



**THE EFFECT OF USING BOARD GAMES ON THE EIGHTH GRADE
STUDENTS' SPEAKING ACHIEVEMENT IN TELLING EXPERIENCE
AT SMPN 4 JEMBER IN THE 2014/2015 ACADEMIC YEAR**

THESIS

By:

OKTAVIA RETNO NAWANG WULAN

NIM. 110210401003

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2015



**THE EFFECT OF USING BOARD GAMES ON THE EIGHTH GRADE
STUDENTS' SPEAKING ACHIEVEMENT IN TELLING EXPERIENCE AT
SMPN 4 JEMBER IN THE 2014/2015 ACADEMIC YEAR**

THESIS

Proposed to Fulfill One of the Requirements to Obtain the Degree of S1
at the English Education Program of Language and Arts Department
The Faculty of Teacher Training and Education
Jember University

By:

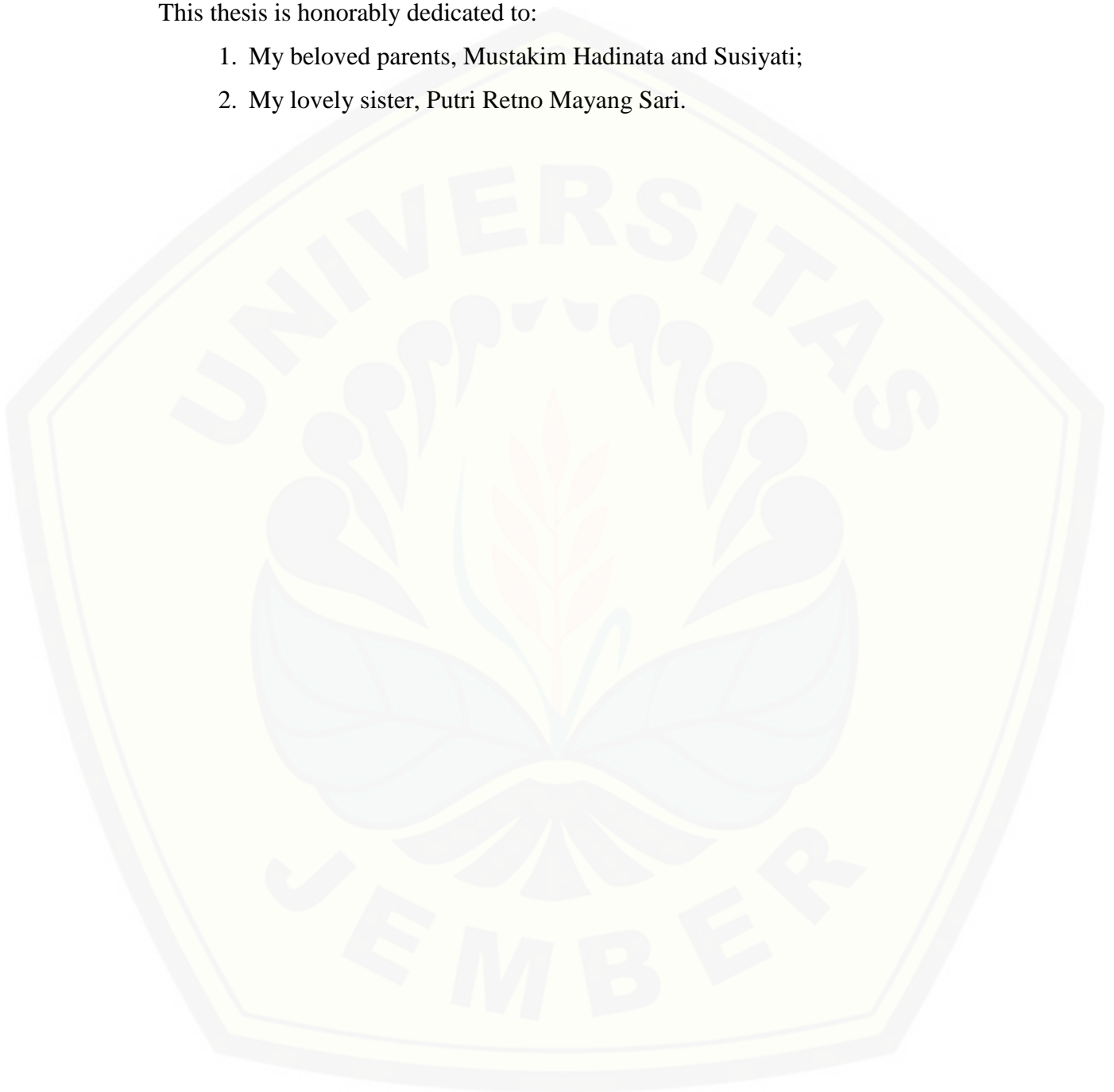
**OKTAVIA RETNO NAWANG WULAN
NIM. 110210401003**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2015**

DEDICATION

This thesis is honorably dedicated to:

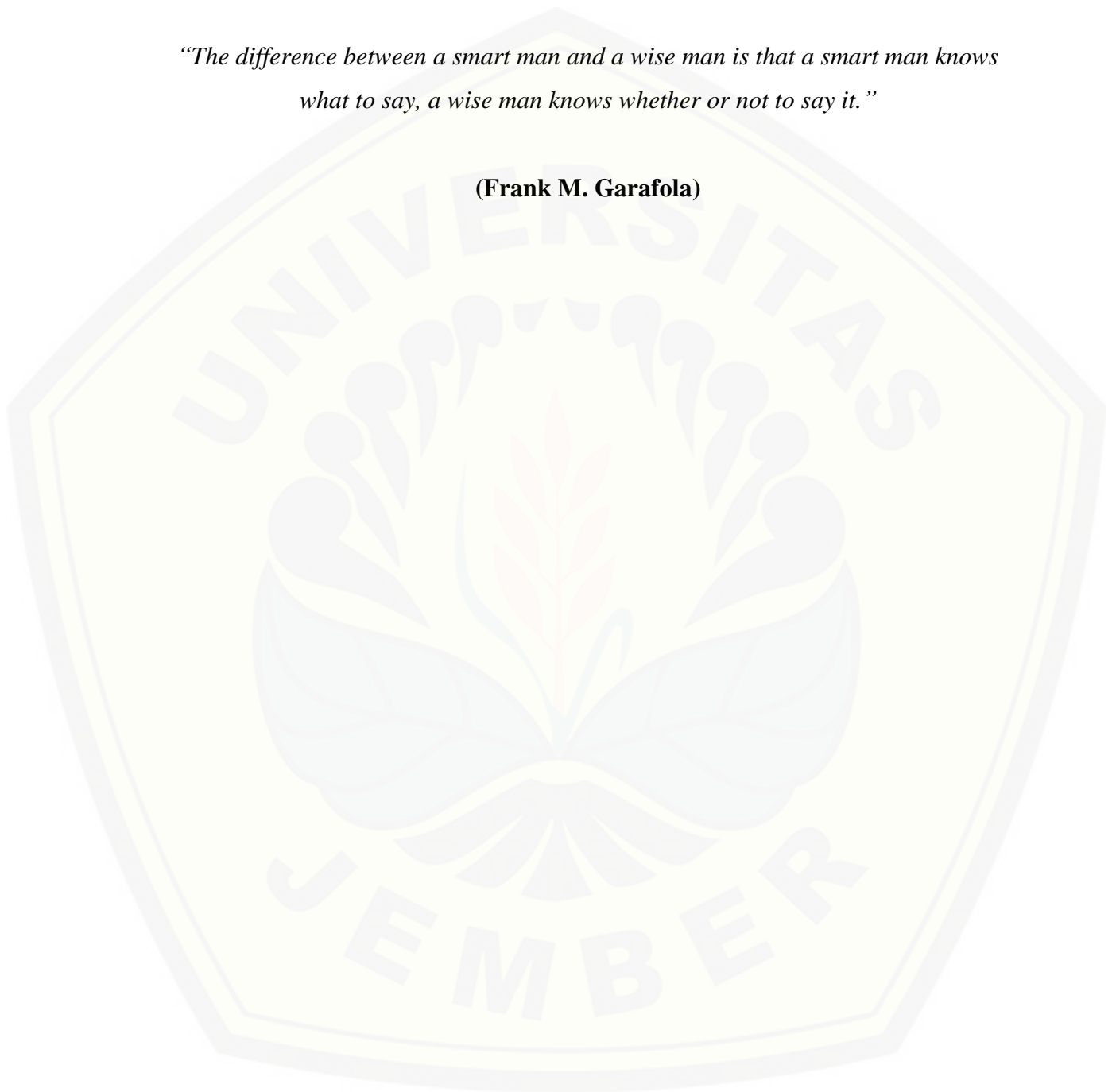
1. My beloved parents, Mustakim Hadinata and Susiyati;
2. My lovely sister, Putri Retno Mayang Sari.



MOTTO

“The difference between a smart man and a wise man is that a smart man knows what to say, a wise man knows whether or not to say it.”

(Frank M. Garafola)



Frank M. Garafola. Available at <http://www.selfhelpdaily.com/quotes-about-speaking/> [August 20, 2015]

CONSULTANTS' APPROVAL

**THE EFFECT OF USING BOARD GAMES ON THE EIGHTH GRADE
STUDENTS' SPEAKING ACHIEVEMENT IN TELLING EXPERIENCE AT
SMPN 4 JEMBER IN THE 2014/2015 ACADEMIC YEAR**

THESIS

Proposed to Fulfill One of the Requirements to Obtain the Degree of S1 at the
English Education Program of Language and Arts Education Department
The Faculty of Teacher Training and Education
Jember University

Name : Oktavia Retno Nawang Wulan
Identification Number : 110210401003
Generation : 2011
Place and Date of Birth : Jember, October 23rd, 1992
Department : Language and Arts Education
Study Program : English Education

Approved by:

Consultant I

Consultant II

Dra. Wiwiek Eko Bindarti, M.Pd.
NIP. 19561214 198503 2 001

Dra. Musli Ariani, M.App.Ling
NIP. 19680602 199403 2 001

APPROVAL OF THE EXAMINATION COMMITTEE

This thesis is approved and received by the Examination Committee of the Faculty of Teacher Training and Education of Jember University on:

Day : Friday

Date : September 4th, 2015

Place : Faculty of Teacher Training and Education, Jember University

Team of Examiners

The Chairperson,

The Secretary,

Drs. Bambang Arya Wijaputra Dip.Ed., Ph.D

NIP. 19601231 198802 1 002

Dra. Musli Ariani, M.App.Ling.

NIP. 19680602 199403 2 001

Member I

Member II

Dra. Wiwiek Eko Bindarti, M.Pd.

NIP. 19561214 198503 2 001

Drs. Bambang Suharjito, M.Ed.

NIP. 19611025 198902 1 004

The Dean of
Faculty of Teacher Training and Education,
Jember University

Prof. Dr. Sunardi, M.Pd.

NIP. 19540501 198303 1 005

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author himself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in a part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

I am aware of the potential consequences of any breach of the procedures and guidelines, e.g. cancellation of my academic award.

I hereby grant to the University of Jember the right to archive and to reproduce and communicate to the public my thesis or project in whole or in a part in the University/Faculty Libraries in all forms of media, now or hereafter known.

Jember, 4 September 2015

The Writer

Oktavia Retno Nawang Wulan

NIM. 110210401003

ACKNOWLEDGEMENT

First and foremost, I would like to express my greatest gratitude to Allah SWT the Almighty for blessing and giving me strength and patience so that I can finish writing my thesis entitled “The Effect of Using Board Games on the Eighth Grade Students’ Speaking Achievement in Telling Experience at SMPN 4 Jember in the 2014/2015 Academic Year”. Eventually, I also would like to express my deepest and sincerest thanks to the following persons.

1. The Dean of the Faculty of Teacher Training and Education, Jember University.
2. The Chairperson of Language and Arts Department.
3. The Chairperson of English Education Study Program.
4. My first and second consultants, Dra. Wiwiek Eko Bindarti, M.Pd. and Dra. Musli Ariani, M.App.Ling. Thank you very much for your academic and moral guidance and support during the whole accomplishment of this thesis.
5. My Academic Consultant, Dr. Aan Erlyana Fardhani, M.Pd., who has guided me throughout my study years.
6. The lecturers of English education program who have given me moral supports to work harder in accomplishing the thesis.
7. The principal and the English teacher of SMPN 4 Jember for helping me to get the data and support me in conducting of the research.
8. The eighth grade students of SMP 4 Jember in the 2014/2015 academic year, especially VIII A and VIII F as the respondents of this research.

Finally, I hope this thesis will be useful for the readers. Any constructive suggestions and criticisms are extremely appreciated.

Jember, 4 September 2015

The Writer

TABLE OF CONTENTS

	Page
TITLE	i
DEDICATION.....	ii
MOTTO	iii
CONSULTANTS' APPROVAL	iv
APPROVAL OF THE EXAMINATION COMMITTEE.....	v
STATEMENT OF THESIS AUTHENTICITY	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS.....	viii
THE LIST OF TABLES.....	xi
THE LIST OF APPENDICES	xii
SUMMARY	xiii
CHAPTER I. INTRODUCTION.....	1
1.1 Background of the Research.....	1
1.2 Problem of the Research	4
1.3 Objective of the Research	4
1.4 Significance of the Research	5
1.4.1 The English Teacher	5
1.4.2 The Students	5
1.4.3 The Other Researchers	6
CHAPTER II. LITERATURE REVIEW	7
2.1 Games in Language Teaching and Learning Process.	7
2.1.1 The Characteristics of Games in Language Teaching and Learning Process	9
2.1.2 Kinds of Games in Language Teaching and Learning Process	9
2.2 Board Games in Language Teaching and Learning Process.....	12

2.3 Speaking Skill in Foreign Language Classrooms	13
2.3.1 Speaking Achievement	15
2.3.2 The Aspects of Speaking	16
2.4 Telling Experience	19
2.5 Teaching Speaking Using Board Games	22
2.6 The Previous Research Findings	23
2.7 The Hypothesis of the Research	25
CHAPTER III. RESEARCH METHODS.....	26
3.1 Research Design.....	26
3.2 Area Determination Method.....	28
3.3 Respondents Determination Method	29
3.4 Operational Definitions of the Terms	29
3.4.1 Board Games	30
3.4.2 The Students' Speaking Achievement.....	31
3.4.3 Telling Experience.....	31
3.5 Data Collection Methods	31
3.5.1 Speaking Test	31
3.5.2 Documentation	37
3.5.3 Interview	38
3.6 Data Analysis Methods.....	38
CHAPTER IV. RESEARCH RESULTS AND DISCUSSION	40
4.1 The Research Activities.....	40
4.1.1 The Teaching and Learning Process in Experimental Group.....	41
4.1.2 The Teaching and Learning Process in Control Group	42
4.1.3 The Post-test Activities.....	44
4.1.4 The Try-Out Test	44

4.2 The Results of the Secondary Data	48
4.2.1 The Result of Documentation.....	48
4.2.2 The Result of the Interview	48
4.3 The Result of the Homogeneity Analysis.....	49
4.4 The Primary Data	50
4.4.1 The Result of Post-test.....	51
4.4.2 The Analysis of the Data Computation	52
4.4.3 The Hypothesis Verification.....	54
4.5 Discussion	54
CHAPTER V. CONCLUSION AND SUGGESTIONS.....	58
5.1 Conclusion	58
5.2 Suggestions	58
5.2.1 The English Teacher.....	58
5.2.2 The Students	58
5.2.3 The Future Researchers	59
REFERENCES.....	60
APPENDICES	64

THE LIST OF TABLES

Table 3.1 The Indicator of 2006 Curriculum and the Post-Test	32
Table 3.2 The Rating Scale of the Students' Speaking Achievement.....	35
Table 4.1 The Schedule of Conducting the Research	40
Table 4.2 The Results of the Try Out Test Administered on May 12 th , 2015.....	45
Table 4.3 The Results of the Try Out Test Administered on May 19 th , 2015.....	45
Table 4.4 The Total Number of the Eighth Grade Students of SMPN 4 Jember in the 2014/2015 Academic Year.....	48
Table 4.5 The Result of ANOVA Between Groups.....	49
Table 4.6 The Descriptives of Speaking Scores.....	50
Table 4.7 The Output of Statistical Description.....	52
Table 4.8 The Output of Independent Sample T-Test.....	53

THE LIST OF APPENDICES

Appendix A. Research Matrix	64
Appendix B. Secondary Data Instrument	66
Appendix C. Lesson Plan of the First Meeting	69
Appendix D. Lesson Plan of the Second Meeting	82
Appendix E. The Speaking Scores from the English Teacher	95
Appendix F. The Names of Respondents	97
Appendix G. The Post-test	99
Appendix H. The Scores of the Students' Post-test	100
Appendix I. The Tabulation Scores of the Students' Post-test	102
Appendix J. The Guide in Assessing the Students' Speaking Performance	104
Appendix K. The Samples of the Students' Speaking Transcription in the Teaching and Learning Process	106
Appendix L. The Samples of the Students' Speaking Transcription in Post-test	107
Appendix M. Statistic Tabel	111
Appendix N. The Letter of Research Permission from the Dean of Faculty of Teacher Training and Education of Jember University	113
Appendix O. The Statement Letter of Accomplishing the Research from the Principal of SMPN 4 Jember	114

SUMMARY

The Effect of Using Board Games on the Eighth Grade Students' Speaking Achievement in Telling Experience at SMPN 4 Jember in the 2014/2015 Academic Year; Oktavia Retno Nawang Wulan; 110210401003; 59 pages; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Games seem as activities that can give us enjoyment and pleasure. That is why, most people like to play many kinds of games in their lives. Games also can be implemented in the field of education. Therefore, applying games in English teaching and learning process can be seen as a good idea since English is considered as a foreign language that must be mastered by students as a means of being competitive in facing the modern era.

In the context of English as a foreign language, Adler et al. (in Gareis, 2006:3) state that oral communication rank the highest. However, it is often considered to be one of the most difficult aspects of language learning for the students (Brown and Yule, 1983:25). In this case, the use of games was considered to be useful because teaching speaking using games can be more interesting. In this research, the researcher used one kind of games, that is, Board Games. Board Games are believed to be helpful because they provide a non-threatening, playful, and competitive environment in applying learning.

This research was conducted to investigate the effect of using Board Games on the eighth grade students' speaking achievement in telling experience at SMPN 4 Jember in the 2014/2015 academic year. The design used in this research was quasi experimental research with post-test only design. The research respondents were the eighth grade students of VIII A and VIII F at SMPN 4 Jember. The total number of the research respondents was 72. The respondents of the experimental group (VIII A) were 36 students, while the respondents of the control group (VIII F) were 36 students. In this research, the experimental group was taught speaking by using media, that is, Board Games while the control group was taught speaking without media.

There were two kinds of data collection methods in this research, primary and secondary data collection methods. The primary data was got by conducting a speaking test as the post-test to the research respondents. Meanwhile, the results of the secondary data of the research were obtained from the result of documentation with the school administration staff and the interview with the English teacher of the eighth grade students. Since the approval to conduct the research was obtained, the researcher did a homogeneity analysis first. The homogeneity analysis was analyzed using ANOVA on SPSS based on the eighth grade students' speaking scores from the English teacher. The output showed that the value of significance was 0.974 which was higher than 0.05 ($p > 0.05$). The result implied that the population was homogeneous. Thus, two classes were taken randomly by using lottery. Soon after the treatment to the experimental group was conducted, the primary data gained from post-test given on both the experimental and the control groups were analyzed by using Independent Sample t-test on SPSS.

The result of the data analysis showed that Board Games had a significant effect on the eighth grade students' speaking achievement. It was proved that there was significance mean difference between the experimental and the control group. It was also verified by the value of Lavene's test was 0.031 that was lower than 0.05 (confidence interval 95%). It means that the variability for the experimental group and the control group was assumed not to be equal. Thus, the second row as the one to read showed that the value of significance column (2-tailed) was 0.000, which was lower than 0.05 ($p < 0.05$). Further, the value of t-computation was higher than that of t-table ($3.836 > 1.994$). Consequently, the formulated null hypothesis (H_0) was rejected. On the contrary, the formulated alternative hypothesis (H_a) "there is a significant effect of using Board Games on the eighth grade students' speaking achievement in telling experience at SMPN 4 Jember in the 2014/2015 academic year" was accepted. Based on the explanation, it was concluded that there was a significant effect of using Board Games on the eighth grade students' speaking achievement in telling experience at SMPN 4 Jember in the 2014/2015 academic year.

CHAPTER I. INTRODUCTION

This chapter discusses some important aspects which underline the topic of the research. They are background of the research, problem of the research, objective of the research, and significance of the research. Each point is discussed completely in the following sections.

1.1 Background of the Research

Games seem as activities that can give us enjoyment and pleasure. That is why, most people like to play many kinds of games in their lives. Besides, games can be referred as a physical or mental activity that has rules and that people do for pleasure. Further, the enjoyment and pleasure of games are not restricted by age so that every person from early teenager until adult levels can play games depending on the appropriateness of the games itself for them (Wright, 1996:2).

Furthermore, games are also implemented in the field of education because it is known that games can be one of media to teach and lead the students learn something in classrooms. Based on the researcher's own experience in Junior High School, language games could make the students more relaxed in the teaching and learning process because they did not feel that they were taught and were forced to learn.

Therefore, applying games in English teaching and learning process can be seen as a good idea since English is considered as a foreign language that must be mastered by students as a means of being competitive in facing the modern era. It is known based on the purpose of teaching English, especially for Junior High School, as stated in the 2006 curriculum (*KTSP 2006*), that is to enable the students to communicate in English both in spoken and written forms in daily life contexts (Depdiknas, 2006:278).

Based on the teaching objective above, the students need to develop the English communicative competence, which is the ability to understand and use language effectively in four language skills: listening, speaking, reading, and writing. Besides, the students also need to master the language components: grammar, pronunciation, and vocabulary. Therefore, the language skills and the language components are interrelated.

In the context of English as a foreign language, Adler et al. (in Gareis, 2006:3) state that oral communication rank the highest. Oral communication skills are considered even more important than writing and math skills, as well as a number of other job-related qualities, such as initiative, technical competence, and organizational abilities. Based on the explanation, it can be concluded that in mastering English, speaking skill takes an important role among the other language skills. However, in fact, there are still many students who do not like learning speaking eventhough speaking is a fundamental skill that must be mastered well. Brown and Yule (1983:25) state that spoken language production, learning to talk to the foreign language, is often considered to be one of the most difficult aspects of language learning for the students.

Ur (1996:121) supports the idea above by stating that some problems that may prohibit the students to develop their speaking skill are inhibition, lack of ideas, low participation and students' preference to use their mother tongue. Besides, based on the result of preliminary study, the English teacher of the eighth grade students at SMPN 4 Jember also stated several problems faced by the students in speaking such as insufficiency of vocabulary, fear of making mistakes in grammar, difficulty to pronounce English words well, and unconfidence in delivering speech in front of their friends. Realizing the importance of mastering speaking, especially in facing modern era, the researcher proposed an interesting way to teach the students. The researcher tried to use games as a way of teaching speaking.

In line with the idea above, Wright et al. (1996:1) state that games help and encourage many learners to sustain their interest and work. Further, games also help the teacher to create contexts in which the language is useful and meaningful. Therefore, the meaning of the language they listen to, read, speak, and write will be more vividly experienced and better remembered. Further, Ersoz (2006) states that games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation among students. Besides, games, especially traditional language games are effective because the learners are so involved in playing games that they do not realize that they are practicing language items or functions (Byrne, 1986:100). Therefore, games excluding self computerized games, are communicative since they provide social activity.

There are several kinds of games in this world. In this research, the researcher chose Board Games in the way of teaching speaking for the students. According to Hinebaugh (2009:2), Board Games are excellent tools for teaching fundamental and core educational skills. It means that Board Games can be used as effective media in the teaching and learning process to achieve the instructional objectives of education. Besides, Board Games are familiar among the students so that they will easily follow the rules and finish the games.

The previous research conducted also supports the effectiveness of Board Games in language teaching and learning process. The research conducted by Khusnah (2013) reported that there was a significant effect of implementing Board Games on the seventh grade students' speaking achievement at MTs. NU Terate Gresik. The Board Games were used to teach the expressing of likes and dislikes. After analyzing the students' speaking test results statistically, the result of t-test was 4.56. The value of t-test was higher than that of t-table ($4.56 > 2.38$). It can be said that null hypothesis was rejected, so there was a significant effect of Board Games on the seventh graders' speaking achievement. Meanwhile, the

result of the questionnaire shown that most of students enjoyed the games, were motivated, and helped in speaking English by using Board Games.

The similarities of this research with the research findings mentioned were the use of Board Games in speaking achievement and the research design applied. Meanwhile, the differences were the type of the language function taught, the research subjects and the data collection methods. Khusnah (2013) used Board Games to teach the expressing of likes and dislikes; however the present research used Board Games to teach telling experience. Further, Khusnah (2013) chose the seventh grade students, but the present research used the eighth grade students as the research respondents. Speaking test and questionnaire were used as the primary data collection methods by Khusnah (2013), but the present research only used speaking test as the primary data collection method.

Related to the explanation and the previous research findings above, the use of Board Games in the language teaching and learning process seems give much positive contribution to the spoken language. Therefore, an experimental research entitled **“The Effect of Using Board Games on the Eighth Grade Students’ Speaking Achievement in Telling Experience at SMPN 4 Jember in the 2014/2015 Academic Year”** was conducted.

1.2 Problem of the Research

Based on the background of the research above, the problem of this research was formulated as follows: “Is there any significant effect of using Board Games on the eighth grade students’ speaking achievement in telling experience at SMPN 4 Jember in the 2014/2015 academic year?”

1.3 Objective of the Research

Dealing with the research problem mentioned above, the objective of this research was to investigate whether or not there is a significant effect of using

Board Games on the eighth grade students' speaking achievement in telling experience at SMPN 4 Jember in the 2014/2015 academic year.

1.4 Significance of the Research

The result of the research is expected to give much contribution to the researcher, the English teacher, the students, and the other researchers.

1.4.1 The Researcher

The result of this research can give a great contribution to the researcher as a guidance to be an English teacher in the future. Besides, it can also give better knowledge and awareness to the researcher in applying effective and appropriate English teaching and learning process.

1.4.2 The English Teachers

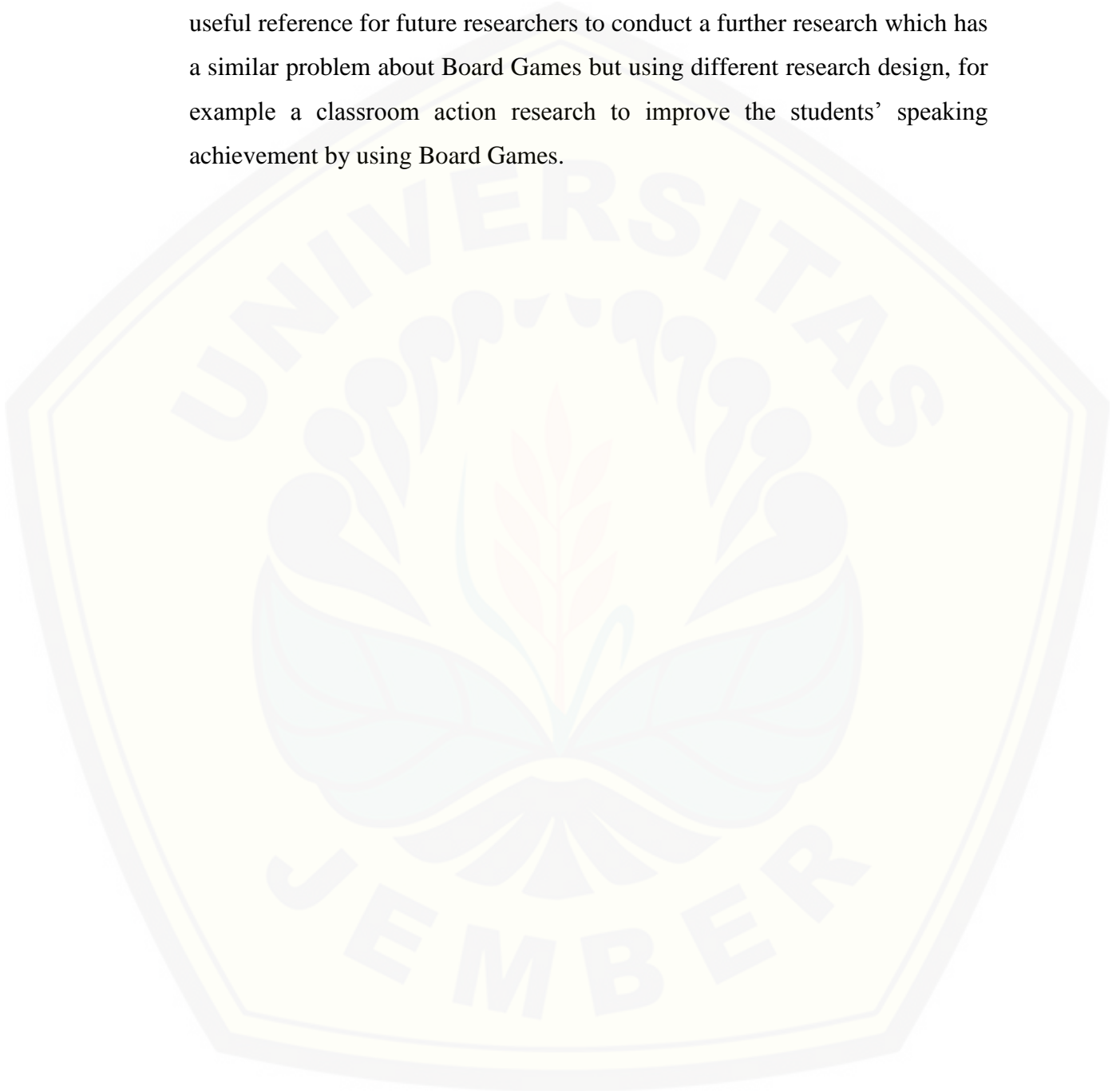
The result of this research can be used as a useful input for the English teachers, especially the English teachers of SMPN 4 Jember to gain and develop a new model of teaching speaking by using Board Games in order to optimize the students' speaking achievement.

1.4.3 The Students

The implementation of Board Games in the English teaching and learning process is expected to be effective to improve the students' speaking achievement, especially the eighth grade students of SMPN 4 Jember. Furthermore, the use of game hopefully will also encourage the students' motivation in learning English because they will be interested in learning something while playing.

1.4.4 The Other Researchers

The researcher hopes that result of this research can be used as a useful reference for future researchers to conduct a further research which has a similar problem about Board Games but using different research design, for example a classroom action research to improve the students' speaking achievement by using Board Games.



CHAPTER II. LITERATURE REVIEW

This chapter presents the review of literature in relation to the research topic. It covers games in language teaching and learning process, Board Games in language teaching and learning process, speaking skill in foreign language classrooms, telling experience, teaching speaking by using Board Games, the previous research findings, and the hypothesis of the research.

2.1 Games in Language Teaching and Learning Process

Language learning is hard work, especially if we are expected to learn foreign language. In learning a language, everyone must make an effort to understand, to repeat accurately, to manipulate newly understood language and to use the whole range of known language in conversation or written composition (Wright et al., 1996:1). Therefore, various teaching media seem needed in language teaching and learning process. One of the media that can be applied is games. Games are fun activities that young learners like because they can give much happiness. Further, games can also be kinds of media which are usually used in language teaching and learning process. According to Wright et al., (1996:1-2), games can be defined as a practice for all language skills in all stages of the teaching and learning sequence and for many types of communication. Moreover, Deesri (2002) defines games as forms of playing which concern rules, competition, and elements of fun. Based on the explanation, games are needed to break the difficulties of language learning since we know that it is possible to learn a language as well as enjoying oneself at the same time.

Dealing with the statement above, Uberman (1998) also supports the use of games as media in language teaching and learning process because games encourage, entertain, teach, and promote fluency and communicative skills. If

not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems that at times seem overwhelming. Further, Kim (in Fajariyah, 2009) states that games are motivating, challenging, and provide language practice in the various skills (listening, reading, speaking, and writing). They create a meaningful context for the language use. Therefore, it can be concluded that games can be used in language teaching and learning process as an effective medium that can help the students in increasing their ability in foreign language achievement, especially English.

On the other hand, there are several factors to consider while discussing games as media in language teaching and learning process because applying games is not easy work. As we know, different age groups require various topics, materials, and modes of games. Uberman (1998) states that there are some factors to be considered in selecting games. The factors are covering the appropriacy of student's level, or age, or to the material that is to be introduced or practised. Further, Uberman (1998) also states another factor influencing the choice of games is the length of the time necessary for its completion. The teacher can either allocate more or less time depending on the students' needs. Therefore, the factors mentioned need to be considered because games will become difficult when the task or the topic is unsuitable or outside the student's experience.

In line with the idea above, Deesri (2002) states that teachers need to assess how to use games appropriately in the classrooms. It is important to choose appropriate time and integrate them into the regular syllabus and curriculum applied. Therefore, it may be challenging for teachers to try to add some games in class in order to develop students' English proficiency of the target language. Further, the teachers must be aware of those factors in choosing appropriate games so that the use of games as media in language teaching and

learning process will benefit the teacher themselves and especially the students in achieving English as a foreign language in Indonesia.

2.1.1 The Characteristics of Games in Language Teaching and Learning Process

There are some characteristics of games that are needed to be considered before they can be implemented in language learning process. According to Deesri (2002), there are four characteristics of games. The characteristics include rules, competition, relaxation, and learning in particular.

Moreover, Ersoz (2006) also states the other characteristics of games as follows:

- a. games are governed by rules;
- b. games have objectives;
- c. games are closed activity. It means games must have beginning and an end. It must be easy for the player and the teacher, to know how to reach the aim.;
- d. games make students easy to keep going.

In summary, games in language teaching and learning must have rules and objectives to govern the activity and help the teacher and the students to achieve the goal of the teaching and learning process itself. In this research, the goal of implementing games in the teaching and learning process is the students' speaking achievement especially the eighth grade students' speaking achievement in telling experience of SMPN 4 Jember.

2.1.2 Kinds of Games in Language Teaching and Learning Process

There are many kinds of language games that can be implemented in language teaching and learning process. According to Wright et al. (1996:14-179), the kinds of those games can be divided as follows.

a. Picture Games

Picture games are kinds of games in which the use of pictures plays a major part. By using pictures, there are several types of variations that can be involved such as comparing and contrasting pictures, considering differences and similarities, describing key features of the pictures, etc.

b. Psychology Games

Psychology games lead the students to a greater awareness of the workings of the human mind and senses, so they will encourage the students' concentration and language use.

c. Magic Trick Games

Magic trick games are kinds of games in which the players use a magic trick in delivering the material because sometimes language can be exemplified in a concise and memorable way through a magic trick.

d. Caring and Sharing Games

These games introduce the learners for caring and sharing activities to overcome the students' shyness and to share personal feelings with others. Therefore, these games can encourage trust and interest among others.

e. Card and Board Games

Card games use cards as the main part of the game whereas board games use boards as the main part of the game.

f. Sound Games

These games use sound effects that can create an impression of people, places, and actions in the listener's mind.

g. Story Games

Story games are kinds of games that provide a framework for learners to speak and write at length instead of engaging in short exchanges.

h. Word Games

In these games, the focus is initially on the words rather than the sentences such as spelling, words for sentence making, words as inferred from contexts, or words as categorised according to grammatical usage.

i. True/False Games

These games require the learners to decide whether someone's statement is true or false, so this game can benefit from the sort of challenge.

j. Memory Games

Memory Games challenge the players' ability to remember, so the inevitable differences between what players remember lead to discussion in which opinions and information are exchanged.

k. Question and Answer Games

These games are variety of games designed to create contexts in which the learners ask questions in order to find something out, for example: general knowledge quiz.

l. Guessing and Speculating Games

In guessing and speculating games, someone is required to know something and the others must find out what it is.

In this research, the games chosen to be used in the language teaching and learning process were Board Games. Board Games could benefit much for the students. Moreover, these games were easy to do for the young learners so, these games could be easily followed by the eighth grade students of Junior High School although they never used these games in language learning process. Board Games chosen were called "What Did You Do Yesterday?" adapted from www.ESLprintables.com by Roeland (2013).

2.2 Board Games in Language Teaching and Learning Process

There are so many kinds of games that can be applied for language teaching and learning process. One of them is Board Games. According to Wright et al. (1996:81), Board Games are kinds of games that use boards as the main part of the games. The games are played in a special designed board where the design can be adapted with the students' lesson. Furthermore, Treher (2011:3) explains that Board Games as important media in learning something because the use of Board Games provides hands-on and heads-on skill and knowledge development for people of all ages on all subjects. Board Games also create an engaging atmosphere because they provide a non-threatening, playful, yet competitive environment in which to focus on content and apply learning.

Supporting the explanation above, the use of Board Games is suggested in language teaching and learning process because it can be appropriately use based on the students' lesson. Armstrong (in Sigurdardottir, 2010) suggests the use of Board Games as a teaching medium that might suit students with interpersonal intelligence because they provide an excellent setting for interaction between students. The use of Board Games in language teaching and learning process is also supported by Jones (2005) who states that the games can be used to review anything, to practice any grammar structure, to go over individual sounds, word stress or intonation, to provide conversation topics, and to review vocabulary. Thus, Board Games can be used for any lesson especially in speaking class.

In line with the idea above, Treher (2011:9) states some reasons why Board Games are chosen for speaking class. Board Games provide many educational and teaching benefits and have proven their value when designed appropriately for learning. Board Games provide exceptional, cost-effective resources. They also incorporate heads- and hands-on learning, summarize and reinforce important information in an easy-to-grasp format, reduce the time needed to learn, remember, and apply new information. Further, they also

promote discussion, collaboration, and build communication. Furthermore, Khusnah (2013:26) also states some advantages of Board Games. Board Games enable to encourage students' speaking confidence, develop students' speaking fluency, and encourage the development of short conversation. In application, Board Games can be arranged easily, based on the students' material.

From the statements above, it is known that the use of Board Games gives a lot of benefits in language teaching and learning process. They do not only provide practice and activities for students to build communication among each other but also give opportunities and motivation to acquire the language in a meaningful way. In short, the teacher can use Board Games as teaching media to improve the students' proficiency in foreign language, that is, English especially in the teaching of speaking.

In this research, the Board Games used were called "What Did You Do Yesterday?" adapted from www.ESLprintables.com by Roeland. It was used to build communicative competence in classroom speaking activities. These games were played by 6 students in each group in which they played the game from a square marked "Start" until they reached the last square marked "Finish". In this game, the players took turns rolling the dice and talking about the topic specified in the squares on which they landed.

2.3 Speaking Skill in Foreign Language Classrooms

Speaking is an activity in which the speaker tries to convey the meaning or idea to the listener. In the field of education, speaking becomes one of the language skills that must be applied in classroom based on the objectives of Indonesian curriculum. However, understanding communication in foreign language classroom is not a simple task. Cadzen (in Johnson, 1995:3) states that classroom communication can be described as a problematic medium since differences in how, when, where, and whom things are communicated cannot only create slight misunderstandings, but also seriously impair effective teaching

and learning process. Moreover, a wide variety of linguistic and cultural background can possess a range of foreign language proficiency levels. In solving this problematic, Johnson (1995:5) states that understanding the dynamics of classroom communication is essential since how students talk and act in classrooms greatly influences what they learn. Further, he suggests that the students need to know with whom, when, and where they can speak and act, they must have speech and behaviour that are appropriate for classroom situations. In summary, the classroom communicative competence requires full participation in both social and interactional aspects.

On the other hand, Kayi (2006) states that before 1980s, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, Kayi (2006) also states today's world requires that the goal of teaching speaking should improve students' communicative skills because only in that way, the students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstances. Therefore, the teacher should conduct language teaching and learning process that gives much opportunities to the students to perform speaking based on real context. In supporting the idea, there are some characteristics of a successful speaking activity. According to Ur (1996:120), the characteristics are learners talk a lot, participation is even, motivation is high, and language is of an acceptable level.

Based on the idea above, it can be concluded that understanding the dynamics of classroom communication and the characteristics of successful speaking are important for both the teacher and the students because they can affect the effectiveness of the communication itself in the classroom. Besides, it will be better if speaking achievement and the aspects of speaking are considered in the way of achieving success classroom communication.

2.3.1 Speaking Achievement

In general, the term speaking can be defined as an interaction between two or more people to express their ideas or feelings. According to Bailey (2002:25), speaking is the productive or oral skill that consists of producing systematic verbal utterances to convey meaning. Further, he also defines speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. According to Hughes (2003:114), there are many functions of speaking that deal with informational and interactional skills. One of the function is describing sequence of events. In this research, the students are expected to tell experience as the way describing sequence of events.

In relation to achievement, Hughes (2003:12) defines that achievement relates to a test that is done to discover how successful students have been in achieving the objective of a course study. In this research, speaking achievement can be defined as a test to investigate how successful the eighth grade students' speaking achievement in telling experiences by using Board Games. After the purpose of the test has been defined, the test construction needs to be considered. According to Luoma (2007:185), there are three approaches in defining the speaking construct for assessment. First, linguistic approach focuses on language forms that are seen in terms of vocabulary, grammar, pronunciation, and fluency. Second, communicative approach focuses on the activities that the examinees are asked to do and they may also be assessed in terms of linguistic criteria. Last, task-based approach defines the skills assessed in terms of the situations and roles simulated in the test. This approach is typical for specific purpose testing. In this research, the approach used are linguistic and communicative approaches because the researcher focuses on the content delivered and the language forms used by the students. Linguistic approach focuses on fluency, grammar, pronunciation and vocabulary whereas communicative approach focuses on content of speech.

2.3.2 The Aspects of Speaking

Based on the speaking construct for assessment mentioned, there are some aspects in relation with speaking skill that will be measured in this research. Byrne (1986:7) states that fluency and accuracy should be balance where the students do not only need to be fluent in speaking English, but they are also required to explain accurately. Further, Byrne (1986:15) states that accuracy in speaking depends on the mastery of the language systems covering grammar, pronunciation, and vocabulary. In addition, Hughes (2003:131) states that the aspects of speaking cover content, grammar, pronunciation, vocabulary, and fluency.

Dealing with the experts' idea mentioned, in this research, the aspects of speaking assessed in this research were content, grammar, pronunciation, vocabulary, and fluency. Those aspects are presented in detail as follows.

a) Content

In general, content can be defined as the messages, ideas, or meanings that will be expressed by the speakers to the listeners. Brown and Yule (1983:13) state that in speaking, the speaker is primarily to communicate his messages rather than to be nice to the listeners. Therefore, it is important to the speaker to communicate the messages relating to the topic.

Moreover, according to Brown and Yule (1983:16), the speaker will be regarded as having meaningful content of speech if the listeners are easy to catch and then interpret the utterances. Thus, it can be concluded that meaningful speech is essential as the way to avoid misunderstanding between the speaker and the listeners and make the communication in line with the speaker's purposes.

In this research, the topic that was discussed was about experience so that the students were invited to tell their experiences based on the topics given. The students' speaking achievement was evaluated from the aspects of content, that

is, to see whether or not the students delivered the message or ideas meaningfully while they were speaking based on the task given.

b) Grammar

University of Technology Sydney (2009:25) defines grammatical accuracy as the ability to use grammar correctly. It involves different tenses of English, subject/verb agreement, the length and complexity of sentences, the use of subordinates clauses and the range of sentence structures. Therefore, the students must learn grammar not only in written but also in an oral form to make them able to use the target language, English as a means of communication. In line with the statement, Byrne (1986:11) states that in order to communicate in English effectively, students need to master grammar and vocabulary of the language adequately. In this research, the students' speaking performance was evaluated from the aspect of grammar, that is, to see whether the students used the correct grammar or not while they were speaking.

c) Pronunciation

Pronunciation means how words and whole sentences are spoken. Therefore, we are not expected to sound like a native speaker, but we should speak clearly (University of Technology Sydney, 2009:25). Further, pronunciation can be referred as the candidate's ability to produce comprehensible utterances to fulfill the task requirement, the production of individual sounds, the appropriate linking of words, and the use of stress and intonation to convey the intended meaning (Thornburry, 2005:33).

In line with the idea above, Luoma (2007:11) defines pronunciation as the sound of speech which may refer to features of the speech stream, such as individual sounds, pitch, speed, pausing, stress, and also intonation. However, testing pronunciation is not easy. According to University of Technology Sydney (2009:37), the examiner will assess the strain caused by the amount of

speech which cannot be understood and the extent to which our first language influences our pronunciation. Therefore, the examiner should have continuous record of the students' spoken language in different occasions and different purposes (Brown and Yule, 1983:103). It is useful for the teacher to score the students' pronunciation with a recorder since the teacher can replay and relisten to it several times to give appropriate judgement as the way to make the score reliable. In this research, the students' speaking achievement was evaluated from the aspect of pronunciation, that is, to see whether or not the students pronounced the words correctly while they were speaking.

d) Vocabulary

Vocabulary is a list or set of words for particular language that individual speaker of language might use (Hatch and Brown, 1995:1). Further, Napa (1992:6) defines vocabulary as one of the language components of language and that no language exists without words. Therefore, vocabulary plays an important role in communication because they will be easy to communicate each other if they have a lot of vocabularies. On the other hand, someone will face so many problems to communicate if they have a limited vocabulary. In this research, the students' speaking achievement was evaluated from the aspect of vocabulary, that is, to see whether or not the students used vocabulary appropriately while they were speaking.

e) Fluency

Fluency is defined as speaking without too many pauses or hesitations at a normal conversational speed and talking with normal levels of continuity and pace (University of Technology Sydney, 2009:25). Further, Thornburry (2005:1) defines fluency as the appropriate placement of pauses. He also states that in order to give at least the illusion of fluency and to compensate for the attentional demands involved in speech production, the speakers usually use a number of

tricks or production strategies. One of them is the ability to disguise pauses by filling them and the most common pause fillers are *uh*, *um*, *erm*. Some vagueness expressions are also used, like *sort of* and *I mean*. Another common device for gaining formulation time is the use of repeats, that is, the repetition of a single word at the point where formulation has been temporarily paused.

Moreover, Manser (1995:161) defines fluency as the skill to speak the language smoothly and easily. Therefore, in the way of making the students speak smoothly, the teacher must give the opportunity to practice speaking English a lot. Fluency also deals with the contents in delivering thoughts and ideas, so good fluency will happen if the students can express their ideas consistently without any doubts and hesitance. In this research, the students speaking achievement was evaluated from the aspect of fluency, that is, to see whether or not the students were speaking fluently and smoothly.

2.4 Telling Experience

According to Hughes (2003:114-115), there are two kinds of speaking skills, namely informational skill and interactional skill. One of the language functions included in informational skill is telling experience. Telling experience is one of language functions in which the speakers deliver their experience(s) to the listeners (Hughes, 2003:115).

Actually, there are five genres of text that Junior High School students should be learned as it is stated in 2006 Institutional Curriculum (Depdiknas, 2006:278). They are descriptive text, procedure text, recount text, narrative text, and report text. Since the function of speaking implemented in this research is telling experience, recount text is chosen as the material to be taught for the students because the purpose of a recount text is to tell past experience. Besides, it is also chosen for the reason that it is taught for the eighth grade students of SMPN 4 Jember based on 2006 Institutional Curriculum. The objectives of teaching recount text can be seen on the basic competence of the eighth year

level stated in 2006 Institutional Curriculum for SMP/MTs. Since the researcher taught speaking so that the basic competence was “*expressing meaning in short functional text and simple monologue in the form of recount orally which related to the daily life context*” (Depdiknas, 2006:290).

A recount text is a kind of text in which the speakers inform their experience that happened in the past. According to Goatly (2000:30), a recount text is a text that describes past experiences by retelling the events in the order in which they happened so, its focus is on a sequence of events. The social function of recount text is to retell events for the purpose of informing and entertaining. Further, Goatly (2000:31) divides a recount text into three types, namely personal recount, factual recount, and imaginative recount. In this research, the researcher chose personal recount because the students were expected to tell their experience based on the topic got. It was assumed that every student has at least one experience based on the three topics provided because the topics given were familiar.

Furthermore, a text must has generic structure. According to Carthew (2013), generic structure is the way in which elements of a text are arranged. It can be said that generic structure is the arrangement of a text elements. Soeprapto and Darwis (2007:8) classify that there are three generic structures of recount text that will be explained as follows.

a. Orientation

This part introduces the setting and the participants. Therefore, it covers the backgrounds information needed to understand the text, such as who was involved, where and when it happened.

b. Event(s)

In this part, it tells what happened in the past and in what sequence.

c. Re-orientation

Re-orientation is an optional-closure of events that includes personal comment on the incident at the end of story.

Furthermore, Soeprapto and Darwis (2007:8) also state the language features of recount text that will be explained as follows.

- a. Focus on specific participants;
- b. Use past tense;
- c. Focus on temporal sequence;
- d. Circumstances of time and place;
- e. Use action verbs.

Here is the example of a recount text entitled “An Unlucky Day” taken from *Linked to the World 1: English for Senior High School* book (Soeprapto and Darwis, 2007:10).

Generic Structures	Text
Orientation	Last week, I got up with the feeling that the day was going to be an unlucky one for me. How right it was! I found that it was already 06.15 a.m.
Event 1	I rushed into the bathroom. I did not see a piece of soap lying on the floor so, I stepped on it and slipped. Then, I went into dining room for my breakfast. I gulped down the tea without realizing that it was very hot. It burnt my tongue. I spat it out and could not eat anything because my tongue hurt. Then, I got dressed and rushed to the bus stop.
Event 2	When I reached school, my name was taken down by the teacher. The teacher scolded me for being late. To my humiliation, I was made to stand outside the class. I was so upset by the incidents that I could not study properly. After school, I was on my way home when something hard hit me on the head. Someone had thrown a bag of fish bones out of the window and it landed on me. However, luckily it only raised a small lump on my head.
Re-orientation	I managed to reach home safe. Although I got so much pain on that day, I did not dare to go out again for the rest of the day. <i>(Taken from: Linked to the World 1: English for Senior High School)</i>

2.5 Teaching Speaking by Using Board Games

A teacher needs to be creative in increasing the students' interest and motivation in language teaching and learning process. That is why, the teachers should give variation in teaching. Variation is one of many factors that is very important in teaching and learning process to gain the students' interest and motivation in learning. By giving variation in teaching, the students will not feel bored in teaching and learning process.

One of the variations that can be applied is using games. It is supported by Suyanto and Rachmajanti (2003:49) stating that language games are intended to be given for variation to facilitate teaching and learning process. Further, games benefit much for both the teacher and the students in achieving the goal of the language teaching and learning process. Games are also appropriate to be implemented in speaking in the classrooms since games, especially traditional language games are effective because the learners are so involved in playing games that they do not realize that they are practicing language items or functions (Byrne, 1986:100). In this research, the games implemented in teaching speaking were Board Games and the material taught were recount texts.

The procedures of teaching speaking using Board Games were adapted from Teschen et al. (2000). The procedures were as follows.

1. Assembling the material

The teacher divided the class into some groups consisting of 6 students. The Board Games consisting of 3 layers was given to each group. Each player in each group got a thumbtack that had different colors. Each player's thumbtack was put on the square marked "Start". A dice was also provided in this games as the material in playing "What Did You Do Yesterday?" games.

2. Understanding the goal of the games

The teacher informed the way and the rules how to play the games. Besides, the teacher also informed the goal of the games, especially the winner

referring to the player that could answer the exercises given well. In this research, a set of Board Games consisting of 3 layers in which each layer had the exercise to do. Further, each player had to travel the board by moving across the board from the square marked “Start” to the last square marked “Finish”. The players could travel the board by taking turns in rolling the dice provided. The number on the dice determined how many steps they had to go.

3. Commencing playing

Before playing this games, all players in each group rolled the dice to decide which player would start the first, the second, and so forth. It depended on the number of the dice got by the player so, the greater number got by the player, the earlier turned to play.

4. Completing the games

In this research, each player competed to be the winner by doing each exercise given. The first player rolled the dice, then moved his thumbtack in “Start” square to another square as many as the number of the dice shown. If the square landed contained a picture clue, it means he had to do the exercises given in each layer. Having finished with the first player, the game could be played by the second player in the group, and so forth. In this research, the students faced 3 layers. At the end, the students were expected to perform a recount text about the picture clue got consisting of approximately 10 sentences. The maximum time was 2 minutes. The teacher could stop the player if the time allocation given was over.

2.6 The Previous Research Findings

There are some previous researches conducted dealing with the effectiveness of Board Games in language teaching and learning process. First, the research entitled “The Effectiveness of Board Games for Teaching Speaking to the Seventh Graders of MTs. NU Terate Gresik” conducted by Khusnah

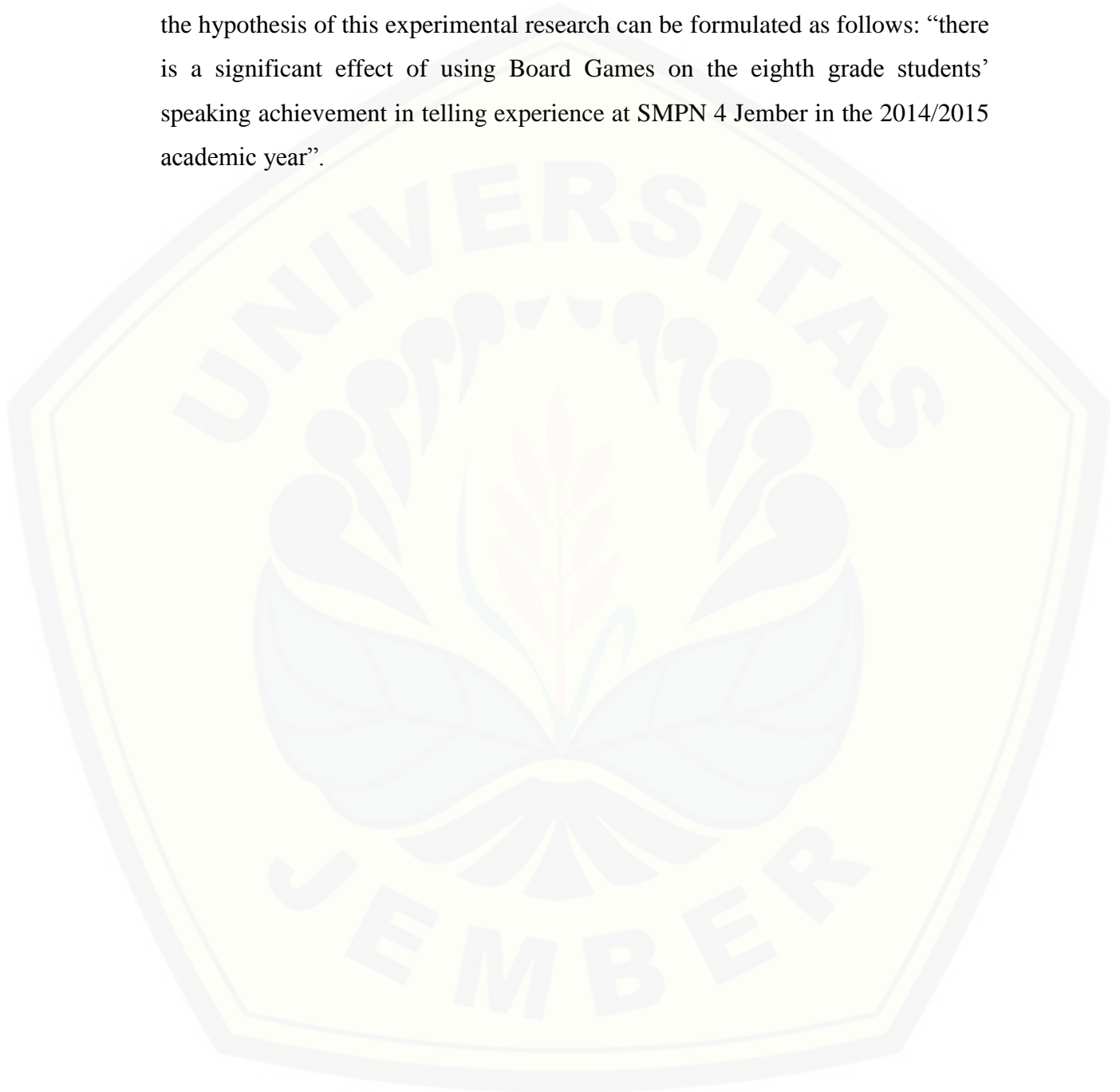
(2013) reported that there was a significant effect of implementing Board Games on the seventh grade students' speaking achievement at MTs. NU Terate Gresik. The Board Games were used to teach the expressing of likes and dislikes. There were two instruments to collect the data. They were test and questionnaire. After analyzing the students' speaking test results statistically, the result of t-test was 4.56. The value of t-test was higher than that of t-table ($4.56 > 2.38$). It can be said that null hypothesis was rejected, so there was a significant effect of Board Games on the seventh graders' speaking achievement. Meanwhile, the result of the questionnaire shown that most of students enjoyed the games, were motivated, and helped in speaking English by using Board Games.

Furthermore, Susanti (2013) conducted an experimental research to know whether or not the use of Board Games could give a significant effect on the seventh grade students' speaking achievement in descriptive text at SMPN 1 Lubuk Sikaping. As the treatment, the researcher asked the experimental students to play Board Games in which there were some pictures and clues on a set of Board Games provided. Both the pictures and clues could help the students to describe the topic got based on the square landed. It was reported that the experimental group got higher scores in speaking than the control group, so it proved that the use of Board Games gave a significant effect on speaking achievement in descriptive text. Besides, the findings of this research also showed that the Board Games made the class more lively and made the students motivated to learn and they did not easily get bored.

Based on the results of the previous research findings and the statements from the experts above, the researcher applied the use of Board Games to know whether the implementation of Board Games could also give a significant effect on the eighth students' speaking achievement in telling experiences at SMPN 4 Jember covering the aspects of 1) content of speech, 2) grammar, 3) pronunciation, 4) vocabulary, and 5) fluency.

2.7 The Hypothesis of the Research

Based on problem of the research and the review of the literature above, the hypothesis of this experimental research can be formulated as follows: “there is a significant effect of using Board Games on the eighth grade students’ speaking achievement in telling experience at SMPN 4 Jember in the 2014/2015 academic year”.



CHAPTER III. RESEARCH METHODS

This chapter presents the research methods applied in this research. It covers research design, area determination method, respondents determination method, data collection methods, and data analysis methods.

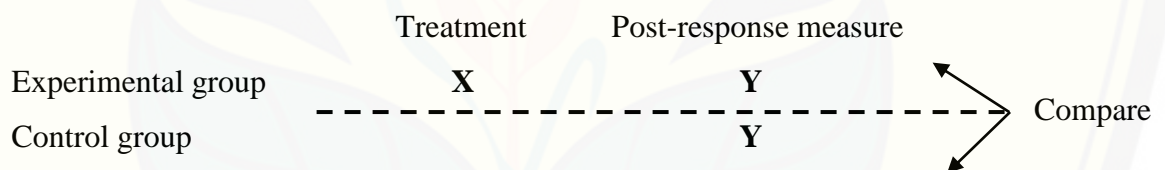
3.1 Research Design

Research design refers to the outline, plan, or strategy specifying the procedure to be used in seeking an answer to the research question (Christensen, 2006:299). The research design used in this research was quasi-experimental research with the non-equivalent group posttest-only design. According to Cohen et al. (2007:282), quasi-experimental research is often used in educational research because it is simply not possible for researchers to undertake true experiments. Further, the term “non-equivalent” means the respondents (the students of the experimental and the control groups) have not been equated by randomization (Cohen et al., 2007:283). Therefore, it affirmed that there was no random assignment and random selection in this research. Furthermore, Kerlinger (in Cohen, 2007:283) says that where matching the experimental and control groups is not possible, the researcher is advised to use samples from the same population or samples that are as alike as possible.

In the design, two classes were chosen as the experimental and the control groups by considering the result of the homogeneity analysis of the students' speaking scores from the English teacher. The researcher used the speaking scores from the English teacher of SMPN 4 Jember because of the effectiveness of time and energy. Then, the homogeneity analysis using ANOVA was done. According to Christensen (2006:419), ANOVA is the statistical test applied to data collected on the basis of a simple randomized participants design. It was used to investigate whether or not the groups were

equivalent on the trait being measured before deciding the experimental and the control groups. The experimental group was taught speaking by using media, that is, Board Games meanwhile the control group was taught speaking without media, Board Games.

After the experimental group received the treatments, both of the groups were given the speaking post-test based on the material which had been given before by the researcher, that is, recount text. In the post-test, the students were expected to perform a recount text consisting of approximately 10 sentences based on the topics given. They were given time to make a draft about the topic chosen before performing it out. The topics provided had been consulted to their compulsory book and the English teacher so that hopefully the topics were suitable with their level. The topics chosen were 1) My Last Vacation, 2) The Most Embarrassing Day in My Life, and 3) My Last Birthday. The speaking post-test was administered to find out the mean difference between the two groups. The research design can be illustrated as follows:



Notes :

X : Treatment

Y : Speaking Achievement

(Christensen, 2006:304)

The procedures of the research were described as follows:

1. Conducting the preliminary study by doing an interview with the English teacher of the eighth grade students of SMPN 4 Jember.
2. Doing the homogeneity analysis to the population (all the eighth students of SMPN 4 Jember) by using their speaking achievement scores from the English teacher.

3. Analyzing the students' speaking scores from the English teacher by using ANOVA formula to identify the homogeneity of the population. Since the output showed that the value of significance was 0.974 which was higher than 0.05, it indicated that the population was homogeneous. Then, there were two classes assigned as the experimental (VIII A) and the control (VIII F) groups by using lottery.
4. Giving the treatments to the experimental group by implementing media, that is, Board Games. Therefore, the experimental group was taught speaking by using Board Games meanwhile the control group was taught speaking without Board Games.
5. Administering a try-out to establish the validity and the reliability of the post-test made by the researcher and then analyzing the results. The try-out was administered to a class which did not belong to the experimental and control groups. This class was chosen by using lottery and the class was VIII G.
6. Administering the speaking post-test to both the experimental and the control groups.
7. Analyzing the results of the post-test by applying the Independent Sample t-test on SPSS with the significant level of 5% to find out the mean difference of both groups. Then, the result was consulted to t-table to know whether or not there was a significant effect of using Board Games on the eighth grade students' speaking achievement in telling their experiences at SMP 4 Jember in the 2014/2015 academic year.
8. Making a conclusion from the result of the data analysis to answer the research problem.

3.2 Area Determination Method

The area determination of this research was determined by using purposive method. According to Arikunto (2006:127), purposive method is a

method used based on certain purposes and reasons. There were two reasons of choosing SMPN 4 Jember. First, the English teacher had never taught speaking by applying Board Games for the eighth grade students in the language teaching and learning process. Second, the headmaster and the English teacher of the school had given permission to conduct an experimental research at SMPN 4 Jember.

3.3 Respondents Determination Method

Arikunto (2006:145) states that a respondent is a person who gives some responses or answers to the researcher's questions in either spoken or written form. Respondents can be the samples of the population. The population of this research was the eighth grade students of SMPN 4 Jember in the 2014/2015 academic year. The eighth grades consisted of seven classes (class A – class G). Before determining the respondents, the researcher did the homogeneity analysis using ANOVA to the population based on the speaking scores from the English teacher. Two of the seven classes were selected as the experimental and the control groups since the determination method used was cluster sampling.

The result of ANOVA showed that the value of significance was 0.974 which was higher than 0.05 ($p > 0.05$). The result implied that there was no significant difference in speaking achievement. Therefore, two classes were taken randomly as the experimental and the control groups by using lottery. As the result, VIII was assigned as the experimental group and VIII F as the control group. The experimental group was taught speaking by using media, that is, Board Games meanwhile the control group was taught speaking without any media, especially Board Games.

3.4 Operational Definitions of the Terms

In this research, the operational definition of the terms is important to avoid misunderstanding between the researcher and the readers about the

concepts or the terms used in the research title. The terms necessarily to be defined operationally were Board Games, the students' speaking achievement, and telling experiences.

3.4.1 Board Games

Board Games are language games that can be applied in language teaching and learning process. In this research, the use of Board Games had the objective to tell a recount text based on the picture clues provided on the board orally. Therefore, Board Games used in this research was called "What Did You Do Yesterday?" adapted from www.ESLprintables.com by Roeland. These games were played by 6 students in each group. Each group was given a dice, different colors of thumbtacks for each player, and a set of Board Game. The set of Board Game contained 3 layers in which the player had to do the exercises given in each layer. On the first layer, the students were expected to state the place of the picture got and listed some related words dealing with the place. On the second layer, the students were expected to mention some recreational places based on the picture got and told the feelings of having vacation there. On the last layer, the students were expected to outline the content according to generic structure of a recount text by answering some jumble questions provided. Then, they had to sequence the events on the previous task based on the generic structure of a recount text. Finally, they were expected to perform the recount text consisting of approximately 10 sentences orally. The maximum time was 2 minutes. Board Games were chosen because these games had never been used by the English teacher of SMPN 4 Jember. Besides, these games were easy to do and could be implemented based on the curriculum and syllabus used at SMPN 4 Jember.

3.4.2 The Students' Speaking Achievement

In this research, the students' speaking achievement referred to how successful the result of the students' speaking post-test after being given the treatments, that is, Board Games, by the researcher for the experimental group and for the control group was taught speaking without media. In this case, the speaking achievement covered the aspects of 1) content, 2) grammar, 3) pronunciation, 4) vocabulary and 5) fluency.

3.4.3 Telling Experience

Telling experience was one of language functions in which the speakers delivered their experiences to the listeners. Since the focus was to tell experiences, the text used in this research was a recount text. A recount text is a text which has a purpose to tell the listeners about the writer's past experience(s). In this research, the recount text was presented orally based on the topic got from Board Games dealing with the students' past experiences.

3.5 Data Collection Methods

There were two kinds of data collection methods in this research. They were primary and secondary data collection methods. The primary data collection method was got by conducting a speaking test as the post-test to the research respondents. Furthermore, documentation and interview were done to get the secondary data collection method. The data collection methods used are explained in detail as follows.

3.5.1 Speaking Test

Test was conducted to get the scores of the students' speaking achievement. According to McMillan (1992:114), test is an instrument that presents to each subject as a set of questions that require the completion of a cognitive task. Hughes (2003:13) explains that the purpose of an achievement

test is to know how successful individual students, group of students, or the course themselves have been in achieving the learning objectives.

In this research, the form of test administered to the eighth grade students was a speaking test. It was used to investigate whether or not there was a significant effect of using Board Games on the eighth grade students' speaking achievement in telling experiences at SMPN 4 Jember. The speaking test was administered based on the material taught by the researcher. The students were asked to present a recount text orally in front of the teacher and the researcher for approximately 10 sentences and the maximum duration was 2 minutes.

In addition, Hughes (2003:42) points out that a good test must fulfill two requirements, namely validity and reliability. A test is valid if it measures accurately what is supposed to be measured (Heaton, 1990:159). According to Hughes (2003:26), validity of test can be classified into content validity, construct validity, criterion validity, and face validity. In this case, the researcher established content validity of the test in which the the researcher considers a quote taken from Hughes (2003:27) that the greater a test's content validity, the more it is to be an accurate measure of what is supposed to measure. To meet the content validity of the test, the researcher considered the guidelines stated in the 2006 Curriculum (*KTSP 2006*) for Junior High School. The test was constructed based on the basic competence and the indicator. The basic competence of speaking is "*expressing meaning in short functional text and simple monologue in the form of recount orally which related to the daily life context*". Therefore, the indicator of 2006 Curriculum and the post-test are presented as follows.

Table 3.1 The Indicator of 2006 Curriculum and the Post-Test

Indicator of 2006 Curriculum	Indicator of the Post-Test
<ul style="list-style-type: none"> • Expressing the meaning of short simple essay in the form of recount orally 	<ul style="list-style-type: none"> • Performing a recount text based on the past experience by constructing approximately 10 sentences

Furthermore, the materials of the test were taken from the compulsory book entitled "*Bahasa Inggris untuk SMP/MTs*" by Haryadi. Besides, it was also consulted to the English teacher and both of the research consultants to know whether the test material was valid with the curriculum and the compulsory book or not.

Test reliability is also important to ponder. According to Heaton (1990:162), a test is not reliable if it is administered to the same candidates on different occasions with different output of scores. Meanwhile, a test is considered as reliable if it gives consistent result when the same test is given in different time (Fraenkel and Wallen, 2006:128). Therefore, the researcher administered a try-out before conducting the post-test to check the reliability and validity of the post-test itself. The post-test item was established by administering a try-out to a class that was not chosen as the experimental or the control group by considering the closest mean difference depending on the result of the homogeneity analysis. The aim of conducting the try-out was to know whether the instructions of the post-test were understandable for the students or not in the way of excluding misunderstanding among the students. Second, to keep the students on the track, the speaking performance was limited at least 10 sentences. Third, to maintain the test legible and visible, the test instruction was printed and given to each student. Last, it also checked whether the time allocation (2 minutes) was enough for the students to deliver approximately 10 sentences or not.

Furthermore, there are two main ways in assessing the students' speaking ability (Thornburry, 2005:30). They are holistic scoring (a single score on the basis of an overall impression) and analytic scoring (a separate score for different aspects of the task). Holistic scoring has the advantage of being quicker, and is probably adequate for informal testing of progress. Meanwhile, analytic scoring takes longer, but compels testers to take a variety of factors into account and, if these factors are well chosen, it is probably both fairer and more

reliable. Therefore, the researcher scored the students' speaking achievement analytically based on the aspects of speaking. The aspects scored were 1) content, 2) grammar, 3) pronunciation, 4) vocabulary, and 5) fluency.

In this research, in the way of reducing subjectivity to assess the students' speaking achievement, the researcher used inter-rater scoring. According to Hughes (2003:12), inter-rater means different people score at the same test responses. The researcher worked together with the English teacher in scoring the students' speaking achievement as the post-test because it would reduce the subjectivity in judging the result of the test. Then, the scores of both the scorers were taken the average to give the final result of the students' scores. To avoid gap of the score, the researcher discussed with the English teacher about the scoring rubric used. Therefore, the researcher and the teacher assessed the students' speaking performance by using the same scoring rubric. Furthermore, the researcher also trained the English teacher about how to assess the students' speaking achievement by using the scoring rubric, so it could make the English teacher understand on how to use the scoring rubric.

In the way of scoring the students' speaking achievement, a rating scale from Hughes (2003:131-132) was adapted by considering a quote from Hughes (2003:105) that suggests modifying existing scales is needed to suit the purpose of the investigation. There are six criteria from each aspect of speaking but in this research, the researcher omitted the sixth criterion, that is, native like because the capability of the eighth grade students of SMPN 4 Jember seemed not to be able to reach the criterion. Having conducted an interview with the English teacher, it was known that all of the students are Indonesian and they never had experience in a foreign country so, it seemed impossible for the students to raise the sixth criterion. In line with the consideration, Heaton (1990:100) states that for most classroom purposes the rating scale should not have native-speaker performance as the desired goal. Instead, it should be based

on realistic expectations of what successful learners can achieve at a particular stage in their development.

Since the English teacher accepted the rating scale proposed by the researcher, there was an agreement in giving the speaking scores in this research. Both the researcher and the English teacher changed the range of the rating scale. The rating scale covered the aspects of content, grammar, pronunciation, vocabulary and fluency with the percentage 25% for content, 20% for grammar, 20% for pronunciation, 20% for vocabulary, and 15% for fluency. The researcher and the English teacher focused on the content and the language form so, they had greater percentage. Besides, the range used was changed from 1-5 to 1-100 because it would be easier to be adjusted with the percentage agreed.

The rating scale of the students' speaking achievement used by the researcher and the English teacher is presented as follows.

Table 3.2 The Rating Scale of the Students' Speaking Achievement

Aspect of Speaking	Score	Indicator
Content	1 – 5	Understands too little for the simplest type of monolog
	6 – 10	Understands slow, very simple speech, require constant repetition and rephrasing
	11 – 15	Understands careful, require many repetition and rephrasing
	16 – 20	Understands quite well normal educated speech but require occasional repetition or ephrasing
	21 – 25	Understands everything in telling something
Grammar	1 – 4	Grammar almost entirely inaccurate phrases
	5 – 8	Constant errors showing control of few major patterns
	9 – 12	Frequent errors showing some major patterns and misunderstanding
	13 – 16	Showing imperfect control no weakness that causes misunderstanding
	17 – 20	Few errors, with no pattern of failure

Pronunciation	1 – 4	Pronunciation frequently cannot be understood and use another language
	5 – 8	Frequent errors in pronunciation and frequent repetition
	9 – 12	Mispronunciations and frequent errors in grammar and vocabulary
	13 – 16	Mispronunciations which do not interfere with understanding
	17 – 20	No conspicuous mispronunciation and clear
Vocabulary	1 – 4	Less vocabulary for simple monolog
	5 – 8	Vocabulary limited and survival area (food, transportation, animal, etc)
	9 – 12	Choice of words sometimes inaccurate and limitation of vocabulary
	13 – 16	Enough vocabulary to discuss special interest
	17 – 20	Professional vocabulary precise and wide, general vocabulay adequate to cope with complex practical problems
Fluency	1 – 3	Speech is getting stuck and not complete
	4 – 6	Speech is very slow and uneven except for short sentences
	7 – 9	Speech is frequently hesitant, repeating the sentences
	10 – 12	Speech is sometimes hesitant, with some unevenness caused by rephrasing and grouping for words
	13 – 15	Speech is effortless and smooth

(Adapted from Hughes, 2003:131-132)

The formula of assessing the students' speaking achievement:

$$\text{Speaking score} = C (...) + G (...) + P (...) + V (...) + F (...)$$

Assessing speaking commonly involves the scorer's subjectivity. Therefore inter-rater scoring applied in this research in the way of reducing subjectivity. The researcher also considered a discrepancy of the speaking scores which happens when there is a far gap of scores between the two scorers. If both of the scorers have different scores of 10 or more than 10, they have to rescore the student's speaking performance. An evaluation about the students' speaking achievement must be conducted if a discrepancy happens between the

scorers. Therefore, the students' speaking performance was also recorded in this research as a highly recommended reference to solve the problem. In the way of assessing the students' speaking achievement, the researcher and the English teacher gave score dealing with the content and fluency aspects directly after they had already finished their speaking, but both the researcher and the English teacher reassessed their performance by listening to the record to give appropriate score especially for grammar, pronunciation, and vocabulary in which they needed accuracy in scoring. Therefore, both of the researcher and the English teacher could give accurate scores.

Dealing with the idea above, Underhill (1987:7) supports that an oral test is repeatable procedures in which a learner speaks and it is assessed on the basis of what he says. In an oral test, the teacher should prepare the recorder to record the result of the students' speaking performance. The record can be played several times by the researcher and the English teacher as the original source to give the accurate scores for the students' performance.

3.5.2 Documentation

Arikunto (2006:158) says that documentation is a method in searching data in the form of books, magazines, documents, daily notes, etc. Therefore, the researcher will also use documentation as the way to support the primary data collection method. In this research, documents which were used to get the secondary data collection method were about the total number of the eighth grade students of SMPN 4 Jember in the 2014/2015 academic year, the names of the research respondents (the experimental and the control groups), the eighth grade students' speaking score from the English teacher, and the syllabus used by the English teacher of SMPN 4 Jember.

3.5.3 Interview

Interview was conducted to gain the secondary data collection method for this research. Interview can also be referred as a dialogue between an interviewer and the interviewee to get information needed. According to McMillan (1992:132), interview is a form of data collection in which questions are asked orally and the subjects' responses are recorded. In this research, the interview was conducted with the eighth grade English teacher of SMPN 4 Jember to get the data about the way of teaching speaking at the school, the English text book used, and the teaching media which have been used by the teacher. Besides, a list of questions related to the data needed was prepared first as a guide during the process of the interview.

3.6 Data Analysis Methods

Having conducted the speaking post-test, the researcher analyzed the respondents' speaking scores. The speaking scores were analyzed to find the mean difference between the experimental group taught speaking by using Board Games and the control group taught speaking without media, Board Games. It was analyzed statistically by using Independent Sample t-test on SPSS (Statistical Program for Social Science) with 5% significant level (confidence interval 95%). The procedures of applying Independent Sample t-test on SPSS to analyze the data were done as suggested by Lund and Lund (2012:1) as follows.

- a. Opening the SPSS program in the computer
- b. Setting the Variable View based on the data obtained
- c. Entering the data in Data View
- d. Selecting Analyze in toolbar menu, choosing Compare Mean afterwards and selecting Independent Sample t-test
- e. Resetting the Independent Sample t-test dialogue box to make sure the variable was put in the right way, entering the Post-test Scores into Test Variable(s) box and the Group into Grouping Variable box, defining the

grouping variable by setting 1 for the experimental group and 2 for the control group, then clicking Option to set the confidence interval into 95% and clicking continue

- f. Clicking OK to run the test
- g. Interpreting the result of the computerized test by looking at the Levene's Test for Equality of variances column. This table was used to know whether or not the groups had score variability
- h. After reading Levene's Test for Equality of Variances column, then the researcher had to look at the large column labeled t-test for equality means.

Moreover, the formula of t-test is as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sum X_1^2 - \frac{(\sum X_1)^2}{N_1} + \sum X_2^2 - \frac{(\sum X_2)^2}{N_2}}{N_1 + N_2 - 2} \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

Notes :

\bar{X}_1 : Mean score of the experimental group

\bar{X}_2 : Mean score of the control group

$\sum X_1$: Individual score deviation of the experimental group

$\sum X_2$: Individual score deviation of the control group

N_1 : The number of the respondents in the experimental group

N_2 : The number of the respondents in the control group

(Christensen, 2006:415)

CHAPTER IV. RESEARCH RESULTS AND DISCUSSION

This chapter presents the research activities including the teaching and learning process in both the experimental and control groups. The results of secondary data, the homogeneity analysis, and the try-out test are also revealed further. The primary data as the core of the research result are explained along with the data analyses which led to the hypothesis verification. The discussion elaborates the explanation of the research result underlying the research.

4.1 The Research Activities

The research activities conducted were based on the schedule approved by the English teacher of the eighth grade students. The schedule of conducting the research is shown in Table 4.1 below.

Table 4.1 The Schedule of Conducting the Research

No	Activities	Dates (in the year of 2015)
1.	Collecting the supporting data	February 6 th
2.	Doing the homogeneity analysis	May 8 th
3.	Administering the try-out test	May 12 th and 19 th
4.	Teaching the control group	May 14 th and 19 th
5.	Doing the treatment to the experimental group	May 14 th and 18 th
6.	Conducting the post-test to the control group	May 21 st (10.00 – 11.20 WIB)
7.	Conducting the post-test to the experimental group	May 21 st (08.20 – 09.40 WIB)
8.	Analyzing the results of the post-test	May 22 nd – 23 rd

The researcher collected the supporting data on February 6th, 2015. The supporting data were done by interviewing the English teacher of the eighth grade students and collecting some documents needed in conducting the

research. Since the approval from the principal to conduct the research was obtained, the researcher did a homogeneity analysis to know the homogeneity of the population. The homogeneity analysis was analyzed statistically using ANOVA based on the eighth grade students' speaking scores from the English teacher. The output of ANOVA using SPSS showed that the value of significance was 0.974 which was higher than 0.05 ($p > 0.05$). The result implied that the population was homogeneous. Thus, two classes were taken randomly by using lottery. The respondents of the research were VIII A treated as the experimental group and VIII F treated as the control group.

Having decided the respondents of the research, the researcher applied the teaching and learning process and the speaking post-test in both the experimental and the control groups. The try-out test was administered on May 12th and 19th, 2015 to check the validity and the reliability of the test. Further, the result of post-test was analyzed on May 22nd and 23rd 2015 to know the mean difference of the respondents whether it was significant or not. The detail activities of conducting the research are presented as follows.

4.1.1 The Teaching and Learning Process for the Experimental Group

In this research, the experimental group received the treatment twice. The experimental group was class VIII A of SMPN 4 Jember which consisted of 36 students. The treatment was given on May, 14th and 18th 2015. The material taught to the experimental group was telling experiences done orally. The treatment was teaching speaking by using media, that is, Board Games.

The teaching and learning activities for the experimental group were conducted by applying the treatment during the main activities. First, in the way of helping the students recalled their prior knowledge about recount text, the researcher delivered some leading questions to lead the students to know the topic discussed. The topic of the first meeting was "Vacation in Aunt's House". Then, on the main activities, the researcher reviewed the material of a recount

text. Afterwards, the researcher introduced Board Games to the students. Once the explanation was over, the researcher divided the students into some groups which consisted of 6 students and provided the materials (a set of Board Games, a dice, 6 thumbtacks) needed for playing the games to each group. Since there were 36 students, 6 groups were formed in the classroom. The researcher also explained the rules and the way to play this games to the students. Having finished the explanation, the students played the game. There were 3 layers in a set of Board Games containing some exercises done by the students. On the first layer, the students were expected to state the place of the picture got and listed some related words dealing with the place. On the second layer, the students were expected to mention some recreation places based on the picture got and to tell the feelings of having vacation there. On the last layer, the students were expected to make an outline of the content according to generic structure of a recount text by answering some jumble questions provided. Then, they sequenced the events on the previous task based on the generic structure of the recount text. Finally, they were expected to perform the recount text based on the topic which consisted of approximately 10 sentences orally in 2 minutes.

In the second meeting, the teaching and learning activities for the experimental group were similar to those done in the first meeting. However, the researcher also evaluated the previous students' results of speaking in telling experiences to share a better understanding so that the students could obtain better scores of speaking in the next meeting. The topic of the second meeting was "*Jaya Ancol Dream Land*". Both of the lesson plans of the teaching learning process applied in the first and second meetings can be seen on Appendices C & D.

4.1.2 The Teaching and Learning Process for the Control Group

In this research, the control group was also taught twice. The control group was class VIII F of SMPN 4 Jember which consisted of 36 students. The

teaching and learning process was conducted on May, 14th and 19th 2015. The material taught to the control group was the same as that to the experimental group, that is about telling experiences orally. However, the control group was taught speaking without using media, Board Games.

First, in the way of helping the student recall their prior knowledge about the recount text, the researcher delivered some leading questions to lead the students to know the topic discussed. The topic of the first meeting was “Vacation in Aunt’s House”. Then, on the main activities, the researcher also reviewed the material of a recount text. Afterwards, the researcher gave exercises to the students. First, the researcher asked the students to mention some recreation places dealing with the topics given and to choose one of the recreation places that they liked most. Then, the students had to list some related words dealing with the place chosen. Second, the researcher asked them to tell the feelings of having vacation there. Last, the students were expected to outline content according to the generic structure of a recount text based on their experience(s) and then they sequenced the events on the previous task based on the generic structure of a recount text. Finally, they were expected to perform the recount text which consisted of approximately 10 sentences orally in 2 minutes.

The teaching and learning activities to the control group in the second meeting were similar from those in the first meeting. However, the researcher also evaluated the previous students’ results of speaking in telling experience to share a better understanding so that the students could obtain better scores of speaking in the next meeting. Besides, the topic of the second meeting was different. The topic was “*Jaya Ancol Dream Land*”. Both of the lesson plans of the teaching learning process applied in the first and second meetings can be seen on Appendices C & D.

4.1.3 The Post-test Activities

The post-test was administered on May, 21st 2015 to both the experimental and control groups. The students were asked to choose one of the topics given and to tell their experience(s) based on the topic chosen. The topics given in post-test had been consulted to the English teacher and the students' compulsory book. The topics were 1) My Last Vacation, 2) The Most Embarrassing Day in My Life, and 3) My Last Birthday.

The three topics provided have been consulted to the English teacher of the eighth grade students, the students' compulsory book, and the research consultants. Further, the topics were considered appropriate since they were familiar among the students. Therefore, the researcher assumed that every student has at least one experience dealing with the three topics provided in post-test activities. Afterwards, the results of post-test were assessed by both the researcher and the English teacher by using the scoring rubric provided. The post-test can be seen on Appendix G.

4.1.4 The Results of Try-Out Test

The researcher conducted a try-out test to know whether the speaking test was valid and reliable or not. The try-out was administered to a class which did not belong to the experimental and the control groups by using lottery. The class was VIII G which consisted of 36 students. In this research, the try-out test was administered by using test-retest method. The first try-out test was done on May 12th, 2015 and it was retested on May 19th, 2015. The results of the try-out test included the analysis of the test reliability and the test validity.

In estimating the reliability of the test, the researcher analyzed the result of the students' speaking performance in VIII G. It was done by picking four of the students' speaking results from those who didn't belong to the experimental and the control groups. The researcher decided to have a sample made up of 10

percent of total number of students in VIII G, so there were four samples assessed. The results are presented below.

Table 4.2 The Results of the Try Out Test Administered on May 12th, 2015

No	Initial Name	Aspects of Speaking										Total score of Each Scorer		Final Scores
		C		G		P		V		F		1	2	
		1	2	1	2	1	2	1	2	1	2			
1.	ATP	21	23	16	16	16	15	17	18	11	13	81	85	83
2.	BAAF	17	18	14	15	15	15	15	16	9	11	70	75	72,5
3.	DY	18	18	15	16	16	17	15	16	10	11	74	78	76
4.	FMP	20	21	17	17	15	16	16	17	12	12	80	83	81,5

Table 4.3 The Results of the Try Out Test Administered on May 19th, 2015

No	Initial Name	Aspects of Speaking										Total score of Each Scorer		Final Scores
		C		G		P		V		F		1	2	
		1	2	1	2	1	2	1	2	1	2			
1.	ATP	20	22	17	17	16	17	17	18	12	13	82	87	84,5
2.	BAAF	19	20	14	15	16	16	16	17	10	11	75	79	77
3.	DY	20	19	15	16	16	17	15	17	10	11	76	80	78
4.	FMP	22	23	15	15	16	16	17	18	12	12	82	84	83

Notes :

C : Content

G : Grammar

P : Pronunciation

V : Vocabulary

F : Fluency

1 : The Researcher (Rater 1)

2 : The English teacher (Rater 2)

According to Heaton (1990:162), a test is not reliable if it is administered to the same candidates on different occasions with different output of scores. The try-out was conducted twice to check whether the test gave consistent result or not. Besides, an error can be measured by how consistence a person's score will be from one test to the next (McMillan, 1996:104). As shown in Table 4.2 and Table 4.3, the scores of the students established a close gap between the first try-out and the second one. It means that the test had a consistent result and had a relatively little error.

In relation to the discrepancy in scoring, as explained in the previous chapter, the researcher conducted a try-out on scoring. It was held by involving two scorers, that is, the researcher and the English teacher. Prior to the assessment, the researcher gave training about the scoring rubric used. The training was done due to the consideration of informing the English teacher about how to score the respondents' speaking result by using the scoring rubric provided.

As shown in Table 4.2, in the total score of each scorer column, the first scorer gave 81 and the second scorer gave 85 to the first student's speaking result. Further, in Table 4.3, the first scorer gave 82 and the second scorer gave 87 to the first student's speaking result. As agreed in the previous chapter about the discrepancy, when there was a 10 point difference or more, the scorers had to do a discussion to re-evaluate the result of the students' speaking result. Since the difference of scores was only 4 points for the first student in the first try-out test and 5 points for the first student in the second try-out test, it could be seen that both the researcher and the English teacher shared the same view and there was no discussion to re-evaluate the result of speaking. The results of the test showed that the scores of the students administered in the different time occasions shared a very close range. Therefore, the reliability of the test was established.

The researcher also involved some points to consider, as discussed in the previous chapter, into the speaking test. From the result of the students' speaking, it could be seen that the instructions of the post-test are understandable for the students, so it avoided misunderstanding among the students because the students

did the test based on the instructions given. Second, the students kept the track given because the speaking performance was delivered for approximately 10 sentences. Third, to maintain the test legible and visible, the test instruction was printed and given to each student. Dealing with the time allocation, the researcher found that the time allocation for the try-out was appropriately given because the students were able to do the entire test item within the available time. The time allocation (2 minutes) was enough for the students to deliver their experience consisted of approximately 10 sentences.

The researcher established the content validity of the test by constructing the test item based on the Basic Course Outline 2006 Curriculum (*KTSP*) for the eighth grade students, the indicators to be measured, and the syllabus used for teaching English at SMPN 4 Jember. Moreover, the test item was consulted to the English teacher of SMPN 4 Jember and both of the research consultants. The 2006 Institutional Based Curriculum (*Badan Standar Nasional*, 206:290) mentions that one of the indicators for speaking skill of the eighth grade students is to perform a simple short recount text in an oral form. In this research, the test item was designed to ask the students to perform a piece of recount text in an oral form. Therefore, the content validity was established. Thus, it could be concluded that the test item was good enough and did not need to be revised. Therefore, the test item of the post-test administered to the research respondents was the same as that of the try-out test.

4.2 The Results of the Secondary Data

The secondary data were collected as the fundamental information before conducting the research. The results of the secondary data of the research were obtained from the result of documentation with the school administration staff and the interview with the English teacher of the eighth grade students.

4.2.1 The Result of Documentation

Documentation in this research was conducted to get the secondary data. The data covered the total number of the population and the names of the research respondents (the experimental and the control groups). Further, it was also applied to get the information about the schedule especially of the eighth grade students concerning the English subject, the eighth grade students' speaking scores, the syllabus and the curriculum used in teaching English at SMPN 4 Jember.

The total number of the eighth grade students of SMPN 4 Jember in the 2014/2015 academic year was 250 students. They were distributed into seven parallel classes as presented in Table 4.4 below.

Table 4.4 The Total Number of the Eighth Grade Students of SMPN 4 Jember in the 2014/2015 Academic Year.

No	Class	Male	Female	Total
1.	VIII A	27	9	36
2.	VIII B	22	14	36
3.	VIII C	25	11	36
4.	VIII D	26	10	36
5.	VIII E	21	13	34
6.	VIII F	26	10	36
7.	VIII G	26	10	36
TOTAL				250

Data resource: The Documentation of SMPN 4 Jember (2015)

The total number of the research respondents was 72. The respondents of the experimental group (VIII A) were 36 students, while the respondents of the control group (VIII F) were 36 students. The names of the research respondents can be seen on Appendix F.

4.2.2 The Result of the Interview

The interview was conducted with the English teacher of the eighth grade students of SMPN 4 Jember on February 6th, 2015. From the interview, it was

known that the school applied Institutional Based Curriculum (*KTSP* 2006). The English teacher taught English twice a week and the handbook that the students used was *Bahasa Inggris untuk SMP/MTs* by Haryadi. It was published by *Grafika Dua Tujuh*. The English teacher used pictures, songs, and video as the media in language teaching and learning process. Further, it was known that speaking was taught only once or twice in a month. The students' speaking ability was categorized moderate by the English teacher. In the way of teaching speaking, the English teacher taught speaking by asking the students to complete a missing dialogue or to compose a dialogue with their partner based on the topic presented then performing it out.

Based on the English teacher's explanation, it was also known that the students' difficulties in learning speaking were as follows: 1) insufficiency of vocabulary; 2) fear of making mistakes in grammar; 3) difficulty to pronounce English words well; and 4) unconfidence in delivering speech in front of their friends.

4.3 The Result of the Homogeneity Analysis

The homogeneity analysis of speaking scores of the population from the English teacher were analyzed on May 8th, 2015. It was done to know whether the population of the research was homogeneous or not. To know whether the seven classes were homogeneous or not, the results of the students' speaking scores from the English teacher were analyzed statistically by using ANOVA. The output of ANOVA done by using SPSS is presented as follows.

Table 4.5 The Result of ANOVA Between Groups

ANOVA		Sum of Squares	Df	Mean Square	F	Sig.
Speaking Scores						
Between	(Combined)	6,370	6	1,062	,210	,974
Groups	Linear Term					
	Unweighted	,015	1	,015	,003	,956
	Weighted	,013	1	,013	,003	,960
	Deviation	6,357	5	1,271	,251	,939
Within	Groups	1230,526	243	5,064		
Total		1236,896	249			

The result of ANOVA analysis above showed that the value of significance was 0.974 which was higher than 0.05 ($p > 0.05$). The result implied that there was no difference among those seven classes. In other words, the population was homogeneous or there was no significant difference in speaking achievement.

Table 4.6 The Descriptives of Speaking Scores

Descriptives
Speaking Scores

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
					VIII A	36		
VIII B	36	76,6111	2,10140	,35023	75,9001	77,3221	71,00	81,00
VIII C	36	76,5833	2,15639	,35940	75,8537	77,3129	72,00	83,00
VIII D	36	76,5556	1,29713	,21619	76,1167	76,9944	75,00	80,00
VIII E	34	76,5294	1,65576	,28396	75,9517	77,1071	71,00	80,00
VIII F	36	76,9167	2,68727	,44788	76,0074	77,8259	73,00	85,00
VIII G	36	76,7222	2,91411	,48569	75,7362	77,7082	71,00	85,00
Total	250	76,6960	2,22878	,14096	76,4184	76,9736	71,00	85,00

The descriptives table of ANOVA presented the mean scores of all classes. It could be seen that a mean score of a certain class could be put in the score interval of other groups. For example, VIII B which had mean 76,6111, could be put in the interval of VIII A which was 76,1080-77,7809. It indicated that VIII A and VIII B were homogenous. It also happened to the other classes. The result proved that every class had the same chance to be chosen as the research samples. Thus, two classes were taken randomly as the experimental and the control groups by using lottery. As the result, VIII A was assigned as the experimental group and VIII F as the control group. The eighth grade students' speaking scores from the English teacher in the homogeneity analysis can be seen in Appendix E.

4.4 The Primary Data

The primary data were gained from the students' achievement test in the form of the speaking post-test scores. The speaking post-test was administered to both the experimental and the control groups on May 21th, 2015 soon after the

experimental group was taught speaking by using Board Games and the control group was taught speaking without media, Board Games. The post-test was administered to obtain the data to prove the significant difference between the experimental and the control groups. The results and the analysis of the primary data are presented as follows.

4.4.1 The Result of Post-test

The speaking post-test was administered by inviting the students one by one to tell their experiences based on the topic chosen for approximately 10 sentences in 2 minutes. Since the time was limited, the researcher was helped by the researcher's friends to manage the activities, so it could be finished within the time arranged. The researcher's friends as the one who gave the instructions for the students and controlled the time for them to make a draft first. Each student was given 10 minutes to make the draft soon after they chose a topic provided. Then, they were asked to tell their experiences one by one in front of the researcher and the English teacher while the researcher's friends were giving the instructions to the other students.

The result of post-test was assessed by the researcher and the English teacher. First, they assessed the students' speaking performance in the classroom and then they gave scores after each student finished his performance so, it did not make the students depressed in telling experience. Second, the students' speaking was reassessed by listening to the recording, so the scores given by the researcher and the English teacher could be more accurate. The scores were calculated based the scoring rubric explained in the section 3.5.1 of chapter three.

Having finished giving the scores, the researcher compared the scores given by the researcher (rater 1) with the scores given by the English teacher (rater 2) to check whether or not there was a discrepancy happened between the scorers. In this research, the students' performance was recorded to avoid the subjectivity especially if the discrepancy happened between the scorers. Since there was no discrepancy, the scoring was continued to find the average score from both of the scorers. This average score was assigned as the final score that

was analyzed in SPSS computation. The final scores of the post-test were analyzed to investigate the significant difference between the experimental and the control groups. The scores of the students' post-test in both the experimental and the control groups can be seen in Appendix H.

4.4.2 The Analysis of the Data Computation

The results of the post-test were statistically analyzed by using Independent Sample t-test formula to investigate whether the mean difference between the experimental and the control groups was significant or not. It was used to know whether or not there was an effect of using Board Games on the eighth grade students' speaking achievement in telling experience. The following table describes the result of data computation.

Table 4.7 The Output of Statistical Description

Group Statistics					
	Groups	N	Mean	Std. Deviation	Std. Error Mean
Post-test Scores of Speaking	Experimental Group	36	79,2638	5,47641	,91274
	Control Group	36	75,6944	6,15198	1,02533

From the table above, it can be seen that there were 36 students in the experimental group (VIII A), and there were 36 students in the control group (VIII F). The mean score of the experimental group was 79,2638 and the mean score of the control group was 75,6944.

Table 4.8 The Output of Independent Sample T-Test

Independent Sample Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Speaking Posttest Score	,726	,031	3,831	70	,000	2,51389	1,37273	,22393	5,25171
Equal variances assumed			3,836	69,074	,000	2,51389	1,37273	,22458	5,25236
Equal variances not assumed									

The table above showed that the confidence interval of difference used was 95%. It was used because the value of alpha (p) was 0.05 which means that the deviation of normal distribution was 5%. The analysis of independent sample t-test output was divided into two steps or stages. The first step was analyzing two variances whether they were equal or not (F_{test}). Second, analyzing the two groups whether their mean scores were the same or not (T_{test}). Based on the Levene's Test for Equality of Variances column as the column used whether or not the two classes had the same variability, the value of significance column was 0.031. It was lower than 0.05 which means that the second row was the one to read. It shows that the experimental and the control groups were statistically different.

The null hypothesis (H_0) of the research was: "there is no significant effect of using Board Games on the eighth grade students' speaking achievement in telling experience at SMPN 4 Jember". There were two criteria of rejection towards the hypothesis. First, the null hypothesis (H_0) was rejected if t-computation was the same or higher than that of t-table ($t_{comp} > t_t$). Second, the null hypothesis was rejected if the probability was less than 0.05 (sig. 2 tailed < 0.05).

In the table above, we could see that the value of t-computation was higher than that of t-table ($3.836 > 1.994$). In addition, the value of probability significance (2-tailed) column shows 0.000, which was lower than 0.05. Based on the analysis, those two criteria of rejection are fulfilled so, it can be concluded that the null hypothesis was rejected. Consequently, it could be seen that there was a significant mean difference between the experimental and the control groups.

4.4.3 The Hypothesis Verification

In this research, the null hypothesis (H_0) was: “there is no significant effect of using Board Games on the eighth grade students’ speaking achievement in telling experience at SMPN 4 Jember in the 2014/2015 academic year.” In the way of verifying the hypothesis, the researcher consulted the result of the data computation.

Based on the result of Independent Samples t-test, the value of Lavene’s test was 0.031 that was lower than 0.05 (confidence interval 95%). It means that the variability for the experimental group and the control group was assumed not to be equal. Consequently, the row that had to be read was the second row. Thus, the second row showed that the value of significance column (2-tailed) was 0.000, which was lower than 0.05 ($p < 0.05$). Further, the value of t-computation was higher than that of t-table ($3.836 > 1.994$). Consequently, the formulated null hypothesis (H_0) was rejected. On the contrary, the formulated alternative hypothesis (H_a) “there is a significant effect of using Board Games on the eighth grade students’ speaking achievement in telling experience at SMPN 4 Jember in the 2014/2015 academic year” was accepted.

4.5 Discussion

The result of data analysis in this research showed that using Board Games had a significant effect on the eighth grade students’ speaking achievement in telling experience at SMPN 4 Jember in the 2014/2015 academic year. It was proved that there were significance mean difference between the experimental and the control groups. Besides, it could be seen from the result of Independent

Sample t-test analysis on the students' speaking post-test scores that the statistical value of the t-computation was higher than the value of t-table with significant level of 5% ($3.836 > 1.994$). Then, the value of significance column (2-tailed) in the second row was 0.000, which was lower than 0.05 ($p < 0.05$). Therefore, the formulated null hypothesis (H_0) was rejected. It indicated that Board Games significantly affected the eighth grade students' speaking achievement in telling experience of SMPN 4 Jember.

Moreover, the result of this research was relevant with the theory saying that Board Games is important media to provide hands-on and heads-on skill and knowledge development for people of all ages on all subjects so, Board Games can create an engaging atmosphere because they provide a non-threatening, playful, yet competitive environment in which to focus on content and reinforce and apply learning (Treher, 2011:3). Therefore, Board Games are effective media in the teaching and learning process of speaking. Armstrong (in Sigurdardottir, 2010) states the use of Board Games as a teaching medium that might suit students with interpersonal intelligence because they provide an excellent setting for interaction between students. The use of Board Games in language teaching and learning process is also supported by Jones (2005) who states that the games can be used to review anything, to practice any grammar structure, to go over individual sounds, word stress or intonation, to provide conversation topics, and to review vocabulary words. Thus, Board Games can be used for any lesson especially in speaking class. Concerning some of the theories above, Board Games could be one of alternative media to be applied in the teaching of speaking.

Further, the effect of using Board Games in teaching speaking had already been proved by the previous researchers. It was proved that teaching speaking by using Board Games could give a good result to the students' speaking achievement. The previous research on the use of Board Games was done by Khusnah (2013) reported that there was a significant effect of implementing Board Games on the seventh grade students' speaking achievement at MTs. NU Terate Gresik. The Board Games were used to teach the expressing of likes and

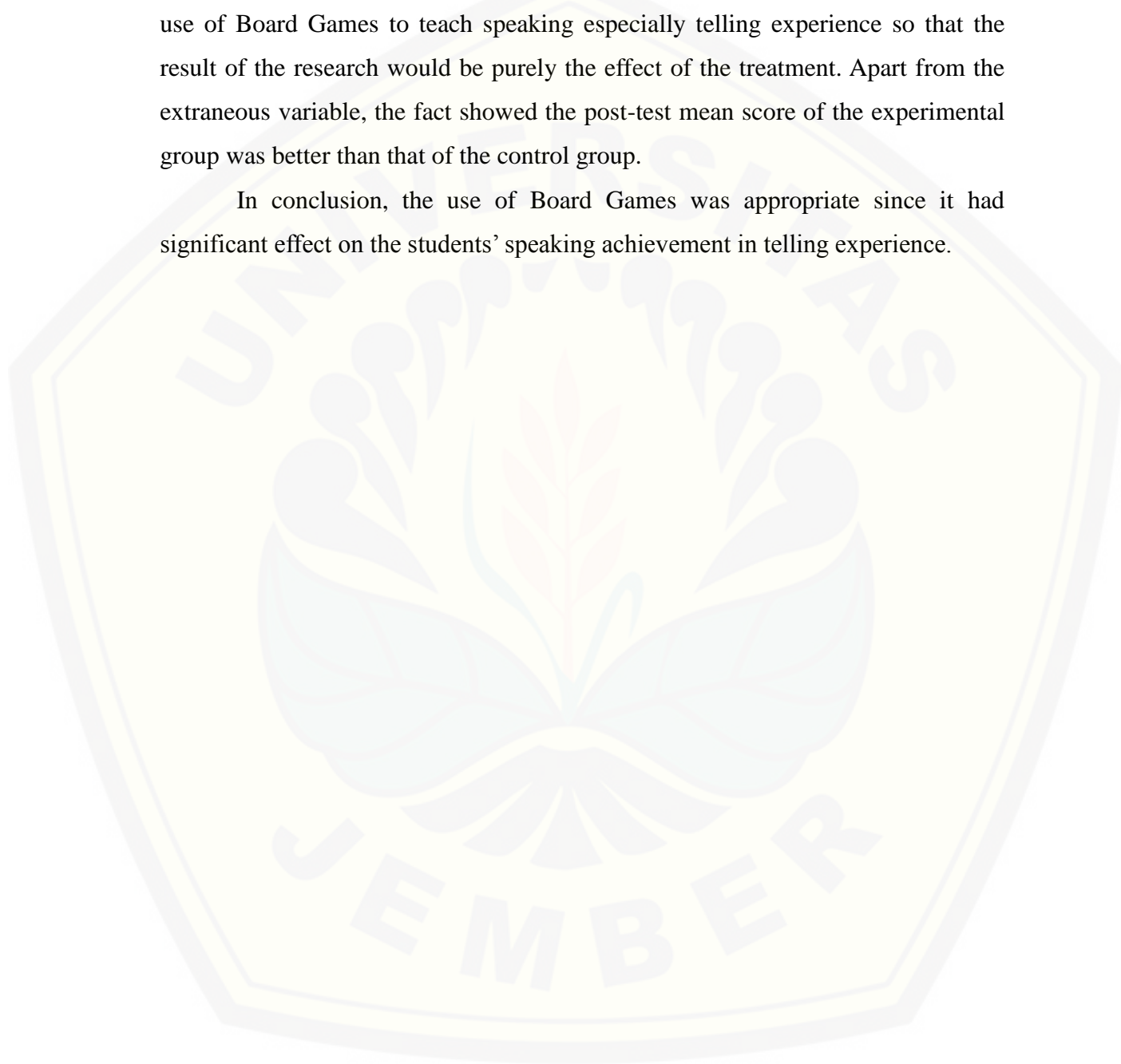
dislikes. There were two instruments to collect the data. They were test and questionnaire. After analyzing the students' speaking test results statistically, the result of t-test was 4.56. The value of t-test was higher than that of t-table ($4.56 > 2.38$). It can be said that null hypothesis was rejected, so there was a significant effect of Board Games on the seventh graders' speaking achievement. Meanwhile, the result of the questionnaire shown that most of students enjoyed the games, were motivated, and helped in speaking English by using Board Games.

Another research conducted by Susanti (2013) also proved that the use of Board Games could give a significant effect on the students' speaking achievement. The researcher conducted an experimental research to know whether or not the use of Board Games could give a significant effect on the seventh grade students' speaking achievement in descriptive text at SMPN 1 Lubuk Sikaping. As the treatment, the researcher asked the experimental students to play Board Games in which there were some pictures and clues on a set of Board Games provided. Both the pictures and clues could help the students to describe the topic got based on the square landed. It was reported that the experimental group got higher scores in speaking than the control group, so it proved that the use of Board Games gave a significant effect on speaking achievement in descriptive text. Besides, the findings of this research also showed that Board Games made the class more lively and made the students motivated to learn and they did not easily get bored.

Apart from the theories and the previous researches, the research result also proved that using Board Games was appropriate for teaching speaking and the analysis showed that there is a significant effect of using Board Games on the eighth grade students' speaking achievement in telling experience at SMPN 4 Jember in the 2014/2015 academic year. Based on the teaching and learning process, it was known that the students showed great enthusiasm in learning speaking, especially about telling experience when they learned speaking by using Board Games. Board Games could provide non-threatening and playful environment in which the students did not feel they were taught and were forced

to learn. Nevertheless, there was still a higher possibility of extraneous variable since the subjects of the research were human beings. If the research was conducted longer, it would have been better to give the treatment more than twice. Therefore, the researcher could avoid the influence of extraneous variable in the use of Board Games to teach speaking especially telling experience so that the result of the research would be purely the effect of the treatment. Apart from the extraneous variable, the fact showed the post-test mean score of the experimental group was better than that of the control group.

In conclusion, the use of Board Games was appropriate since it had significant effect on the students' speaking achievement in telling experience.



CHAPTER V. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the findings and suggestions for the English teacher, the students and future researchers.

5.1 Conclusion

Based on the data analysis, hypothesis verification and discussion in the previous chapter, it could be concluded that there was a significant effect of using Board Games on the eighth grade students' speaking achievement in telling experience at SMPN 4 Jember in the 2014/2015 academic year.

5.2 Suggestions

Since there is a significant effect of using Board Games on the students' speaking achievement in telling experience, they can be applied to teach speaking. Hence, the researcher proposes some suggestions as follows.

5.2.1 The English Teacher

It is suggested that the English teachers of Junior High School, especially the English teachers of SMPN 4 Jember use Board Games as an alternative medium of teaching speaking. This medium could affect the students' speaking achievement in telling experiences significantly and it makes the students understand the materials taught easier. It can also be designed easily based on the materials taught. Thus, the media will be very helpful for the students in learning speaking, especially in telling experiences.

5.2.2. The Students

It is suggested that the students of Junior High School use Board Games for learning speaking because such media are able to give a significant effect on

their speaking achievement. Therefore, they can improve their speaking ability. Further, such media will also encourage their motivation in learning English because Board Games will make them fun and break their boredom due to routine activities in classroom.

5.2.3 The Future Researchers

The researcher suggested that in the way of providing topics for post-test activities, it will be better if the survey is done among the students since the assumption made by the researcher is not always valid. Then, it can be guarantee that each student has at least one experience dealing with the topics provided. Further, the inter-rater reliability will be better to be implemented so, it will show the value of the reliability between the raters. It is also suggested for future researchers to conduct a further research dealing with the use of Board Games on the other English language skills or components by using similar research design such as an experimental research about the effect of using Board Games on the eighth grade students' writing achievement or using different research design such as a classroom action research in improving the eighth grade students' speaking achievement in telling experience by using Board Games.

REFERENCES**Book**

- Arikunto, S. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT Rineka Cipta.
- Bailey, K. 2002. *Issues in Teaching Speaking Skills to Adult ESOL Learners*. Cambridge: Cambridge University Press.
- Brown, G and Yule, G. 1983. *Teaching the Spoken Language*. Melbourne: Cambridge University Press.
- Byrne, D. 1986. *Teaching Oral Language*. London: Longman.
- Christensen, L. 2006. *Experimental Methodology*. Boston: Pearson Education, Inc.
- Cohen, L., Manion, L., & Morrison, K. 2007. *Research Method in Education*. New York: Taylor & Francis e-Library.
- Depdiknas. 2006. *Kurikulum Tingkat Satuan Pendidikan (KTSP) Mata Pelajaran Bahasa Inggris untuk SMP/MTs*. Jakarta: Pusat Kurikulum Balitbang, Depdiknas.
- Fraenkel, J. R, and Wallen, N. E. 2006. *How to Design and Evaluate Research in Education (6th Ed)*. New York: McGraw-Hill Companies Inc.
- Gareis, E. 2006. *Guidelines for Public Speaking*. New York: Department of Communication Studies, Baruch College.
- Goatly, A. 2000. *Critical Reading and Writing: an introductory coursebook*. New York: Routledge.
- Haryadi. 2014. *Bahasa Inggris untuk SMP/MTs kelas VIII*. Klaten: Grafika Dua Tujuh.
- Hatch, E and Brown, G. 1995. *Vocabulary, Semantics, and Language Education*. Cambridge: Cambridge University Press.
- Heaton, J. B. 1990. *Writing English Language Tests*. London: Longman Group.

- Hinebaugh, J. P. 2009. *A Board Game Education*. Cambridge: A Division of Rowman and Littlefield Publishers, Inc.
- Hughes, A. 2003. *Testing for Language Teachers*. New York: Cambridge University Press.
- Johnson, K. 1995. *Understanding Communication in Second Language Classrooms*. Cambridge: Cambridge University Press.
- Luoma, S. 2007. *Assessing Speaking*. Cambridge: Cambridge University Press.
- Manser, M. H. 1995. *Oxford Learner's Pocket Dictionary*. Hongkong: Oxford University Press.
- McMillan, J. H. 1992. *Educational Research: Fundamental for The Customer*. New York: Harpin Coller Publisher.
- Napa, A. 1992. *How to Answer English Questions*. New York: Cambridge University Press.
- Soeprapto and Darwis. 2007. *Linked to the World 1: English for Senior High School*. Jakarta: Yudhistira.
- Suyanto, K. And Rachmajanti, S. 2003. *Let's Communicate in English*. Malang: Bayumedia Publishing.
- Thornburry, S. 2005. *How to Teach Speaking*. Harlow: Longman.
- Underhill, N. 1987. *Testing Spoken Language: A Handbook of Oral Testing Techniques*. Cambridge: Cambridge University Press.
- University of Technology Sydney. 2009. *Prepare for IELTS Skills and Strategies*. Jakarta: Gramedia Pustaka Utama.
- Ur, P. 1996. *Teaching Listening Comprehension*. Cambridge: Cambridge University Press.
- Wright, A., Betteridge, D., and Buckby, A. 1996. *Games for Language Learning*. Cambridge: Cambridge University Press.

Internet

- Carthew, R. 2013. Encyclo Generic Structure. *Encyclopdia* [Online]. <http://www.encyclo.co.uk/define/Generic%20Structure>. [Retrieved on March 3rd, 2015]
- Deesri, A. 2002. Games in the ESL and EFL class. *The Internet TESL Journal*, Vol. VIII, No. 9, September 2002. <http://iteslj.org/Techniques/Deesri-Games.html>. [Retrieved on 2nd January, 2015]
- Ersoz, A. 2006. Six Games for EFL/ESL Classroom. *The Internet TESL Journal*, Vol. VIII, No. 6, June 2006. <http://iteslj.org/Lessons/Ersoz-Games.html>. [Retrieved on 2nd January, 2015]
- Fajariyah, N. 2009. *A Classroom Action Research on the Eight Grade Students of SMP Negeri 2 Baki Sukoharjo 2008/2009 Academic Year*. <http://eprints.uns.ac.id/9212/1/160622508201011281.pdf>. [Retrieved on January 5th, 2015]
- Jones, T. 2005. Ten Ways to Turn Lessons into Games. *The Internet TESL Journal*, Vol. XI, No. 7, July 2005. <http://iteslj.org/Techniques/Jones-LessonsIntoGames.html>. [Retrieved on 10th January, 2015]
- Kayi, H. 2006. Teaching Speaking: Activities to Promote Speaking in a Second Language. *The Internet TESL Journal*, Vol. XII, No. 11, November 2006. <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>. [Retrieved on 13th February, 2015]
- Khusnah, N. 2013. The Effectiveness of a Board Game for Teaching Speaking to the Seventh Graders of Mts. Nu Terate Gresik. *Open Journal Scribd*, Vol 1, No 1, (2013). http://is.muni.cz/th/266189/pdf_b/thesis.pdf. [Retrieved on 15th February, 2015]
- Lund, A. and Lund, M. 2012. *Independent T-Test using SPSS*. [Online]. <https://statistics.laerd.com/spss-tutorials/independent-t-test-using-spsstatistics.php>. [March 14th, 2015]
- Roeland, P. (2013). Speaking Games for Students: Board Games. *ESLprintables* [Online]. http://www.eslprintables.com/games_worksheets/speaking_games/ [October 23rd, 2015]

- Sigurdardottir, S. 2010. *The Use of Games in the Language Classroom*. <http://skemman.is/stream/get/1946/6467/13457/1/Sigridurdogg2010.pdf>. [Retrieved on 20th January, 2015]
- Susanti, E. 2013. Speaking Board Games to Teach Speaking of Descriptive Text. *Journal of English Language Teaching*, Vol. 1, No. 2, March 2013 Serie F. <http://download.portalgaruda.org/article.php?article=100241&val=1486>. [Retrieved on January 12th, 2015]
- Teschen, L., Vanhowvick, & Sophie, A. 2000. Playing Board Games. [Online]. <http://www.wikihow.com/Play-Board-Games.htm> [March 10th, 2015]
- Treher, E. 2011. Learning with Board Games. *The Learning Key, Inc.* http://www.thelearningkey.com/pdf/Board_Games_TLKWhitePaper_May16_2011.pdf. [Retrieved on 10th March, 2015]
- Uberman, A. 1998. The Use of Games: for vocabulary presentation and revision. *English Teaching Forum*, Vol 36 (1): 20, March 1998. <http://exchanges.state.gov/forum/vols/vol36/no1/p20.htm>. [Retrieved on 21st February, 2015]

RESEARCH MATRIX

Title	Problem	Variable	Indicators	Data Resources	Research Method	Hypothesis
<p>The Effect of Using Board Games on the Eighth Grade Students' Speaking Achievement in Telling Experience at SMPN 4 Jember in the 2014/2015 Academic Year</p>	<p>Is there any significant effect of using Board Games on the eighth grade students' speaking achievement in telling experience at SMPN 4 Jember in the 2014/2015 academic year?</p>	<p>1. Independent Variable :</p> <ul style="list-style-type: none"> • The use of Board Games in the teaching and learning process of speaking <p>2. Dependent Variable :</p> <ul style="list-style-type: none"> • The eighth grade students' speaking achievement in telling experience 	<ul style="list-style-type: none"> • Fun and highly motivating • Getting clues coming from the picture provided in the square landed • Outlining the content and then sequencing the events from the clues got • Telling experience based on the topic got orally <p>(adapted from Roeland, www.ESLprintables.com)</p> <ul style="list-style-type: none"> • The students' speaking achievement in the form of scores covering : <ol style="list-style-type: none"> a. Content b. Grammar c. Pronunciation d. Vocabulary e. Fluency <p>(Hughes, 2003: 131-132)</p>	<p>1. Research Respondents :</p> <p>The eighth grade students of SMPN 4 Jember in the 2014/2015 academic year</p> <p>2. Informant :</p> <p>The English teacher of the eighth grade students of SMPN 4 Jember</p> <p>3. Document :</p> <ol style="list-style-type: none"> a. The names of the research respondents b. The eighth grade students' speaking score from the English teacher 	<p>1. Research Design :</p> <p>A quasi experimental design</p> <p>2. Area Determination Method :</p> <p>Purposive method</p> <p>3. Respondent Determination Method :</p> <p>Cluster sampling</p> <p>4. Data Collection Methods :</p> <ol style="list-style-type: none"> a. Speaking test for the primary data collection method b. Documentation and interview for the secondary data collection method <p>5. Data Analysis :</p> <p>Independent Sample t-test using SPSS (Statistical Program for Social Sciences) with the formula as follows :</p>	<p>There is a significant effect of using Board Games on the eighth grade students' speaking achievement in telling experience at SMPN 4 Jember in the 2014/2015 academic year.</p>

					$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\frac{(\sum X_1)^2}{N_1} + \frac{(\sum X_2)^2}{N_2}}{N_1 + N_2 - 2} \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}}$ <p> \bar{X}_1 = mean score of the experimental group \bar{X}_2 = mean score of the control group $\sum X_1$ = individual score deviation of the experimental group $\sum X_2$ = individual score deviation of the control group N_1 = the number of the respondents in the experimental group N_2 = the number of the respondents in the control group </p>	
--	--	--	--	--	--	--

Secondary Data Instruments

a. Interview Guide

No.	Question	Data Source
1.	What curriculum do you apply in English teaching and learning process?	The English teacher of the eighth grade students of SMPN 4 Jember
2.	How often do you teach English in a week?	
3.	What text books do you use in English teaching and learning process?	
4.	What media do you usually use in English teaching and learning process?	
5.	How often is speaking taught in teaching and learning process?	
6.	How do you usually teach speaking to your students?	
7.	What media do you usually use in teaching speaking?	
8.	What are the students' difficulties in learning speaking?	
9.	How do you help the students to overcome the problem(s)?	
10.	In general, what do you think about your students' speaking ability?	
11.	Have you ever used Board Games in teaching speaking? Why (not)?	

b. Documentation Guide

No.	The Secondary Data	Data Source
1.	The total number of the eighth grade students of SMPN 4 Jember in the 2014/2015 academic year	The school document of SMPN 4 Jember
2.	The names of the eighth grade students in the experimental and control groups	
3.	The schedule of the eighth grade students' English teaching and learning process	
4.	The eighth grade students' speaking score from the English teacher	
5.	The syllabus and the curriculum used by the English teacher of SMPN 4 Jember	

Secondary Data Instruments

a. The Result of the Interview

Interviewer : The researcher

Interviewee : The English teacher of the eighth grade students at SMPN 4 Jember

Day and Date : Friday, 6th February 2015

Time : 08.00 WIB – finish

No.	Question	Data Source
1.	What curriculum do you apply in English teaching and learning process?	2006 Institutional Based Curriculum
2.	How often do you teach English in a week?	I teach English twice a week
3.	What text books do you use in English teaching and learning process?	I use “Bahasa Inggris untuk SMP/MTs” by Haryadi
4.	What media do you usually use in English teaching and learning process?	Using pictures, songs, and video
5.	How often is speaking taught in teaching and learning process?	Usually once or twice in a month
6.	How do you usually teach speaking to your students?	I usually teach speaking by asking them completing a blank dialogue or composing a dialogue with their partner then performing it in front of the class
7.	What media do you usually use in teaching speaking?	I usually use video in teaching speaking
8.	What are the students’ difficulties in learning speaking?	Insufficiency of vocabulary, fear of making mistakes in grammar, difficulty to pronounce English words well, and unconfidence in delivering speech in front of their friends

9.	How do you help the students to overcome the problem(s)?	I usually drill them with some vocabularies and then ask them to imitate the pronunciation delivered by me or a tape recorder. I also teach them about grammar and then ask them to make sentences.
10.	In general, what do you think about your students' speaking ability?	I think their ability is moderate
11.	Have you ever used Board Games in teaching speaking? Why (not)?	No, I haven't. Because I don't have much information to implement it for the teaching and learning process

b. The Result of the Documentation

Informant : The school administration staff

Day and Date : Friday, 6th February 2015

No.	The Secondary Data	Data Source
1.	The total number of the eighth grade students of SMPN 4 Jember in the 2014/2015 academic year	The school document of SMPN 4 Jember
2.	The names of the eighth grade students in the experimental and control groups	
3.	The schedule of the eighth grade students' English teaching and learning process	
4.	The eighth grade students' speaking score from the English teacher	
5.	The syllabus and the curriculum used by the English teacher of SMPN 4 Jember	

LESSON PLAN 1

School	: SMPN 4 Jember
Subject	: English
Grade/Semester	: VIII/2
Language Skill	: Speaking
Genre	: Recount Text (Vacation in Aunt's House)
Time Allocation	: 2 x 40 minutes

I. Standard Competence**Berbicara**

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

II. Basic Competence

10.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

III. Indicators**3.1 Cognitive****a. Product**

1. Performing a recount text consisting of approximately 10 sentences based on the topic gotten dealing with past experience(s)

b. Process

1. Stating the place of the picture landed and mentioning some related words dealing with the place

2. Mentioning some recreation places dealing with the picture landed and telling the feelings of having vacation there on the previous holiday
3. Outlining content of speech according to the generic structure of a recount text
4. Sequencing events from the previous task based on the generic structure of a recount text

IV. Learning objectives

4.1 Cognitive

a. Product

1. The students are able to perform a recount text consisting of approximately 10 sentences based on the topic gotten dealing with past experience(s)

b. Process

1. The students are able to state the place of the picture landed and mention some related words dealing with the place
2. The students are able to mention some recreation places dealing with the picture landed and tell the feelings of having vacation there on the previous holiday
3. The students are able to outline content of speech according to the generic structure of a recount text
4. The students are able to sequence events from the previous task based on the generic structure of a recount text

V. Method and Technique

5.1 Method : Communicative Language Learning

5.2 Technique :

5.2.1 Experimental Group : Lecturing, Question & Answer. Giving exercises by using media, that is, Board Games

5.2.2 Control Group : Lecturing, Question & Answer, Giving exercises without media

VI. Learning Materials :

Materials are enclosed

VII. Teaching Activities

No.	Experimental Group	Time	No.	Control Group	Time
1.	Introduction	4'	1.	Introduction	4'
1.1	Greeting	1'	1.1	Greeting	1'
1.2	Praying together	1'	1.2	Praying together	1'
1.3	Checking the students' attendance	2'	1.3	Checking the students' attendance	2'
	Set Induction			Set Induction	
1.4	Giving leading questions to lead the students to know the topic being discussed	6' 3'	1.4	Giving leading questions to lead the students to know the topic being discussed	6' 3'
1.5	Stating the learning objectives	3'	1.5	Stating the learning objectives	3'
2.	Main Activities	65'	2.	Main Activities	65'
2.1	Reviewing about what a recount text is, the social function, the generic structure, and the language features of a recount text by giving an example of a recount text entitled "Vacation in Aunt's House"	6'	2.1	Reviewing about what a recount text is, the social function, the generic structure, and the language features of a recount text by giving an example of a recount text entitled "Vacation in Aunt's House"	6'
2.2	Showing the generic structure and the language features of the recount text given	2'	2.2	Showing the generic structure and the language features of the recount text given	2'
2.3	Implementing Board Games in the teaching and learning process - assembling the materials - understanding the goal of the	5'	2.3	Asking the students to mention some recreation places that have been visited in Indonesia dealing with the topics provided	5'

	<p>games</p> <ul style="list-style-type: none"> - commencing playing - completing the games 				
2.4	Asking the students to state the place of the picture landed and mention some related words dealing with the picture got	5'	2.4	Asking the students to choose one of the recreation places and mention some related words dealing with the place chosen	5'
2.5	Asking the students to mention some recreation places dealing with the picture landed and tell the feelings of having vacation there on the previous holiday	5'	2.5	Asking the students to tell the feelings of having vacation there on the previous holiday	5'
2.6	Asking the students to answer the jumble questions given to outline the content of speech according to the generic structure of a recount text	10'	2.6	Asking the students to outline the content of speech based on their experience according to the generic structure of a recount text	10'
2.7	Asking the students to sequence the events from their answers according to the generic structure of a recount text	10'	2.7	Asking the students to sequence the events from their experience according to the generic structure of a recount text	10'
2.8	Asking the students to perform the recount text consisting of 10 sentences based on the topic got on the previous task	20'	2.8	Asking the students to perform the recount text based on their past experience consisting of 10 sentences randomly	20'
2.9	Giving feedback to all the students and a reward for the winner	2'	2.9	Giving feedback to all the students	2'

3.	Closure	5'	3.	Closure	5'
3.1	Guiding the students to draw a conclusion	4'	3.1	Guiding the students to draw a conclusion	4'
3.2	Praying and parting	1'	3.2	Praying and parting	1'

VIII. Source and Media

8.1 Source :

Haryadi. 2014. *Bahasa Inggris untuk SMP/MTs kelas VIII*. Klaten: Grafika Dua Tujuh.

8.2 Media :

8.2.1 Experimental Group : a set of Board Games

8.2.2 Control Group : -

IX. Evaluation

Product Assessment

Product : the students' speaking achievement in telling experience

Instrument : scoring rubric for product assessment is enclosed

The Students' Speaking Achievement Score

Student's Name	Aspects of Speaking					
	C	G	P	V	F	TS

Notes :

C : Content

G : Grammar

P : Pronunciation

V : Vocabulary

F : Fluency

TS : Total Score

Speaking Score :

$$\text{Final Score} = C (...) + G (...) + P (...) + V (...) + F (...)$$

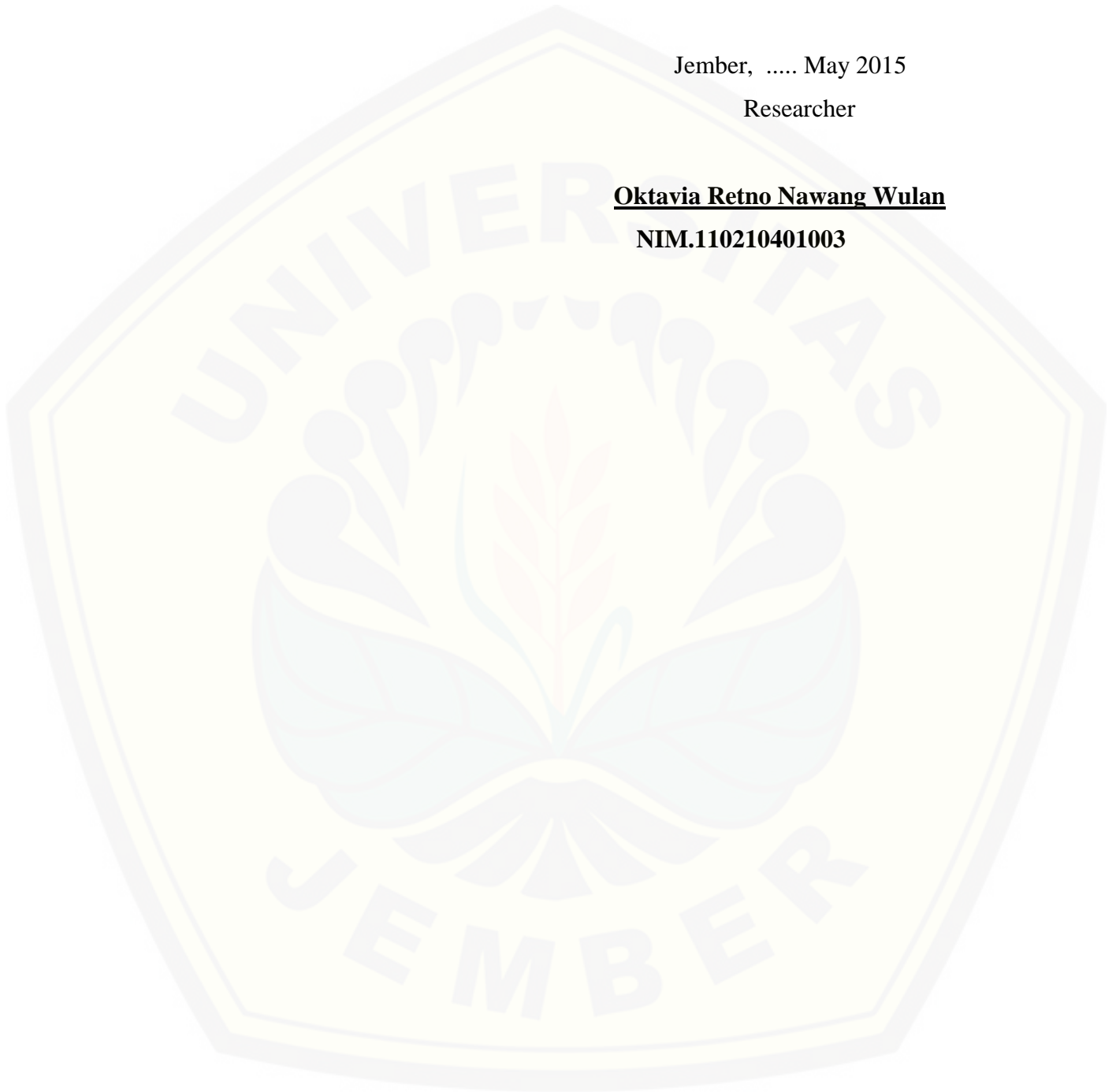
Indicator : 1) content, 2) accuracy on grammar, pronunciation, vocabulary, and
3) fluency

Jember, May 2015

Researcher

Oktavia Retno Nawang Wulan

NIM.110210401003



TEACHING AND LEARNING MATERIAL
(Experimental Group)

Leading questions

1. Having finished final examination, you don't need to come to the school. You can go to the beach, zoo, etc. What do you call it?
2. What picture is it? (showing a picture of a house)
3. What do you call your mother's sister?

Learning materials

Recount text is a text in which describes past experiences by retelling the events in the order in which they happened so, its focus is on a sequence of events. The social function of recount text is to retell events for the purpose of informing and entertaining.

Generic structure :

a. Orientation

This part introduces the setting and the participants. Therefore, it covers the background information needed to understand the text, such as who was involved, where and when it happened.

b. Event(s)

In this part, it tells what happened in the past and in what sequence.

c. Re-orientation

Re-orientation is a closure of events that includes personal comment on the incident at the end of story.

Language features :

a. Focus on specific participants

e.g.: I, we, my family, Miss Ana, etc.

b. Use of past tense

e.g.: got, slipped, reached, went, etc.

c. Focus on temporal sequence

e.g.: then, first, after that, etc.

d. Circumstances of time and place

e.g.: last week, last holiday, at home, etc.

e. Use action verbs

e.g.: rushed, hit, ate, etc.

The example of the recount text:

Vacation in Aunt's House

Last year, my brother, Yoga and I spent our vacation in my aunt's house. She lived behind one of the hills in Solo. We went there by bus from Semarang to Solo bus station.

We arrived at my aunt's house at seven o'clock in the evening. The place was completely dark and very cold. Therefore, Yoga and I refused to take a bath although my aunt said that she had prepared hot water for us. At night, we went to one of the hills there. There was an offering ceremony. The villagers with Javanese costumes offered a buffalo head for the Mount Merapi. Then, people were dancing and singing during the ceremony.

Yoga and I really enjoyed our vacation there because it was an unforgettable experience for us.

(Adapted from: Bahasa Inggris untuk SMP/MTs by Haryadi, 2014:23)

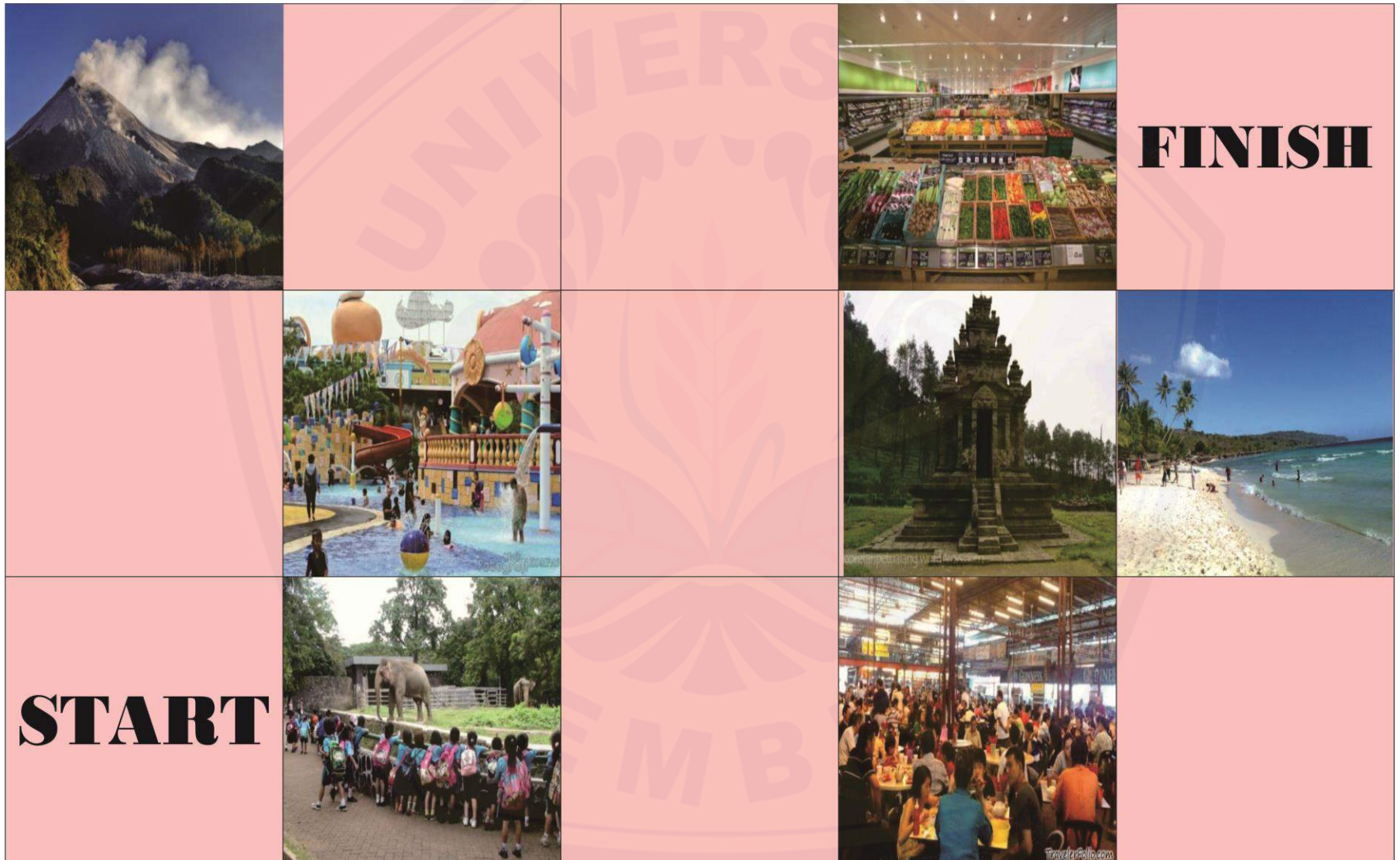
EXERCISES

(enclosed)

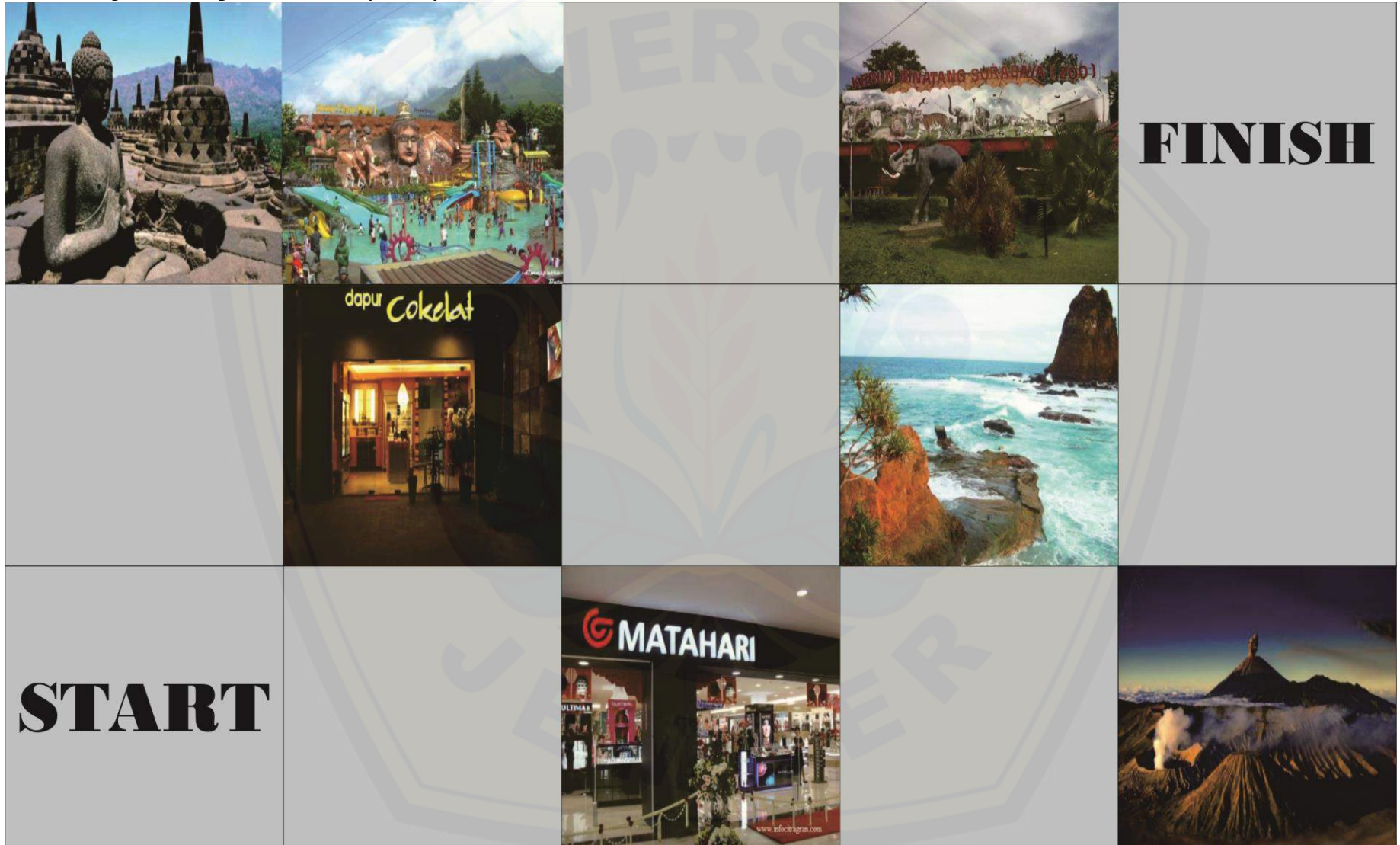
Exercise I. Play the Board game. State the place of the picture landed and mention some related words dealing with the place. List the words on your note (Layer 1)



Exercise II. Play the Board Game. Mention some recreation places dealing with the picture landed and tell your feelings when you have a vacation there on your previous holiday (Layer 2)



Exercise III. Play the Board Game. Answer the jumble questions orally dealing with the recreation place got. Compose a recount text consisting of 10 sentences by outlining the content from your answers. Then, sequence the events based on the generic structure of a recount text. Having finished, perform it orally. (Layer 3)



The jumble questions behind each picture :

<p>BOROBUDUR</p> <ul style="list-style-type: none"> - Did you take pictures there? - How long were you there? - How did you go there? - What did you do there? - How was the situation? - Did you meet some foreigners? 	<p>JATIM PARK</p> <ul style="list-style-type: none"> - What did you do there? - What time did you go home? - Did you have lunch there? - What did you buy there? - How was the situation? - Who accompanied you there? 		<p>SURABAYA ZOO</p> <ul style="list-style-type: none"> - What animals did you see there? - Who accompanied you there? - Did you take pictures? - What did you do there? - What animals did you like most? - How did you go there? 	<p>FINISH</p>
	<p>DAPUR COKELAT</p> <ul style="list-style-type: none"> - How was the taste of the food? - How much money did you spend? - How did you go there? - Who accompanied you there? - How did the waitress serve you? - What menu did you order? 		<p>PAPUMA</p> <ul style="list-style-type: none"> - Did you take pictures there? - Who accompanied you there? - How long did you go there? - What was the most beautiful thing there? - What did you bring? - How did you go there? 	
<p>START</p>		<p>MATAHARI</p> <ul style="list-style-type: none"> - What did you buy there? - How did you go to there? - Who accompanied you there? - How much money did you spend? - Why did you buy it? - What did you do there? 		<p>BROMO</p> <ul style="list-style-type: none"> - What did you bring to go there? - How did you go there? - What did you do there? - What time did you go home? - Did you take pictures? - With whom did you go there?

TEACHING AND LEARNING MATERIAL**(Control Group)****Leading questions**

1. Having finished final examination, you don't need to come to the school. You can go to the beach, zoo, etc. What do you call it?
2. What picture is it? (showing a picture of a house)
3. What do you call your mother's sister?

Learning materials

Recount text is a text in which describes past experiences by retelling the events in the order in which they happened so, its focus is on a sequence of events. The social function of recount text is to retell events for the purpose of informing and entertaining.

Generic structure :

a. Orientation

This part introduces the setting and the participants. Therefore, it covers the background information needed to understand the text, such as who was involved, where and when it happened.

b. Event(s)

In this part, it tells what happened in the past and in what sequence.

c. Re-orientation

Re-orientation is a closure of events that includes personal comment on the incident at the end of story.

Language features :

a. Focus on specific participants

e.g.: I, we, my family, Miss Ana, etc.

b. Use of past tense

e.g.: got, slipped, reached, went, etc.

c. Focus on temporal sequence

e.g.: then, first, after that, etc.

d. Circumstances of time and place

e.g.: last week, last holiday, at home, etc.

e. Use of action verbs

e.g.: rushed, hit, ate, etc.

The example of the recount text:**Vacation in Aunt's House**

Last year, my brother, Yoga and I spent our vacation in my aunt's house. She lived behind one of the hills in Solo. We went there by bus from Semarang to Solo bus station.

We arrived at my aunt's house at seven o'clock in the evening. The place was completely dark and very cold. Therefore, Yoga and I refused to take a bath although my aunt said that she had prepared hot water for us. At night, we went to one of the hills there. There was an offering ceremony. The villagers with Javanese costumes offered a buffalo head for the Mount Merapi. Then, people were dancing and singing during the ceremony.

Yoga and I really enjoyed our vacation there because it was an unforgettable experience for us.

(Adapted from: Bahasa Inggris untuk SMP/MTs by Haryadi, 2014:23)

EXERCISES

Exercise I. There are so many recreation places in Indonesia. Mention some recreation places you have been visited dealing with the topics below.

- Beach
- Temple
- Restaurant
- Supermarket
- Zoo
- Water park
- Mountain

Exercise II. Choose one of the recreation places you like most and mention some related words dealing with the recreation place you have chosen. List the words on your note.

Exercise III. Tell your feelings when you have a vacation there on your previous holiday.

Exercise IV. Outline the content based on your experience in the recreation place according to the generic structure of a recount text. Then, sequence the events into a recount text consisting of 10 sentences. Having finished, perform it orally.

LESSON PLAN 1I

School	: SMPN 4 Jember
Subject	: English
Grade/Semester	: VIII/2
Language Skill	: Speaking
Genre	: Recount Text (Jaya Ancol Dream Land)
Time Allocation	: 2 x 40 minutes

I. Standard Competence**Berbicara**

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

II. Basic Competence

- 10.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

III. Indicators**3.1 Cognitive****a. Product**

1. Performing a recount text consisting of approximately 10 sentences based on the topic gotten dealing with past experience(s)

b. Process

1. Stating the place of the picture landed and mentioning some related words dealing with the place
2. Mentioning some recreation places dealing with the picture landed and telling the feelings of having vacation there on the previous holiday

3. Outlining content of speech according to the generic structure of a recount text
4. Sequencing events from the previous task based on the generic structure of a recount text

IV. Learning objectives

4.1 Cognitive

a. Product

1. The students are able to perform a recount text consisting of approximately 10 sentences based on the topic gotten dealing with past experience(s)

b. Process

1. The students are able to state the place of the picture landed and mention some related words dealing with the place
2. The students are able to mention some recreation places dealing with the picture landed and tell the feelings of having vacation there on the previous holiday
3. The students are able to outline content of speech according to the generic structure of a recount text
4. The students are able to sequence events from the previous task based on the generic structure of a recount text

V. Method and Technique

5.1 Method : Communicative Language Learning

5.2 Technique :

5.2.1 Experimental Group : Lecturing, Question & Answer. Giving exercises by using media, that is, Board Games

5.2.2 Control Group : Lecturing, Question & Answer, Giving exercises without media

VI. Learning Materials :

Materials are enclosed

VII. Teaching Activities

No.	Experimental Group	Time	No.	Control Group	Time
1.	Introduction	4'	1.	Introduction	4'
1.1	Greeting	1'	1.1	Greeting	1'
1.2	Praying together	1'	1.2	Praying together	1'
1.3	Checking the students' attendance	2'	1.3	Checking the students' attendance	2'
	Set Induction			Set Induction	
1.4	Giving leading questions to lead the students to know the topic being discussed	6' 3'	1.4	Giving leading questions to lead the students to know the topic being discussed	6' 3'
1.5	Stating the learning objectives	3'	1.5	Stating the learning objectives	3'
2.	Main Activities	65'	2.	Main Activities	65'
2.1	Reviewing about what a recount text is, the social function, the generic structure, and the language features of a recount text by giving an example of a recount text entitled " <i>Jaya Ancol Dream Land</i> "	6'	2.1	Reviewing about what a recount text is, the social function, the generic structure, and the language features of a recount text by giving an example of a recount text entitled " <i>Jaya Ancol Dream Land</i> "	6'
2.2	Showing the generic structure and the language features of the recount text given	2'	2.2	Showing the generic structure and the language features of the recount text given	2'
2.3	Implementing Board Games in the teaching and learning process <ul style="list-style-type: none"> - assembling the materials - understanding the goal of the game - commencing playing - completing the game 	5'	2.3	Asking the students to mention some recreation places that have been visited in Indonesia dealing with the topics provided	5'

2.4	Asking the students to state the place of the picture landed and mention some related words dealing with the picture got	5'	2.4	Asking the students to choose one of the recreation places and mention some related words dealing with the place chosen	5'
2.5	Asking the students to mention some recreation places dealing with the picture landed and tell the feelings of having vacation there on the previous holiday	5'	2.5	Asking the students to tell the feelings of having vacation there on the previous holiday	5'
2.6	Asking the students to answer the jumble questions given to outline the content of speech according to the generic structure of a recount text	10'	2.6	Asking the students to outline the content of speech based on their experience according to the generic structure of a recount text Asking the students to sequence the events from their experience according to the generic structure of a recount text	10'
2.7	Asking the students to sequence the events from their answers according to the generic structure of a recount text	10'	2.7	Asking the students to perform the recount text based on their past experience consisting of 10 sentences randomly	10'
2.8	Asking the students to perform the recount text consisting of 10 sentences based on the topic got on the previous task	20'	2.8	Giving feedback to all the students	20'
2.9	Giving feedback to all the students and a reward for the winner	2'	2.9		2'
3.	Closure	5'	3.	Closure	5'
3.1	Guiding the students to draw a conclusion	4'	3.1	Guiding the students to draw a conclusion	4'
3.2	Praying and parting	1'	3.2	Praying and parting	1'

VIII. Source and Media**8.1 Source** :

Haryadi. 2014. *Bahasa Inggris untuk SMP/MTs kelas VIII*. Klaten: Grafika Dua
Tujuh.

8.2 Media :

8.2.1 Experimental Group : a set of Board Games

8.2.2 Control Group : -

IX. Evaluation**Product Assessment**

Product : the students' speaking achievement in telling experience

Instrument : scoring rubric for product assessment is enclosed

The Students' Speaking Achievement Score

Student's Name	Aspects of Speaking					
	C	G	P	V	F	TS

Notes :

C : Content

P : Pronunciation

F : Fluency

G : Grammar

V : Vocabulary

TS : Total Score

Speaking Score :

$$\text{Final Score} = C (...) + G (...) + P (...) + V (...) + F (...)$$

Indicator : 1) content, 2) accuracy on grammar, pronunciation, vocabulary, and
3) fluency

Jember, May 2015

Researcher

Oktavia Retno Nawang Wulan

NIM. 110210401003

TEACHING AND LEARNING MATERIAL
(Experimental Group)

Leading questions

1. Have you ever gone to Jakarta?
2. Do you know this place? (showing a picture of Jaya Ancol)

Learning materials

A recount text is a text in which describes past experiences by retelling the events in the order in which they happened so, its focus is on a sequence of events. The social function of recount text is to retell events for the purpose of informing and entertaining.

Generic structure :

a. Orientation

This part introduces the setting and the participants. Therefore, it covers the backgrounds information needed to understand the text, such as who was involved, where and when it happened.

b. Event(s)

In this part, it tells what happened in the past and in what sequence.

c. Re-orientation

Re-orientation is a closure of events that includes personal comment on the incident at the end of story.

Language features :

a. Focus on specific participants

e.g.: I, we, my family, Miss Ana, etc.

b. Use of past tense

e.g.: got, slipped, reached, went, etc.

c. Focus on temporal sequence

e.g.: then, first, after that, etc.

d. Circumstances of time and place

e.g.: last week, last holiday, at home, etc.

e. Use action verbs

e.g.: rushed, hit, ate, etc.

The example of the recount text:**Jaya Ancol Dream Land**

Last holiday, my family and I went to Jaya Ancol Dream Land. It is the largest and most popular recreation center in this country.

First, we went to Gelanggang Samudra Ancol or Oceanorium. We enjoyed the show of dolphins, seals, and other various animal attractions. Then, we visited Gelanggang Renang Ancol (swimming area). My brother and I swam there. At the beginning, we felt so worried, but after few minutes we could enjoy it. We also tried to swim in a pool with waves reaching one meter high like sea waves and a pool with sliding fiber-glass facility. The last place we visited was Dunia Fantasi or fantasy world. We saw some shows from five continents in the world except Australia.

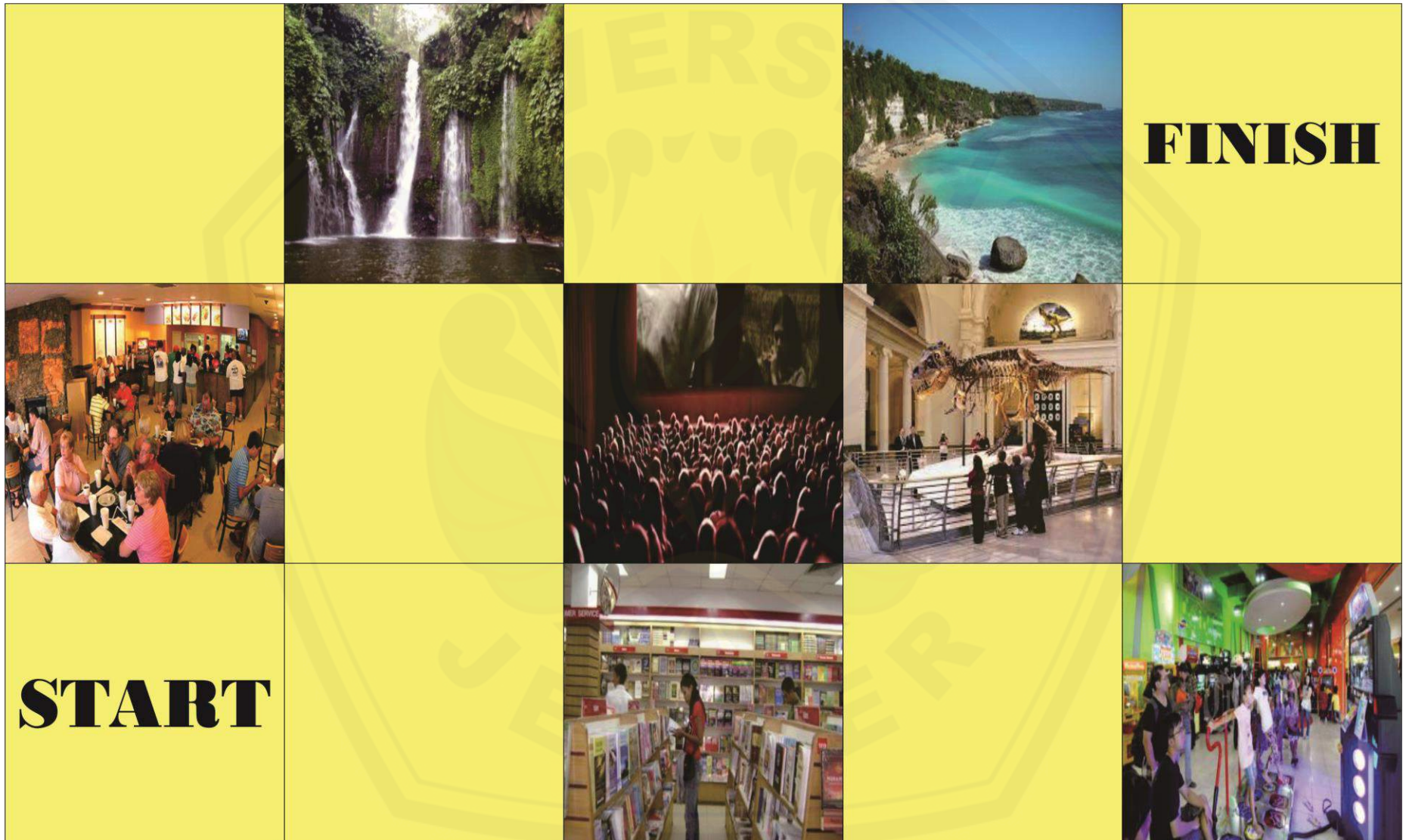
It was a great time in my life because I really loved my experience in Jaya Ancol Dream Land.

(Adapted from: Bahasa Inggris untuk SMP/MTs by Haryadi, 2014:33)







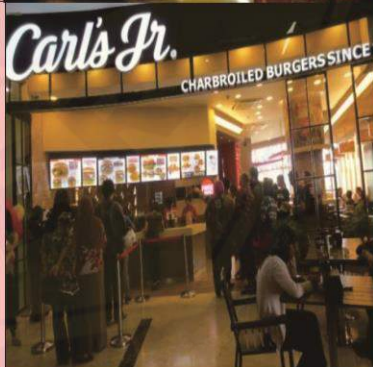
EXERCISES

(enclosed)

Exercise I. Play the Board game. State the place of the picture landed and mention some related words dealing with the place. List the words on your note (Layer 1)



Exercise II. Play the Board Game. Mention some recreation places dealing with the picture landed and tell your feelings when you have a vacation there on your previous holiday (Layer 2)

				FINISH
				
START				

Exercise III. Play the Board Game. Answer the jumble questions orally dealing with the recreation place got. Compose a recount text consisting of 10 sentences by outlining the content from your answers. Then, sequence the events based on the generic structure of a recount text. Having finished, perform it orally. (Layer 3)



The jumble questions behind each picture :

<p>TIME ZONE</p> <ul style="list-style-type: none"> - How long were you there? - What games did you play? - Were you happy there? - Why did you choose the games? - What did you do there? - How was the situation? 	<p>WATU OMBO WATERFALL</p> <ul style="list-style-type: none"> - What did you bring to go there? - How did you go there? - What did you do there? - What time did you go home? - Did you take pictures? - With whom did you go there? 		<p>ANGKUT MUSEUM</p> <ul style="list-style-type: none"> - Did you take pictures there? - How long were you there? - How did you go there? - What did you do there? - How was the situation? - Did you meet some foreigners? 	<p>FINISH</p>
	<p>PIZZA HUT</p> <ul style="list-style-type: none"> - How was the taste of the food? - How much money did you spend? - How did you go there? - Who accompanied you there? - How did the waitress serve you? - What menu did you order? 		<p>GRAMEDIA BOOKSTORE</p> <ul style="list-style-type: none"> - What did you buy there? - How did you go to there? - Who accompanied you there? - How much money did you spend? - Why did you buy it? - What did you do there? 	
<p>START</p>		<p>JEMBER CINEMA</p> <ul style="list-style-type: none"> - What movie did you watch? - How did you go to there? - Who accompanied you there? - How much money did you spend? - Why did you choose the movie? - What did you do there? 		<p>GREEN BAY</p> <ul style="list-style-type: none"> - Did you take pictures there? - Who accompanied you there? - How long did you go there? - What was the most beautiful thing there? - What did you bring? - How did you go there?

TEACHING AND LEARNING MATERIAL
(Control Group)

Leading questions

1. Have you ever gone to Jakarta?
2. Do you know this place? (showing a picture of Jaya Ancol)

Learning materials

A **recount text** is a text in which describes past experiences by retelling the events in the order in which they happened so, its focus is on a sequence of events. The social function of recount text is to retell events for the purpose of informing and entertaining.

Generic structure :

a. Orientation

This part introduces the setting and the participants. Therefore, it covers the backgrounds information needed to understand the text, such as who was involved, where and when it happened.

b. Event(s)

In this part, it tells what happened in the past and in what sequence.

c. Re-orientation

Re-orientation is a closure of events that includes personal comment on the incident at the end of story.

Language features :

a. Focus on specific participants

e.g.: I, we, my family, Miss Ana, etc.

b. Use of past tense

e.g.: got, slipped, reached, went, etc.

c. Focus on temporal sequence

e.g.: then, first, after that, etc.

d. Circumstances of time and place

e.g.: last week, last holiday, at home, etc.

e. Use action verbs

e.g.: rushed, hit, ate, etc.

The example of the recount text:**Jaya Ancol Dream Land**

Last holiday, my family and I went to Jaya Ancol Dream Land. It is the largest and most popular recreation center in this country.

First, we went to Gelanggang Samudra Ancol or Oceanorium. We enjoyed the show of dolphins, seals, and other various animal attractions. Then, we visited Gelanggang Renang Ancol (swimming area). My brother and I swam there. At the beginning, we felt so worried, but after few minutes we could enjoy it. We also tried to swim in a pool with waves reaching one meter high like sea waves and a pool with sliding fiber-glass facility. The last place we visited was Dunia Fantasi or fantasy world. We saw some shows from five continents in the world except Australia.

It was a great time in my life because I really loved my experience in Jaya Ancol Dream Land.

(Adapted from: Bahasa Inggris untuk SMP/MTs by Haryadi, 2014:33)

EXERCISES

Exercise I. There are so many recreation places in Indonesia. Mention some recreation places you have been visited dealing with the topics below.

- Bookstore
- Game zone
- Restaurant
- Museum
- Cinema
- Waterfall
- Beach

Exercise II. Choose one of the recreation places you like most and mention some related words dealing with the recreation place you have chosen. List the words on your note.

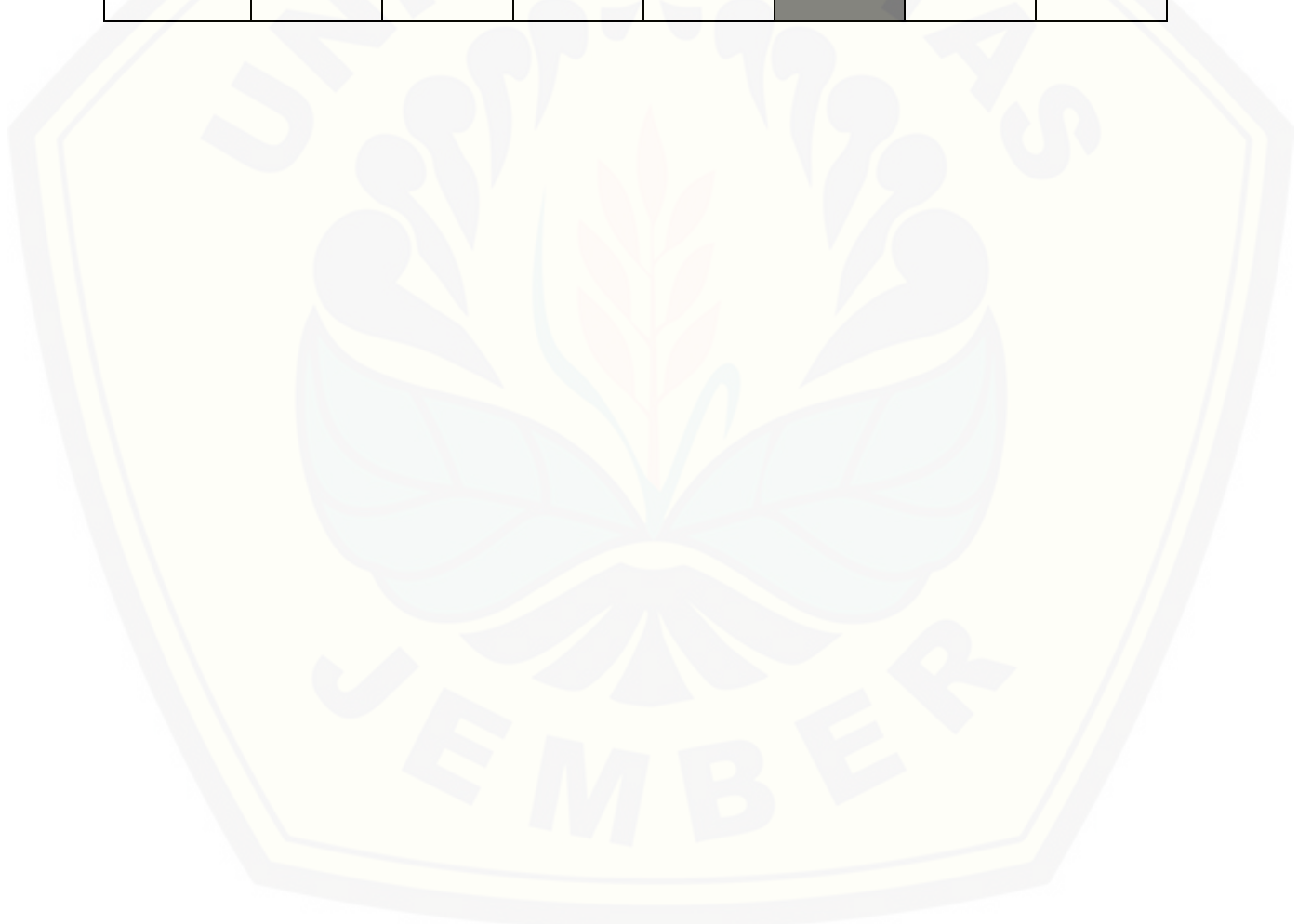
Exercise III. Tell your feelings when you have a vacation there on your previous holiday.

Exercise IV. Outline the content based on your experience in the recreation place according to the generic structure of a recount text. Then, sequence the events into a recount text consisting of 10 sentences. Having finished, perform it orally.

The Students' Speaking Scores from the English Teacher

Students' Number	CLASS						
	VIII A	VIII B	VIII C	VIII D	VIII E	VIII F	VIII G
1.	76	78	75	78	71	74	75
2.	75	77	77	76	73	75	74
3.	73	78	78	78	77	75	75
4.	77	81	76	77	78	73	75
5.	78	77	81	76	80	73	76
6.	80	78	77	77	75	77	78
7.	71	76	76	75	75	78	77
8.	75	78	78	76	77	80	77
9.	74	71	74	76	78	78	78
10.	77	76	78	78	76	76	77
11.	78	77	73	77	78	78	78
12.	76	76	75	77	77	77	77
13.	78	77	77	76	76	76	75
14.	77	75	75	77	77	77	80
15.	76	76	76	75	79	75	78
16.	77	74	78	76	76	76	75
17.	80	75	83	78	76	79	75
18.	76	75	75	75	78	78	76
19.	78	75	75	75	77	77	79
20.	79	76	76	75	76	76	80
21.	75	74	79	76	78	77	80
22.	75	79	80	79	77	82	85
23.	76	77	78	80	76	76	83
24.	79	78	76	75	77	85	75
25.	80	76	73	77	75	74	77
26.	76	77	77	78	76	75	78

27.	81	78	76	76	78	75	71
28.	75	80	77	78	76	76	78
29.	84	75	75	77	78	79	76
30.	76	76	76	76	77	83	75
31.	75	76	78	77	76	75	75
32.	77	74	77	75	77	80	80
33.	76	81	76	76	75	76	72
34.	79	77	72	78	76	79	74
35.	75	80	77	75		74	77
36.	80	74	77	75		75	71



The Names of the Respondents

NO	NIS	NAME
1.	7909	Adibah Muthiah Khansa
2.	7910	Adinda Widia Pangestu
3.	7912	Alief Salsabila
4.	8020	Aliefia Nuraini Talya
5.	7914	Aprlia Ambarwati
6.	7915	Argan Ariadnalaska
7.	7916	Ari Yudha Pradana
8.	7917	Ariel Rizky Hernanda
9.	7919	Bella Savina
10.	8133	Dinda Agustin Amalia
11.	7922	Dyas Octa Viola
12.	7923	Farah Lathifah
13.	7957	Fryda Lucyana
14.	7924	Galuh Ayu Pramudia
15.	7925	Hafifah Annastasasi
16.	7929	Isti Hamdalah
17.	7930	Khozaimah Rizky
18.	7931	M. Haris Naufal
19.	7965	Maulin Ainur Kharisma
20.	7966	Meilinda Rafika Sari
21.	7934	Nabila Syafa'ah Shoufia
22.	7937	Nurul Kamila
23.	7972	Ovilia Wulan Anggarita
24.	8158	Rani Fauziyah Putri
25.	7977	Renata Sekar Ayu
26.	8084	Riskika Amalia Istiqomah

NO	NIS	NAME
1.	7948	Agung Try Nugroho
2.	7947	Anevia Thalia Artamerano
3.	7949	Arham Giantry Silatur
4.	7950	Bintang Sabda Ramadhan
5.	7951	Catrine Ramadhani
6.	7952	Chica Dewi Qintiamiany
7.	7953	Devy Ayu Ramadhani
8.	7920	Diah Anggraeni Agustina
9.	7954	Farahdillah Syafa
10.	7955	Fea Agustina Thifal
11.	7956	Fiskan Adi S
12.	7958	Gabriella Diah Ayu Rizki
13.	7926	Ifki Aprilia
14.	7927	Iif Nurdian Wahida
15.	7928	Ilfiani Nurwulandari
16.	7959	Ilmi Azmi Iradiyah
17.	7960	Inez Hisluana Prima
18.	7961	Jesisca Melletwo Binganto
19.	7962	Lydia Amalia Rahmasari
20.	7963	Maghfirlyah Fahmi
21.	7964	Malika Ayu Rizqia
22.	7933	Moch. Saiful Darmawan
23.	7967	Muhammad Rofif Wajdi
24.	7968	Nabila Brigaputri Yuvianti
25.	7969	Nadhifa Aiman Wachdin
26.	7936	Bur Jannah Permata Surya

27.	7938	Riza Ramiati
28.	7939	Rizki Aryaputra Nugraha
29.	7940	Ronin Dutta Amanda
30.	7941	Ryas Revita P
31.	7942	Salsabilla Puteri
32.	7943	Salsabila Barienka
33.	7944	Sandi Ragil Kurnia Putra
34.	7945	Segara Bhagas
35.	7982	Shellia Nur Maftufah
36.	7946	Zufar Azarial Azmi

27.	7970	Oktafinaryan E
28.	7971	Oktavia Kurniawati
29.	7973	Pelangi Sinatrya Anadan
30.	7974	Putri Desta Romadhani
31.	7975	Qorina Wardani
32.	7976	Raffli Firmansyah
33.	7978	Rizqa Alfiani
34.	7979	Rofiq Septianto
35.	7980	Viona Ramadanti
36.	7981	Stevani Eka Putri



POST-TEST

School : SMPN 4 Jember
 Subject : English
 Grade/Semester : VIII/2
 Language Skill : Speaking
 Genre : Recount Text
 Time Allocation : 2 x 40 minutes

Choose one of the three topics below by encircling the number of the topic. Perform a recount text dealing with the topic chosen consisting of approximately 10 sentences. It must be based on the generic structure and language features of a recount text.

1. My last vacation
2. The most embarrassing day in my life
3. My last birthday

Student's Name :					
Number :					
Class :					
Aspects of Speaking					Total Score
Content	Grammar	Pronunciation	Vocabulary	Fluency	

The Scores of the Students' Post-test

NO	NAME	SCORE
1.	Adibah Muthiah Khansa	92
2.	Adinda Widia Pangestu	87
3.	Alief Salsabila	73
4.	Aliefia Nuraini Talya	86
5.	Aprlia Ambarwati	82,5
6.	Argan Ariadnalaska	71,5
7.	Ari Yudha Pradana	73
8.	Ariel Rizky Hernanda	78
9.	Bella Savina	64
10.	Dinda Agustin Amalia	79
11.	Dyas Octa Viola	80
12.	Farah Lathifah	82
13.	Fryda Lucyana	80,5
14.	Galuh Ayu Pramudia	84
15.	Hafifah Annastasasi	78
16.	Isti Hamdalah	82
17.	Khozaimah Rizky	75,5
18.	M. Haris Naufal	74
19.	Maulin Ainur Kharisma	84
20.	Meilinda Rafika Sari	80
21.	Nabila Syafa'ah Shoufia	81
22.	Nurul Kamila	76
23.	Ovilia Wulan Anggarita	82
24.	Rani Fauziyah Putri	79
25.	Renata Sekar Ayu	73
26.	Riskika Amalia Istiqomah	89

NO	NAME	SCORE
1.	Agung Try Nugroho	74
2.	Anevia Thalia Artamerano	76,5
3.	Arham Giantry Silatur	74,5
4.	Bintang Sabda Ramadhan	82
5.	Catrine Ramadhani	85,5
6.	Chica Dewi Qintiamiany	76
7.	Devy Ayu Ramadhani	82
8.	Diah Anggraeni Agustina	76
9.	Farahdillah Syafa	71
10.	Fea Agustina Thifal	75
11.	Fiskan Adi S	72
12.	Gabriella Diah Ayu Rizki	71,5
13.	Ifki Aprilia	84
14.	Iif Nurdian Wahida	74,5
15.	Ilfiani Nurwulandari	77
16.	Ilmi Azmi Iradiyah	74,5
17.	Inez Hisluana Prima	78
18.	Jesica Melletwo Binganto	83
19.	Lydia Amalia Rahmasari	75
20.	Maghfirlyah Fahmi	82
21.	Malika Ayu Rizqia	80
22.	Moch. Saiful Darmawan	74
23.	Muhammad Rofif Wajdi	72,5
24.	Nabila Brigaputri Yuvianti	72,5
25.	Nadhifa Aiman Wachdin	73
26.	Bur Jannah Permata Surya	64,5

27.	Riza Ramiati	76,5
28.	Rizki Aryaputra Nugraha	78
29.	Ronin Dutta Amanda	77
30.	Ryas Revita P	78
31.	Salsabilla Puteri	74
32.	Salsabila Barienka	75
33.	Sandi Ragil Kurnia Putra	79,5
34.	Segara Bhagas	81
35.	Shellia Nur Maftufah	86,5
36.	Zufar Azarial Azmi	82

27.	Oktafinaryan E	66
28.	Oktavia Kurniawati	84,5
29.	Pelangi Sinatrya Anadan	67,5
30.	Putri Desta Romadhani	81,5
31.	Qorina Wardani	78
32.	Raffli Firmansyah	66,5
33.	Rizqa Alfiani	81
34.	Rofiq Septianto	65,5
35.	Viona Ramadanti	88
36.	Stevani Eka Putri	66

**The Tabulation of the Students' Post-test
(Experimental Group)**

No	Students' Initial Names	Aspects of Speaking										Total Score		Final Score
		C		G		P		V		F		1	2	
		1	2	1	2	1	2	1	2	1	2			
1.	AMK	24	24	17	18	18	18	18	18	14	15	91	93	92
2.	AWP	22	23	16	17	17	17	18	18	13	14	85	89	87
3.	AS	20	21	14	15	13	14	15	15	9	10	71	75	73
4.	ANTD	23	24	18	17	16	16	17	18	12	12	86	86	86
5.	AA	21	22	17	17	15	15	17	18	11	12	81	84	82,5
6.	AANS	17	19	15	15	12	13	16	17	9	10	69	74	71,5
7.	AYD	17	19	16	16	13	14	16	15	10	10	72	74	73
8.	ARH	21	22	15	15	14	15	16	16	11	11	77	79	78
9.	BS	16	18	12	12	13	13	15	15	5	8	62	66	64
10.	DAAP	20	21	15	15	16	15	16	17	11	12	78	80	79
11.	DOV	21	22	17	17	14	15	17	17	10	11	79	81	80
12.	FL	21	22	17	17	16	15	16	16	12	12	82	82	82
13.	FLP	20	21	16	16	17	17	15	16	11	12	79	82	80,5
14.	GAPR	20	21	17	17	17	17	16	17	13	13	83	85	84
15.	HAA	20	22	15	15	15	16	16	16	10	11	76	80	78
16.	IHR	21	23	16	16	15	15	17	18	11	12	80	84	82
17.	KRW	20	21	15	15	14	13	15	16	11	11	75	76	75,5
18.	MHN	18	20	15	14	15	15	14	15	11	11	73	75	74
19.	MAK	22	21	16	16	17	17	16	17	13	13	84	84	84
20.	MRS	20	21	16	16	15	16	16	16	12	12	79	81	80
21.	NSSD	21	23	15	14	16	17	17	16	11	12	80	82	81
22.	NK	20	21	14	13	15	16	16	16	10	11	75	77	76
23.	OWA	20	22	16	16	16	17	16	17	12	12	80	84	82
24.	RFP	21	22	14	15	15	15	16	17	12	12	78	80	79
25.	RSA	18	19	15	16	14	14	15	15	10	10	72	74	73
26.	RAI	23	24	17	18	16	17	17	18	14	14	87	91	89
27.	RR	19	20	14	15	15	15	16	16	11	12	75	78	76,5
28.	RAN	19	20	15	15	16	16	15	16	12	12	77	79	78
29.	RDA	20	21	14	15	13	14	16	17	12	12	75	79	77
30.	RRP	20	21	15	16	14	15	15	16	12	12	76	80	78
31.	SPP	19	20	14	15	13	14	16	16	10	11	72	76	74
32.	SBP	20	21	13	13	13	14	16	17	11	12	73	77	75
33.	SRKP	20	22	16	15	16	16	15	16	11	12	78	81	79,5
34.	SB	22	23	17	17	15	15	15	16	11	11	80	82	81
35.	SNM	22	24	17	17	17	18	16	16	13	13	85	88	86,5
36.	ZAA	22	23	14	15	15	15	18	18	11	13	80	84	82

**The Tabulation of the Students' Post-test
(Control Group)**

No	Students' Initial Name	Aspects of Speaking										Total Score		Final Score
		C		G		P		V		F		1	2	
		1	2	1	2	1	2	1	2	1	2			
1.	ATN	17	19	14	14	15	16	15	15	11	12	72	76	74
2.	ATA	20	21	14	15	15	14	15	16	11	12	75	78	76,5
3.	AGSR	19	20	14	15	15	14	15	16	10	11	73	76	74,5
4.	BSR	21	22	16	16	16	16	16	16	12	13	81	83	82
5.	CR	22	23	15	16	17	17	17	18	13	13	84	87	85,5
6.	CDQ	19	20	14	15	15	15	15	15	12	12	75	77	76
7.	DAR	21	22	16	16	16	16	16	16	12	13	81	83	82
8.	DAA	20	21	14	14	14	15	15	16	11	12	74	78	76
9.	FSD	15	17	15	15	16	16	12	15	10	11	68	74	71
10.	FATR	18	20	14	14	15	15	15	16	11	12	73	77	75
11.	FASM	16	17	14	14	14	15	16	16	11	11	71	73	72
12.	GDAR	20	21	12	12	12	14	15	16	10	11	69	74	71,5
13.	IA	22	23	15	16	17	17	17	18	12	11	83	85	84
14.	INW	20	21	13	14	14	15	15	15	11	11	73	76	74,5
15.	IN	20	21	14	15	15	15	15	16	11	12	75	79	77
16.	IAI	20	21	14	15	14	14	15	15	10	11	73	76	74,5
17.	IHP	21	21	15	15	15	16	16	16	10	11	77	79	78
18.	JMB	21	22	16	16	15	16	16	17	13	13	81	85	83
19.	LAR	20	21	13	14	15	15	15	15	11	11	74	76	75
20.	MFH	21	22	16	16	15	16	16	17	12	13	80	84	82
21.	MAR	21	22	16	17	15	15	16	16	11	11	79	81	80
22.	MSD	20	21	13	14	14	15	15	15	10	11	72	76	74
23.	MRW	17	18	16	15	15	16	12	14	11	11	71	74	72,5
24.	NBY	19	20	14	14	14	15	14	15	10	10	71	74	72,5
25.	NAW	19	20	12	13	15	15	14	16	11	11	71	75	73
26.	NJPS	15	17	12	12	12	13	12	14	11	11	62	67	64,5
27.	OE	15	17	12	13	14	15	11	13	11	11	63	69	66
28.	OK	22	23	16	17	16	16	17	17	12	13	83	86	84,5
29.	PSAS	19	20	12	13	11	12	13	15	10	10	65	70	67,5
30.	PDR	21	22	15	16	16	16	16	17	12	12	80	83	81,5
31.	QW	21	22	15	15	15	15	15	15	11	11	77	79	78
32.	RF	19	20	12	12	11	12	12	14	10	11	64	69	66,5
33.	RA	21	22	17	17	15	15	15	15	12	12	80	82	81
34.	RS	16	18	11	13	12	13	14	15	9	10	63	68	65,5
35.	VR	21	22	19	19	17	18	16	15	14	15	87	89	88
36.	SEP	18	19	12	13	11	12	14	15	9	10	64	68	66

The Guide in Assessing the Students' Speaking Performance

I. Coding System

1. Written in █ = Error on Grammar and Vocabulary
2. Written in █ = Error on Pronunciation
[█] = The Correction
3. Written in █ = Error on Fluency

Errors on fluency covers three aspects as follows:

- a. . = pauses (signify that the speaker pauses the speech in one second)
- b. (x) = filler (x is a word that becomes the filler in the speech such as ehm,eh, em, etc)
- c. [x] = repetition (x is a word that is repeated in the speech)

II. Scoring Rubric

Aspects of Speaking	Scores	Indicators
Content	1 – 5	Understands too little for the simplest type of monolog
	6 – 10	Understands slow, very simple speech, require constant repetition and rephrasing
	11 – 15	Understands careful, require many repetition and rephrasing
	16 – 20	Understands quite well normal educated speech but require occasional repetition or rephrasing
	21 – 25	Understands everything in telling something
Grammar	1 – 4	Grammar almost entirely inaccurate phrases
	5 – 8	Constant errors showing control of few major patterns
	9 – 12	Frequent errors showing some major patterns and misunderstanding
	13 – 16	Showing imperfect control no weakness that causes misunderstanding
	17 – 20	Few errors, with no pattern of failure

Pronunciation	1 – 4	Pronunciation frequently cannot be understood and use another language
	5 – 8	Frequent errors in pronunciation and frequent repetition
	9 – 12	Mispronunciations and frequent errors in grammar and vocabulary
	13 – 16	Mispronunciations which do not interfere with understanding
	17 – 20	No conspicuous mispronunciation and clear
Vocabulary	1 – 4	Less vocabulary for simple monolog
	5 – 8	Vocabulary limited and survival area (food, transportation, animal, etc)
	9 – 12	Choice of words sometimes inaccurate and limitation of vocabulary
	13 – 16	Enough vocabulary to discuss special interest
	17 – 20	Professional vocabulary precise and wide, general vocabulary adequate to cope with complex practical problems
Fluency	1 – 3	Speech is getting stuck and not complete
	4 – 6	Speech is very slow and uneven except for short sentences
	7 – 9	Speech is frequently hesitant, repeating the sentences
	10 – 12	Speech is sometimes hesitant, with some unevenness caused by rephrasing and grouping for words
	13 – 15	Speech is effortless and smooth

(Adapted from Hughes, 2003:131-132)

**The Samples of the Students' Speaking Transcription
(Teaching And Learning Process: Experimental Group)**

MAK (19)

/Last year, I went to Borobudur Temple by car. On the trip, I **saʊ** (**sɔ:**) many buildings. I arrived **in** Borobudur Temple **at** afternoon. The situation in Borobudur Temple was crowded and very hot. Borobudur Temple was very beautiful and I felt excited. ... I **take** [**I took**] some pictures of me. I **bɔ:t** (**bɔ:t**) some souvenirs for [**for**] my friends. . It was my unforgettable experience./

(Teaching And Learning Process: Control Group)

CDQ (06)

/Going to Borobudur Temple/

/Last holiday, I went to Borobudur Temple. I went **to** there with my family. I went to Borobudur Temple by **a** car. In the journey, we **se:ŋ** (**sæŋ**) a song. I **saʊ** (**sɔ:**) the beautiful view. Before we arrived there, we ate together. . After that, we continued the journey. I [**I**] **very tired** so, I slept **at** the car. When I woke up, we [**we've**] arrived there. We **very happy** because the [**the**] Borobudur Temple **very beautiful**./

**The Samples of the Students' Speaking Transcription
(Post-test: Experimental Group)**

AMK (01)

/Wrong Guy/

/At that time, I was 8 years old. My friends and I were playing hide and seek happily. That was my turn to look for my friends so, I **looking** for them. And finally, I could find all of them except Adit. I could not find him. I remembered that Adit **weirij** ('**weərɪj**) a yellow shirt and blue pants. As I passed **the** Mr. Hadi's shop, I saw a kid **weirij** ('**weərɪj**) a yellow shirt and blue pants, so I approached and pulled him to my **rendz** (**frendz**). However, I became **silent** when I saw Adit was standing near my friends so, I looked **to** the boy that I drag from Mr. Hadi's shop and he was not Adit but he was someone else with the same clothes so, finally I apologized to that boy and that was so embarrassing moment./

No	Students' Initial Name	Aspect of Speaking										Total Score		Final Score
		C		G		P		V		F		1	2	
		1	2	1	2	1	2	1	2	1	2			
1.	AMK	24	24	17	18	18	18	18	18	14	15	91	93	92

RSA (25)

/Malang/

/One day, . my father and I went on vacation to Malang. We [**we**] went to my **sister house**. We set off in the morning and we got there at noon. I stayed for five days. (**wak**) On the second day, I went to Batu travel. .. There, I **can** see the beauty of **netur** ('**netʃər**), many various objects that I [**that I**] [**I**] have not seen. I **buy** a **varɪəti** (**və'raɪəti**) of **frutz** (**fru:tz**) and so **fərʃ** (**fə:θ**). I **can** enjoy [**I can enjoy**] a **varɪəti** (**və'raɪəti**) of [**of**] **foods**. When [**when**] my sister came [**came**] home, I was **ɪgzʊətəd** (**ɪgzʊ:stəd**). However I **am** very happy./

No	Students' Initial Name	Aspect of Speaking										Total Score		Final Score
		C		G		P		V		F		1	2	
		1	2	1	2	1	2	1	2	1	2			
25.	RSA	18	19	15	16	14	14	15	15	10	10	72	74	73

RDA (29)

/My Favorite Holiday/

/Vacation ago, I went to the city of Jakarta with my mother, my grandmother, and my sister. Jakarta for my family is a favorite place for vacation. My family **holiday** in Jakarta for seven **day**. The first day until **the four day weər (wər)** just at my **uncle house**. **The five day** we went to *Taman Mini Indonesia Indah*. There we **[there we] saʊ (sə:)** a **[a] traditional house Indonesia**. **The sixth day** we went to Ragunan. There we **saʊ (sə:)** a lot of animals **starting from elepənt ('elfənt)**, monkeys, **bi:rs (beərz)**, white tigers, **ɪnd (ənd)** others. **The seventh day** I came home from Jakarta. We returned by bus. We **weər (wər)** travelling home for twenty **[twenty]** twenty two **[twenty two] hərs ('aʊərz)**. Our experience in Jakarta will never be forgotten.

No	Students' Initial Name	Aspect of Speaking										Total Score		Final Score
		C		G		P		V		F		1	2	
		1	2	1	2	1	2	1	2	1	2			
29.	RDA	20	21	14	15	13	14	16	17	12	12	75	79	77

**The Samples of the Students' Speaking Transcription
(Post-test: Control Group)**

ATN (01)

/Last **mʌnθ** (**mʌnθ**), I went to the zoo. I **[I]** went with my family by car. **Arrived** **ʌrɪvd** (**ə'raɪvd**) **[arrived]** in zoo, I **səʊ** (**sə:**) a kangaroo. Then, I fed **a** kangaroo. Then, I **[I]** **səʊ** (**sə:**) a lion and I **selfie** with **lion**. Then, we **[then we]** **break in** restaurant and we ate **in** **[in]** there. We last, **[we]** **return** home. I **hope can** come again./

No	Students' Initial Name	Aspect of Speaking										Total Score		Final Score
		C		G		P		V		F		1	2	
		1	2	1	2	1	2	1	2	1	2			
1.	ATN	17	19	14	14	15	16	15	15	11	12	72	76	74

RS (34)

/Last week, I spent my vacation at home. **(ehm)** I was very **bɔ:rd** (**bɔ:rd**) at home. **(ehm) ...** At **[at]** home, I just **[I just]** played **kəm'pjʊ:tər** (**kəm'pjʊ:tər**), **reading** a **nɒvl** (**'nɒvl**), ate **[ate]** snack and then **sleep**. I **very bored** **bɔ:rd** (**bɔ:rd**) **until** **(eh)** **[until]** at home **often sleep**. At home **just played** game and **take** a bath. Every time my **parent** **ʌskəd** (**ʌ:skd**) me to help them and everyday my **parent** **[my parent]** **ʌskəd** (**ʌ:skd**) me to help **me** **(oh)** **[to help]** them **(eh)** **(ehm)** but I **am** very happy **in** my vacation because I **can** sleep every time./

No	Students' Initial Name	Aspect of Speaking										Total Score		Final Score
		C		G		P		V		F		1	2	
		1	2	1	2	1	2	1	2	1	2			
34.	RS	16	18	11	13	13	12	14	15	9	10	63	68	65,5

VR (35)

/The Dirty Clothes/

/One day, my mother and I went to the night market. We met my **kəsm** ('kʌzn) and his family there. His name is Narto. My **kəsm** ('kʌzn) and I played together, but I didn't like him. There was the **mu:di** ('mʌdi) ground and I didn't know about it. Suddenly, my **kəsm** ('kʌzn) tried to **kers** (tʃers) me so, I ran away from him. Auh! I fell. My **[my]** clothes got dirty. Now when I went home with dirty clothes, I felt really shy. It's my **m'pærəsɪŋ** (m'bærəsɪŋ) experience./

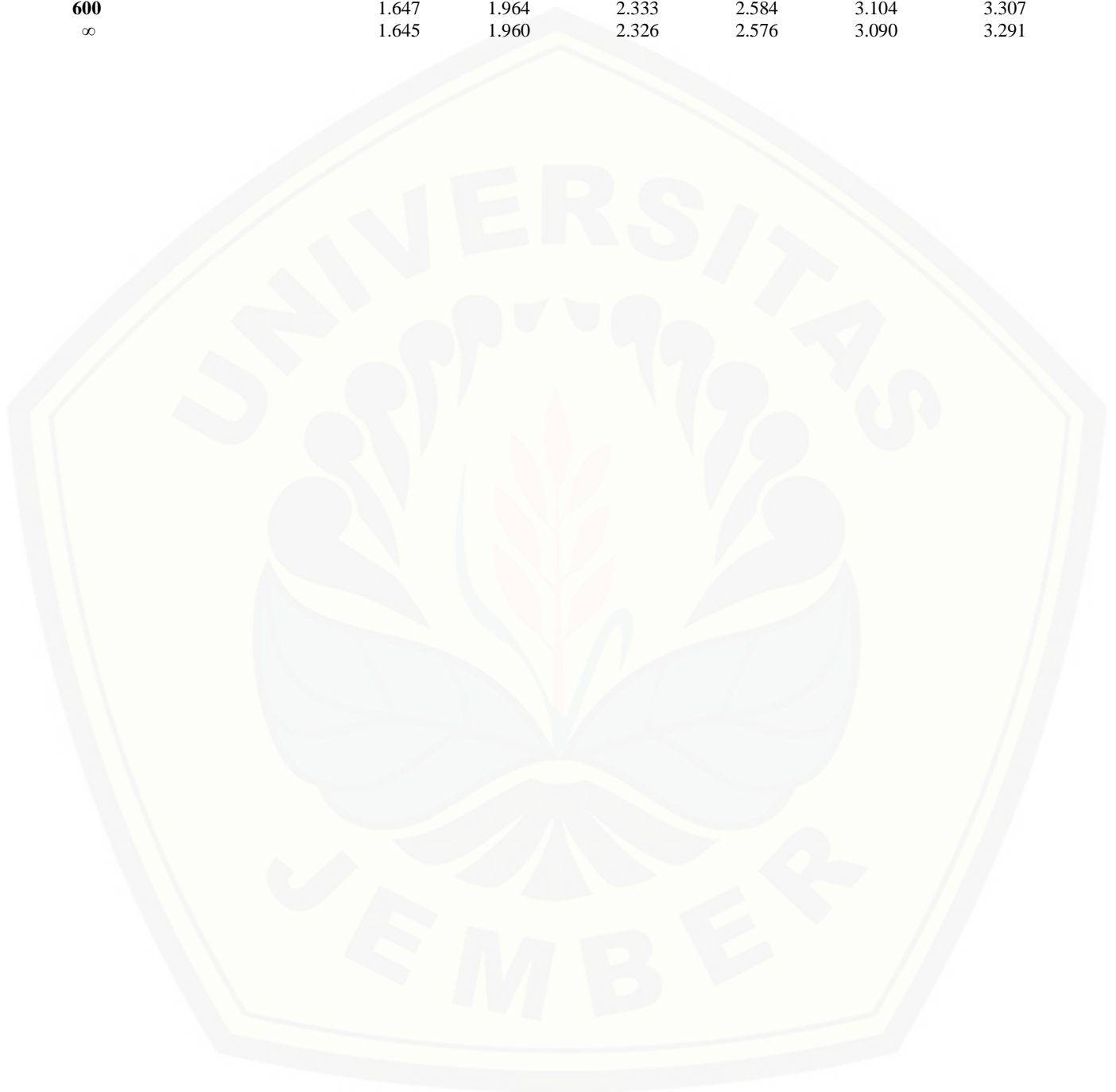
No	Students' Initial Name	Aspect of Speaking										Total Score		Final Score
		C		G		P		V		F		1	2	
		1	2	1	2	1	2	1	2	1	2			
35.	VR	21	22	19	19	17	18	16	15	14	15	87	89	88

Statistical Tables

t Distribution: Critical Values of t

Degrees of freedom	Significance level						
	Two-tailed test:	10%	5%	2%	1%	0.2%	0.1%
	One-tailed test:	5%	2.5%	1%	0.5%	0.1%	0.05%
1		6.314	12.706	31.821	63.657	318.309	636.619
2		2.920	4.303	6.965	9.925	22.327	31.599
3		2.353	3.182	4.541	5.841	10.215	12.924
4		2.132	2.776	3.747	4.604	7.173	8.610
5		2.015	2.571	3.365	4.032	5.893	6.869
6		1.943	2.447	3.143	3.707	5.208	5.959
7		1.894	2.365	2.998	3.499	4.785	5.408
8		1.860	2.306	2.896	3.355	4.501	5.041
9		1.833	2.262	2.821	3.250	4.297	4.781
10		1.812	2.228	2.764	3.169	4.144	4.587
11		1.796	2.201	2.718	3.106	4.025	4.437
12		1.782	2.179	2.681	3.055	3.930	4.318
13		1.771	2.160	2.650	3.012	3.852	4.221
14		1.761	2.145	2.624	2.977	3.787	4.140
15		1.753	2.131	2.602	2.947	3.733	4.073
16		1.746	2.120	2.583	2.921	3.686	4.015
17		1.740	2.110	2.567	2.898	3.646	3.965
18		1.734	2.101	2.552	2.878	3.610	3.922
19		1.729	2.093	2.539	2.861	3.579	3.883
20		1.725	2.086	2.528	2.845	3.552	3.850
21		1.721	2.080	2.518	2.831	3.527	3.819
22		1.717	2.074	2.508	2.819	3.505	3.792
23		1.714	2.069	2.500	2.807	3.485	3.768
24		1.711	2.064	2.492	2.797	3.467	3.745
25		1.708	2.060	2.485	2.787	3.450	3.725
26		1.706	2.056	2.479	2.779	3.435	3.707
27		1.703	2.052	2.473	2.771	3.421	3.690
28		1.701	2.048	2.467	2.763	3.408	3.674
29		1.699	2.045	2.462	2.756	3.396	3.659
30		1.697	2.042	2.457	2.750	3.385	3.646
32		1.694	2.037	2.449	2.738	3.365	3.622
34		1.691	2.032	2.441	2.728	3.348	3.601
36		1.688	2.028	2.434	2.719	3.333	3.582
38		1.686	2.024	2.429	2.712	3.319	3.566
40		1.684	2.021	2.423	2.704	3.307	3.551
42		1.682	2.018	2.418	2.698	3.296	3.538
44		1.680	2.015	2.414	2.692	3.286	3.526
46		1.679	2.013	2.410	2.687	3.277	3.515
48		1.677	2.011	2.407	2.682	3.269	3.505
50		1.676	2.009	2.403	2.678	3.261	3.496
60		1.671	2.000	2.390	2.660	3.232	3.460
70		1.667	1.994	2.381	2.648	3.211	3.435
80		1.664	1.990	2.374	2.639	3.195	3.416
90		1.662	1.987	2.368	2.632	3.183	3.402
100		1.660	1.984	2.364	2.626	3.174	3.390

120	1.658	1.980	2.358	2.617	3.160	3.373
150	1.655	1.976	2.351	2.609	3.145	3.357
200	1.653	1.972	2.345	2.601	3.131	3.340
300	1.650	1.968	2.339	2.592	3.118	3.323
400	1.649	1.966	2.336	2.588	3.111	3.315
500	1.648	1.965	2.334	2.586	3.107	3.310
600	1.647	1.964	2.333	2.584	3.104	3.307
∞	1.645	1.960	2.326	2.576	3.090	3.291





KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121
Telepon: 0331- 334 988, Faks: 0331-332 475
Laman: www.fkip.unej.ac.id

Nomor : 1256/UN25.1.5/LT/2015
Lampiran : -
Perihal : Permohonan Izin Penelitian

Yth. Kepala SMPN 4 Jember
Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama : Oktavia Retno Nawang Wulan
NIM : 110210401003
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: **"The Effect of Using Board Games on the Eighth Grade Students' Speaking Achievement in Telling Experience in the 2014/2015 Academic Year"**

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.

an Dekan
Bebantu Dekan I,

Dr. Sukatman, M.Pd.
NIP. 19640123 199512 1 001



**PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SMP NEGERI 4 JEMBER**

SSN No. SK 867a/C3/Kep/2006

Jalan: Nusa Indah 14 ☎ 0331 – 485525 Fax 0331 – 428406

<http://www.smp4jember.sch.id> ; email: smpn4jember@yahoo.co.id

SURAT - KETERANGAN

Nomor : 421.3/071/413.01.20523904/ 2015

Yang bertanda tangan di bawah ini Kepala **SMP NEGERI 4 JEMBER** dengan ini menerangkan dengan sebenarnya bahwa :

Nama : Oktavia Retno Nawang Wulan
NIM : 110210401008
Fakultas/Prodi : FKIP/ Pendidikan Bahasa Inggris
Universitas : Universitas Jember

benar – benar telah melakukan penelitian tentang “The Effect of Using Board Games on the Eighth Grade Students’ Speaking Achievement in Telling Experience at SMPN 4 Jember in the 2014/2015 Academic Year “ di **SMP NEGERI 4 JEMBER**.

Hari/Tanggal : 8 – 22 Mei 2015
Tempat : SMP Negeri 4 Jember

Demikian Surat ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 8 Juni 2015
Kepala SMPN 4 Jember



Dra. YAYUK KURNIYANI, MSi
NIP.19600929 198203 2 010