

**AN EXPERIMENTAL RESEARCH ON TEACHING
SPEAKING SKILL BY USING ADVENTURE GAME AND
PICTURE
AT SMP 1 TALAMAU WEST PASAMAN REGENCY**

THESIS



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ABSTRAK

Rona. Elfiza, 2012. An Experimental Research On The Teaching Speaking Skill By Using Adventure Game and Picture at SMPN 1 Talamau West Pasaman Regency. Thesis : Graduate Program of State University of Padang.

Penelitian ini bertujuan untuk mengukur besarnya pengaruh *adventure game* dan gambar terhadap keterampilan berbicara siswa dalam teks descriptive di SMPN 1 Talamau tahun ajaran 2011-2012. Penelitian ini dilatarbelakangi oleh permasalahan-permasalahan siswa dalam berbicara khususnya dalam descriptive text. Mereka tidak bisa mendeskripsikan objek sesuai dengan kompetensi yang harus mereka kuasai. Mereka hanya mampu mengulang apa yang sudah dideskripsikan guru.

Penelitian ini menggunakan metode kuasi eksperimen dengan desain faktorial. Populasi penelitian ini adalah siswa semester kedua kelas VIII SMPN 1 Talamau tahun ajaran 2011-2012. Jumlah total siswa sebanyak 125 orang yang terdiri dari 5 kelas parallel. Sampel penelitian ini adalah kelas VIII4 dan VIII5. Sampel dipilih dengan menggunakan *cluster random sampling*. Instrumen yang digunakan dalam penelitian ini adalah ujian berbicara dan angket kepribadian. Data dianalisis dengan menggunakan rumus uji-t secara manual.

Hasil penelitian menunjukkan bahwa keterampilan berbicara siswa yang diajar dengan menggunakan *adventure game* lebih baik dari keterampilan berbicara siswa yang diajar dengan menggunakan gambar, (2) Keterampilan berbicara siswa ekstrovert yang diajar dengan menggunakan *adventure game* lebih baik daripada keterampilan berbicara siswa ekstrovert yang diajar dengan menggunakan gambar, (3) Keterampilan siswa introvert yang diajar dengan menggunakan *adventure game* lebih baik daripada keterampilan siswa introvert yang diajar dengan menggunakan gambar. Dari temuan, dapat disimpulkan bahwa penggunaan *adventure game* memberikan pengaruh yang signifikan terhadap keterampilan berbicara siswa SMPN 1 Talamau.

ABSTRACT

Rona. Elfiza, 2012. An Experimental Research On The Teaching Speaking Skill By Using Adventure Game and Picture at SMPN 1 Talamau West Pasaman Regency. Thesis : Graduate Program of State University of Padang.

The aim of this research is to find out the effect of adventure game and picture toward students' speaking skill in descriptive text of SMPN 1 Talamau registered on 2011-2012 academic year. This was based on problems faced by students in speaking especially descriptive text. They were not able to describe the object in spoken form based on competency that they should be mastered. They were only able to repeat what the teacher has described. One of its causes was the teacher did not use effective media in teaching.

This research was a quasi experimental research with factorial design. The population of this research was the VIII grade students of SMPN 1 Talamau on the second semester registered 2011-2012 academic year. There were five parallel classes that totalized 125 students. The sample of this research was class VIII4 and VIII5. The sample was selected by cluster random sampling. The instruments were speaking test and questionnaire of personality. The data were analyzed by t-test formula.

The result of this research were (1) students' speaking skill who were taught by using adventure game was better than students' speaking skill who were taught by using picture, (2) Extroverted students' speaking skill who were taught by using adventure game was better than extroverted students' speaking skill who were taught by using picture, (3) Speaking skill of introverted students who were taught by using adventure game was better than speaking skill of introverted students who were taught by using picture. It can be concluded that adventure game gave significant effect toward students' speaking skill at SMPN 1 Talamau.

SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa:

1. Karya tulis saya, tesis dengan judul *An Experimental Research on Teaching Speaking Skill by Using Adventure Game and Picture at SMPN 1 Talamau West Pasaman Regency* adalah asli dan belum pernah diajukan untuk mendapat gelar akademik baik di Universitas Negeri Padang maupun di perguruan tinggi lainnya.
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Saya yang menyatakan

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The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is one of language skills that must be mastered by foreign language learners to communicate in target language. They are considered successful if they can speak or communicate in the foreign language. If they can not speak English, they are assumed unable to communicate in foreign language. They can not convey their idea in spoken form to other people without speaking. It can be understood why speaking skill can not be ignored in teaching language.

Based on High School curriculum, the objective of English teaching is students are able to communicate in English. It means that they understand and produce texts in oral and written form which is realized in four language skills, listening, speaking, reading and writing. These language skills would be used to respond or create discourse in society. For this reason, English subject in the school is oriented to develop those skills in order that students have ability to communicate in English at certain literacy level. Junior High School students are expected to reach functional level and Senior high school student reach informational level.

Moreover, the basic competence of teaching speaking for junior high school students is to enable students to express the meaning of interpersonal, ideational, and textual function in various interactions and monologue spoken text, especially in descriptive, narrative recount, procedure and report

(DEPDIKNAS). For descriptive text, the students are expected to describe object by using monologue and transaction text. Monologue is a kind of report or speech. Transaction is to describe things or person in conversation. It involves at least two people.

On the other hand, it cannot be neglected that teaching speaking is not an easy one. Teaching Speaking needs proper material, method and media. Media have important role in teaching speaking because they help to accelerate interaction between teacher and students. Jufrihadi (1984) states that medium is a tool to deliver the message to stimulate mind, feeling, attention and students' interest for studying. There are many researches which showed that the effectiveness of media for teaching speaking like slide, video, film, picture, game, cards, story telling pieces, puppets and other.

Based on the researcher's observation and interviewed with English teacher of *Sekolah Menengah Pertama (SMP)* 1 Talamau, there are many teachers who do not use media in teaching and learning process. They seldom use media because of some reasons. Firstly, they have limited time to prepare media. Secondly, it is difficult to create or adapt appropriate media for the students. Then, the syllabus they teach from is tightly structured to allow for media materials to be brought into the classroom. The last, there is no fund for media and others. As a result teachers only use textbook in teaching speaking.

Descriptive text is one of texts that should be taught in junior high school. At SMP N 1 Talamau, students' speaking skill is low especially for descriptive

text. The objective of teaching descriptive text is the students are able to express meaning in simple short monologue in descriptive form. In other word they are able to describe objects in a simple description. In teaching descriptive text, the teacher usually writes the list of descriptive vocabularies and its translation on whiteboard, for example white wall, big window, clean and others. Then, the teacher gives example by describing a place like classroom. However, the students are not able to describe the place. If the teacher asked them to describe their house, they ask the teacher again like what we call in English “*bersih or halaman yang luas*” or they look at list of descriptive vocabularies in their note. In fact, the students are only able to repeat what the teacher has described. If the teacher describes classroom, they are only able to describe the classroom. They are not able to describe other places. It can be said that the objective of curriculum is not achieved yet.

Based on the phenomena above, the researcher assumes that lack of media in teaching speaking is one of the factors that cause the problems. In the teaching and learning process media support the effectiveness of teaching. Furthermore, media bring the meaning of the language for students. Language has lack meaning when it is introduced with its translation. On the other hand, it will be more meaningful if students acquire the language with its object. Picture is one of good media for teaching descriptive. It helps students in defining the words with suitable objects. When the students are asked to describe big house, the picture of big house which they have seen will appear to their mind. They will define it with the word *big*. On other hand, if the teacher teaches descriptive by using list

vocabularies and its translation, the students will think that what we call “*besar*” in English, when they are asked to describe a big house.

Beside pictures, game is also an effective media for teaching speaking. Games offer students a fun-filled and relaxing learning atmosphere. Uberman (1998) states that games encourage, entertain, teach, and promote fluency and communicative skills. After learning descriptive vocabularies, students have the opportunity to practice language through a game. Competition in a game can stimulate and encourage the students to participate in the activity since naturally they want to beat the other teams. Students begin to realize that they have to speak or pronounce the words clearly if they want others to understand what they are saying. However, when teachers use game in the classroom they should consider the level of the game to fit their students' language level. They should choose or design the game that fits the purposes of that class or the curriculum. In this research the researcher designs adventure game for teaching speaking especially descriptive text.

Games and pictures have some advantages for teaching. Some researches showed that the effectiveness of games and pictures for teaching speaking. Game motivates and helps the students in speaking. Pictures help the students to describe objects, because pictures can stimulate the students to express their idea based on pictures shown to them.

Then, there are some internal factors that influence students' achievement in learning especially in speaking. One of them is students' personality; extrovert

and introvert. Personality influences how the students handle the feelings that are evoked during the learning process, what kind of motivation they bring to the learning task, as well as personal values, beliefs and attitudes related to learning; whether they prefer to work alone or in groups, and the kind of relationship the students prefer to have with the teacher and other learners.

Extroverted student and introverted student have some differences. Introversion is the turning inward of psychic energy with an orientation toward the subjective. Introverts are tuned in to their inner world with all its biases, fantasies, dreams, and individualized perception (Jung 1921/1971). Extroversion is the attitude distinguished by turning outward of psychic energy so that the person is oriented toward the objective and away from subjective. Extraverts are more influenced by their surrounding than by their inner world (Feist&Feist 2009)

Extroverted students tend to work in groups setting, but introverted like working alone. Extroverted students like speaking and have many friends. On the other hand, introverted students think deeply and carefully before speaking and they focus on a few friends. The researcher is interested in conducting the research in order to test the effect of using adventure game, picture and students' personality toward students' speaking skill at SMPN 1 Talamau.

B. Identification of the Problem

Speaking skill has important role to communicate. It can be understood why speaking skill can not be ignored in teaching language. However, there are many problems found in teaching speaking at junior high school. It is difficult for

students to express their idea orally because of some reasons. Firstly, most of students find English situation only in the classroom. It makes them seldom to practice English because they do not live in an English speaking environment. It also causes the students have limited vocabulary. Next, many teachers do not use various techniques in teaching. It makes the classroom activity monotonous. Then, many teachers do not use media in teaching process. As a result the objective of learning is not achieved maximally. Based on problems above, it is needed a research to solve the problems. One of problems solving by is using media for teaching speaking. There are many media that can be used such as slide, video, film, picture, adventure game, cards, story telling pieces, puppets and others.

C. Limitation of the Problem

Related to identification of the problems above, there are many kinds of media that can be used by the teacher in teaching speaking in the class like video, adventure game, story telling pieces, puppets, cards and others. However in this research, the researcher focused her study on media for teaching speaking in classroom. This research conducted the effect of adventure game, pictures and personality toward students' speaking skill at second year in SMPN 1 Talamau.

D. Formulation of the problems

Based on limitation of the problem above, the problem of this research is formulated as follows:

1. Is students' speaking skill which is taught by using adventure game better than students' speaking skill which is taught by using pictures?
2. Is speaking skill of extroverted students which is taught by using adventure game better than speaking skill of extroverted students which is taught by using pictures?
3. Is speaking skill of introverted students which is taught by using adventure game better than speaking skill of introverted students which is taught by using pictures?

E. Purpose of the Research

Based on the formulation of the problems above, the purpose of this research is to test whether:

1. The adventure game gives better effect on students' speaking skill than pictures
2. The adventure game gives better effect on extroverted students' speaking skill than pictures
3. The adventure game gives better effect on introverted students' speaking skill than pictures

F. Significance of the Study

The finding of the research is expected to have theoretical and practical significance. Theoretically, finding of this research can be used as a reference of teaching media for teaching speaking in Junior High School. Practically, this research finding statistically proved that the adventure game gives significant

effect for teaching speaking. It can be suggested for English teacher to use adventure game as one of media for teaching speaking.

G. Definition of Key terms

For the purpose of the research, the following terms are defined:

Adventure game	: Kind of board game which is played by five groups of students in class VIII 5 (experimental class) SMPN 1 Talamau, guiding the players to explore places on the board based on number at dice, each place has instruction/ question cards that ask the player to speak
Pictures	: Printed material of real place that is used by teacher in VIII 4 (control class) to teach speaking in descriptive text
Speaking skill	: Students speaking' ability in descriptive text which is measured by a test. The test asks students to describe place. The test consists of using identification, description, simple present tense and fluency

working in the group. Thirdly, this game was suitable for introverted students because it gave them more opportunity to speak.

D. Limitation of the Research

After conducting the research, the researcher found that adventure game gave significant effect on students' speaking skill especially for descriptive text at class VIII at SMPN 1 Talamau. Nevertheless, there were several limitations found in this research as follows:

1. To identify students' personality, the researcher used personality questionnaire. Meanwhile, the best test to identify students' personality is by using *Myers- Briggs Type Indicator (MBTI)*. Because of difficulty to find it, the researcher only used personality questionnaire in this research.
2. The period of this research was on January 30th to February 27th 2012. Because of the limited time, this research was done twice a week. Probably, the result of the research would be better if it was conducted in a longer time

CHAPTER V

CONCLUSIONS, IMPLICATION, AND SUGGESTIONS

A. Conclusions

This research compares students' speaking skill which is taught by using adventure game and by using pictures and considering students' personality. Based on finding and discussion at chapter IV, it can be concluded that:

1. Students' speaking skill which is taught by using adventure game is better than students' speaking skill which is taught by using pictures. Since adventure game provided opportunity for each students to get involved in speaking activities. Beside that, adventure game also motivated students to speak and lower their anxiety to speak, because when playing adventure game they relaxed and have fun.
2. Speaking skill of extroverted students which is taught by using adventure game is better than speaking skill of extroverted students which is taught by using picture. Extroverted students tend to be active and like working in the group. In playing adventure game each of students discussed every question or instruction in their group. Extroverted students feel more comfortable learning in group setting.
3. Speaking skill of introverted students' which is taught by using adventure game is better than speaking skill of introverted students which is taught by using pictures. Adventure game gives introverted students more opportunity to express their opinion and feeling. Since every student in the group got the same chance to participate in speaking activities, the rule of this game avoided domination by some students.

B. Implication

Teaching speaking by using adventure game gives positive result in improving students' speaking skill. Thus, the result of this research can be a contribution for English teacher in SMPN 1 Talamau. Based on research conclusion, it is known that the use of adventure game in teaching speaking effective in improving students' speaking skill. The use of adventure game improves students' speaking skill which is extrovert and introvert. It shows that adventure game is suitable to teach speaking to extroverted students and introverted students. However, the teachers need to analyze material that can be taught by using adventure game. Since adventure game is not effective for teaching all learning material.

C. Suggestions

Based on the findings and conclusions above, the researcher proposes suggestions as follows:

1. English teacher is suggested to use adventure game as an alternative media for teaching speaking especially descriptive text at Junior High School.
2. It is suggested to further researcher to conduct the research in examining the effect of adventure game for other texts in wider sample in order to get the large empirical data and knowledge.

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