

**THE INFLUENCE OF SNAKE AND LADDER GAME TOWARD
STUDENTS' SPEAKING ABILITY**

(An Experimental Study at The Second Grade of SMPN 5 Banjarsari)

A PAPER

Submitted to English Education Department at the Faculty of Tarbiyah in Partial
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uin

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ABSTRACT

SUSI HANDAYANI : THE INFLUENCE OF SNAKE AND LADDER GAME TOWARD STUDENTS' SPEAKING ABILITY (An Experimental Study at The Second Grade of SMPN 5 Banjarsari, Ciamis)

Speaking is an important skill for communication and self-expression orally. Hence, speaking is one of English skills should be mastered by students. However, some students are lack of speaking ability because they are not facilitated to practice their speaking, while mastering in speaking can be gained through practice. One of teaching strategies to encourage students in speaking is "Snake and Ladder Game".

This research is aimed to investigate and measure the influence of snake and ladder game at improving students' speaking at the second grade students of SMPN 5 Banjarsari. Besides, it is also to reveal students' ability in speaking with using snake and ladder game and using storytelling technique, and to analyze the differences between students' ability in speaking using snake and ladder game and using storytelling technique. Therefore, the formulations of research are: 1) How is the students' speaking ability by using snake and ladder game; 2) How is the students' speaking ability by using storytelling technique; 3) How the significant difference between using snake and ladder game and storytelling technique is.

This research is quantitative research used experimental design. Experimental research describes what will happen when certain variables are carefully controlled or manipulated. The sample of this research is the second grade students of SMPN 5 Banjarsari. The technique of collecting data used is oral test that consists of pre test and post test. They are used to know students' ability in speaking before taught with using snake and ladder game and using storytelling technique; and students' ability in speaking after taught with using snake and ladder game and using storytelling technique. Statistics is used to analyze data in some procedures; determining the normality of data, examining the homogeneity of two variances, and testing the hypothesis.

The statistical result shows that the average score of experimental class is 18; it is on the range of 16 – 20, which is categorized as good while the average score of control class is 13, it is on the range of 11 - 15, which is categorized as sufficient. Besides, t- test shows that t_{count} is 6.64 while t_{table} is 2.01. It means that t_{count} is higher than t_{table} . In other words, the null hypothesis (H_0) is rejected and working hypothesis (H_a) is accepted.

Thus, the students' speaking using snake and ladder game is better than those are whose speaking using storytelling technique. Moreover, there are significant differences achievements between those are whose speaking using snake and ladder game and using storytelling technique. Therefore, it is suggested that teacher can improve students' ability in speaking through snake and ladder. This is one of good ways to be applied in the second grade of junior high school to improve their ability in speaking.

MOTTO AND DEDICATION

Life is a challenge, then face it. Life is a song, then sing it. Life is a dream so be aware. Life is a game, then play it. Life is a love, then enjoy it.

If you're not able to be a pencil to write the happiness of someone, then, be eraser to remove sorrow.

Sincerity of Heart and Firmness of attitude will make you better prepared and courageous in solving every problem.



This paper is fully dedicated to:

My beloved parents (Bpk. Hendi & Ibu Endah)

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DECLARATION

I hereby certify that this paper is entirely based on my own work. I am fully aware that I have quoted some statements and idea from other sources, and they are properly acknowledged the text as references.

Bandung, August 2015



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BIOGRAPHY



Susi Handayani is the only one child from Mr Hendi and Mrs Endah, she was born on 8 april 1992 in Ciamis. She lives in Panyindangan street no 152, Ciamis. She is a moeslim. She has educational background as follows:

1. Elementary School (SDN 2 Kalijaya) graduate in 2004
2. Junior High School (SMPN 1 Padaherang) graduate in 2007
3. Senior High School (SMAN 2 Banjarsari) graduate in 2010
4. Student of English Education Department of State Islamic University of Sunan Gunung Djati Bandung



PREFACE

Praise be to Allah, the cherisher and sustainer of the world; God who has been giving His blessing and mercy. Peace and salutation is also be upon prophet Muhammad the most noble man who guide us from the darkness into the lightness.

One sentence just can be said is Alhamdulillah rabbil'alamin, this paper entitled "The Influence of Snake and Ladder Game toward Students' Speaking Ability" has finished. This paper is submitted to fulfill one of the requirements to take the examination as one degree at English Education Department of State Islamic University Sunan Gunung Djati Bandung. The writer is aware that this paper is still far from perfect. However, hopefully this paper will be useful for the writer, the reader, especially for English teachers.


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BANDUNG, August 2015

The writer

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encouraging, giving love and compassion, giving material I need, working hard, always trying to do the best, to accompany me the day by day, support me all the time and given a smile and happiness in my life.

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9. 7A' and 7B' students of SMPN 5 Banjarsari. Great thanks to you all for giving me your attention and the time through my experiment. I also thanks for your supports and prayer, so I can finish my thesis. Love you all.

Final words, I say thank you so much indeed for all for those who I can not mentions the names. Hopefully, this thesis can be useful especially for me and readers generally.

Bandung , August 2015

The Writer

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CHAPTER I INTRODUCTION

In this chapter, the researcher will present an overview of research that consists of research background, statements research, purposes of research, significances of research, rationale, hypotesis, research methodology, and analysis of data.

1.1 Background

Speaking is one of the skills that has to be mastered by students in learning English. Speaking is an activity used by someone to communicate with others. According to Gert and Hans (2008: 207) speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions. McCarthy (1995:98) argued that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. Burns and Joyce (1996: 11) claimed that speaking requires that the learner not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (*linguistic competence*), but also it needs to understand when, why, and in what ways to produce language (*sociolinguistic competence*). Brown and Yule (1999: 14) stated that speaking is

depending on the complexity of the information to be communicated; however, the speaker sometimes finds it difficult to clarify what they want to say.

Speaking skill takes little students' interest and become a problem for them. It is in accordance with the words of Widdowson (1988).

“The problem is that students and especially students in developing countries, who have received several years of formal English teaching frequently remain deficient in the ability to actually use the language and to understand its use in formal communication, whether in the spoken or in the written mode.”

Based on that problem the researcher is interesting to use game as a method in learning process. Lewis (1999:5) stated that “games are fun and children like to play them” in line with that statement the researcher think that game can be used as a method in teaching speaking to create a convenient atmosphere and assimilate the boring situation in learning activity.

In this matter, the researcher uses one of the techniques of games that is Snake and Ladder Game. In *Science and Technology Education* book, the definition of “snakes and ladders is a popular game for children in many countries of the world. It is easy to make from basic materials and can be adapted to suit many learning situations.” This game also “can assist in developing basic arithmetic such as counting, addition and subtraction, communication, as well as the concept for which a game has been developed” (Lowe, 1988:27). So, with this game it is hoped that the students can more active in learning English especially in learning speaking.

Based on the explanations above, the researcher is interested to undertake quantitative study to investigate the effectiveness of snake and ladder game in improving students' speaking ability under the title: **“The Influence of Snake and Ladder Game toward Students' Speaking Ability”** (An Experimental Study at The Second Grade of SMPN 5 Banjarsari, Ciamis).

1.2 The Research Questions

Statements concerning these research problems are:

1. How is the students' speaking ability by using snake and ladder game?
2. How is the students' speaking ability by using storytelling technique?
3. How is the significant difference between using snake and ladder game and storytelling technique?

1.3 The Purposes of Research

The purpose of this research is as follows:

1. To find out what is the students' speaking ability by using snake and ladder game.
2. To find out what is the students' speaking ability by using storytelling technique.
3. To find out the significant difference between snake and ladder game and storytelling technique.

1.4 The Significances of Research

The result of this research is expected to provide some valuable advantages for the teacher, students, and the researcher.

1. For Teachers

Teachers as a facilitator has an important role in the learning process. Using more than one strategy in teaching English is obligatory because every student has different comprehension in the learning process. So, this research might become a reference of technique in teaching English especially in teaching speaking.

2. For Students

Students can be interested to learn speaking with this technique, it can motivate the students to learn more and make the class more effective.

3. The researcher

For personal advantages, this paper can increase her experience in making a scientific work to understand the techniques that are used in real teaching-learning processes.

4. Readers

The researcher hopes this research become a reference for people who need it as an additional material or used as a comparative study toward the other teaching strategy and can tell others of this strategy.

1.5 Rationale

Speaking is one of language skills. Therefore, students have to practice speaking repeatedly so that they can speak automatically without thinking what to say. Thornbury & Slade (2006:17) stated that speaking is social, in the sense that it establishes rapport and mutual agreement, maintains and modifies social identity, and involves interpersonal skills. McDonough & Shaw (2013:157) mentions that speaking is linguistic knowledge that creates an oral message for communication and self-expression. It means that by mastery of speaking, students will be able to communicate well because they are able to express ideas, opinion and feeling to others. Burns and Joyce (1996:11) argued that speaking requires that the learner not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (*linguistic competence*), but also it needs to understand when, why, and in what ways to produce language (*sociolinguistic competence*). In addition, speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Florez: 1999, cited in Bailey, 2002:124). Thus, speaking as one of the four language skills should be mastered by students in order to communicate with other person.

Teacher as a facilitator should create more creative teaching for improving students' ability in speaking and teaching process in order to make various atmosphere in the classroom activity especially in teaching speaking.

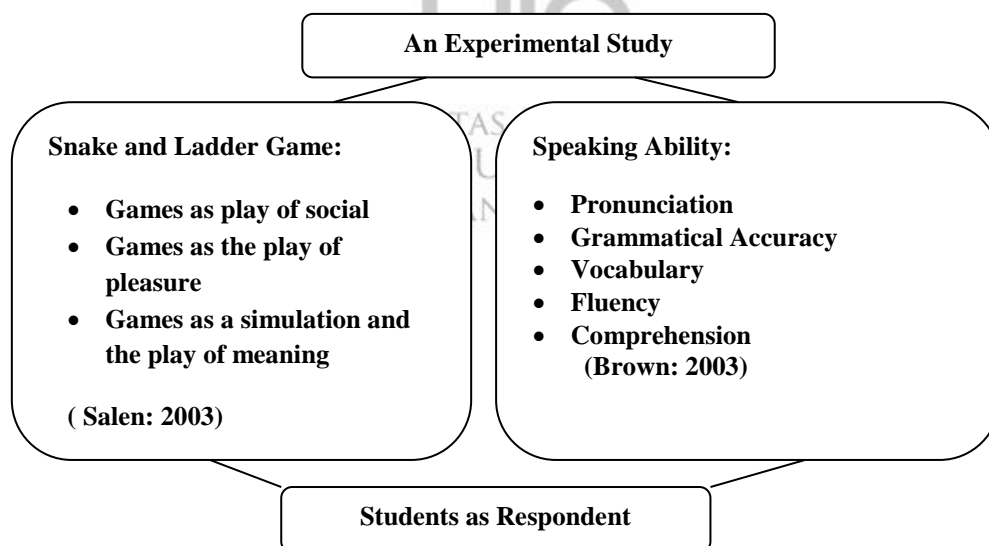
By considering the fact above, the researcher will use board game as a technique in teaching learning process, this game hoped will be affinity for students in learning. In *Science and Technology Education* book, the definition of

“snakes and ladders is a popular game for children in many countries of the world. It is easy to make from basic materials and can be adapted to suit many learning situations.” This game also “can assist in developing basic arithmetic such as counting, addition and subtraction, communication, as well as the concept for which a game has been developed” (Lowe, 1988:27).

The researcher hoped that with snake and ladder game the students’ English speaking would increase. Based on the explanation, the last we can see the influence of the use of snake and ladder game in teaching english to students’ achievement of English speaking.

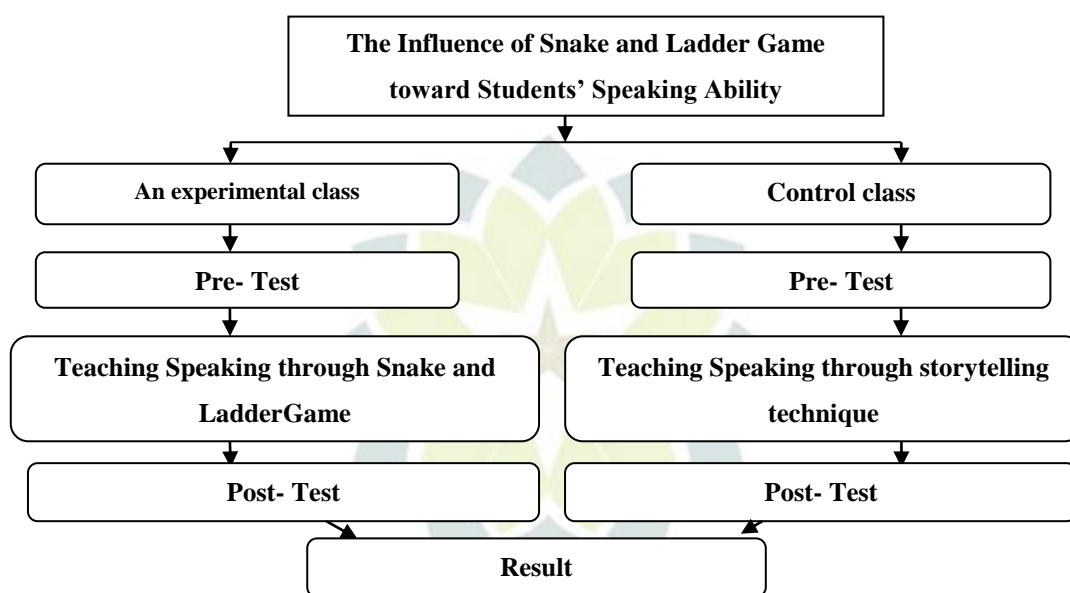
This research used two kind of variable, the first is snake and ladder game as the ”X” variable, and the second is the students’ speaking ability as the ”Y” variable. The variable studied can be seen in the figures below:

Figure 1.1
Indicator of Snake and Ladder Game and Speaking Ability



After finding some indicators of two variables, the researcher designs the research scheme which will be held by the researcher later. This research scheme will be displayed as follow :

Figure 1.2
Research Scheme



1.6 Hypotesis

Creswell (2012:111) claimed that hypotheses are statements in quantitative research, where the researcher makes a prediction about the result of the variables in its researcher, it serves the researcher question. It narrows down the purpose to the specific prediction. Likewise, in this research the independent variable or X variable is the game that becomes a tool or procedure of treatment, while the dependent variable is the students' speaking ability.

- a. Null hypotheses means there will be no statistically significant difference between students' speaking ability using snake and ladder game and students' speaking ability using storytelling technique. H_0 is accepted if $t_{count} < t_{table}$; it means that there is no significant difference with snake and ladder game and storytelling technique.
- b. Alternative hypotheses means there will be statistically significant difference between students' speaking ability using snake and ladder game and students' speaking ability using storytelling technique. It makes predictions that may be true if the null is rejected. It suggests a change, a relationship or a difference. H_a is accepted if $t_{count} > t_{table}$; it means there is a significant difference between students' speaking ability using snake and ladder game and students' speaking ability by using storytelling technique.

1.7 Research Methodology

In this research methodology concern of research method, location of research, population, sample, dividing the class of research and technique of collecting data of research.

1.7.1 Research Method

This research uses a quantitative experimental study. Creswell (2012) stated that the approach that is used to conduct quantitative research. In an experimental research, the researcher attempt to test or practice an idea to determine whether it influences the dependent variable or the result of final research. Firstly, give the

idea/procedure to be experienced by individuals but (the other individuals are not). Then, determine whether those who experienced the idea (or practice or procedure) performed better on some outcome than those who did not experience it.

1.7.2 Location of Research

The research conducted at Second Grade of SMPN 5 Banjarsari, located at the village Kalijaya, Sub district of Ciamis, Ciamis regency, about 20 Km from the city. It was built on march 1998. This school is chosen by the researcher because based on interview with teacher of the school that students have a problem with speaking ability. They still learn with the conventional method and never playing with speaking game. In addition, the researcherchoose this school because there are no researchers who do the English research over there beforehand. Therefore, the researcher want to conduct a research about the influence of snake and ladder game toward students' speaking ability. Moreover, the researcher want to introduce speaking game to the students at this school.

1.7.3 Population and Sample

a. Population

Population based on Dornyei (2007:96) is the group of people whom the study is about. The target population of study consists of all the people to whom the survey's findings are to be applied or generalized. In this research takes the second grade learners of SMPN 5 Banjarsari to be population of this study.

b. Sample

In this research the sample is taken of the whole of the population. Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. In an ideal situation, you can select a sample of individuals who are representative of the entire population (Creswell, 2012, p. 142).

The sample of this research is Class VIII- A consists of 24 students and class VII- B consists of 22 students. Because the class only two classes, so these class is chosen as sample to support this research.

1.7.4 Dividing the class of research

In this research the respondent will divided into two classes, that the experimental class and the control class.

Table 1.1
Design of an experimental class and control class

An Experimental Class			Control Class		
Using Snake and Ladder Game	Treatment	Score	Using Story Telling Technique	Teaching learning	Score
Technique				Process	

1.8 Technique of Collecting Data

In this part the researcher describe the technique of collecting data in this research. The technique of collecting data will be done based on the researchers' need and based on the information which will be taken.

1.8.1 Test

Cohen, et al (2000:315) assumed that test is a series of question or exercise which is used to measure skill, intelligence, or talent that belong to individual or group. The data for this research was collected with pre- test and post- test instruments. The test aims to measure the students' speaking ability. The following is the detail of those kinds of data:

a. Pre- test

A pre- test provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment (Creswell, 2012:297). Pre- test is intended to know the students' speaking ability of second grade students before they are given the treatment of using snake and ladder game. The pre- test will be given in oral test.

b. Post- Test

A post- test is a measure on some attribute or characteristic that is assessed for participants in an experiment *after* a treatment. The material tested in post-test to the students after they have obtained treatment. The purpose of the post-test is to know the students' speaking ability of second grade students after experiencing snake and ladder game as the technique of learning, and how significant it is. The post-test will be given in oral test. Besides the scale criteria of the test will be presented of the figure below :

**Table 1.2
Scale Criteria**

Scale	Category	Criterion	Score
1.	Pronunciation	Equivalent and fully accepted by educated native speakers	5
		Errors in pronunciation are quite rare	4
		Error never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	3
		Accent is intelligible though often quite faulty	2
		Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language	1
2.	Grammatical Accuracy	Equivalent to that of an educated native speaker	5
		Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammars are quite rare.	4
		Control of grammar is good able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation, and social.	3
		Can usually handle elementary construction quite accurately but does not have through or confident of grammar	2
		Errors in grammar are frequent, but speaker can be understood by a native speakers used to dealing with foreigners attempting to speak his language.	1
3.	Vocabulary	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idiom, colloquialism, and pertinent cultural references.	5
		Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	4
		Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation on practical, social, and professional topic. Vocabulary is broad enough that the rarely has to grope for a word.	3
		Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	2
		Speaking vocabulary is adequate to express anything but the most elementary needs.	1
4.	Fluency	Has complete fluency in the language such that his is fully accepted by educated native speakers.	5
		Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	4
		Can discuss particular interests of competence with reasonable ease. Rarely has to group for words.	3
		Can handle with confidence but not with facility most social situations, including instruction and casual conversation about current events, as well as work, family and autobiographical information.	2
		No specific fluency description refer to other four language areas for implied level of fluency.	1

5.	Comprehension	Equivalent to that of an educated native speaker	5
		Can understand any conversation within the range of his experience	4
		Comprehension is quite complete in a normal rate of speech	3
		Can get the gist of most conversation of non-technical subject (i.e. topics that require no specialized knowledge.	2
		Within this scope of his very limited language experience, can understand simple questions and statements if delivered with slow speech, repetition, or paraphrase.	1

1.9 Analysis of Data

This quantitative research will automatically relate to numerals and it is analyzed by statistics. Creswell (2012:175), argued that there are four steps of analyzing quantitative data; firstly is preparing data analysis, secondly is beginning data analysis, thirdly is reporting the result founding, finally, interpreting the result of data analysis. In this testing, the hypothesis will be analyzed through t-test. Creswell (2012: 613), explained that the use of t-test is to test two groups difference in one term variable. After getting the result of t-value, then the t-value is consulted to the t-table to be interpreted. After collecting the data needed in research, the data will be processed and analyzed through the steps.

Based on Hatch and Lazaraton (1991: 252), determining the normality of data by conducting these steps as follows:

a. Making the distribution table of frequency, with procedures:

1) Determining range (R)

$$R = \times \textit{highest} - \times \textit{lowest}$$

2) Determining class interval (K)

$$K = 1 + 3.3 \log$$

3) Determining the length of interval (P)

$$P = \frac{R}{K}$$

4) Table frequency of frequency distribution

Class Interval	X_i	F_i	$F_i x_i$	X_i^2	$f_i \cdot x_i^2$
1	2	3	4	5	6

Table 1.6 : Distribution of frequency

b. **Determining central tendency, mean, median and modus.** According to Kranzler and Moursund (1999, p.8) are as follows:

Central tendency p,10

Determining mean (x) / Mean for variable X

$$M_x = \frac{\sum X}{N}$$

Determining mean (x) / Mean for Variable Y

$$M_y = \frac{\sum Y}{N}$$

Median (Me)

$$Me = b + p \left(\frac{\frac{1}{2} \cdot n - F}{f} \right)$$

Modus (Mo)

$$Mo = b + p \left(\frac{b_1}{b_1 + b_2} \right)$$

c. Looking for the standard deviation for class A and B by using formula

According to Kranzler and Moursund (1999, p.18) are as follows:

$$S = \sqrt{S^2}$$

Hatch and Lazaraton (1991, p.173)

$$S = \sqrt{\frac{\sum(x-\bar{x})^2}{N-1}}$$

d. Observing Zscore

$$Z = \frac{X - M_x}{s}$$

X = an individual's raw score

M_x = the mean raw score of the group with which the Individual being compared

s = the standard deviation of that group

e. Arranging the distribution of observation and expectation frequency by

using the tables below :

Class Limit	Z _{count}	Z _{table}	Li	Oi	Ei	X ² = count
1	2	3	4	5	6	7

Table 1.7 Arranging the distribution observation and expectation frequency

f. Finding t_{crit} by using formula

$$df = n - 1$$

g. Homogeneity Analysis

The analysis involves the steps of determining homogeneity of two variances by conducting the steps as follows:

- 1) Looking for the variance (S^2), (Kranzler and Moursund, 1999, p.14)

$$S^2 = \frac{\sum(x - M_x)^2}{N - 1}$$

- 2) Determining the degree of freedom of the data: (Kranzler and Moursund, 1999, p.98)

h. Krazler and Moursund, 1999, p.97-98 states some steps in interpreting

data normality by comparing t_{obt} and t_{crit} with formula:

a) Ho IF, $\mu_1 = \mu_2$

Ha IF $\mu_1 \neq \mu_2$

μ_1 = Experiment class

μ_2 = Control class

b) Observing the data by t-test with the formula below

$$t_{obt} = \frac{M_D}{\sqrt{\frac{n \sum D^2 - (\sum D)^2}{n(n-1)}}}$$

c) Find t_{crit} using the formula below

$$df = n - 1$$

n = The number of subjects (the number of pairs of scores)

CHAPTER II THEORETICAL FRAMEWORK

This chapter consists of theories related to speaking skills. Especially, it is aimed at giving information and understanding deeper about this research by providing theories from previous researches about snake and ladder game, speaking and the relationship between them.

2.1 Concept of Speaking

This part elaborates the concept of speaking, including: definition of speaking, function of speaking, elements of speaking, teaching speaking, reason for teaching speaking, types of classroom speaking performance, the roles of the teacher during speaking activities, and factor influencing students' reluctance to speak.

2.1.1 Definition of Speaking

Speaking skill as the researcher writes in the previous chapter is one of the basic language skills that has to be mastered by students in learning English. So that, the researcher will explain about the nature of speaking itself in order that gives the obvious information about what speaking is.

According to Jones (1989:105) that speaking is the form of communication, so it is important that what you say is conveyed in the most effective way. How you say something can be as important as what you say in getting meaning across. Based on that opinion, speaking is realized as

communication, therefore, speakers are required to be able to express what they want to say as effectively as possible in order to convey the message.

Bygate (1997:89) says, speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. It is the skill which the students are frequently judged. It is also the vehicle par excellent of social solidarity, of social ranking, of professional advancement and of business. It indicates that as one of language skills, speaking should get the attention from teachers and learners because it plays the important role in our society.

According to Gert and Hans (2008:207) speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions. McCarthy (1995:98) argued that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking.

Meanwhile, Donough and Shaw (2003:134) state, there are some reasons for speaking involved expressing ideas and opinions: expressing a wish or desire to do something; negotiating or solving a particular problem; or establishing and maintaining social relationship and friendships. Besides, fluency, accuracy, and confidence are important goal in speaking. Therefore, as a language skill, speaking becomes an important component to mastery by students as the main

tool of verbal communication because it is a way to express ideas and opinions directly what we have in our minds.

2.1.2 Function of Speaking

In line with speaking as a skill should be mastered by students, it surely relates to functions of speaking itself. Brown and Yule (1983:28) mention that there are three functions of speaking.

a. Talk as interaction

In this function, speaking is always found the form of conversation among people, such as exchanging greetings, engaging in small talk, telling experience, etc. by conversation, social interaction between two people or more takes place. In social interaction, the focus is more on the speakers and the way of their attitude in presenting themselves rather than on the message. Thus, Brown and Yule (1983) conclude about main features of talk as interactions are:

“Has a primarily social functions; reflects role relationships; Reflects speakers’ identity; May be formal or casual; Uses conversational conventions; Reflects degrees of politeness; Employs many generic words; Uses conversational register, and is jointly constructed.”

I means that speaking in interaction contains social functions should be paid attention, because speaking reflects role of relationships between speaker and listener and speaker’s identity. Thus, speaker may give more attention in the use of normality of language, the use of generic words, the use of register, and the use of convention through interaction.

b. Talk as transaction

Different from talk as interaction, talk as transaction emphasizes more to what the speaker said or done. Hence, the most focus is to make participant understand clearly and accurately the message.

...talk is associated with other activities. For example, students may be engaged in hands-on activities (e.g. in a science lesson) to explore concepts associated with floating and sinking. In this type of spoken language students and teachers usually focus on meaning or on talking their way to understanding.

(Jones:1996,cited in Richard,2008:24)

Besides, Burns (1998, cited in Richard, 2008:26) distinguishes types of talks as transaction between two types. The first type involves situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved. For instance, it is applied in the expression of asking someone for directions. The second type is transactions that focus on obtaining good services, such as ordering food in a restaurant.

c. Talk as performance

This kind of talk refers to public talk or speech. It is aimed at transmitting information before an audience, such as classroom presentations, public announcements, etc. Thus, this talk is always found in the form of monolog rather than dialogue. In addition, it is also closer to written language than conversational language. The main features of talk as performance are: “focus on both message and audience; predictable organization and sequencing; importance of both form and accuracy; language is more like written language; often monologue.”

In conclusion, speaking has three useful functions in communication, such as interaction, transaction, and performance. In interaction, speaking has function

as the way to close relationship among society. Then, speaking is used to giving and receiving information and offering something in transaction. The last, speaking function is as the way to transmitting information in the form of monologue.

2.1.3 Elements of Speaking

Heaton (1990:118) argued that speaking is a complex skill requiring simultaneous use of number of different abilities, which often develop at the different rates. Either four or five components are generally recognized in analyzing the speech process.

- a. Pronunciation (including the segmental features- vowels and consonants and the stress and the intonation patterns).

As stated by Harmer (2007: 343) if students want to able to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonations patterns and speak in connected speech. The speaker must be able to articulate the words, and create the physical sounds that carry meaning. At the level of word pronunciation, second language learners regularly have problems distinguish between sounds in the new language that do not exist in languages they already know.

- b. Grammar

It is obvious that in order be able to speak foreign language, it is necessary to know a certain amount of grammar and vocabulary. Bygate (1997:3) explains grammar is the sounds and the sound patterns, the basic units of meaning, such as words and rules to combine them to form new sentences. Therefore, grammar is

very important in speaking because if the speaker does not mastering grammar structure, he cannot speak English well (Fromkin and Rodman;1998:14).

c. Vocabulary

As we know, vocabulary is a basic element in language. Folse (2004:2) claims that vocabulary is single words, set phrases. Variable phrases, phrasal verbs, and idioms. It is clear that limited vocabulary mastery makes conversation virtually impossible.

d. Fluency

Riddel (2001:118) argued that fluency is the ability to talk freely without too much stopping or hesitating. Meanwhile, According to Gower et, al, (1995: 100) fluency can be thought of as the ability to keep going when speaking spontaneously. When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes.

e. Comprehension

The last speaking element is comprehension. Comprehension is discussed by both speakers because comprehension can make people getting the information they want. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.

2.1.4 Components of Speaking

In teaching speaking, according to Brown (2003:140) there are five components of speaking that can be used as students' speaking assessments. They are: grammar, vocabulary, pronunciation, fluency and comprehension.

a. Pronunciation

Pronunciation is the way for students' to produce clearer words when they speak. It relates to phonological process that refers to the sounds of language are various. Pronunciation is important in speaking. It refers to Burns (2003: 5) "Even where learners produce minor inaccuracies in vocabulary and grammar, they are more likely to communicate effectively when they have good pronunciation and intonation." Therefore, students should pronounce language clearly when they speak in order to make interlocked or other participants understand what they said. The following tables are scale of pronunciation's assessment according to Brown (2003:173).

Table 2.1
Rating Scale of Pronunciation in Speaking

Score	Criterion
5	Equivalent and fully accepted by educated native speakers
4	Errors in pronunciation are quite rare
3	Error never interfere with understanding and rarely disturb the native speakers. Accent may be obviously foreign
2	Accent is intelligible though often quite faulty
1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language

b. Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978, cited in Hui: 2011) that students' ability to manipulate structure and to distinguish appropriate grammatical from in appropriate one. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form. The scale of assessing students' grammar can be seen below:

Table 2.2
Rating Scale of Grammar in Speaking

Score	Criterion
5	Equivalent to that of an educated native speaker
4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammars are quite rare
3	Control of grammar is good able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social and professional topic
2	Can usually handle elementary construction quite accurately but does not have through or confident control grammar
1	Errors in grammar are frequent, but speaker can be understood by a native speakers use to dealing with foreigners attempting to speak his language.

UNIVERSITAS ISLAM NEGERI (Brown, 2003:172)
SUNAN GUNUNG DJATI
BANDUNG

c. Vocabulary

Vocabulary here means not only words which are uttered but also the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Thus, having limited vocabulary is the first trouble learners from learning a language. Students with lack of grammatical mastery can convey something although just a little, but students without vocabulary mastery can not say everything. Therefore, language teachers should manage an interesting of

classroom in order to make the students can gain a great success in their vocabulary learning.

Table 2.3
Rating Scale of Vocabulary in Speaking

Score	Criterion
5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idiom, colloquialisms, and pertinent cultural references
4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary
3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation on practical, social, and professional topic. Vocabulary is broad enough that the rarely has to grope for a word
2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions
1	Speaking vocabulary is adequate to express anything but the most elementary needs.

(Brown, 2003: 172)

d. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Talking about fluency in speaking, Brown (1997, cited in Hui: 2011) adds that the speaker does not have to spend a lot time searching for the language items needed to express the message.

Table 2.4
Rating Scale of Fluency in Speaking

Score	Criterion
5	Has complete fluency in the language such that his is fully accepted by educated native speakers
4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency
3	Can discuss particular interests of competence with reasonable ease. Rarely has to group for words

2	Can handle with confidence but not with facility most social situations, including instruction and casual conversation about current events, as well as work, family and autobiographical information
1	(no specific fluency description refer to other four language areas for implied level of fluency)

(Brown, 2003:173)

e. Comprehension

Comprehension in speaking can be defined as understanding of verbal information. According to Paras (2008), “verbal comprehension is the facility with which one can understand words in communication and manipulate them in planning.” It means that comprehension is a component which is important in speaking to create effective communication. Following are scale of comprehension:

Table 2.5
Rating Scale of Comprehension in Speaking

Score	Criterion
5	Equivalent to that of an educated native speaker
4	Can understand any conversation within the range of his experience
3	Comprehension is quite complete in normal rate of speech
2	Can get the gist of most conversation of non- technical subject (i.e. topics that require no specialized knowledge)
1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slow speech, repetition, or paraphrase

(Brown, 2003: 172)

This part can be concludes that speaking has five components that should be learned in teaching speaking. They are pronunciation, grammar, vocabulary, fluency and comprehension. Those components can be used as measurement of students mastery in speaking and all components relate each other. By

understanding the criterion of each component, it can help teacher to measure students' achievement in speaking.

2.1.5 Teaching Speaking

Based on the important of speaking as mentioned above, it becomes speaking as a skill should be taught in English class. Teaching speaking in ESL learner means to:

- a. Produce the English speech sounds and sound patterns.
- b. Use word and sentence stress, intonation patterns and the rhythm of the second language.
- c. Select appropriate words and sentences according to proper social setting, audience, situation and subject matter.
- d. Organize their thoughts in a meaningful and logical sequence.
- e. Use language as a means of expressing values and judgments.
- f. Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

(Nunan, 2003, Cited in Solvoca, 2011:18)

Those indicate that teaching speaking is not only teaching students to be accustomed to say something freely, but also all features of spoken discourse.

Luoma (2004, cited in Richard, 2008:19) mentions some of following features of spoken discourse:

- a. Composed of idea units (conjoined short phrases and clauses)
- b. May be planned (e.g. a lecture) or unplanned (e.g. a conversation)
- c. Employs more vague or generic words than written language
- d. Employs fixed phrases, fillers, and hesitation markers
- e. Contains slips and errors reflecting online processing
- f. Involves reciprocity
- g. Shows variation
- h. Reflecting speaker roles, speaking purpose, and the context.

By considering many features in teaching speaking, Nunan (2003, cited in Nawshin, 2009:13) concludes two principles of teaching speaking.

a. Give students practice with both accuracy and fluency

Students should be given the opportunity to improve their fluency as well as accuracy. Accuracy here means using target language correctly and accurately, while fluency is the speed of using language confidently. Thus, both students' accuracy and fluency can be gained equally.

b. Use group work or pair work

In teaching speaking, students must speak more than their teacher. Hence, teacher should give students the opportunity to active speaking English through teaching learning process. It can be conducted by group work or pair work. It refers to Nunan (2003: cited in Nawshin, 2009:14) that “ pair work and group work can be used to increase amount of time that learners get to speak in target language during lesson”.

c. Plan speaking tasks

This process is called negotiating for meaning. It involves checking to see students' understood what the other or teacher said, clarifying students' understanding, and confirming students' understanding of what other said. In this case, students make progress by communicating in English because interaction necessarily involves trying to understand and make teacher understood.

d. Design classroom activities

This principle involves guidance and practice in both transactional and interactional speaking. Interactional speech is communicating with someone for

social purposes. Transactional speech involves communicating to get something done, including the exchange of goods or services.

2.1.6 Reason for Teaching Speaking

Harmer (2007:123) states that there are three main reasons for getting students to speak in the classroom:

- a. Speaking activities provide rehearsal opportunities changes to practice real life speaking in the safety of the classroom.
- b. Speaking tasks in which students try to use any or all of language they know provide feedback for both teacher and students. Everyone can see how well they are doing: both how successful they are and what language problems they are experiencing.
- c. In speaking, students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought.

2.1.7 Types of Classroom Speaking Performance

Brown (2001: 271- 274) offere six similar categories apply to the kinds of oral production that students are expected to carry out in the classroom:

- a. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating ‘human tape recorder’ speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation

of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self- initiated or it can even form part of some pair activity, where learners are going over certain forms of language.

c. Responsive

A good deal of student speech in the classroom is responsive; short replies to teacher or student- initiated questions or comments.

d. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

e. Interpersonal (dialogue)

Interpersonal dialogue carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

f. Extensive (monologue)

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

Each category above can be implemented based on the students' level and students' ability. Here are the summary purpose of each element: imitative for

focusing on some particular element of language form, intensive to practice some phonological or grammatical aspect of language, responsive can stimulate students' in speaking. Transactional to invite students to engage in a conversation, interpersonal to learn how such features as the relationship in the conversation, and extensive is to practice in the form of oral reports, summaries, or perhaps in short speeches.

2.1.8 The Roles of Teacher during Speaking Activities

During speaking activities, teachers need to play number of different roles. They can be prompter, participant, even feedback provider as viewed by Harmer (2007: 347-348) as follows:

a. Prompter

When students sometimes get lost in speaking, teacher can leave them to struggle out of situations on their own, and indeed sometimes, this may best option. However, teacher may be able to help students and the activity to progress by offering discrete suggestions.

b. Participant

Teachers should be good animators when asking students to produce language. This can be achieved by setting up an activity clearly and with enthusiasm. At other times, teachers may want to participate in discussions or role-play themselves.

c. Feedback Provider

When students are in the middle of speaking tasks, over- correction may inhibit them and take the communicativeness out of the activity. On the other

hand, helpful and gentle correction may get students out of difficult misunderstanding and hesitations.

In summary, when a teacher being a prompter, a participant, even a feedback provider, they have to be careful that they do not force students, do not participate too much, and do over correction.

2.1.9 Factors Influencing Students' Reluctance to Speak

Speaking seems to be an easy skill because unlike writing, someone can utter something freely in speaking. Thonbury & Slade (2007:12) state like hesitations, word repetition, false starts, unfinished utterances and repairs make speaking look less neat and tidy than writing when transcribed. However, students are afraid to speak through teaching learning process. Thus, their speaking skills are difficult to improve. Richards & Reynanda (2002:205) mention four factors that affect students' oral communication ability such as:

a. Age or Maturational Constraints

In learning language, age or maturation influence students' speaking. Scarsella & Krashen (1990, cited in Richard & Reynanda, 2002:205) argue that those who begin learning a foreign language in early childhood through natural exposure achieve higher proficiency than those beginning as adults. This statement surely shows that the age can affect or limit the adult learners' ability to pronounce the target language fluently.

b. Aural Medium

In this part, listening has an important role in improving speaking skills. As a child who learn a language, he will begin it from listening word and then try

to say it. It means that listening is the first language skill which helps children in learning speaking. Therefore, speaking is closely related to listening which is the basic mechanism of language learning.

c. Socio- cultural Factors

Speaking is always be found in the form of conversation in communicating each other. It is the process of interpersonal exchange. This process usually involves regulated social meaning. Thus, in creating effective communication, students must know how language is used in a social context.

d. Affective Factors

The affective factors of foreign language learning involve: emotion, self-esteem, empathy, anxiety, attitudes, and motivation. Students should know and connect both grammatical and semantic rules in speaking. Therefore, these four factors play an important role in determining the success and the failure of students in learning speaking.

Finally, it can be known that many factors can influence peoples' speaking skills, such as age, aural medium, socio- culture, and affective. The older a person, the more he is difficult to learn speaking, vice versa. Then, speaking cannot be separated with listening skill, because people can speak language easily after listening it before. Besides, speaking is used in social interaction. Thus, socio culture will influence speaking skill of people. The last, people will not try to speak if they have such us an anxiety in speaking. Therefore, speaking skills are influenced by affective factors, such as emotion, self esteem, empathy, anxiety, attitudes and motivation.

2.2 Game

2.2.1 Definition of Game

Lewis (1999:5) state that “games are fun and children like to play them” in line with that statement the researcher think that game can be used as a method in teaching speaking to create a convenient atmosphere and assimilate the boring situation in learning activity. Meanwhile, Richard, et.al (1985:118) claims that game is an activity given to the students to use the language in less formal situation is organized activity that usually has the following properties: a particular task or objective, a set of rule, competition between players, and communication between players by spoken or written language.

2.2.2 The Reason in Using Game

Wright, et.al (2006:5) state that the reasons of using game for the language teacher are:

a. Language learning is hard work

One must make an effort to understand, to repeat accurately, to adapt and to use newly understood language in conversation and in writing composition. Games help many learners to sustain their interest and work.

b. Experiencing language

Games also help teacher to create contexts in which the language is useful and meaningful. Games provide one way of helping the learners to experience language rather than merely study it.

c. Repeated use of language items

Many games because as much use of particular items as more conventional drill exercise, some game do not. What matters, however, is the quality of practice.

d. Central of learning

If it is accepted that game can provide intense and meaningful practice of language, then they must be regarded as central to a language teacher's repertoire and not merely a way of pasting the time.

2.3 Snake and Ladder Game

2.3.1 The Understanding of Snake and Ladder

Frederick in his dictionary (2004:86) states that snake and ladder game is a classic children' board game. It is played between two or more players on a playing board with numbered grid squares. On a certain squares on the grid the numbers of "ladder" connecting two together, and a number of snakes or chutes also connecting squares together.

In addition, in English Collins Dictionary states snake and ladder is a British game play with a board and dice. When you go up ladder, you progress quickly. When you go down a snake, you go backwards.

Besides in the Oxford Advanced Learners' Dictionary define that snake and ladder; a children game played on a special board with picture or snake and ladder board on it. Players move their pieces up the ladder to go forward and down the snake to go back.

2.3.2 Playing Snake and Ladder Game

Each player start with a token in their starting square (usually the “ 1” grid the square in the bottom left corner, or simply, the imaginary, space the “ 1” grid square) and takes turns to roll a single die to move the token by the number of squares indicated by the die roll, following a fixed route marked on the game board which usually follows boustrophedon (ox- plow) track from the bottom to the top playing area, passing one through every square. If, on completion of this move, they land on the lower numbered end of the squares with a ladder, they can move their token up to the higher numbered square. If they land on the higher numbered square of a pair with a snake, they must move their token down to the lower numbered square. A players who rolls a 6 with their die may, after moving, immediately takes another turns, otherwise the play passes to the next player in turn. If a player rolls three 6s on the die, they return to the beginning of the game and may not move until the roll another 6. The winner is the player who taken first reaches the last square of the track.

A variation exists where a player must roll the exact number to reach the final square. Depending on the particular variation, if the roll of the die is too large the token remains in place (Augustyn: 2004:114).

2.4 Storytelling

2.4.1 Definition of Storytelling

According to Caine et al. (2005:96), storytelling is the primary way that people access, express, and retain information and knowledge. They argue that brain research confirms the theory that information is naturally organized in our

minds according to story form. Richter and Koppett (2000:125) share a similar view stating that stories form the foundation of how students communicate and that they remember and integrate new information by placing it into a story format.

A pervasive similarity in the analysis of the definition of storytelling among nearly all educational theorists and researchers on this topic is that storytelling is our fundamental human way of making meaning of our lives and experiences. Intelligence itself appears to be grounded in the ability to comprehend the world around us and how past events and old knowledge can be bridged to new experiences and new knowledge (Abrahamson, 1998:118).

2.4.2 Component of Storytelling

Morgan and Dennehy (1997:94) assert that components of an effective story embrace five sequential components:

- a. The setting: a description of the time, place, characters and context so you provide something the audience can mentally image and feel a part of.
- b. Build up: a sequence of events that warns the listener that something (usually some type of conflict) is about to happen. This creates suspense, interest and attention. Crisis: the climax or high point of the story. This is also the place to introduce a new element and/or a turning point.
- c. Learning: point out what the central character(s) learned. Here lies the lesson of the story.
- d. How change ensued in the characters' behaviors, awareness, abilities: the storyteller focuses on the learning to be retained by the listener and is

cautioned to not assume that the listener always understands the lesson of the story.

2.5 The Relevance of The Use of Snake and Ladder Game to Improve Speaking Skills

Speaking seems to be an easy skill because unlike writing, someone can utter something freely in speaking. Thonbury & Slade (2007:12) state like hesitations, word repetition, false starts, unfinished utterances and repairs make speaking look less neat and tidy than writing when transcribed. Then, snake and ladder is one of visual materials that can help students in transferring their mind. Through snake and ladder game they can more active and be brave to speak up. It means that there is a relationship between snake and ladder game and speaking skills because game that can presents something.

2.6 Previous Researches

There are some researchers that did the research by using game. One of them is done by Nupitasari, Puput. English Department Faculty of Teacher Training and Education Muhammadiyah University of Ponorogo. 2012. She used the implementation of snakes and ladders game to improve students' vocabularies at the Second Year of SDN 1 Keniten Ponorogo in Lesson Year 2011 / 2012 Thesis.

She did the study because Language learning is hard task. She assumed games are highly motivating since they are amusing and at the sometimes

challenging. Games also help the teacher to create context in which the language is useful and meaningful.

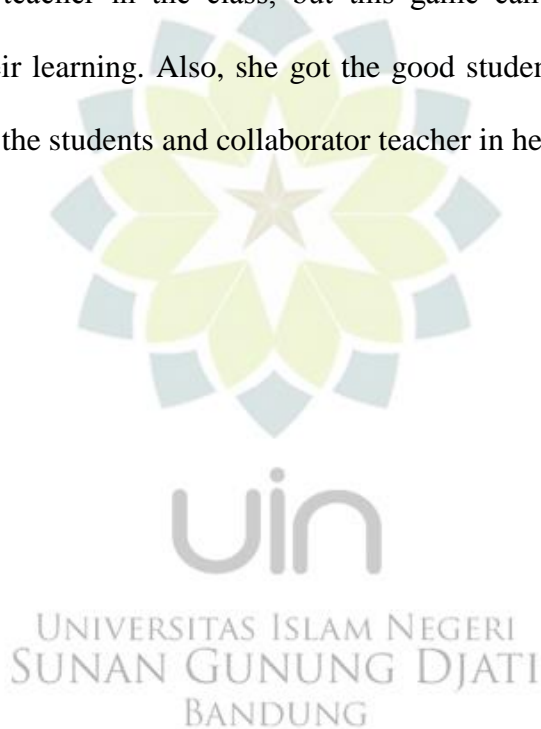
In her study, she compared the teaching by using conventional method and by using game. The result of her study that data observation teacher made the class interesting and the students always paid attention to the teacher. The students could study English easily and they could memorize many vocabularies and know the meaning of words, she also said that the students are brave and active during the class. By seeing the test the students' vocabularies increases. In the result that the highest score in cycle I is 90 and the lowest is 60. In the cycle II the highest students' reading score is 100 and the lowest is 70. It means that the implementation of snakes and ladders game to improve students' vocabularies is success. From the questionnaire, she also found that snakes and ladders game is appropriate to be applied to improve students' vocabularies. It can make them easier to understand and memorize the meaning of words in English especially to increase students' vocabularies.

Finally, she suggests the other teacher to applied Snakes and Ladders Game in teaching learning process for their students especially to the beginning level, because the snakes and ladders game improved students' vocabularies and more enjoyed in teaching vocabularies. So, the students could get more information and knowledge from the researcher's explanation.

The second researcher is Mulyani, Ratnawulan. Department of English Education, The Faculty of Tarbiyah and Teacher Training, Syarif Hidayatullah

State Islamic University Jakarta. 2010. She used grammatical snake and ladder game in teaching simple past tense.

In her research, she applies game in developing students understanding in learning simple past tense, grammatical snakes and ladders game. The results in her research that are many students development in understanding simple past tense by using grammatical snakes and ladders game although this game has applied by another teacher in the class, but this game can improve students' understanding in their learning. Also, she got the good students' score and good responses both from the students and collaborator teacher in her research.



CHAPTER III RESEARCH FINDINGS AND DISCUSSION

In this chapter the researcher presents the research findings which consist of objective condition of research, procedure of experimental study, and data analysis which use statistical procedures.

3.1 Research Findings

3.1.1 The Objective Condition of Research

The research is conducted at the Second Grade of SMPN 5 Banjarsari, located at the village Kalijaya, Sub district of Ciamis, Ciamis regency, about 20 Km from the center of the city. It was built since March 1998. Moreover, SMPN 5 Banjarsari has the goal to prepare an autonomous alumnus to be and have a certain quality or supervisor in Islamic knowledge, science, and other skills with competitive characters that should be accepted in any university. Therefore, some facilities are also provided to support the teaching learning process. SMPN 5 Banjarsari has its area for 1. 453,48m². As an institution to educate students, this school also has some facilities, which consists of one office of headmaster, one office of teachers, one office of administrators, six classrooms, one library, one science lab, one biology lab, one multimedia room, three toilets and one canteen. Moreover, the facilities for teaching English in SMPN 5 Banjarsari showed by the following table.

Table 3.1
The Facilities for Teaching English

No	Facilities	Amounts
1.	Classroom	6
2.	Office of Headmaster	1
3.	Office of teachers	1
4.	Office of administrators	1
5.	Library	1
6.	Science lab	1
7.	Biology lab	1
8.	Multimedia room	1
9.	Toilets	3
10.	Canteen	1

Beside the facilities, the teaching staffs of SMPN 5 Banjarsari also will be described. The total numbers of staffs of SMPN 5 Banjarsari are 17; 6 are administrators, and 11 are teachers, they are teachers of Islamic Education, Civic Education, Society teacher, Math, Sport, Science, Sundanese, and English.

Table 3.2
English Teacher and Class

No	Name	Subject	Class
1.	Rika Maya K, S.Pd	English	VII- IX (all)

In addition, the numbers of students of SMPN 5 Banjarsari are 150 students. The seventh grade is 53, which consists of 28 are males and 25 are females; the eighth grade is 46, which consists of 26 are males and 20 are females; the ninth grade is 51, which consists of 24 males and 27 are females.

Table 3.3
Students' Condition of SMPN 5 Banjarsari

No	Class	Male	Female	Total
1.	VIIA	15	13	28
2.	VIIB	13	12	25
Total VII		28	25	53
3.	VIIIA	14	10	24
4.	VIIIB	12	10	22
Total VIII		26	20	46
5.	IXA	12	12	24
6.	IXB	12	15	27
Total IX		24	27	51
Total		78	72	150

3.1.2 Implementing Experimental Study

Some activities in the classroom between experimental and control class in implementing experimental study conducted in some procedures show on the following table:

Table 3.4
Procedure of Experimental Study

No	Time	Activities
1.	Monday, 2015- 05-11	Pre test in experimental class
2.	Tuesday, 2015- 05- 12	Pre test in control class
3.	Thursday, 2015- 05- 14	Treatment in both of classes
4.	Monday,2015- 05- 18	Treatment in both of classes
5.	Thursday, 2015- 05-21	Treatment in both of classes
6.	Tuesday, 2015- 05- 26	Post test in experimental class
7.	Saturday, 2015- 05- 30	Post test in control class

This section tries to answer the statements of the research. To answer those questions, the study collected the data through oral test. The study conducted in some procedures. Firstly, pre test is held to know the students' skills in speaking. It was held on May 11,2015 and May 12,2015. The students of

experimental class and control class were asked to choose the theme about a favorite place, favorite things in home, favorite idols and describe those things. Next, the treatment was given to both classes; the students of experimental class were treated by teaching how to speak about descriptive text by using snake and ladder game while the students of control class were treated by using a storytelling technique. It was held on May 14 until 21, 2015. Finally, post test was held on May 26 and 30, 2015. The students of experimental class and control class were asked to choose the theme about the favorite place, favorite things in home, favorite idol and describe each. Then the result of statistical procedures between experimental and control class was compared.

There are some criteria to analyze the students' speaking, the table scoring of speaking test as quoted from Brown (2003:127) are as follows:

Table 3.5
Scale Criteria

Scale	Category	Criterion	Score
1.	Pronunciation	Equivalent and fully accepted by educated native speakers	5
		Errors in pronunciation are quite rare	4
		Error never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	3
		Accent is intelligible though often quite faulty	2
		Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language	1
2.	Grammatical Accuracy	Equivalent to that of an educated native speaker	5
		Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammars are quite rare.	4
		Control of grammar is good able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation, and social.	3
		Can usually handle elementary construction quite accurately but does not have through or confident of grammar	2
		Errors in grammar are frequent, but speaker can be understood by a native speakers used to dealing with foreigners attempting to speak his language.	1

3.	Vocabulary	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idiom, colloquialism, and pertinent cultural references.	5
		Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	4
		Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation on practical, social, and professional topic. Vocabulary is broad enough that the rarely has to grope for a word.	3
		Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	2
		Speaking vocabulary is adequate to express anything but the most elementary needs.	1
4.	Fluency	Has complete fluency in the language such that his is fully accepted by educated native speakers.	5
		Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	4
		Can discuss particular interests of competence with reasonable ease. Rarely has to group for words.	3
		Can handle with confidence but not with facility most social situations, including instruction and casual conversation about current events, as well as work, family and autobiographical information.	2
		No specific fluency description refer to other four language areas for implied level of fluency.	1
5.	Comprehension	Equivalent to that of an educated native speaker	5
		Can understand any conversation within the range of his experience	4
		Comprehension is quite complete in a normal rate of speech	3
		Can get the gist of most conversation of non-technical subject	2
		Can get the gist of most conversation of non-technical subject	1

3.1.3 Data Analysis

a. Calculation of pre- test score between experimental and control class

Table 3.6
The Students' Score of Experimental Class

No	Name	Score
1	Student 1	12
2	Student 2	13
3	Student 3	12
4	Student 4	14
5	Student 5	15
6	Student 6	13

7	Student 7	16
8	Student 8	17
9	Student 9	13
10	Student 10	8
11	Student 11	17
12	Student 12	15
13	Student 13	12
14	Student 14	13
15	Student 15	15
16	Student 16	11
17	Student 17	9
18	Student 18	13
19	Student 19	14
20	Student 20	10
21	Student 21	14
22	Student 22	13
23	Student 23	14
24	Student 24	11

Table 3.7
The Students' Score of Control Class

No	Name	Score
1	Student 1	10
2	Student 2	11
3	Student 3	9
4	Student 4	11
5	Student 5	12
6	Student 6	12
7	Student 7	11
8	Student 8	9
9	Student 9	15
10	Student 10	10
11	Student 11	12
12	Student 12	9
13	Student 13	10
14	Student 14	11
15	Student 15	8
16	Student 16	10
17	Student 17	9
18	Student 18	12
19	Student 19	11
20	Student 20	12
21	Student 21	6
22	Student 22	9

a. Normality Test

The data have normal distribution if chi square (X^2) count is smaller than chi square (X^2) table. On the contrary, the data have no normal distribution if chi square count (X^2) is bigger than chi square (X^2) table.

1) The Normality Test of Pre-Test in Experimental Class

Table 3.8
Distribution Table of Frequency Pre-Test in Experimental Class

No.	Means of Calculating	Result
1.	Determining the range of data	10
2.	Determining the grade of interval	5
3	Determining the length of class interval	2

(the calculation can be seen in Appendix 2)

From the data on the table above, the writer counted the distribution of observed and expected frequency as follows:

Table 3.9
The Pre-Test Data in Experimental Class

No.	Data	Score
1.	Mean	13
2.	Standard Deviation	2.22
3.	Chi Square Count	1.306
4.	Chi Square Table	5.991

(the calculation can be seen in Appendix 2)

From the table above, it is found that X^2_{count} is 1.306 . Therefore, the degree of freedom score and X^2_{table} (chi square table) of pre-test data in experimental class is as follows:

Table 3.10
Determining X^2_{table} of Pre-Test in Experimental Class

No.	Data	Score
1.	Determining Degree of Freedom	2
2.	Determining X^2_{table} (chi square table) with significance level 5%	5.991

(the calculation can be seen in Appendix 2)

The data is interpreted normal distribution if $X^2_{table} > X^2_{count}$. Based on the data, $X^2_{count} = 1.306$, while $X^2_{table} = 5.991$. Thus, this data of pre-test in experimental class has **normal distribution**.

2) The Normality Test of Pre-Test in Control Class

Table 3.11
Distribution Table of Frequency Pre-Test in Control Class

No.	Means of Calculating	Result
1.	Determining the range of data	10
2.	Determining the grade of interval	5
3.	Determining the length of class interval	2

(the calculation can be seen in Appendix 2)

From the data on the table above, the writer counted the distribution of observed and expected frequency as follows:

Table 3.12
The Pre-Test Data in Control Class

No.	Data	Score
1.	Mean	10
2.	Standard Deviation	1.94
3.	Chi Square Count	0.558
4.	Chi Square Table	5.991

(the calculation can be seen in Appendix 2)

From the table above, it is found that X^2_{count} is 0.558. Therefore, the degree of freedom score and X^2_{table} (chi square table) of pre-test data in control class is as follows:

Table 3.13
Determining X^2_{table} of Pre-Test in Control Class

No.	Data	Score
1.	Determining Degree of Freedom	2
2.	Determining X^2_{table} (chi square table) with significance level 5%	5.991

(the calculation can be seen in Appendix 2)

Based on the data, $X^2_{\text{count}} = 0.558$, while $X^2_{\text{table}} = 5.991$. It means this data of pre-test in control class has **normal distribution**.

b. Homogeneity Test

Table 3.14
Homogeneity of Pre-Test in Experimental and Control Class

No.	Data	Score
1.	F_{count}	1.14
2.	Degree of Freedom Df_1 and Df_2	23/21
3.	Determining F_{table} with significance level 5%	1.95

(the calculation can be seen in Appendix 2)

Based on the data, it is known that F_{count} is 1.14 and F_{table} is 1.95. It means that F_{table} is HIGHER than F_{count} . Therefore, both of data are **homogeneous**.

c. Testing hypothesis by using t-test

Since the pre-test data in experimental and control classes are homogeneous, analyzing data is continued to examine the differences of two interrelated average of pre-test, such as follows:

Table 3.15
Testing Hypothesis of Pre-Test by Using T-test

No.	Data	Score
1.	Determining t_{count}	1.65
2.	T_{table} with significance level 5%	2.01

(the calculation can be seen in Appendix 2)

In determining hypothesis by using t test, if $t_{count} < t_{table}$, it can be interpreted that H_0 is accepted and H_a is rejected. Whereas, if $t_{count} > t_{table}$, it can be interpreted that H_0 is rejected and H_a is accepted. Based on the calculation, t_{table} on significance 5% and $df = 44$ is 2.01, while t_{count} is 1.65. It means that $t_{count} < t_{table}$. It can be concluded that H_0 is accepted and H_a is rejected. In other word, there is no significant difference of result of pre test between experimental class and control class. So the students of two classes are balance.

b. Calculation of post- test score between experimental and control class

After the writer knew the ability in pre test then the purpose in post test is to measure the ability of student's speaking skill after being taught by snake and ladder game. The result both of two classes are shown in following below:

Table 3.16
The Students' Score of Experimental Class

No	Name	Score
1	Student 1	21
2	Student 2	20
3	Student 3	17
4	Student 4	21
5	Student 5	17
6	Student 6	17
7	Student 7	22
8	Student 8	23
9	Student 9	18

10	Student 10	14
11	Student 11	20
12	Student 12	18
13	Student 13	15
14	Student 14	18
15	Student 15	18
16	Student 16	15
17	Student 17	14
18	Student 18	17
19	Student 19	17
20	Student 20	16
21	Student 21	18
22	Student 22	16
23	Student 23	15
24	Student 24	14

Table 3.17
The Students' Score of Control Class

No	Name	Score
1	Student 1	13
2	Student 2	14
3	Student 3	16
4	Student 4	14
5	Student 5	14
6	Student 6	15
7	Student 7	12
8	Student 8	11
9	Student 9	18
10	Student 10	11
11	Student 11	13
12	Student 12	15
13	Student 13	15
14	Student 14	12
15	Student 15	10
16	Student 16	12
17	Student 17	12
18	Student 18	14
19	Student 19	13
20	Student 20	15
21	Student 21	9
22	Student 22	11

a. Normality test

The result of normality test of post-test in experimental and control class are as follows:

1) The Normality Test of Post-Test in Experimental Class:

Table 3.18
Distribution Table of Frequency Post-Test in Experimental Class

No.	Means of Calculating	Result
1.	Determining the range of data	10
2.	Determining the grade of interval	5
3.	Determining the length of class interval	2

(the calculation can be seen in Appendix 2)

From the data on the table above, the writer counted the distribution of frequency as follows:

Table 3.19
The Post-Test Data in Experimental Class

No.	Data	Score
1.	Mean	18
2.	Standard Deviation	2.60
3.	Chi Square Count	3.744
4.	Chi Square Table	5.991

(the calculation can be seen in Appendix 2)

From the table above, it is found that X^2_{count} is 3.744. Therefore, the degree of freedom score and X^2_{table} (chi square table) of post-test data in experimental class is as follows:

Table 3.20

Determining X^2_{table} of Post-Test in Experimental Class

No.	Data	Score
1.	Determining Degree of Freedom	2
2.	Determining X^2_{table} (chi square table) with significance level 5%	5.991

(the calculation can be seen in Appendix 2)

The data is interpreted normal distribution if $X^2_{table} > X^2_{count}$. Based on the data, $X^2_{count} = 3.744$, while $X^2_{table} = 5.991$. Thus, this data of post-test in experimental class has **normal distribution**.

2) The Normality Test of Post-Test in Control Class

Table 3.21

Distribution Table of Frequency Post-Test in Control Class

No.	Means of Calculating	Result
1.	Determining the range of data	10
2.	Determining the grade of interval	5
3.	Determining the length of class interval	2

(the calculation can be seen in Appendix 2)

From the data on the table above, the writer counted the distributions of frequency as follows:

Table 3.22

The Post-Test Data in Control Class

No.	Data	Score
1.	Mean	13
2.	Standard Deviation	2.10
3.	Chi Square Count	0.786
4.	Chi Square Table	5.991

(the calculation can be seen in Appendix 2)

From the table above, it is found that X^2_{count} is 0.786. Therefore, the degree of freedom score and X^2_{table} (chi square table) of post-test data in control class is as follows:

Table 3.23
Determining X^2_{table} of Post-Test in Control Class

No.	Data	Score
1.	Determining Degree of Freedom	2
2.	Determining X^2_{table} (chi square table) with significance level 5%	5.991

(the calculation can be seen in Appendix 2)

The data is interpreted normal distribution if $X^2_{\text{table}} > X^2_{\text{count}}$. Based on the data, $X^2_{\text{count}} = 0.786$, while $X^2_{\text{table}} = 5.991$. Thus, this data of post-test in control class has **normal distribution**.

b. Homogeneity Test

After conducting the normality test of post-test in experimental class and control class, the writer counted the homogeneity data of post-test in both of classes.

Table 3.24
Homogeneity of Post-Test in Experimental and Control Class

No.	Data	Score
1.	F_{count}	1.23
2.	Degree of Freedom Df_1 and Df_2	23/21
3.	Determining F_{table} with significance level 5%	1.95

(the calculation can be seen in Appendix 2)

The data is called as homogeneity if $F_{table} > F_{count}$. Based on the data, it is known that F_{count} is 1.23 and F_{table} is 1.95. It means that F_{table} is higher than F_{count} . Therefore, both of data are **homogeneous**.

c. Testing hypothesis by using t-test

Since the post-test data in experimental and control classes is homogeneous, analyzing data is continued to examine the differences of two interrelated average of pre-test, such as follows:

Table 3.25
Testing Hypothesis of Post-Test by Using T-test

No.	Data	Score
1	Determining t_{count}	6.64
2	T_{table} with significance level 5%	2.01

(the calculation can be seen in Appendix 2)

The data result shows that t_{count} is 6.64 and t_{table} is 2.01. In determining hypothesis by using t test, if $t_{count} < t_{table}$, it can be interpreted that H_0 is accepted and H_a is rejected. Whereas, if $t_{count} > t_{table}$, it can be interpreted that H_0 is rejected and H_a is accepted. Based on the calculation, t_{table} on significance 5% and $df = 44$ is 2.01, while t_{count} is 6.64. It means that $t_{count} > t_{table}$. It can be concluded that H_0 is rejected and H_a is accepted. In other word, there is a significant difference between students' achievement in speaking skill through snake and ladder game and students' achievement in speaking skill through storytelling technique. Therefore, by using snake and ladder game, it can improve the achievement in speaking of second grade students of SMPN 5 Banjarsari.

3.2 Discussion

After getting the result of the research, the data is discussed, the data in this research is quantitative data, and it is analyzed by using statistics. The data is the speaking test score of the second grade students of SMPN 5 Banjarsari. The form of the test item is a speaking test. Based on the research finding, teaching speaking by using snake and ladder game is better than by using storytelling technique. Therefore, students are more interesting to speak with snake and ladder game than storytelling.

3.2.1 The Reality of Students' Ability in Speaking Using Snake and Ladder Game

The students' ability in speaking using snake and ladder game is good. The average score of the students' achievement taught by using snake and ladder game is 18. It is categorized into good. It means that snake and ladder game arise the students' motivation to get ideas, thoughts, feeling, and then express them into speaking. By using snake and ladder game, the teacher can create a representative and interesting in teaching in the classroom because the students can express their idea freely. Therefore, teaching speaking by using snake and ladder game is effective.

3.2.2 The Reality of Students' Ability in Speaking Using Storytelling

The result of the students' ability in speaking using storytelling is sufficient. The average score of the students' achievement taught using storytelling is 13. It is on the range 11-15 which is categorized into sufficient.

Therefore, teaching speaking using storytelling is not effective. According to Brown (2003:172), the average score from those indicators can be identified by criteria as follows:

Table 3.18
Criteria of Achievement

No	Average Score	Criteria
1	21 – 25	Very good
2	16 – 20	Good
3	11 – 15	Sufficient
4	6 – 10	Less
5	1 – 5	Failed

3.2.3 Significant Difference of Students' Ability in Speaking Using Snake and Ladder Game and Using Storytelling

It is found that there is significant difference between the students' ability in speaking by using snake and ladder game and using storytelling. The students' speaking using snake and ladder game is better than those are whose students' speaking using storytelling. Moreover, snake and ladder game can help the students in improving their skills in speaking. It can also help the teacher to improve the students' motivation and interest in speaking based on snake and ladder game. It means that teaching speaking using snake and ladder game can stimulate the students in improving their speaking. Therefore, the students' achievement in speaking by using snake and ladder game is better than the students' achievement in speaking using storytelling for the second grade students of SMPN 5 Banjarsari.

CHAPTER IV CONCLUSIONS AND SUGGESTIONS

C. Conclusion

In previous chapter, the data has analyzed statistically. Based on the statistical analysis result of the research about students' ability in speaking using snake and ladder game and using storytelling technique at the second grade of SMPN 5 Banjarsari, some points can be concluded as follows:

1. The average score of experimental class is 13. In the table of achievement, it is on the range of 11-15, which is categorized as sufficient. After getting the treatment, the average score of experimental class is 18. In the table of achievement, it is on the range of 16-20, which is categorized as good. On the other hand, the students' achievement who were taught speaking by using snake and ladder game is improving at 5 points. Therefore, the students' ability in speaking using snake and ladder game is good.
2. The average score of control class is 10. In the table of achievement, it is on the range of 6-10, which is categorized as less. After getting the treatment, the average score of control class is 13. In the table of achievement, it is on the range of 11-15, which is categorized as sufficient. On the other hands, the students' achievement who were taught speaking by using storytelling technique is improving at 3 points. Therefore, the students' ability in speaking by using storytelling is sufficient.
3. The t-test shows that t_{count} is 6.64 while t_{table} is 2.01. It means that t_{count} is higher than t_{table} . In other words, the null hypothesis (H_0) is rejected and working hypothesis (H_a) is accepted. Moreover, there is significant difference

in students' achievement between those who speak by using snake and ladder game and those who speak by using storytelling technique. On the other hand, using snake and ladder game in teaching speaking to the second grade students of SMPN 5 Banjarsari is effective.

D. Suggestions

Based on the above conclusion, some suggestions are offered to improve students' ability in speaking.

1. For teachers
 - a. Snake and ladder game are recommended for English teachers to be applied in teaching English speaking.
 - b. The use of snake and ladder game would encourage students' attention to practice their speaking. Thus, their speaking skills could improve by themselves step by step.
 - c. Teachers should be better to have and create various activities involving snake and ladder game to make the teaching learning process more interesting and students have the chance to practice their speaking.
2. For the Principal
 - a. The principal should advise English teachers to teach English speaking, especially by using snake and ladder game.
 - b. The principal should provide needed facilities in teaching English speaking, including media.
 - c. The principal should support the English teachers to use creative activities through the teaching learning process.

3. For Researcher

For personal advantages, this paper can increase her experience in making a scientific work to understand the techniques that used in real teaching-learning processes.



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APPENDIX 1

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UNIVERSITAS ISLAM NEGERI
SUNAN GUNUNG DJATI
BANDUNG

THE BLUE PRINT OF RESEARCH
“THE INFLUENCE OF SNAKE AND LADDER GAME TOWARD
STUDENTS’ SPEAKING ABILITY”
(An Experimental Study at Second Grade of SMPN 5 Banjarsari, Ciamis)

No	Variable	Aspects	Indicators	Respondent	Techniques
1.	Experimental Class	a. Teaching Speaking using Snake and Ladder Game b. Students’ Speaking Skill using Snake and Ladder Game	a. Pronunciation b. Grammar c. Vocabulary d. Fluency e. Comprehension	The VIII A Students	a. snake and ladder game b. test: interview
2.	Control Class	a. Teaching Speaking using Storytelling Technique b. Students’ Speaking Skill using Storytelling Technique	a. Pronunciation b. Grammar c. Vocabular d. Fluency e. Comprehension	The VIII B Students	a. storytelling technique b. Test: Interview

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FORMAT RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah : SMPN 5 Banjarsari

Kelas/ semester : VIII/ 2

Mata pelajaran : Bahasa Inggris

Genre : Descriptive Text

Tema : People, Things, and Place

Kemampuan : Berbicara

Pertemuan ke : 2 dan 4

Alokasi Waktu : 4x 45 menit

A. Standar Kompetensi

Memahami makna dalam teks tulis fungsional dan monolog pendek sangat sederhana yang berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat

B. Kompetensi Dasar

Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

C. Tujuan Pembelajaran

Di akhir pembelajaran siswa mampu:

- Mengungkapkan berbagai informasi dalam deskriptif teks.
- Menjelaskan dalam hal bentuk monolog.

D. Materi Pembelajaran

- **Describing People**

Farah Quin is one of the famous chefs in Indonesia. Her full name is Farah Farhanah Quin. She was born on April 1980 in Bandung. Her Weight is about 50 kg and she is about 170 cm tall. She has brown hair and a slim body. She attended

a high school in Pittsburgh, Pennsylvania, and then she became a student of the Indian University of Pennsylvania to receive a bachelor's degree in finance. She changed her field of study to Culinary Arts because she loves cooking. She completed her degree in Pastry Arts from Pennsylvania Culinary Institute. After graduation, Farah became a successful in the USA. She also became an Indonesian celebrity chef. Ala Chef is one of her television show that guides viewers on an exploration of Indonesia cuisine. She got Panasonic Gobel Award as the Best Presenter for hobby and lifestyle television program.

- **Describing Things**

My Smartphone

Last month, my uncle came to visit my home. He had just returned from China after living there for 2 years. He gave me presents a new smartphone. I really liked it. My Smartphone color is black. It has a 5 inch screen. The width is about 5 cm and the thick is no more than 1 cm. This is the latest product from Sony. The phone also has a very good color display. The performance of this mobile phone is also great. I can play games that require high specification using it. But sometimes, I forget about the time when play the game. for social media, I can open it easily. It is easy for me to update status on facebook, twitter, instagram, etc. This mobile help me to always connect with my friends. If I have the assignment from my teacher, it also can help me. I can find many references from internet.

- **Describing Place**

Parangtritis Beach

Parangtritis Beach is fairly well-known attractions in Yogyakarta in addition to other objects such as Samas beach, baron, Kukup, and etc. Parangtritis has uniqueness that is not found in the views of other attractions besides the big waves are also the existence of mountains of sand around the beach, which is usually called dunes. This attractions has managed by the Bantul very well, ranging from the lodging facilities and markets selling souvenirs parangtritis.

E. Metode Pembelajaran

Snake and ladder game

F. Prosedur pembelajaran

Pertemuan ke-2

Kegiatan pendahuluan

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas.
- Mengecek kehadiran siswa.
- Mengungkapkan kembali materi yang pernah dibahas sebelumnya untuk mengingatkan kembali siswa-siswanya.
- Guru memberikan contoh teks menggambarkan seseorang/ orang.

Kegiatan Inti

- Siswa dibagi menjadi lima kelompok.
- Setiap kelompok terdiri dari 4-5 orang.
- Dalam setiap kelompok siswa bergantian untuk memainkan permainan ular tangga.
- Setiap siswa menjawab pertanyaan(menggambarkan seseorang) dari pertanyaan yang telah disediakan oleh guru.

Kegiatan Penutup

- Bersama-sama dengan siswa membuat rangkuman/simpulan pelajaran.
- Menanyakan kesulitan yang dihadapi oleh para siswa.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.
-

Pertemuan ke-3

Kegiatan Pendahuluan

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas.

- Mengecek kehadiran siswa.
- Mengungkapkan kembali materi yang pernah dibahas sebelumnya untuk mengingatkan kembali siswa-siswanya.
- Menyampaikan tujuan pembelajaran dan materi yang akan diberikan kepada siswa.

Kegiatan Inti

- Siswa dibagi menjadi lima kelompok
- Setiap kelompok terdiri dari 4-5 orang
- Dalam setiap kelompok siswa bergantian untuk memainkan permainan ular tangga yang telah disediakan
- Siswa menjawab pertanyaan (menggambarkan benda) dari pertanyaan-pertanyaan yang telah disediakan.

Kegiatan Penutup

- Bersama-sama dengan siswa membuat rangkuman/simpulan pelajaran.
- Menanyakan kesulitan yang dihadapi oleh para siswa.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

Pertemuan ke-4

Kegiatan Pendahuluan

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas.
- Mengecek kehadiran siswa.
- Mengungkapkan kembali materi yang pernah dibahas sebelumnya untuk mengingatkan kembali siswa-siswanya.
- Menyampaikan tujuan pembelajaran dan materi yang akan diberikan kepada siswa.

Kegiatan Inti

- Siswa dibagi menjadi lima kelompok.
- Setiap kelompok terdiri dari 4-5 orang.
- Dalam setiap kelompok, siswa bergantian untuk memainkan permainan ular tangga.
- Setiap siswa menjawab pertanyaan (menggambarkan tempat) dari pertanyaan yang telah disediakan oleh guru.

Kegiatan Penutup

- Bersama-sama dengan siswa membuat rangkuman/ simpulan pelajaran.
- Menanyakan kesulitan yang dihadapi oleh para siswa.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

G. Sumber Materi Pembelajaran

Internet, Hand book



FORMAT RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah : SMPN 5 Banjarsari
Kelas/ semester : VIII/ 2
Mata pelajaran : Bahasa Inggris
Kemampuan : Berbicara
Pertemuan ke : 1 dan 5
Alokasi Waktu : 1 x 45 menit

A. Standar Kompetensi

10. Berbicara

Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar

10.2 Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive dan procedure.

C. Prosedur Pembelajaran

Pertemuan 1 dan 5 (pre- test dan post- test)

Kegiatan pendahuluan

- Guru mengucapkan salam dengan menyebutkan Assalamu'alaikum dan selamat pagi.
- Mengecek kehadiran siswa.
- Guru mengingatkan kembali materi yang telah diberikan mengenai deskriptif teks dengan bertanya kepada siswa contoh dari deskriptif teks mengenai gambaran tempat, orang, dan benda.
- Guru meminta siswa untuk mempersiapkan diri untuk menghadapi tes.
- Siswa diminta untuk meninggalkan ruangan kelas.

Kegiatan Inti

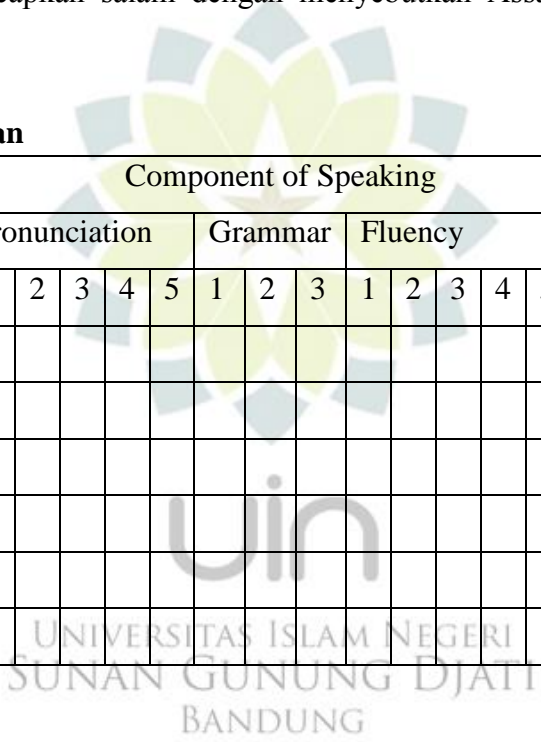
- Satu persatu siswa diminta untuk memasuki ruangan kelas.
- Siswa diberikan beberapa pilihan tema mengenai (menggambarkan idola yang disukai, tempat yang disukai, dan benda yang disukai di rumah).
- Siswa diberikan tes dengan tema yang telah dipilih oleh siswa.
- Siswa yang telah diberikan tes harus berada didalam ruangan kelas.

Kegiatan Penutup

- Guru mengomentari jawaban siswa
- Guru mengucapkan salam dengan menyebutkan Assalamu’alaikum dan selamat pagi.

D. Rubrik Penilaian

No	Name	Component of Speaking																									
		Pronunciation					Grammar			Fluency					Vocabulary					Comprehension							
		1	2	3	4	5	1	2	3	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5			



Total score of speaking skills: total score_P + total score_G + total score_V + total score_F + total score_C.

Catatan

- P = Pronunciation**
- G= Grammar**
- V= Vocabulary**
- F= Fluency**
- C= Comprehension**

E. Kriteria Penilaian

Scale	Category	Criterion	Score
1.	Pronunciation	Equivalent and fully accepted by educated native speakers	5
		Errors in pronunciation are quite rare	4
		Error never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	3
		Accent is intelligible though often quite faulty	2
		Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language	1
2.	Grammatical Accuracy	Equivalent to that of an educated native speaker	5
		Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammars are quite rare.	4
		Control of grammar is good able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation, and social.	3
		Can usually handle elementary construction quite accurately but does not have through or confident of grammar	2
		Errors in grammar are frequent, but speaker can be understood by a native speakers used to dealing with foreigners attempting to speak his language.	1
3.	Vocabulary	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idiom, colloquialism, and pertinent cultural references.	5
		Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	4
		Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation on practical, social, and professional topic. Vocabulary is broad enough that the rarely has to grope for a word.	3
		Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	2
		Speaking vocabulary is adequate to express anything but the most elementary needs.	1
4.	Fluency	Has complete fluency in the language such that his is fully accepted by educated native speakers.	5
		Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	4
		Can discuss particular interests of competence with reasonable ease. Rarely has to group for words.	3
		Can handle with confidence but not with facility most social situations, including instruction and casual conversation about current events, as well as work, family and autobiographical information.	2
		No specific fluency description refer to other four language areas for implied level of fluency.	1
5.	Comprehension	Equivalent to that of an educated native speaker	5
		Can understand any conversation within the range of his experience	4
		Comprehension is quite complete in a normal rate of speech	3
		Can get the gist of most conversation of non-technical subject (i.e. topics that require no specialized knowledge.	2
		Within this scope of his very limited language experience, can	1

		understand simple questions and statements if delivered with slow speech, repetition, or paraphrase	
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Mengetahui

Ciamis, 8 Mei 2015

Kepala Sekolah

Guru Pamong

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Rika Maya Kustanti, S.Pd

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Guru Mata Pelajaran

Susi Handayani

NIM: 1211204124

UNIVERSITAS ISLAM NEGERI
SUNAN GUNUNG DJATI
BANDUNG

FORMAT RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

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L. Metode Pembelajaran

Storytelling Technique

F. Prosedur pembelajaran

Pertemuan ke 2

Kegiatan pendahuluan

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas.
- Mengecek kehadiran siswa.
- Mengungkapkan kembali materi yang pernah dibahas sebelumnya untuk mengingatkan kembali siswa-siswanya.
- Guru memberikan contoh teks menggambarkan seseorang/ orang.

Kegiatan Inti

- Guru menunjukkan berbagai macam gambar orang kepada siswa.
- Siswa di minta untuk memilih salah satu gambar yang telah di tunjukan.
- Siswa di minta untuk menuliskan/ mendeskripsikan gambar tersebut.
- Siswa di minta untuk mempresentasikan hasil didepan kelas.

Kegiatan Penutup

- Bersama-sama dengan siswa membuat rangkuman/simpulan pelajaran.
- Menanyakan kesulitan yang dihadapi oleh para siswa.
- Mengucapkan salam.

Pertemuan ke 3

Kegiatan pendahuluan

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas.
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Pertemuan ke-4

Kegiatan Pendahuluan

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- Mengecek kehadiran siswa.
- Mengungkapkan kembali materi yang pernah dibahas sebelumnya untuk mengingatkan kembali siswa-siswanya.
- Menyampaikan tujuan pembelajaran dan materi yang akan diberikan kepada siswa.

Kegiatan Inti

- Siswa diberi kesempatan untuk melihat sekitar sekolah baik diluar kelas maupun di dalam kelas
- Setelah siswa cukup melakukan observasi sekolah guru meminta siswa untuk menuliskan keadaan sekolah/ kelas
- Guru meminta siswa untuk mempresentasikan hasil pekerjaannya satu persatu di depan ruangan kelas.

Kegiatan Penutup

- Bersama-sama dengan siswa membuat rangkuman/simpulan pelajaran.
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10.2 Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive dan procedure.

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Pertemuan 1 dan 5 (pre- test dan post- test)

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- Siswa yang telah diberikan tes harus berada didalam ruangan kelas.

Kegiatan Penutup

- Guru mengomentari jawaban siswa
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Total score of speaking skills: total score_P + total score_G + total score_V + total score_F + total score_C.

Catatan

- P = Pronunciation**
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		Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammars are quite rare.	4
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		Can usually handle elementary construction quite accurately but does not have through or confident of grammar	2
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		Can get the gist of most conversation of non-technical subject (i.e. topics that require no specialized knowledge.	2
		Within this scope of his very limited language experience, can	1

		understand simple questions and statements if delivered with slow speech, repetition, or paraphrase	
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Mengetahui

Ciamis, 8 Mei

2015

Kepala Sekolah

Guru Pamong

Yaya Sukmajaya, S. Pd., M. Pd

Rika Maya

Kustanti, S. Pd.

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APPENDIX 2

uin

UNIVERSITAS ISLAM NEGERI
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BANDUNG

A. Counting process of pre test of experiment and control class

a. Experimental class

1) Counting the range of data

$$\begin{aligned} R &= (H - L) + 1 \\ &= (17 - 8) + 1 \\ &= 9 + 1 \\ &= 10 \end{aligned}$$

2) Counting the interval class

$$\begin{aligned} K &= 1 + 3.3 \log n \\ &= 1 + 3.3 \log 24 \\ &= 1 + 3.3 \cdot 1.38 \\ &= 1 + 4.55 \\ &= 5.55 = 5 \end{aligned}$$

3) Counting the length of interval class

$$\begin{aligned} P &= \frac{R}{K} \\ &= \frac{10}{5} \\ &= 2 \end{aligned}$$

4) Making the table of frequency of distribution

Table 3.7
Frequency of Distribution

No	Interval Class	f _i	x _i	f _i x _i	x _i - \bar{x}	(x _i - \bar{x}) ²	f _i (x _i - \bar{x}) ²
1	16 - 17	3	16.5	49.5	3.5	12.25	36.75
2	14 - 15	7	14.5	101.5	1.5	2.25	15.75
3	12 - 13	9	12.5	112.5	-0.5	0.25	2.25
4	10 - 11	3	10.5	31.5	-2.5	6.25	18.75

5	8 – 9	2	8.5	17	-4.5	20.25	40.5
Σ	-	24	-	312	-	-	114

5) Counting mean

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

$$= \frac{312}{24}$$

$$= 13$$

6) Counting standard deviation

$$S = \sqrt{\frac{\sum f_i (x_i - \bar{x})^2}{n-1}}$$

$$= \sqrt{\frac{114}{23}}$$

$$= \sqrt{4.95}$$

$$= 2.22$$

7) Determining distribution of normality

Table 3.8
Frequency of Distribution and Expectation

No	Interval class	F	BK	Z _{count}	Z _{table}	Li	Ei	Oi	X ²
			17.5	2.02	0.4783				
1.	16 – 17	3				0.109	2.616	3	0.056
			15.5	1.12	0.3686				
2.	14 – 15	7				0.281	6.744	7	0.009
			13.5	0.22	0.0871				
3.	12 – 13	9				0.332	7.968	9	0.133
			11.5	-0.67	-0.2456				
4.	10 – 11	3				0.196	4.704	3	0.617
			9.5	-1.57	-0.4418				
5.	8 – 9	2				0.051	1.224	2	0.491
			7.5	-2.47	-0.4932				
Σ		24							1.306

Note:

$$\bar{x} = 13 \text{ and } S = 2.22$$

Class limit:

Upper limit is added 0.5 and Lower limit is subtracted 0.5

$$Z_{\text{count}} = \frac{BK - \bar{x}}{sd} \text{ and } Z_{\text{table}} = \text{see on the table}$$

$$Li = Z_{\text{table1}} - Z_{\text{table2}}$$

$$E_i = L_i \times n \text{ and } O_i = \text{Frequency}$$

$$\chi^2 = \frac{(O_i - E_i)^2}{E_i}$$

8) Counting degree of freedom

$$df = K - 3$$

$$= 5 - 3$$

$$= 2$$

b. Control class

1) Counting the range of data

$$R = (H - L) + 1$$

$$= (15 - 6) + 1$$

$$= 9 + 1$$

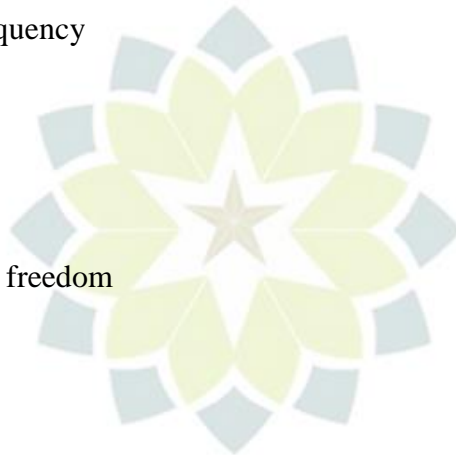
$$= 10$$

2) Counting the interval class

$$K = 1 + 3.3 \log n$$

$$= 1 + 3.3 \log 22$$

$$= 1 + 3.3 \cdot 1.34$$



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$$= 1 + 4.42$$

$$= 5.42 = 5$$

3) Counting the length of interval class

$$P = \frac{R}{K}$$

$$= \frac{10}{5}$$

$$= 2$$

4) Making the table of frequency of distribution

Table 3.10
Frequency of Distribution

No	Interval Class	f _i	y _i	f _i y _i	y _i - \bar{y}	(y _i - \bar{y}) ²	f _i (y _i - \bar{y}) ²
1	14 - 15	1	14.5	14.5	4.5	20.25	20.25
2	12 - 13	5	12.5	62.5	2.5	6.25	31.25
3	10 - 11	9	10.5	94.5	0.5	0.25	2.25
4	8 - 9	6	8.5	51	-1.5	2.25	13.5
5	6 - 7	1	6.5	6.5	-3.5	12.25	12.25
Σ		22		229			79.5

5) Counting mean

$$\bar{y} = \frac{\Sigma f_i y_i}{\Sigma f_i}$$

$$= \frac{229}{22}$$

$$= 10.40$$

$$= 10$$

6) Counting standard deviation

$$\begin{aligned}
 S &= \sqrt{\frac{\sum fi (yi - \bar{y})^2}{n-1}} \\
 &= \sqrt{\frac{79.5}{21}} \\
 &= \sqrt{3.78} \\
 &= 1.94
 \end{aligned}$$

7) Determining distribution of normality

Table 3.11
Frequency of Distribution and Expectation

No	Interval class	F	BK	Z _{count}	Z _{table}	Li	Ei	Oi	y ²
			15.5	2.83	0.4977				
1	14 – 15	1				0.033	0.726	1	0.103
			13.5	1.80	0.4641				
2	12 – 13	5				0.184	4.048	5	0.223
			11.5	0.77	0.2794				
3	10 – 11	9				0.378	8.316	9	0.056
			9.5	-0.25	-0.0987				
4	8 – 9	6				0.301	6.622	6	0.058
			7.5	-1.28	-0.3997				
5	6 – 7	1				0.064	1.408	1	0.118
			5.5	-2.31	-0.4896				
Σ		22							0.558

Note:

$$\bar{y} = 10 \text{ and } S = 1.94$$

Class limit:

Upper limit is added 0.5 and Lower limit is subtracted 0.5

$$Z_{\text{count}} = \frac{BK - \bar{y}}{sd} \text{ and } Z_{\text{table}} = \text{see on the table}$$

$$Li = Z_{\text{table1}} - Z_{\text{table2}}$$

$$E_i = L_i \times n \text{ and } O_i = \text{Frequency}$$

$$y^2 = \frac{(O_i - E_i)^2}{E_i}$$

8) Counting degree of freedom

$$df = K - 3$$

$$= 5 - 3$$

$$= 2$$

9) Homogeneity of pre- test in Experimental and Control Class

$$F = \frac{V_{biggest}}{V_{smallest}}$$

$$= \frac{2.22}{1.94}$$

$$= 1.14$$

Determining F_{table}

$$F_{table} = (a) \left(\frac{df_1}{df_2} \right)$$

$$F = (0.05) \left(\frac{23}{21} \right)$$

Because $F_{(0.05)} \left(\frac{23}{21} \right)$ is not in F table so that it must be looked for by using interpolation technique.

$$\left. \begin{array}{l} 20 = 2.086 \\ 24 = 2.064 \end{array} \right\} 44$$

$$(44) = 2.086 - \frac{24}{4} (2.086 - 2.064)$$

$$= 2.086 - 0.132$$

$$= 1.954 / 1.95$$



10) Hypothesis of pre test of experimental can control class

$$\begin{aligned}
 T &= \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}} \\
 &= \frac{13 - 10.40}{\sqrt{\frac{563.55 + 300.05}{24 + 22 - 2}}} (0.04 + 0.04) \\
 &= \frac{2.6}{\sqrt{\frac{863.6}{44}}} (0.08) \\
 &= \frac{2.6}{\sqrt{1.57}} \\
 &= 1.65
 \end{aligned}$$

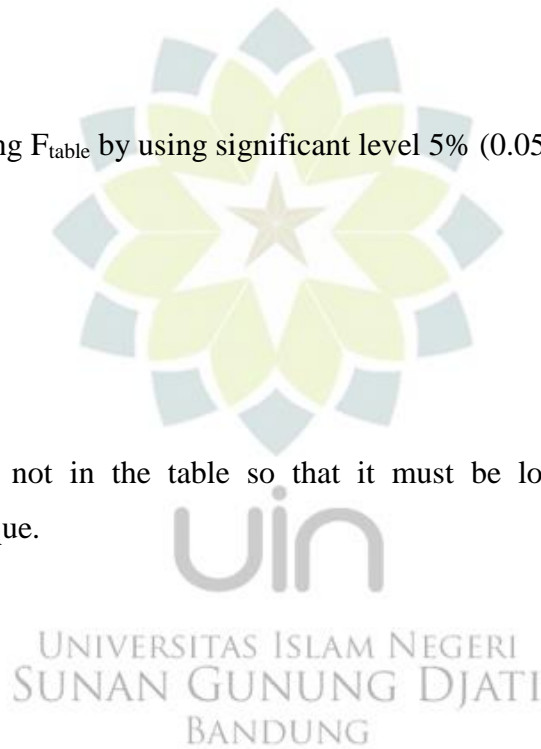
Determining F_{table} by using significant level 5% (0.05) and interpolation:

$$\begin{aligned}
 Df1 &= n_1 + n_2 - 2 \\
 &= 24 + 22 - 2 \\
 &= 44
 \end{aligned}$$

Because $t(0.05)$ 44 not in the table so that it must be looked for by using interpolation technique.

$$\begin{array}{l}
 40 = 2.021 \\
 60 = 2.000
 \end{array}
 \left. \vphantom{\begin{array}{l} 40 = 2.021 \\ 60 = 2.000 \end{array}} \right\} 44$$

$$\begin{aligned}
 (44) &= 2.021 - \frac{4}{16} (0.021) \\
 &= 2.021 - 0.005 \\
 &= 2.016 / 2.01
 \end{aligned}$$



B. Counting process of post test of experiment and control class

a. Experimental class

1) Counting the range of data

$$\begin{aligned} R &= (H - L) + 1 \\ &= (23 - 14) + 1 \\ &= 9 + 1 \\ &= 10 \end{aligned}$$

2) Counting the interval class

$$\begin{aligned} K &= 1 + 3.3 \log n \\ &= 1 + 3.3 \cdot \log 24 \\ &= 1 + 3.3 \cdot 1.38 \\ &= 1 + 4.55 \\ &= 5.55 = 5 \end{aligned}$$

3) Counting the length of interval class

$$\begin{aligned} P &= \frac{R}{K} \\ &= \frac{10}{5} \\ &= 2 \end{aligned}$$

4) Making the table of frequency of distribution

Table 3.13
Frequency of Distribution

No	Interval Class	f_i	x_i	$f_i x_i$	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	$f_i (x_i - \bar{x})^2$
1	22 - 23	2	22.5	45	4.5	20.25	40.5
2	20 - 21	4	20.5	82	2.5	6.25	25
3	18 - 19	5	18.5	92.5	0.5	0.25	1.25
4	16 - 17	7	16.5	115.5	-1.5	2.25	15.75

5	14 – 15	6	14.5	87	-3.5	12.25	73.5
Σ		24		422			156

5) Counting mean

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

$$= \frac{422}{24}$$

$$= 17.58$$

$$= 18$$

6) Counting standard deviation

$$S = \sqrt{\frac{\sum f_i (x_i - \bar{x})^2}{n-1}}$$

$$= \sqrt{\frac{156}{23}}$$

$$= \sqrt{6.78} = 2.60$$

7) Determining distribution of normality

Table 3.14
Frequency of Distribution and Expectation

No	Interval class	F	BK	Z _{count}	Z _{table}	L _i	E _i	O _i	X ²
			23.5	2.11	0.4826				
1.	22 – 23	2				0.072	1.728	2	0.042
			21.5	1.34	0.4099				
2.	20 – 21	4				0.194	4.656	4	0.092
			19.5	0.57	0.2157				
3.	18 – 19	5				0.291	6.984	5	0.563
			17.5	-0.19	-0.0753				
4.	16 – 17	7				0.256	6.144	7	0.119
			15.5	-0.96	-0.3315				
5.	14 – 15	6				0.126	3.024	6	2.928
			13.5	-1.73	-0.4582				
Σ		24							3.744

Note:

$$\bar{x} = 18 \text{ and } S = 2.60$$

Class limit:

Upper limit is added 0.5 and Lower limit is subtracted 0.5

$$Z_{\text{count}} = \frac{BK - \bar{x}}{sd} \text{ and } Z_{\text{table}} = \text{see on the table}$$

$$Li = Z_{\text{table1}} - Z_{\text{table2}}$$

$$E_i = L_i \times n \text{ and } O_i = \text{Frequency}$$

$$\chi^2 = \frac{(O_i - E_i)^2}{E_i}$$

8) Counting degree of freedom

$$df = K - 3$$

$$= 5 - 3$$

$$= 2$$

b. Control class

1) Counting the range of data

$$R = (H - L) + 1$$

$$= (18 - 9) + 1$$

$$= 9 + 1$$

$$= 10$$

2) Counting the interval class

$$K = 1 + 3.3 \log n$$

$$= 1 + 3.3 \log 22$$

$$= 1 + 3.3 \cdot 1.34$$

$$= 1 + 4.42$$

$$= 5.42 = 5$$



3) Counting the length of interval class

$$P = \frac{R}{K}$$

$$= \frac{10}{5}$$

$$= 2$$

4) Making the table of frequency of distribution

Table 3.16
Frequency of Distribution

No	Interval Class	f _i	y _i	f _i y _i	y _i - \bar{y}	(y _i - \bar{y}) ²	f _i (y _i - \bar{y}) ²
1	17 - 18	1	17.5	17.5	4.5	20.25	20.25
2	15 - 16	5	15.5	77.5	2.5	6.25	31.25
3	13 - 14	7	13.5	94.5	0.5	0.25	1.75
4	11 - 12	7	11.5	80.5	-1.5	2.25	15.75
5	9 - 10	2	9.5	19	-3.5	12.25	24.5
Σ		22		289			93.5

5) Counting mean

$$\bar{y} = \frac{\Sigma f_i y_i}{\Sigma f_i}$$

$$= \frac{289}{22}$$

$$= 13.13 = 13$$

6) Counting standard deviation

$$S = \sqrt{\frac{\Sigma f_i (y_i - \bar{y})^2}{n-1}}$$

$$= \sqrt{\frac{93.5}{21}}$$

$$= \sqrt{4.45} = 2.10$$

7) Determining distribution of normality

Table 3.17
Frequency of Distribution and Expectation

No	Interval class	F	BK	Z _{count}	Z _{table}	L _i	E _i	O _i	y ²
			18.5	2.61	0.4955				
1	17 – 18	1				0.044	0.968	1	0.032
			16.5	1.66	0.4515				
2	15 – 16	5				0.190	4.18	5	0.160
			14.5	0.71	0.2611				
3	13 – 14	7				0.352	7.744	7	0.071
			12.5	-0.23	-0.0910				
4	11 – 12	7				0.262	5.764	7	0.265
			10.5	-1.19	-0.3531				
5	9 – 10	2				0.130	2.86	2	0.258
			8.5	-2.14	-0.4834				
∑		22							0.786

Note:

$$\bar{y} = 13 \text{ and } S = 2.10$$

Class limit:

Upper limit is added 0.5 and Lower limit is subtracted 0.5

$$Z_{\text{count}} = \frac{BK - \bar{y}}{sd} \text{ and } Z_{\text{table}} = \text{see on the table}$$

$$L_i = Z_{\text{table1}} - Z_{\text{table2}}$$

$$E_i = L_i \times n \text{ and } O_i = \text{Frequency}$$

$$y^2 = \frac{(O_i - E_i)^2}{E_i}$$

8) Counting degree of freedom

$$df = K - 3$$

$$= 5 - 3$$

$$= 2$$

9) Homogeneity of post test of experimental and control class

$$F = \frac{V_{biggest}}{V_{smallest}}$$

$$= \frac{2.60}{2.10}$$

$$= 1.23$$

Determining F_{table}

$$F_{table} = (a) \left(\frac{df_1}{df_2} \right)$$

$$F = (0.05) \left(\frac{23}{21} \right)$$

Because $F_{(0.05)} \left(\frac{23}{21} \right)$ is not in F table so that it must be looked for by using interpolation technique.

$$\left. \begin{array}{l} 20 = 2.086 \\ 24 = 2.064 \end{array} \right\} 44$$

$$(44) = 2.086 - \frac{24}{4} (2.086 - 2.064)$$

$$= 2.086 - 0.132$$

$$= 1.954 / 1.95$$

10) Hypothesis of pre test of experimental can control class

$$T = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}}$$

$$= \frac{17.58 - 13.13}{\sqrt{\frac{(24-1)6.76 + (22-1)4.41}{24+22-2}}} (0.04 + 0.04)$$

$$= \frac{4.45}{\sqrt{\frac{155.48 + 92.61}{44}}} (0.08)$$

$$= \frac{4.45}{\sqrt{0.45}}$$

$$= \frac{4.45}{0.67}$$

$$= 6.64$$

Determining F_{table} by using significant level 5% (0.05) and interpolation:

$$Df1 = n1 + n2 - 2$$

$$= 24 + 22 - 2$$

$$= 44$$

Because $t(0.05)$ 44 not in the table so that it must be looked for by using interpolation technique.

$$\left. \begin{array}{l} 40 = 2.021 \\ 60 = 2.000 \end{array} \right\} 44$$

$$(44) = 2.021 - \frac{4}{16}(0.021)$$

$$= 2.021 - 0.005$$

$$= 2.016 / 2.01$$



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