TEACHING SPEAKING THROUGH HIDDEN OBJECT GAME AT FIRST GRADE STUDENTS OF SMAN 5 BANDAR LAMPUNG
(A Script)

Cecille Ameilia Kurniawan

ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2017

ABSTRACT

TEACHING SPEAKING THROUGH HIDDEN OBJECT GAME AT FIRST GRADE STUDENTS OF SMAN 5 BANDAR LAMPUNG

By

Cecille Ameilia Kurniawan

The research was conducted to find out whether the hidden object game as a medium can be used to statistically increase students' speaking achievement and how the students' responses to the implementation of the hidden object game.

The subjects were the students of X MIA 2 in SMAN 5 Bandar Lampung and used one group pretest-posttest design as the method. The researcher also asked the students' responses toward the media by

The result shows that teaching speaking using hidden object game can be used to improve the students' speaking ability significantly and students also give positive response to the implementation. Paired samples t-test was used to compute the data. The result was the value of two tailed significance was 0.00 so < 0.05 ($= 0.00$) and t-value was higher than t-table ($18.834 > 2.042$). In conclusion, hidden object game has a significance effect in increasing students' speaking achievement and the students give positive responses of the implementation of hidden object game.

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By:
Cecille Ameilia Kurniawan

A Script

Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree

In

The Language and Arts Education Department of
The Faculty of Teacher and Education

FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2017

Research Title : **TEACHING SPEAKING THROUGH HIDDEN OBJECT GAME AT FIRST GRADE STUDENTS OF SMAN 5 BANDAR LAMPUNG**

Student's Name : Cecille Ameilia Kurniawan

Student's Number : **1213042016**

Department : **Language and Arts Education**

Study Program : **English Education**

Faculty : **Teacher Training and Education**

APPROVED BY

Advisory Committee

Advisor

Dr. Muhammad Sukirlan, M.A.
NIP 19641212 199003 1 003

Co-Advisor

Drs. Ramlan Ginting Suka, M.Pd.
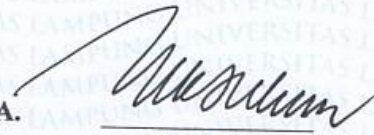NIP 19570721 198603 1 003

The Chairperson of
The Department of Language and Arts Education

Dr. Mulyanto Widodo, M.Pd.
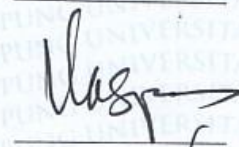NIP 19620203 198811 1 001

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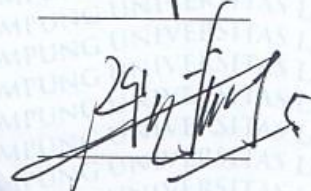1. Examination Committee

   Chairperson : **Dr. Muhammad Sukirlan, M.A.**
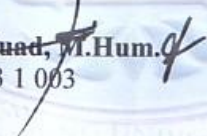
   Examiner   : **Mahpul, M.A., Ph.D.**

   Secretary   : **Drs. Ramlan Ginting Suka, M.Pd.**

The Dean of Teacher Training and Education Faculty

Dr. H. Muhammad Fuad, M.Hum.
NIP 19590722 198603 1 003

Graduated on : **October 11ᵗʰ, 2017**

SURAT PERNYATAAN

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NPM	: 1213042016
Judul skripsi	: Teaching Speaking Through Hidden Object Game at First Grade Students of SMAN 5 Bandar Lampung
Program Studi	: Pendidikan Bahasa Inggris
Jurusan	: Pendidikan Bahasa dan Seni
Fakultas	: Keguruan dan Ilmu Pendidikan

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NPM 1213042016

CURRICULUM VITAE

The writer was born on May 4th 1996 in Bandar Lampung, Lampung. She is the only daughter of Sidhata Kurniawan and R.A. Chairani Berlian.

In 2001, the writer graduated from TK Bhayangkari Palembang. Then, she enrolled in SDN 76 Palembang until 5th grade. Because of her father's work, she moved to Bandar Lampung and continued her grade school in SDN 2 Rawa Laut and graduated in 2007. She continued her study to SMPN 2 Bandar Lampung and finished the study in 2009. Later, she continued her study to SMA YP UNILA and graduated in 2012.

In September 2012, she enrolled in Lampung University, majoring English Education Study Program, Teacher Training and Education Faculty. She joined Teaching Practice Program (PPL) at SMP PGRI 1 Pesisir Selatan, Pesisir Barat from July 27th to September 19th 2015.

DEDICATION

This script is proudly dedicated to:

My beloved parents

Sidhata Kurniawan and R.A. Chairani Berlian

My friends in English Department 2012

My Almamater

MOTTO

"If my future were black, it was better surely to face it like a man than to attempt

to brighten it by mere will-o'-the-wisps of the imagination"

- John H. Watson -

in The Sign of the Four

by Arthur Conan Doyle

ACKNOWLEDGEMENTS

Alhamdulillahirobbil'alamiin, praise is merely to the Mightiest Allah SWT for the gracious mercy and tremendous blessing that enables me to accomplish this script entitled "Teaching speaking through hidden object game at first grade of SMAN 5 Bandar Lampung." *Shalawat* and *Salaam* is for Prophet Muhammad SAW, his family, his followers, and all Moslems. This script is submitted as one of the requirements to finish her Bachelor degree at English Education Study Program, Teacher Training and Education Faculty, Lampung University.

The writer would like to express her gratitude to:

1. Dr. Muhammad Sukirlan, M.A., as the writer's first advisor, for his guidance, ideas, and encouragements to the writer as she working on the script.

2. Drs. Ramlan Ginting Suka, M. Pd., as the writer's second advisor, for his reminders, corrections, and kindness in guiding the writer to finish the script.

3. Mahpul, M.A., Ph.D., as the writer's examiner, for his critics, suggestions and contributions in improving writer's script.

4. Dr. Ari Nurweni, M.A., as the Chief of English Education Study Program and all lecturers of English Education Study Program who have contributed their guidance during the completion process until the script accomplished.

5. Dr. Mulyanto Widodo, M.Pd., as the chairperson of Language and Arts Education Department for his contribution and attention.

6. Drs. Hi. Ahyauddin M.Pd., as the headmaster of SMAN 5 Bandar Lampung who had given the permission to conduct the research in the school.

7. Drs. Sugita M.Pd., as the English teacher of SMAN 5 Bandar Lampung, for his help, guidance, and also his encouragement.

8. My beloved parents Sidhata Kurniawan and R.A. Chairani Berlian for their love, prayer, supports, and patience to their only child.

9. My beloved childhood best-friend, Rini Puji Astuti, for always supporting each other for almost fifteen years.

10. My beloved Tajins; Desy Wulandari, Dharin Okta S., Dian Tika Cahyanti, Faradilah Bari, Nurina Ulfa, Putri Satya F., Sella Merista, and Yolanda Rizki P. Thanks for all the scolding, advice, even the silly thing which help this kid to grow better.

11. My classmates in ED 2012, Bipolars; Yosua, Taqim, Paullo, Andre, Ryan, Adit, Rangga, Dian, Yolan, Alin, Fara, Desy, Nui, Anggi, Dilla, Jeni, Suci, Lucky, Sani, Anjar, Meisita, Ami, Ulfi, Nina, AyuPrat, Kak Tiwi, Ara, Syafira, Indah, Iis, Rahma, Kiky, Winda, Pipit, Rifka, Eka, and Revi, . Thanks for all the craziness in or outside the campus!

12. My A-class friends, Himanyeong; Dahae, Ef, Giri, Minos, Nikma, Rina, Rynda, Vivi and Wulan. Thank you for accepting me though I'm the only B-alien!

13. The most awesome Japanese class in Bandar Lampung, *Minna no Nihongo*! Thanks to Bainah Sari Dewi-*sensei*, *senpai-tachi*, and all *nakama-tachi*. *Kono kurasu kara iro ironna koto wo narabimashita. Hontou ni arigatou gozaimasu.*

14. My on-net friends, Rei-nee, Asri-san, Eka-nee, cece Jess, Nikka-chan, Rin-chan. Nisa, and Lanay although we only meet on-line, thank you for reading my random flails and rants. Thanks for the supports too.

15. Other English Department 2012 members, the seniors and juniors who cannot be mentioned one by one.

Finally, I gratefully thank to everyone who was important to the successful realization of this script. The writer realizes that this script is far from being perfect, but it is expected that it will be useful not only for the researcher, but also for the readers. For this reason, constructive thoughtful suggestion and critics are welcomed.

Bandar Lampung, September 2017

Cecille Ameilia Kurniawan

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I. INTRODUCTION

This chapter introduces about the study that has been discussed by the researcher. It contains six chapters. They are background, research questions, objectives, uses, scope and definition of terms.

1.1. Background

Nowadays, English has become the leading language of the international communication. Almost in all aspects of life, like technology, mass media, and internet, they need sufficient skill of English. For that reason, the curriculum in Indonesia has taken English as foreign language to be taught in schools and colleges so that English can be taught to the Indonesian people well. From all the skills in English, speaking skill has a big influence in communication. There are many reasons for people learn spoken English, for example is to pass an examination or to go abroad. Whatever the reasons, they want to be able to communicate in English.

Speaking, as Lado (1976: 240) defines is an ability to converse or to express a sequence of ideas fluently. In addition, according to Brown (2001) speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It means that speaking is a skill that is used for producing the idea that the speaker has in mind to other people directly in

verbal language. In other words, the speaker can deliver his/her thought with words so he/she can communicate with others. But in the PPL program that had been done by the researcher in a junior high school, there is a problem that occurs in speaking. The problem is the incapability of the students to deliver their ideas to describe a thing verbally. This problem does not only happen in junior high level, but also in elementary level and even in senior high level.

The researcher thinks that the problem is arisen from the teaching and media that are used in teaching-learning activity. Teaching speaking is an activity where the learners can produce the English speech sounds and sound patterns, then can use it to expressing values and judgments. Then, there are some important points that should be considered in teaching speaking to young learners. The first thing to be considered is who the learner is and why they are. The clear objective is the next. In the end of the lesson, students at least are able to do something using oral English. The third is since the final objective of learning speaking is communication, all materials that are given to the students such as vocabulary, grammatical structures, and other language items, are expected to be applied by students in the daily life. Teacher's role in the speaking learning is creating activities in which the students can practice and apply what they have learnt orally. In other words, this is the turn of the students to practice communication.

In speaking, there are several genres; one of them is descriptive speaking. Descriptive speaking is how the speaker describes a person, place, animal or object. The speaker should explain the characteristic, features, functions, or fine points of the object. This kind of speaking is important to be learnt because of its function that makes the speaker easier to portrait an object to the listener.

Despite the importance of ability to communicate in English, there are some problems that occur in the teaching-learning activity. One of the problems that teachers face now is the students are afraid to speak up. They are afraid of making mistakes and they are not confident with their ability because in speaking they cannot edit and correct what they want to say. Moreover, spoken language is different from written language and in the current education, they still lack of spoken English. Thus, the students do not want to speak and never practice their oral skill. These problems are the reasons of incapability of the students to deliver their ideas verbally.

To stimulate the students, teacher needs a media. According to Van Els et al. (1984), media are all aids which may be used by teachers and learners to attain certain educational objectives. One of the media is video game that can make students learn in relaxing and fun situation. The use of video games in learning language is famous between the experts. Based on Krashen (1981, 1982), it is believed that video games might be an effective support tool in the second-language acquisition (SLA) process.

Hidden object game is a kind of video games which focuses on player vocabulary mastery. Based on Resmi (2012) hidden object game is effective to teach vocabulary at elementary school level. Homan (2015) also mentions that hidden object games are a way for individual students to work on their literacy and vocabulary skills rather than as in-class collaborative exercises. From those previous researches, the researcher takes interest in using hidden object game to increase students' descriptive speaking skill at senior high school level.

1.2. Research Questions

Based on the background, the research questions are

1. Can hidden object game be used in teaching to statistically improve students' speaking achievement?

2. What were the students' responses of the implementation of hidden object game?

1.3. Objectives

As stated in the background and research questions above, the research objectives are

1. To find out whether teaching using hidden object game can statistically improve students' speaking achievement.

2. To find out the students' responses of the implementation of hidden object game.

1.4. Uses

After doing this research, the result hopefully can be useful for:

1. Theoretically

The result can be used as a reference to a new media, particularly hidden object game entitled "Forgotten Riddles: Moonlight Sonatas" to increase students' speaking descriptive skill. The researcher also hopes that the result can be used in the future research for the usage of hidden object game.

2. Practically

   a. Teacher

     1) To contribute a new media to teach speaking skill to the students by using a hidden object game.

     2) To make the learning activity in classroom more attractive and interesting.

   b. Student

     1) To grow the enthusiasm to speak up.

     2) To improve their speaking ability.

     3) To enjoy the learning activity and do not think learning is a boring activity.

1.5. Scope

This research was focused in the use of media, which was hidden object game, to increase students' ability in speaking, especially in descriptive speaking. The hidden object game that was used in this research is Forgotten Riddles: Moonlight Sonatas. The subject of the research was first grade students of senior high school in academic year 2016/2017.

1.6. Definition of Terms

Speaking is an action of producing sounds that have meanings and can be understood by other people to deliver information or expressing thoughts and feeling through the spoken language in direct way.

Descriptive speaking is a speech that provides a detailed and vivid word picture of a person, animal, place, or object. It should determine the characteristics, features, functions, or fine points of the topic.

Media education in general, is a teaching and learning tool that can be used to stimulate learners' thoughts, feelings, concerns, abilities, and skills. Everything can be a media as it can facilitate the process of learning.

Hidden object game is a genre of puzzle video game in which the player must find items from a list that are hidden within a picture.

In conclusion, this chapter is introducing about the research that had been held by the researcher. By reading this, the reader can find out the reason and purpose of the research. For going the further about the research, the researcher uses some previous researches as the source and comply it to get a hypothesis in the second chapter, literature review.

II. LITERATURE REVIEW

This chapter discusses about speaking, teaching speaking, speaking aspects, descriptive speaking, media, hidden object game, the use of hidden object game in teaching speaking, procedure of teaching speaking through hidden object game, advantages and disadvantages, and theoretical assumption.

2.1. Speaking

There are many definitions of speaking that have been proposed by some experts in language learning. For example, Brown (2001: 267) cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

In addition, Richards and Renandya (2002: 204) state that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech. Brown (2007:

237) states that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages.

In their discussion on the nature of spoken language, Brown and Yule in Nunan (1989: 26) distinguish spoken language from written language. They point out that for most of its history. The teaching of language has not been concerned with spoken language teaching. This language comprises short, often fragmentary utterances, in pronunciation range. On the contrary, written language is characterized by well-formed sentences which are integrated into highly structured paragraphs. Brown and Yule in Nunan (1989) also differentiate between two basic language functions, i.e. the transactional and the interactional functions.

From some definitions above it can be concluded that speaking skill is always related to communication. Speaking skill itself can be stated as the skill to use the language accurately to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation.

2.2. Teaching Speaking

From a communicative purpose, speaking is closely related to listening. The interaction between these two skills is shown in the conversation. Brown (2001: 275-276) states that there are seven principles for designing speaking techniques.

a. Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based on interaction, meaning, and fluency.

b. Provide intrinsically motivating techniques.

c. Encourage the use of authentic language in meaningful contexts.

d. Provide appropriate feedback and correction.

e. Capitalize on the natural link between speaking and listening.

f. Give students opportunities to initiate oral communication.

g. Encourage the development of speaking strategies.

The process of teaching speaking itself can be done in several stages. Scott (1981) mentions three stages to complete the teaching of speaking. The first stage is stating objectives. The teacher has to put across what operation the students are going to learn. When the students understand the objectives of learning, the instruction was done communicatively. The teacher could tell students the objective of the lesson directly. Giving students clues for brainstorming the objectives is preferable. Another way is using visual aids to attract students' attention and participation.

The next stage is presentation. One thing that should be considered in this stage is the whole language operations that will be given in the lesson are presented in context. It is very important to make language items clear. To contextualize a language item, the teacher can use text, video, recorded or picture in the form of transaction of native speaker and the like.

The last is practice and production. Drilling check will be given to the students in the phase to see if they have understood of what is being learnt through choral repetition of language presented and then move to individual

responses. The teacher will direct the students by providing information gap and feedback for students. And the students' replies are not only seen from the grammatical accuracy point of view but rather of language appropriateness and acceptability.

Then, there are some important points that should be considered in teaching speaking to young learners. The first thing to be considered is who the learner is and why they are. The clear objective is the next. In the end of the lesson, students at least are able to do something using oral English. The third is since the final objective of learning speaking is communication, all materials that are given to the students such as vocabulary, grammatical structures, and other language items, are expected to be applied by students in the daily life. Teacher's role in the speaking learning is creating activities in which the students can practice and apply what they have learnt orally. In other words, this is the turn of the students to practice communication.

2.3. Speaking Aspects

The researcher used aspects of speaking from Harris (1979:81) that covered pronunciation (including the segmental features vowels and consonants, and the stress and intonation patterns), grammar (the use of language structure), vocabulary (choice of words), fluency (the ease and speed of the flow of speech) and comprehension (for oral communication that require a subject to respond to the speech). Those aspects are explained as follows:

a) **Pronunciation**

Pronunciation is the way of someone to produce sound of words. It is dealing with the phonetics, as its components determine how the sounds vary in a

language. It can be concluded that the students should speak in right pronunciation to make the words clear and do not make misunderstanding of the words which have almost similar sound.

b) **Grammar**

As explained by Heaton (1991), grammar is the students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriate one which is needed to arrange correct sentences.

c) **Vocabulary**

Vocabulary is all the word that is used in a language which is known and used by a person. It is building the phrases, clauses, and sentences to convey ideas. Wilkins (1983) says without grammar the ideas very little can be conveyed, but without vocabulary nothing can be conveyed.

d) **Fluency**

Fluency defines the ability of speaker to be fluent and accurate. It is showed by the smoothness or flow in producing words by words which are joined when someone speaks. Fluency includes reasonable fast speed of speaking and only a small numbers of pauses.

e) **Comprehension**

Comprehension is the ability of understanding the speaker's intention and general meaning, good comprehension refers to good understanding. Heaton (1991) says it means that if a person can answer or express the ideas well and correctly, it shows that he comprehends or understands well.

2.4. Descriptive Speaking

There are many kinds of speaking that can be taught in teaching speaking. One of them is descriptive speaking. This kind of speaking is important to be

learnt because of its function that makes the speaker easier to portrait an object to the listener. Through the words, then they describe the thing they have in mind.

Stanley (1988) mentions that description presents the appearance of things that occupy space, whether they are objects, people, buildings or cities. In this kind of text, the students are required to list the characteristics of something and usually deal with the physical appearance of the described thing (Smalley et. al., 2001). In addition, according to Corbett (1983) that descriptive text is one of the expository writing, which the description should also convey the sound, taste, and smell of things or objects. Description do not only can be represent by writing, but also in verbal, like D' Angelo (1980) says that a descriptive text is a way of picturing images verbally in speech or writing and of arranging those images in some kind of logical or association pattern.

In short, descriptive speaking is a genre of speaking that provides a detailed and vivid word picture of a person, animal, place, or object that also can be performed verbally. It should determine the characteristics, features, functions, or fine points of the topic.

2.5. Media

The meaning of media is often related with means of communication. The term media often refers of any device that brings information from the source of message to the destination. In our daily life, we can see some examples. They are television, radio, book, record, and picture. Media are any devices that assist an instructor to transmit to learner facts, skills, attitudes, knowledge and appreciation or additional materials used when using a particular teaching method to make

learning easy, as it intends to help both the teacher to teach more reflectively and the learner to grasp the concepts more effectively. Roblyer *et al* (2010) states media such as slides and films delivered information in more concrete and therefore more effective ways than lectures and books did.

According to Kamaludin (2009) media is facilities, resources or tools to utter expressions of art, the line form that is used by people to produce message or information. Any components around the students that can convey messages that motivated the students to learn. Any forms of communication whether printed or audio visual, as well as their instrumentation are a means that transmits message from transmitter to receiver and enables human being to influence other people who do not have contact with him or her immediately.

In English language teaching, media have an important role. As stated by Mahalakshmi (2013), media provide students with a lot of language practice through activities using newspapers, magazines, radio, TV, movies, books, Internet, etc. The tasks also can be given from those media, which develop reading, writing, speaking and listening skills. Media also can be used by students for inside and outside classroom activities and the ability to develop their language skills outside the classroom, also they enhance motivation. So, by using various kinds of media in the classroom teachers can enhance students' understanding and promote it where necessary.

Media are part of communication. Wherever communication is held, media are always used, for example internet, computer, television, and radio. The use of media is needed to ensure effective communication in order to improve the effect of instruction. In the teaching and learning process, media are the way of teacher to communicate with the students. It is not only helping the teacher to

communicate and send a message to the students but also to give some responses so the students can carry meaningful learning experiences. From many kinds of media, one of them is popularly used in English language teaching, it is video game.

Video games are various interactive games that played using a specialized electronic gaming device or a computer or mobile device and a television or other display screen, along with a means to control graphic images. Based on the works of Krashen (1981, 1982), it is believed that video games might be an effective support tool in the second-language acquisition (SLA) process. Some researchers also have explored the effects of video games in English acquisition and learning, both from practical and theoretical perspectives and these studies have shown that the use of video games in SLA should be considered by researchers and educators alike.

2.6. Hidden Object Game

There are various kinds of video games. The type of video games that was used in this research was hidden object game. Hidden object game is a genre where the primary form of gameplay is to locate a certain item on the screen. The items usually blend into the background and the backgrounds are usually static images and drawn in a way to make it hard to spot. There are multiple ways to know which item the player is supposed to spot – in some games the player is presented with how the item looks like, other games only show the silhouette and some others just give a textual description or a name.

In conclusion, hidden object game is a kind of video game which the purpose of the game is to find some certain items that appear on the screen. As the hint of what items that we should search, they give a textual description or a name.

2.7. The Use of Hidden Object Game in Teaching Speaking

Based on Homan (2015), in hidden object games, the player has two basic tasks. The overarching point of the game is to solve a specific mystery: rescue a companion, retrieve a historic item, or solve a missing person case. At the same time, in order to solve the mystery, the player must search the game-world for useful items, mostly by drilling down into magnified portions of scenes and clicking or tapping on the visual representation of items from a list of words.

Hidden object games are a way for individual students to work on their literacy and vocabulary skills rather than as in-class collaborative exercises. The underlying mechanic of the hidden object game is the object-search scene, in which player matches written nouns to their visual representations. Once the objects are located, they're stored in a player's inventory in both visual and written form, handy for review. The games as a whole can only be won by reading through diary entries, gravestone epitaphs, newspaper clippings, cryptic scrolls and instructional sheets that provide information for player to solve the main mystery. It also provides a hint box of some kind so that when player get stuck, they can get in-game assistance, usually without any type of penalty.

In short, the interactive nature of the games can help students the most as simple in-game description can actually turn out to be basic phrases any student should learn. As for hidden object game, it can help students in their literacy and

vocabulary skills because if they want to win the game, they should know the name of some items and read the parts of game storyline that are basically in English.

2.8. Procedure of Teaching Speaking Through Hidden Object Game

Teaching in any media should be in good procedure or else it will not be effective. Based on Homan (2015), after let the students play the hidden object game, the students can be assessed in skill improvement that could be achieved via a practice, in this context, is a speaking test. In the classroom, the procedure could be done as follows;

1. Before playing the game, the class was divided into groups.
2. The teacher opened the hidden object game "*Forgotten Riddles: Moonlight Sonatas*" and selected a stage.
3. The teacher randomly chose a student from each group to mention some objects in the stage.
4. The teacher closed the game for a while and randomly asked other students in different groups to choose and describe an object that had been mentioned before by mentioning its shape, color, function, location, etc. without saying the object's name.
5. Every after one student describe an object, the teacher would show the game.
6. By seeing the game's stage, the other groups could guess what object it was.

From that practice, the students were expected to be able to describe the object clearly and could be understood by others. The entire test was done orally.

2.9. Advantages and Disadvantages Using Hidden Object Game in Teaching Speaking

Based on Campos *et al* (2013:219) playing video games allows the player approaches the language in a real context, carefully designed and developed by native speakers. Furthermore, there is interaction between the player and the game being played. This interaction allows what Gee (2003) calls active learning, in which the student does not have a passive reaction towards the learning environment, but rather establishes a direct relationship with it. Video games not only require the player to interact with their virtual environments, but also to adapt to it; after being modified by a player, a game environment provides immediate answers and shapes its structure according to the decisions made during gameplay.

Hidden object game can help students to figure out new words, commands or actions in a faster manner to achieve the game's goal. It also can improve students' English knowledge. It generally emphasize on skills such as logic, sequence solving, word or phrase completion and even pattern detection. For specific, *"Forgotten Riddles: Moonlight Sonatas"* can help students' speaking ability, especially in descriptive speaking.

The disadvantages of using hidden object game in teaching speaking are lack of pronunciation examples, many difficult words for pre-intermediate learners, and most of the teaching time is used for playing the game. According to Homan (2015) a lack about these games are some of them can be semantically ambiguous, or feature grammatically incorrect instructions or even incorrect object names.

Every technique that is used in teaching-learning process has some advantages and disadvantages. That is why the teacher should choose the most appropriate way in implementing them to achieve the goal of the teaching process effectively.

2.10. Theoretical Assumption

There are many media that can be used to achieve the goal of teaching-learning process. The media can make the teaching-learning environment become more compatible to the objective that should be reached by the students. The media that can take students' interest is really helpful in teaching-learning activity, especially in teaching speaking.

Speaking is the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation also nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly to other people in daily live use.

To create a fun and suitable environment to improve students' speaking skill, the researcher considers that a certain media, video game, can provide such environment in the classroom teaching-learning activity. The main costumer of video games are native speakers, thus, if the students are playing the same video game it means the game environment that students face is the same with what the native speakers face.

From many kinds of video games, the researcher chose hidden object game, specifically "*Forgotten Riddles: Moonlight Sonatas*" as the media in teaching descriptive speaking because of the feature of the game, which provides riddles in form of a short descriptive text that should be solved by the player. Because of it, the researcher believes that by using *"Forgotten Riddles: Moonlight Sonatas"*, the students are easier to acquire new knowledge and involved in a convenience and fun situation that supports them to learn spoken English.

III. RESEARCH METHOD

This chapter discusses about how the researcher will conduct the research to prove the hypothesis. It explains about research design, population and sample, research instrument, research procedures, data analysis, and hypothesis testing.

3.1. Research Design

The research is a quantitative research. The goal of this research was to find out about the students' ability in descriptive speaking after the students had been taught by using hidden object game. To fulfill the goal of this research, the researcher used one group pretest-posttest design. This design needed one class as an experimental class. By using one experimental class, it meant that this class received pretest before the treatment and after the students' got the treatment, they also received posttest. The result of pretest and posttest was compared to find out the difference. The research design is presented as follows:

$$T1 \quad X \quad T2$$

T1 : Pretest

T2 : Posttest

X : Treatment (teaching descriptive speaking through hidden object game)

(Hatch and Farhady, 1982:20 in Setiyadi 2006:44)

3.2. Population and Sample

Research population, in Setiyadi (2006:38), means all individuals who become the target of a research. In other hand, research sample is all individual who will be given the material. The population in this research was the first grade students of SMAN 5 Bandar Lampung in academic year 2016/2017 which had about 35 students in each class. In conducting the research, the researcher took one class as the experimental class. The sample class was X MIA 2, which is chosen by using lottery technique, consisted of 36 students. This class was taught descriptive speaking by using hidden object game. The research was conducted on October 24th 2016 to November 7th 2016.

3.3. Research Instrument

Instrument is a tool that is used by the researcher to get the data. The instrument in this research were speaking test and questionnaire. The researcher conducted the speaking test about descriptive speaking for the pretest and posttest. The purpose of pretest and posttest was to find out the students' descriptive speaking ability scores before and after the treatment by using hidden object game. The consideration of criteria for evaluating students' speaking ability is based on the oral rating sheet from Harris (1979:81). There were five aspects tested: pronunciation (including the segmental features vowels and consonants, and the stress and intonation patterns), grammar (the use of language structure), vocabulary (choice of words), fluency (the ease and speed of the flow of speech) and comprehension (for oral communication that require a subject to respond to the speech).

Meanwhile, to find out the students' responses toward the media, the questionnaire was given after the implementation of hidden object game "*Forgotten Riddles: Moonlight Sonatas*". The questionnaire consisted of 15 questions which are related to the implementation of the media in speaking class. The questionnaire were using five points Likert Scale to measure the responses. The Likert Scale is a popular format of questionnaire that is used in educational research. There are several versions based on the number of points in the scale, it can be four-point, five-point, six-point, and so on. The even-numbered scale usually forces a respondent to choose while the odd-numbered scale provides an option for indecision or neutrality. In this research, researcher used odd-numbered scale which each of the points is strongly disagree, disagree, neutral, agree, and strongly agree.

3.3.1. Validity of the Instrument

A test is considered valid if the test measures the object to be measured and suitable with the criteria (Hatch and Farhady, 1982:250). According to Heaton (1991) also states that validity of the test is the extent to which it measures what it is supposed to measure. A test must aim to provide true measure of the particular skill which it is intended to measure.

There are four types of validity, i.e., (1) Face validity, concerns with the layout of the test; (2) content validity, represent the materials to be included; (3) construct validity, measures certain specific characteristics in accordance with a theory of language learning; (4) criterion-related validity, concerns with measuring the success in the future as in replacement test.

Based on the types of validity above, the researcher used content and construct validity because the two are considered to be less needed, both of them explained as follows:

Content validity is concerned with whether the test is sufficiently representative and comprehensive for the students. In the content validity, hidden object game "*Forgotten Riddles: Moonlight Sonatas*" was given because it is suitable with the curriculum of the first year of senior high school. Since the test instrument was conducted to get the data of the students' descriptive speaking ability, the researcher made the material based on the objective in the teaching syllabus. As for the questionnaire, all the questions covered all speaking aspects and the responses in the implementation of hidden object game "*Forgotten Riddles: Moonlight Sonatas*".

Meanwhile, construct validity is concerned with whether the material is actually in line with the theory of the language skills' aspects. In this research, the language skill that was used is speaking. The test reflects what it means to know a language and to produce it verbally. So, the test and the questionnaire covered all of the speaking aspects that are used in descriptive speaking. The hidden object game that is used, "*Forgotten Riddles: Moonlight Sonatas*", also suited the aspects of descriptive speaking.

In this research, the pretest and posttest were measured by certain aspect based on the indicator. It is examined by referring the aspect that measure with the theories of the aspect namely, pronunciation, grammar, vocabulary, fluency, and comprehension. A table of specification is an instrument that helps the raters plan the test. The scores can be seen from rating scale in table of specification taken from Harris' Oral-English rating sheet (1979:84).

Table 1. Harris' Oral-English rating sheet

Aspects of speaking	Rating scales	Description
Pronunciation	5	Has few traces of foreign accent.
	4	Always intelligible though one is conscious of a definite accent.
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to understanding.
	2	Very hard to understand because of pronunciation problem. Must frequently be asked to repeat.
	1	Pronunciation problem so severe as to make speech virtually unintelligible.
Grammar	5	Makes few (if any) noticeable errors of grammar or word order.
	4	Occasionally makes grammatical and/or word order errors which do not, however, obscure meaning.
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/or restrict himself to basic patterns.
	1	Errors in grammar and word order so severe as to make speech virtually unintelligible.
Vocabulary	5	Use of vocabulary and idiom virtually that is of native speaker.
	4	Sometimes use inappropriate terms and must rephrase ideas because of lexical inadequacies.
	3	Frequently use the wrong word; conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary make comprehension quite difficult.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.
Fluency	5	Speech as fluent and effortless as that of native speaker.
	4	Speed of speech seems rather strongly affected by language problems.
	3	Speed and fluency are rather strongly affected by language problems.
	2	Usually hesitant; often forced into silence by language limitations.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.

Comprehension	5	Appear to understand everything without difficulty.
	4	Understand nearly everything at normal speed although occasionally repetition may be necessary.
	3	Understand most of what is said at slower-than-normal speed with repetitions.
	2	Has great difficulty following what is said can comprehend only "social conversation" spoken slowly and with frequent repetitions.
	1	Cannot be said to understand even simple conversational English.

The scores of each point are compared in percentage as follows:

Pronunciation	20%
Grammar	20%
Vocabulary	20%
Fluency	20%
Comprehension	20%
Total	100%

Table 2. Rating Sheet Score

S's Codes	Pron. (1-20)	Gram. (1-20)	Voc. (1-20)	Flu. (1-20)	Compr. (1-20)	Total (1-100)
1.						
2.						
3.						

3.3.2. Reliability of the Instrument

Reliability refers to extent to which the test is consistent in its score and gives us an indication of how accurate the test score are (Shohamy, 1985:70). In achieving the reliability of the pretest and posttest of speaking, *inter rater reliability* was used in this study. In statistics, inter-rater reliability is the degree of agreement among raters. It gives a score of how much homogeneity, or consensus, there is in the ratings given by judges (Saal *et al*, 1980).

For this research, the first rater was the researcher herself and the second rater was the English teacher, Drs. Sugita, M.Pd., from SMA Negeri 5 Bandar Lampung. He is a professional teacher who has been teaching for more than 15 years. In achieving the reliability of pretest and posttest of speaking test, first and second raters discussed and put mind of the speaking criteria in order to obtain the reliable result of the test. Besides inter rater reliability that was used in this research, the researcher also used the statistical formula for counting the reliability score between the first and second raters.

The statistical formula of reliability (Harris, 1974) is as follow:

$$R = 1 - \left(\frac{6(\Sigma d^2)}{N(N^2-1)} \right)$$

R   : Reliability

N   : Number of students

D   : the different of rank correlation

1-6   : Constant number

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

a) A very low reliability   (range from 0.00 to 0.19)

b) A low reliability   (range from 0.20 to 0.39)

c) An average reliability   (range from 0.40 to 0.59)

d) A high reliability   (range from 0.60 to 0.79)

e) A very high reliability   (range from 0.80 to 0.100)

(Slameto,1988)

The Result of Pretest's Reliability

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

$$R = 1 - \frac{6,197.25}{36(1296-1)}$$

$$R = 1 - \frac{1183.5}{46620}$$

$$R = 1 - 0,0253861$$

$$R = 0,9746$$

The result of the reliability above is categorized very high.

(*see the appendix V*)

The Result of Posttest's Reliability

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

$$R = 1 - \frac{6,389.5}{36(1296-1)}$$

$$R = 1 - \frac{2337}{46620}$$

$$R = 1 - 0,0501287$$

$$R = 0,9498$$

The result of the reliability above is categorized very high.

(*see the appendix VI*)

3.4. Research Procedures

The procedures of the research were conducted as follows:

a) Selecting Speaking Material

In selecting the speaking material, the researcher chose the material from the hidden object game which suited the syllabus of the first year of SMA students based on curriculum 2006 (KTSP), which the curriculum is used by the school.

b) Determining The Instruments of The Research

The instrument in this research was speaking test. The aim of this research is to find out an improvement of students' descriptive speaking ability. The researcher conducted pretest and posttest. The purpose of these test was for gaining the data of students' speaking ability score before and after the treatment through hidden object game. The test covered on five aspects of speaking namely pronunciation, grammar, vocabulary, fluency, and comprehension.

c) Conducting Pretest

Pretest was given before the treatment (teaching speaking through hidden object game). The test was speaking test in the forms of intensive speaking. The material of the test is related to the description text from curriculum 2006 (KTSP). Pretest was administered to the students to see their ability in descriptive speaking before the treatment. The test audio were recorded.

d) Giving Treatment

The researcher presented the material for treatment in experimental group by using hidden object game. The students were commanded by the researcher to follow the classroom activity. The treatments took three meetings from October 24th 2016 to November 7th 2016. Each treatment was held for 90 minutes. In each treatment, there was one stage of hidden object game that was used for the teaching-learning activity.

In the first meeting, October 24th, the students which had been given a pre-test beforehand, for the first time, were introduced to hidden object game "*Forgotten Riddles: Moonlight Sonatas*". But before it, the researcher, who took a role as the teacher, was brainstorming the students by asking them about objects around them. The researcher asked about objects' shape, color, function, location,

etc., which led them to describe the object. After that, the researcher showed hidden object game, "*Forgotten Riddles: Moonlight Sonatas*" to the students. Some students had already known some games with this kind of genre, but they admitted that they never played hidden object game using a riddle as the clue of the objects. The researcher gave example from a riddle in the first stage of the video game then randomly asked three students to choose other objects in the game. Those objects then were described by other students by mentioning its description without mentioning the name of the object and the others could guess what object is. From this activity, the researcher still found many mistakes that were done by most of the students (more than 50% from the entire student in the classroom).

The second meeting, October 31st 2016, the researcher gave the same treatment as the first meeting by using different stage of hidden object game "*Forgotten Riddles: Moonlight Sonatas*". From the feedbacks and corrections in the first meeting, the number of students who did mistakes decreased slightly.

For the last treatment, November 7th 2016, the researcher still gave same practice to the student to make them got used to practice their speaking. As the result, many students did not make the mistakes anymore. Although it was not as fluent as native speakers, but it could be comprehended enough and they could convey their ideas better than before.

e) Conducting Posttest

The posttest was administered after the treatments. It was to find out the progress of the students' descriptive speaking ability after being given the treatment using hidden object game. In conducting the posttest, the test was oral test, and directly the researcher called the students one by one to come in front of

the class to describe a thing in the hidden object game The students were asked to speak clearly since their voice was recorded during the test.

f) Giving Questionnaire

The questionnaire was given to the students after getting the posttest in order to find out their responses toward the implementation of Forgotten Riddles: Moonlight Sonatas.

g) Transcribing

The recorded audio of students' pretest and posttest performances was transcribed in order to help the scoring and the data were easier to be analyzed in details.

h) Analyzing the Data

After collecting the data that is students' utterances in intensive speaking, the recorded data were listened carefully by the two raters. The data were analyzed by referring the rating scale namely pronunciation, grammar, vocabulary, fluency and comprehension. First, scoring the pretest and posttest, and then tabulating the result of the test and calculating the mean of the pretest and posttest for experimental class. Finally, drawing the conclusion from the result of the pretest and posttest by using *Repeated Measures T-Test of SPSS (statistical package for social science)* version 17.0 for Windows.

3.5. Hypothesis Testing

The pretest and posttest were compared by using repeated measures T-test in order to know whether the hypothesis proposed in this research is accepted or not.

The result of T-test was used to know the significance difference on students' descriptive speaking ability before and after being taught using hidden object game. The researcher uses the level of significance 0,05 in which the hypothesis is approved if $< 0,05$. It means that the probability of error in the hypothesis is only 5%. To find out the level of significance from the data, the formula (Arikunto, 1999) is written as follows:

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

t : Test

Md : Mean

xd : Deviation of each subject $(d - Md)$

$\sum x^2 d$: Total of quadratic deviation

N : Subject of sample

The hypothesis testing stated as follow:

H_0 : There is no improvement of students' descriptive speaking ability before and after pretest and posttest through hidden object game. The criteria H_0 is accepted if alpha level is higher than 0.05 (> 0.05).

H_1 : There is a significant improvement of students' descriptive speaking ability before and after pretest and posttest through hidden object game. The criteria H_1 is accepted if alpha level is lower than 0.05 (< 0.05).

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions from the research and suggestions for English teachers and other researchers which are interested in this field. The explanations are shown in the followings.

5.1. Conclusions

After the research that had been conducted at first grade of SMAN 5 Bandar Lampung, researcher got the result from analyzing the data. After the data analysis, there are some conclusions that can be drawn from it as follows:

1. There was a significant improvement of students' speaking achievement in descriptive speaking after being taught by using hidden object game "Forgotten Riddles: Moonlight Sonata" as the media. This is shown by the gain between posttest and pretest score which is 32.55. From this gain, the result of hypothesis testing by using Paired Samples T-Test shows that value of alpha is smaller than 0.05, which proves it has a significance effect of improvement. This significance improvement is likely happened because by using video game as media makes the students got the same atmosphere with the native speakers, since most of video games are developed by natives and the target of those video games are natives too.

So, the learners can have an experience and example in using the language in the real context.

2. Students' responses of the use of hidden object game which are taken in form of questionnaire shows that they felt that their problem are solved and they are satisfied to use hidden object game as the media of descriptive speaking learning.

5.2. Suggestions

Referred to conclusions above, the researcher suggests some points for English teachers and for further research as follows:

5.2.1. Suggestions for English Teachers

1. Since not all teachers are familiar to hidden object game, teachers should play the game by themselves before bringing it to the classroom. By mastering the game, they could be a good facilitator in the teaching-learning process.

2. Teacher should master the game completely, especially on vocabulary aspect since some words are not really suited for senior high school level.

3. During the implementation of hidden object game, teacher also should pay attention about technical things, for example the lighting and placement of the screen projector.

4. Teachers' roles should be more than a facilitator when hidden object game is brought to the classroom. They should arrange the class activity as interesting as possible but keep it conducive. Teachers should develop the activity to make the students attracted and triggered to practice their speaking.

5. Not only bringing the video games to the classroom, teachers also could make it as homework by giving assignment based on the hidden object game and let the students to play the hidden object game at home.

5.2.2. Suggestions for Further Researchers

1. Further research with similar object could give more attention to the lowest improvement in speaking aspect in this research, which was pronunciation.

2. Though video games for language learning already took some attention in education researches, there are only a few studies of hidden object game and its implementation in general speaking. This research had applied it in descriptive speaking. Therefore, the further researchers should apply other kinds of speech, i.e. narrative, recount, report, etc.

3. The similar research could be conducted on different level of education or different condition of subjects. It also could be compared to other media or to different classes of subjects to verify the use of hidden object game.

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