you like noodle?". " Is meatball your favorite food?". After explaining them, the researcher did almost the same activities as the first meeting but using another topic. in the second, the researcher did the same steps as in the first meeting but she tried to focus more on the pronunciation, grammar, and fluency. During the treatments, the the teaching and learning process in the classroom ran smoothly. In pronunciation, the researcher asked the students to express every word or sentence that were given by the researcher. The students enjoyed the activities because they were given more chance to speak. In the second treatment the topic was about sport. The researcher asked the students to play the game, after that practise dialogue in pair with their desk mate. After the activities, the researcher stated that the students did the exercise better than in the first meeting. There is only a little mistake at that day.

In the third treatment, the researcher did almost the same activities as the first meeting but using another topic, the researcher gave the topic about hobby. The students gave the response to the researcher's question. For example: "*what is your favorite sport?*" the student answer "*I enjoy football. I hate chess*". In the first treatment most of students could not answer the researcher's question. but in the last treatments the students responded the researcher's question.

During the treatments, the researcher used board game as media. The teaching and learning process in the classroom ran well and the students more attractive. The students can answer the researcher's question and tried to use correct pronunciation in speaking. The condition in that class was very crowded. The students enjoyed the activities at the first, second and third meeting. After three times conducting the treatments, the posttest was administered to know the students' vocabulary mastery after they were given the treatments. From the result of posttest (see appendix 10), it was found that the total score of the posttest was 1564. The highest score was 92 and the lowest score was 62. The mean score of the posttest was 78.2. there was a significant increase seen from the mean of the pretest and posttest result.

There were 5 aspects of speaking that was tested in the research such as vocabulary, fluency, comprehension, and grammar. The highest score was vocabulary with the total score 342 (see appendix 10) and the lowest score was fluency with the total score 294 (see appendix 10). Vocabulary was getting the highest score because the pictures on the board make the students understand the vocabulary easily. Fluency was getting the lowest score because most of the students speak carefully so it made the students hesitant when they spoke English.

The researcher found that the students' score in the posttest were higher than the students' score in the pretest. In pretest the higher score was 68 and in posttest the highest score was 92. From the result score in pre test it can be seen that there is a difference in the result score of pre test and posttest made by the students. From this fact, the researcher assumed that board game can increase of students' ability and students' achievement.

The previous researcher, Rizal (1997) stated that question game can increase the students' speaking ability. Question Game is kind of board game. Based on his research, he found that vocabulary is higher than other aspects of speaking because the activity of question game technique involves various questions, the students gain some additional vocabulary and then the newly acquired vocabulary the students find it easier to express their ideas.

This means that board game had made a good contribution to teaching learning of speaking. It helped English teacher arise the students' interest and motivation in learning speaking. In other words, the students had improved their performance in learning English helped by board game as a media.

Finally, from the result above, the researcher concluded that board game can increase students' speaking ability. There was a significant increase of the students' speaking ability after they were given the treatments. Besides, game can also develop all aspects of the students' speaking ability; pronunciation, vocabulary, fluency, comprehension and grammar.



V. CONCLUSION AND SUGGESTION

A. Conclusions

Having conducted the research at the fifth year of SD AL AZHAR 1 Bandar Lampung and analyzed the data, the researcher would like to draw some conclusions as follows:

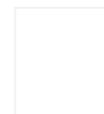
1. Board game gives improvement on students' speaking ability. It indicates that board game improves students' speaking ability in the form of pronunciation, vocabulary, comprehension, fluency and grammar.
2. Board game contributes a positive effect on students' participation in class because the process of board game can arise students' curiosity. They were enthusiastic to respond, observe and discuss the topic and the material given.

B. Suggestion

Considering the findings of the research would like to purpose some suggestion as follows:

1. Since there is increase on the students' speaking ability taught through board game, English teacher are suggested to use this media as variation in teaching speaking skill, so they don't get bored to learn.

2. Since fluently gets the lowest increase, the teacher should give more attention to students who face the difficulty. For example, the teacher can combine picture and cassette when she teaches pronunciation or fluency. In the teaching learning process, the teacher plays the cassette so students can hear the pronunciation. It is better if the teacher use the voice of native speaker.



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appendices

Appendix 1

Lesson Plan 1

| | |
|------------------|--|
| Subject | : English |
| Class / Semester | : V/2 |
| Time allocation | : 2x45 minutes |
| Topic | : Like and Dislike |
| Sub topic | : Like and Dislike about Food and Drink |
| Skill | : Speaking |

1. Standard Competence

Recognizing the meaning in the form of transactional and interpersonal dialogue orally which is simple and short to interact with environment.

2. Basic Competence

2.1 Expressing the meaning in the form of simple transactional and interpersonal dialogues orally which is accurately, fluently, and suitably to interact with environment that involves how to express like and dislike.

2.2 Understanding and responding to the simple transactional and interpersonal dialogue orally with ample accuracy, fluency, and suitability to interact with environment that involves how to express like and dislike.

3. Indicator

At the end of the teaching-learning process the students are expected to be able to express like and dislike.

4. Activity

Pre-Activity

- Teacher greets the students.
- Teacher checks the students' attendance list.
- Teacher gives a question related to the topic (food) which will be discussed as brainstorming of what they are going to learn. e.g,

What is your favourite food?

Do you eat it everyday?

How you can express that you like noodle?

How can you express that you like him?

What will you say?

- Teacher gives a chance for students to give their opinion
- Teacher gives an example short dialogue related to the topic e.g.

Helen : "Do you like meatball?"

Aditya : " No. I don't."

Helen : " What food do you like?"

Aditya : "I like friedrice."

Hellen : "That's great!"

- Teacher prepares game board which will be used in the teaching learning process.

While Activity

- Teacher divides the class into groups of five
- Teacher asks the student start the game by throwing the dice to determine who will get the first turn
- The teacher observes the game and helps student if there is any difficulty
- The teacher gives explanation if there is a wrong answer
If you want to ask someone about like and dislike. we can express "Do you like hamburger?"
If you want to express like we can use "like". "love". "eniov". "I like it very much" or " I love it verv much"
If you want to express dislike we can use "do not like". "dislike". "hate". "I don't like it". " I dislike it". or " I hate it"
- Teacher monitors the rest of the game

Post Activity

- Teacher does a reflection by asking the students what they have learnt
Teacher : Now, students, what topics we studied so far?

Students : We have studeied about expresing like and dislike.

- Teacher closes the lesson

5. Material

How to produce expressing like and disliake about food

Do you like fried rice?

How to express like

I like fried rice

I love fried rice

I enjoy fried rice

How to express dislike

I don't like fried rice

I dislike fried rice

I hate fried rice

6. Evaluation

Teacher asks the students to practice dialogue about expressing like and dislike.

7. Scoring procedures

The rating scales

PRONUNCIATION

20 5 The students pronunciation is same as the native speakers.

16 4 It is easy to be understood though sometimes unclear.

12 3 The pronunciation can be understood bythe listener even though there is a difficulty.

8 2 Pronunciation difficult to understand and often there is repetition.

4 1 Pronunciation can not be understood by the listener.

VOCABULARY

20 5 Use the vocabulary is appropriate to the material.

16 4 The use of inappropriate words.

12 3 Using the wrong word, conversation was rather limited because of inadequate vacabulary.

- 8 5 A very limited vocabulary makes comprehension difficult.
 4 1 Vocabulary limitations so extreme to make a virtual conversation impossible.

FLUENCY

- 20 5 Fluently and easy as is done by native speakers.
 16 4 Speed seems to be rather strongly influenced by the language problem.
 12 3 The speed and smoothness rather strongly influenced by the language problem.
 8 2 There are a lot of repetition.
 4 1 Speech is so halting and fragmentary to make conversation impossible virtua.

COMPREHENSION

- 20 5 It is easy to understand by the listener.
 16 4 Easy to understand even though sometimes the repetition may be necessary.
 12 3 Can be understood even though a bit difficult.
 8 2 it can not be understood.
 4 1 Can not be said to understand even simple conversation in English.

GRAMMAR

- 20 5 Grammatically correct sentence seen from the pattern.
 16 4 Bit errors in sentence patterns.
 12 3 Usage pattern so that they can blame the wrong sentence meaning.
 8 2 A few mistakes, with no pattern of failure.
 4 1 incorrect grammar.

The scores of each point are multiplied by four;

Hence, the highest score is 100

Here is the identification of the scores:

If the student gets 5, so $5 \times 4 = 20$

4, so $4 \times 4 = 16$

3, so $3 \times 4 = 12$

2, so $2 \times 4 = 8$

1, so $1 \times 4 = 4$

For example:

A student get 4 in pronunciation, 3 in vocabulary, 3 in fluency, 4 in comprehension. and 3 in grammar. there for. the student's total score will be:

| | |
|---------------|---------------------------------------|
| Pronunciation | $4 \times 4 = 16$ |
| Vocabulary | $3 \times 4 = 12$ |
| Fluency | $3 \times 4 = 12$ |
| Comprehension | $4 \times 4 = 16$ |
| Grammar | <u>$3 \times 4 = 12$</u> + |
| Total | 68 |

It means he gets 68 for speaking

8. Source

Grow with English book 5

9. Media

- Board
- Dice
- Rods
- Tape recorder

Appendix 2

Lesson Plan 2

| | |
|------------------|-------------------------------|
| Subject | : English |
| Class / Semester | : V/2 |
| Time allocation | : 2x45 munutes |
| Topic | : Like and Dislike |
| Sub topic | : Like and Dislike aboutSport |
| Skill | : Speaking |

1. Standard Competence

Recognizing the meaning in the form of transactional and interpersonal dialogue orally which is simple and short to interact with environment.

2. Basic Competence

2.1 Expressing the meaning in form of simple transactional and interpersonal dialogua orally which is accurately, fluency, and suitable to interact with environment that involve how to express like and dislike.

2.2 Undrestanding and responding the simple transactional and interpersonal dialogue orally whith is accuracy, fluency, and suitability to interact with environment that involve how to express like and dislike.

3 Indicator

At the end of teaching-learning process the students are expected to be able to express like and dislike.

4 Activity

Pre-Activity

- Teacher greats the students.
- Teacher checks the students' attendance list.
- Teacher gives question related to the topic (sport) will be discussed as brainstorming of what they are going to learn. e.g,

Do you know taufik hidayat?

Who is he?

Are you fans of Taufik Hidayat?

How can you express that you like him?

What will you say?

- Teacher gives a chance for the students to give their opinion
- Teacher gives an example of short dialogue related to the topic e.g.

Helen : "Do you like swimming"

Aditya: : "No. I don't."

Helen : "What food do you like?"

Aditya : "I like running."

Hellen : "That's great!"

Aditya : "I prefer running to swimming."

- Teacher prepares Question game board which will be used in the teaching learning process.

While Activity

- Teacher divides the class into groups of five.
- Teacher asks the student to start the game by throwing the dice to determine who will get the first turn.
- The teacher observes the game and helps student if there is any difficulty.
- The teacher gives explanation if there is a wrong answer.

If you want to ask someone about like and dislike, we can express "Do you like hamburger?"

If you want to express like we can use "like", "love", "eniov", "I like it very much" or "I love it very much".

If you want to express dislike we can use "do not like", "dislike", "hate", "I don't like it", "I dislike it", or "I hate it".

- Teacher monitors the rest of the game.

Post Activity

- Teacher does a reflection by asking the students what they have learnt

Teacher : "Now, students, what topics we studied so far?"

Students : "We have studeied about expresing like and dislike."

- Teacher closes the lesson.

How to produce expressing like and dislike about sport

Do you like badminton?

How to express like

I like badminton

I love badminton

I enjoy badminton

How to express dislike

I don't like badminton

I dislike badminton

I hate badminton

6 Evaluation

Teacher asks the students to practice dialogue about expressing like and dislike.

7 Scoring procedures

The rating scales

PRONUNCIATION

- 20 5 The students pronunciation is same as the native speakers.
- 16 4 It is easy to be understood though sometimes unclear.
- 12 3 The pronunciation can be understood by the listener even though there is a difficulty.
- 8 2 Pronunciation difficult to understand and often there is repetition.
- 4 1 Pronunciation can not be understood by the listener.

VOCABULARY

- 20 5 Use the vocabulary is appropriate to the material.
- 16 4 The use of inappropriate words.
- 12 3 Using the wrong word, conversation was rather limited because of inadequate vocabulary.
- 8 5 A very limited vocabulary makes comprehension difficult.
- 4 1 Vocabulary limitations so extreme to make a virtual conversation

impossible.

FLUENCY

- 20 5 Fluently and easy as is done by native speakers.
 16 4 Speed seems to be rather strongly influenced by the language problem.
 12 3 The speed and smoothness rather strongly influenced by the language problem.
 8 2 There are a lot of repetition.
 4 1 Speech is so halting and fragmentary to make conversation impossible virtua.

COMPREHENSION

- 20 5 It is easy to understand by the listener.
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 12 3 Can be understood even though a bit difficult.
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 4 1 Can not be said to understand even simple conversation in English.

GRAMMAR

- 20 5 Grammatically correct sentence seen from the pattern.
 16 4 Bit errors in sentence patterns.
 12 3 Usage pattern so that they can blame the wrong sentence meaning
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The scores of each point are multiplied by four;

Hence, the highest score is 100

Here is the identification of the scores:

If the student gets 5, so $5 \times 4 = 20$

4, so $4 \times 4 = 16$

3, so $3 \times 4 = 12$

2, so $2 \times 4 = 8$

1, so $1 \times 4 = 4$

For example:

A student get 4 in pronunciation, 3 in vocabulary, 3 in fluency, 4 in comprehension, and 3 in grammar, there for. the student's total score will be:

| | |
|---------------|---------------------------------------|
| Pronunciation | $4 \times 4 = 16$ |
| Vocabulary | $3 \times 4 = 12$ |
| Fluency | $3 \times 4 = 12$ |
| Comprehension | $4 \times 4 = 16$ |
| Grammar | <u>$3 \times 4 = 12$</u> + |
| Total | 68 |

It means he gets 68 for speaking

8 Source

Grow with English book 5

9 Media

- Board
- Dice
- Rods
- Tape recorder

Appendix 3

Lesson Plan 3

| | |
|------------------|-----------------------------------|
| Subject | : English |
| Class / Semester | : V/2 |
| Time allocation | : 2x45 munutes |
| Topic | : Like and Dislike |
| Sub topic | : Like and Dislike about hobby |
| Skill | : Speaking |

1. Standard Competence

Recognizing the meaning in the form of transactional and interpersonal dialogue orally which is simple and short to interact with environment.

2. Basic Competence

2.1 Expressing the meaning in form of simple transactional and interpersonal dialogues orally which is accurately, fluently, and suitably to interact with environment that involves how to express like and dislike.

2.2 Understanding and responding to the simple transactional and interpersonal dialogue orally with accuracy, fluency, and suitability to interact with environment that involves how to express like and dislike.

3 Indicator

At the end of the teaching-learning process the students are expected to be able to express like and dislike.

4 Activity

Pre-Activity

- Teacher greets the students.
- Teacher checks the students' attendance list.
- Teacher gives a question related to the topic (hobby) which will be discussed as brainstorming of what they are going to learn. e.g,

What is your hobby?

- Teacher gives a chance for students to give their opinion
- Teacher gives an example short dialogue related to the topic e.g.

Helen : "Do you like shopping?"

Aditya : "No. I don't."

Helen : "What is your hobby?"

Aditya : "I love painting."

Helen : "That's great!"

- Teacher prepares a game board which will be used in the teaching learning process.

While Activity

- Teacher divides the class into groups of five.
- Teacher asks the student to start the game by throwing the dice to determine who will get the first turn.

- The teacher observes the game and helps student if there is any difficulty.
- The teacher gives explanation if there is a wrong answer.
If you want to ask someone about like and dislike, we can express "Do you like hamburger?"
If you want to express like we can use "like", "love", "enjoy", "I like it very much" or "I love it very much".
If you want to express dislike we can use "do not like", "dislike", "hate", "I don't like it", "I dislike it", or "I hate it".
- Teacher monitors the rest of the game.

Post Activity

- Teacher does a reflection by asking the students what they have learnt
Teacher : Now, students, what topics we studied so far?
Students : We have studied about expressing like and dislike.
- Teacher closes the lesson

5 Material

How to produce expressing like and dislike about food

Do you like fried rice?

How to express like

I like fried rice

I love fried rice

I enjoy fried rice

How to express dislike

I don't like fried rice

I dislike fried rice

I hate fried rice

6 Evaluation

Teacher asks the students to practice dialogue about expressing like and dislike.

7 Scoring procedures

The rating scales

PRONUNCIATION

- 20 5 The students pronunciation is same as the native speakers.
 16 4 It is easy to be understood though sometimes unclear.
 12 3 The pronunciation can be understood by the listener even though there is a difficulty.
 8 2 Pronunciation difficult to understand and often there is repetition.
 4 1 Pronunciation can not be understood by the listener.

VOCABULARY

- 20 5 Use the vocabulary is appropriate to the material.
 16 4 The use of inappropriate words.
 12 3 Using the wrong word, conversation was rather limited because of inadequate vocabulary.
 8 5 A very limited vocabulary makes comprehension difficult.
 4 1 Vocabulary limitations so extreme to make a virtual conversation impossible.

FLUENCY

- 20 5 Fluently and easy as is done by native speakers.
 16 4 Speed seems to be rather strongly influenced by the language problem.
 12 3 The speed and smoothness rather strongly influenced by the language problem.
 8 2 There are a lot of repetition .
 4 1 Speech is so halting and fragmentary to make conversation impossible virtually.

COMPREHENSION

- 20 5 It is easy to understand by the listener.
 16 4 Easy to understand even though sometimes the repetition may be Necessary.
 12 3 Can be understood even though a bit difficult.
 8 2 it can not be understood.

- 4 1 Can not be said to understand even simple conversation in English.

GRAMMAR

- 20 5 Grammatically correct sentence seen from the pattern.
 16 4 Bit errors in sentence patterns.
 12 3 Usage pattern so that they can blame the wrong sentence meaning.
 8 2 A few mistakes, with no pattern of failure.
 4 1 incorrect grammar.

The scores of each point are multiplied by four;
 Hence, the highest score is 100

Here is the identification of the scores:

If the student gets 5, so $5 \times 4 = 20$

4, so $4 \times 4 = 16$

3, so $3 \times 4 = 12$

2, so $2 \times 4 = 8$

1, so $1 \times 4 = 4$

For example:

A student get 4 in pronunciation, 3 in vocabulary, 3 in fluency, 4 in comprehension. and 3 in grammar. there for. the student's total score will be:

| | |
|---------------|---------------------------------------|
| Pronunciation | $4 \times 4 = 16$ |
| Vocabulary | $3 \times 4 = 12$ |
| Fluency | $3 \times 4 = 12$ |
| Comprehension | $4 \times 4 = 16$ |
| Grammar | <u>$3 \times 4 = 12$</u> + |
| Total | 68 |

It means he gets 68 for speaking

9 Media

- Board
- Dice
- Rods
- Tape recorder

Appendix 4

Pretest

Direction!

Choose one topic out of three topics available:

- Like and dislike about food and drink.
- Like and dislike about sport.
- Like and dislike about hobby.

Instruction!

1. You have ten minutes for preparing your dialogue.
2. Make a dialogue based on your topic.
3. You are free to express your idea.
4. You are given 4-5 minutes in pair to perform the dialogue in front of the class.
5. The criteria in scoring will be in term of pronunciation, vocabulary, fluency, comprehension and grammar.
6. Speak clearly; your voice will be recorded.

Good Luck

Appendix 5

Posttest

Direction!

Choose one topic out of three topics available:

- Like and dislike about food and drink.
- Like and dislike about sport.
- Like and dislike about hobby.

Instruction!

1. You have ten minutes for preparing your dialogue.
2. Make a dialogue based on your topic.
3. You are free to express your idea.
4. You are given 4-5 minutes in pair to perform the dialogue in front of the class.
5. The criteria in scoring will be in term of pronunciation, vocabulary, fluency, comprehension and grammar.
6. Speak clearly; your voice will be recorded.

Good Luck

Appendix 6

Result of Students' Pretest

| No | Ss' Code | Pronoun ciation | | Vocabu lary | | Fluency | | Compre hension | | Grammar | | Total | | Jumlah |
|----|----------|--------------------|----|----------------|----|---------|----|-------------------|----|---------|----|-------|----|--------|
| | | R1 | R2 | R1 | R2 | R1 | R2 | R1 | R2 | R1 | R2 | R1 | R2 | |
| 1 | Elnia | 2 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 52 | 64 | 58 |
| 2 | Khoiroh | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 48 | 60 | 54 |
| 3 | Okti | 3 | 3 | 3 | 3 | 3 | 4 | 2 | 4 | 3 | 3 | 56 | 72 | 64 |
| 4 | Bayu | 2 | 3 | 3 | 3 | 2 | 4 | 2 | 4 | 3 | 3 | 48 | 68 | 58 |
| 5 | Feri | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 4 | 4 | 3 | 56 | 64 | 60 |
| 6 | Fani | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 4 | 2 | 3 | 44 | 64 | 56 |
| 7 | Agung | 3 | 4 | 3 | 3 | 4 | 3 | 3 | 2 | 4 | 2 | 68 | 56 | 62 |
| 8 | Elsa | 3 | 3 | 3 | 3 | 4 | 2 | 3 | 3 | 4 | 3 | 68 | 56 | 62 |
| 9 | Yogi | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 52 | 56 | 54 |
| 10 | Mitha | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 52 | 56 | 54 |
| 11 | Firman | 2 | 3 | 3 | 4 | 2 | 3 | 2 | 2 | 4 | 2 | 52 | 52 | 52 |
| 12 | Selvi | 2 | 3 | 3 | 4 | 2 | 3 | 2 | 2 | 4 | 2 | 52 | 52 | 52 |
| 13 | Syaiful | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 4 | 3 | 56 | 60 | 58 |
| 14 | Aldi | 2 | 4 | 3 | 3 | 2 | 3 | 2 | 3 | 4 | 3 | 52 | 64 | 58 |
| 15 | Mediana | 2 | 4 | 3 | 3 | 2 | 3 | 2 | 3 | 4 | 3 | 52 | 64 | 58 |
| 16 | Dede | 3 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 4 | 4 | 68 | 68 | 68 |
| 17 | Reska | 2 | 3 | 3 | 4 | 2 | 3 | 2 | 3 | 3 | 3 | 48 | 64 | 56 |
| 18 | Anggi | 3 | 3 | 3 | 4 | 4 | 3 | 2 | 3 | 3 | 3 | 60 | 64 | 62 |

| | | | | | | | | | | | | | | |
|-----------|-------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|-------------|-------------|
| 19 | Cecep | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 60 | 60 | 60 |
| 20 | Adit | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 60 | 60 | 60 |
| ΣX | | 192 | 256 | 240 | 256 | 212 | 240 | 192 | 244 | 268 | 232 | 1104 | 1224 | 1164 |

Appendix 7

Result of Students' Posttest

| No | Ss' Code | Pronoun ciation | | Vocabu lary | | Fluency | | Compre hension | | Grammar | | Total | | Jumlah |
|----|----------|--------------------|----|----------------|----|---------|----|-------------------|----|---------|----|-------|----|--------|
| | | R1 | R2 | R1 | R2 | R1 | R2 | R1 | R2 | R1 | R2 | R1 | R2 | |
| 1 | Elnia | 4 | 4 | 5 | 3 | 4 | 4 | 3 | 4 | 5 | 3 | 84 | 72 | 78 |
| 2 | Khoiroh | 3 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 3 | 68 | 72 | 70 |
| 3 | Okti | 4 | 4 | 4 | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 84 | 96 | 90 |
| 4 | Bayu | 3 | 5 | 4 | 4 | 3 | 4 | 3 | 4 | 4 | 3 | 68 | 80 | 74 |
| 5 | Feri | 3 | 3 | 5 | 4 | 3 | 4 | 4 | 4 | 5 | 4 | 80 | 76 | 78 |
| 6 | Fani | 3 | 3 | 4 | 3 | 2 | 3 | 2 | 4 | 4 | 3 | 60 | 64 | 62 |
| 7 | Agung | 4 | 3 | 5 | 4 | 3 | 4 | 4 | 4 | 5 | 4 | 84 | 76 | 80 |
| 8 | Elsa | 4 | 4 | 5 | 5 | 3 | 5 | 3 | 5 | 5 | 5 | 80 | 96 | 88 |
| 9 | Yogi | 3 | 3 | 5 | 4 | 3 | 3 | 3 | 3 | 4 | 2 | 72 | 60 | 66 |
| 10 | Mitha | 4 | 4 | 5 | 5 | 3 | 5 | 3 | 5 | 5 | 5 | 80 | 96 | 88 |
| 11 | Firman | 3 | 4 | 5 | 4 | 3 | 4 | 3 | 3 | 4 | 3 | 72 | 72 | 72 |
| 12 | Selvi | 3 | 5 | 4 | 4 | 3 | 5 | 3 | 4 | 5 | 3 | 72 | 84 | 78 |
| 13 | Syaiful | 3 | 4 | 5 | 4 | 3 | 3 | 4 | 4 | 4 | 3 | 76 | 72 | 74 |
| 14 | Aldi | 3 | 4 | 4 | 4 | 3 | 4 | 3 | 4 | 4 | 4 | 68 | 80 | 74 |
| 15 | Mediana | 4 | 5 | 5 | 4 | 4 | 5 | 4 | 4 | 5 | 3 | 88 | 84 | 86 |
| 16 | Dede | 4 | 5 | 5 | 3 | 4 | 5 | 4 | 4 | 5 | 3 | 88 | 80 | 84 |
| 17 | Reska | 4 | 4 | 5 | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 88 | 96 | 92 |

| | | | | | | | | | | | | | | |
|-----------|-------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|-------------|-------------|
| 18 | Anggi | 3 | 5 | 4 | 4 | 3 | 4 | 3 | 4 | 4 | 3 | 68 | 80 | 74 |
| 19 | Cecep | 4 | 4 | 4 | 4 | 3 | 4 | 3 | 4 | 5 | 4 | 76 | 80 | 78 |
| 20 | Adit | 4 | 4 | 4 | 4 | 3 | 4 | 3 | 4 | 5 | 4 | 76 | 80 | 78 |
| ΣX | | 280 | 324 | 364 | 320 | 256 | 332 | 268 | 336 | 368 | 228 | 1532 | 1596 | 1564 |

Appendix 8

The List of Students' Average Score in Pretest and Posttest

| Students' Code | The Average of Pretest | The Average of Posttest | Increase / Decrease |
|----------------|------------------------|-------------------------|---------------------|
| Elnia | 58 | 78 | 20 |
| Khoiroh | 54 | 70 | 16 |
| Okti | 64 | 90 | 26 |
| Bayu | 58 | 74 | 16 |
| Feri | 60 | 78 | 18 |
| Fani | 54 | 62 | 8 |
| Agung | 62 | 80 | 18 |
| Elsa | 62 | 88 | 26 |
| Yogi | 54 | 66 | 12 |
| Mitha | 54 | 88 | 34 |
| Firman | 52 | 72 | 20 |
| Selvi | 52 | 78 | 26 |
| Syaiful | 58 | 74 | 16 |
| Aldi | 58 | 74 | 16 |
| Mediana | 58 | 86 | 28 |
| Dede | 68 | 84 | 16 |
| Reska | 56 | 92 | 36 |
| Anggi | 62 | 74 | 12 |

| | | | |
|-------------|------|------|-----|
| Cecep | 60 | 78 | 18 |
| Adit | 60 | 78 | 18 |
| Total | 1164 | 1564 | 400 |
| The Average | 58.2 | 78.2 | 20 |

Appendix 9

The Result of Students' Pretest

| No | Name | Pronunciation | Vocabulary | Fluency | Comprehension | Grammar | Jumlah |
|----|---------|---------------|------------|---------|---------------|---------|--------|
| 1 | Elnia | 12 | 12 | 12 | 12 | 10 | 58 |
| 2 | Khoiroh | 10 | 12 | 10 | 10 | 12 | 54 |
| 3 | Okti | 12 | 12 | 14 | 14 | 12 | 64 |
| 4 | Bayu | 10 | 12 | 12 | 12 | 12 | 58 |
| 5 | Feri | 10 | 12 | 12 | 12 | 14 | 60 |
| 6 | Fani | 10 | 12 | 10 | 12 | 10 | 54 |
| 7 | Agung | 14 | 12 | 14 | 10 | 12 | 62 |
| 8 | Elsa | 12 | 12 | 12 | 12 | 14 | 62 |
| 9 | Yogi | 10 | 12 | 8 | 12 | 12 | 54 |
| 10 | Mitha | 10 | 12 | 8 | 12 | 12 | 54 |
| 11 | Firman | 10 | 12 | 10 | 8 | 12 | 52 |
| 12 | Selvi | 10 | 12 | 10 | 8 | 12 | 52 |
| 13 | Syaiful | 12 | 12 | 10 | 10 | 14 | 58 |
| 14 | Aldi | 12 | 12 | 10 | 10 | 14 | 58 |
| 15 | Mediana | 12 | 12 | 10 | 10 | 14 | 58 |
| 16 | Dede | 12 | 12 | 16 | 12 | 16 | 68 |
| 17 | Reska | 10 | 14 | 10 | 10 | 12 | 56 |

| | | | | | | | |
|--------------|-------|-------------|-------------|-------------|------------|-------------|-------------|
| 18 | Anggi | 12 | 14 | 14 | 10 | 12 | 62 |
| 19 | Cecep | 12 | 12 | 12 | 12 | 12 | 60 |
| 20 | Adit | 12 | 12 | 12 | 12 | 12 | 60 |
| Total | | 224 | 244 | 226 | 220 | 250 | 1164 |
| Mean | | 11.2 | 12.2 | 11.3 | 12 | 12.5 | 58.2 |

Appendix 10

The Result of Students' Posttest

| No | Name | Pronunciation | Vocabulary | Fluency | Comprehension | Grammar | Jumlah |
|----|---------|---------------|------------|---------|---------------|---------|--------|
| 1 | Elnia | 16 | 16 | 16 | 14 | 16 | 78 |
| 2 | Khoiroh | 14 | 14 | 12 | 16 | 14 | 70 |
| 3 | Okti | 16 | 18 | 18 | 18 | 20 | 90 |
| 4 | Bayu | 16 | 16 | 14 | 14 | 14 | 74 |
| 5 | Feri | 12 | 18 | 14 | 16 | 18 | 78 |
| 6 | Fani | 12 | 14 | 10 | 12 | 14 | 62 |
| 7 | Agung | 14 | 18 | 14 | 16 | 18 | 80 |
| 8 | Elsa | 16 | 20 | 16 | 16 | 20 | 88 |
| 9 | Yogi | 12 | 18 | 12 | 12 | 12 | 66 |
| 10 | Mitha | 16 | 20 | 16 | 16 | 20 | 88 |
| 11 | Firman | 14 | 18 | 14 | 12 | 14 | 72 |
| 12 | Selvi | 16 | 16 | 16 | 14 | 16 | 78 |
| 13 | Syaiful | 14 | 18 | 12 | 16 | 14 | 74 |
| 14 | Aldi | 14 | 16 | 14 | 14 | 16 | 74 |
| 15 | Mediana | 18 | 18 | 18 | 16 | 16 | 86 |
| 16 | Dede | 18 | 16 | 18 | 16 | 16 | 84 |
| 17 | Reska | 16 | 20 | 18 | 18 | 20 | 92 |
| 18 | Anggi | 16 | 16 | 14 | 14 | 14 | 74 |
| 19 | Cecep | 16 | 16 | 14 | 14 | 18 | 78 |

| | | | | | | | |
|--------------|------|-------------|-------------|-------------|-------------|-------------|-------------|
| 20 | Adit | 16 | 16 | 14 | 14 | 18 | 78 |
| Total | | 302 | 342 | 294 | 298 | 328 | 1564 |
| Mean | | 15.1 | 17.1 | 14.7 | 14.9 | 16.4 | 78.2 |

Appendix 11 Frequencies

Statistics

Pretest

| | | |
|----------------|---------|---------|
| N | Valid | 20 |
| | Missing | 0 |
| Mean | | 58.2000 |
| Median | | 58.0000 |
| Mode | | 58.00 |
| Std. Deviation | | 4.20025 |
| Variance | | 17.642 |
| Range | | 16.00 |
| Minimum | | 52.00 |
| Maximum | | 68.00 |
| Sum | | 1164.00 |

Pretest

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 52.00 | 2 | 10.0 | 10.0 | 10.0 |
| | 54.00 | 4 | 20.0 | 20.0 | 30.0 |
| | 56.00 | 1 | 5.0 | 5.0 | 35.0 |
| | 58.00 | 5 | 25.0 | 25.0 | 60.0 |
| | 60.00 | 3 | 15.0 | 15.0 | 75.0 |
| | 62.00 | 3 | 15.0 | 15.0 | 90.0 |
| | 64.00 | 1 | 5.0 | 5.0 | 95.0 |
| | 68.00 | 1 | 5.0 | 5.0 | 100.0 |
| | Total | 20 | 100.0 | 100.0 | |

Appendix 12

Frequencies

Statistics

Posttest

| | | |
|--------------------|---------|---------|
| N | Valid | 20 |
| | Missing | 0 |
| Mean | | 78.2000 |
| Std. Error of Mean | | 1.78237 |
| Median | | 78.0000 |
| Mode | | 78.00 |
| Std. Deviation | | 7.97100 |
| Variance | | 63.537 |
| Range | | 30.00 |
| Minimum | | 62.00 |
| Maximum | | 92.00 |
| Sum | | 1564.00 |

Posttest

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 62.00 | 1 | 5.0 | 5.0 | 5.0 |
| | 66.00 | 1 | 5.0 | 5.0 | 10.0 |
| | 70.00 | 1 | 5.0 | 5.0 | 15.0 |
| | 72.00 | 1 | 5.0 | 5.0 | 20.0 |
| | 74.00 | 4 | 20.0 | 20.0 | 40.0 |
| | 78.00 | 5 | 25.0 | 25.0 | 65.0 |
| | 80.00 | 1 | 5.0 | 5.0 | 70.0 |
| | 84.00 | 1 | 5.0 | 5.0 | 75.0 |
| | 86.00 | 1 | 5.0 | 5.0 | 80.0 |

| | | | | |
|-------|----|-------|-------|-------|
| 88.00 | 2 | 10.0 | 10.0 | 90.0 |
| 90.00 | 1 | 5.0 | 5.0 | 95.0 |
| 92.00 | 1 | 5.0 | 5.0 | 100.0 |
| Total | 20 | 100.0 | 100.0 | |

Appendix 14

Table of Score Inter – Rater Reliability of Pre Test

| No | Students' Name | R1 | R2 | Rank | | d | d2 |
|-----|----------------|----|----|------|-----|----|----|
| | | | | R1 | R2 | | |
| 1. | Elnia | 52 | 64 | 4.7 | 3.7 | 1 | 1 |
| 2. | Khoiroh | 48 | 60 | 5.3 | 4.4 | 1 | 1 |
| 3. | Okti | 56 | 72 | 3.3 | 1.1 | 2 | 4 |
| 4. | Bayu | 48 | 68 | 5.3 | 2.2 | 3 | 9 |
| 5. | Feri | 56 | 64 | 3.3 | 3.7 | 0 | 0 |
| 6. | Fani | 44 | 64 | 6.1 | 3.7 | 3 | 9 |
| 7. | Agung | 68 | 56 | 1.3 | 5.4 | -4 | 16 |
| 8. | Elsa | 68 | 56 | 1.3 | 5.4 | -4 | 16 |
| 9. | Yogi | 52 | 56 | 4.7 | 5.4 | -1 | 1 |
| 10. | Mitha | 52 | 56 | 4.7 | 5.4 | -1 | 1 |
| 11. | Firman | 52 | 52 | 4.7 | 6.2 | -2 | 4 |
| 12. | Selvi | 52 | 52 | 4.7 | 6.2 | -2 | 4 |
| 13. | Syaiful | 56 | 60 | 3.3 | 4.4 | -1 | 1 |
| 14. | Aldi | 52 | 64 | 4.7 | 3.7 | 1 | 1 |
| 15. | Mediana | 52 | 64 | 4.7 | 3.7 | 1 | 1 |
| 16. | Dede | 68 | 68 | 1.3 | 2.2 | -1 | 1 |
| 17. | Reska | 48 | 64 | 5.3 | 3.7 | 2 | 4 |

| | | | | | | | |
|-----|-------|----|----|-----|-----|----|----|
| 18. | Anggi | 60 | 64 | 2.3 | 3.7 | -1 | 1 |
| 19. | Cecep | 60 | 60 | 2.3 | 4.4 | -2 | 4 |
| 20. | Adit | 60 | 60 | 2.3 | 4.4 | -2 | 4 |
| | | | | | | | 83 |

The statistical formula is :

$$R = 1 - \frac{6 \cdot (\sum d^2)}{N \cdot (N^2 - 1)}$$

$$R = 1 - \frac{6 \cdot (83)}{20 \cdot (20^2 - 1)}$$

$$R = 1 - \frac{6 \cdot (83)}{20 \cdot (400 - 1)}$$

$$R = 1 - \frac{498}{20 \cdot 399}$$

$$R = 1 - \frac{498}{7980}$$

$$R = 1 - 0.06$$

$$R = 0.94$$

| | | |
|-----|---|-----------------------------------|
| R | = | Reliability |
| N | = | Number of Students |
| D | = | The different of rank correlation |
| 1-6 | = | Constant number |

(Shohamy, 1985)

Appendix 15

Table of Score Inter – Rater Reliability of Post Test

| No | Students' Name | R1 | R2 | Rank | | d | d2 |
|-----|----------------|----|----|------|-----|----|----|
| | | | | R1 | R2 | | |
| 1. | Elnia | 84 | 72 | 2.3 | 5.4 | -3 | 9 |
| 2. | Khoiroh | 68 | 72 | 6.4 | 5.4 | 1 | 1 |
| 3. | Okti | 84 | 96 | 2.3 | 1.4 | 1 | 1 |
| 4. | Bayu | 68 | 80 | 6.4 | 3.6 | 3 | 9 |
| 5. | Feri | 80 | 76 | 3.3 | 4.2 | -1 | 1 |
| 6. | Fani | 60 | 64 | 7 | 6 | 1 | 1 |
| 7. | Agung | 84 | 76 | 2.3 | 4.2 | -2 | 4 |
| 8. | Elsa | 80 | 96 | 3.3 | 1.4 | 2 | 4 |
| 9. | Yogi | 72 | 60 | 5.3 | 7.1 | -2 | 4 |
| 10. | Mitha | 80 | 96 | 3.3 | 1.4 | 2 | 9 |
| 11. | Firman | 72 | 72 | 5.3 | 5.4 | 0 | 0 |
| 12. | Selvi | 72 | 84 | 5.3 | 2.2 | 3 | 9 |
| 13. | Syaiful | 76 | 72 | 4.3 | 5.4 | -1 | 1 |
| 14. | Aldi | 68 | 80 | 6.4 | 3.6 | 3 | 9 |
| 15. | Mediana | 88 | 84 | 1.3 | 2.2 | -1 | 1 |
| 16. | Dede | 88 | 80 | 1.3 | 3.6 | -2 | 4 |
| 17. | Reska | 88 | 96 | 1.3 | 1.4 | 0 | 0 |

| | | | | | | | |
|-----|-------|----|----|-----|-----|---|----|
| 18. | Anggi | 68 | 80 | 6.4 | 3.6 | 3 | 9 |
| 19. | Cecep | 76 | 80 | 4.3 | 3.6 | 1 | 1 |
| 20. | Adit | 76 | 80 | 4.3 | 3.6 | 1 | 1 |
| | | | | | | | 78 |

The statistical formula is :

$$R = 1 - \frac{6 \cdot (\sum d^2)}{N \cdot (N^2 - 1)}$$

$$R = 1 - \frac{6 \cdot (78)}{20 \cdot (20^2 - 1)}$$

$$R = 1 - \frac{6 \cdot (78)}{20 \cdot (400 - 1)}$$

$$R = 1 - \frac{468}{20 \cdot 399}$$

$$R = 1 - \frac{468}{7980}$$

$$R = 1 - 0.05$$

$$R = 0.95$$

| | | |
|-----|---|-----------------------------------|
| R | = | Reliability |
| N | = | Number of Students |
| D | = | The different of rank correlation |
| 1-6 | = | Constant number |

(Shohamy, 1985)

