

**THE IMPLEMENTATION OF BARRIER GAME
TO IMPROVE STUDENTS' SPEAKING SKILL AT THE 10th GRADE
OF MA HASYIM ASYARI TEGALDLIMO
IN ACADEMIC YEAR 2022/2023**

THESIS



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KIAI HAJI ACHMAD SIDDIQ
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**STATE ISLAMIC UNIVERSITY OF
KIAI HAJI ACHMAD SIDDIQ JEMBER
EDUCATION AND TEACHER TRAINING FACULTY
ENGLISH DEPARTEMENT
JUNE 2023**

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Presented to Islamic State University of Kiai Haji Achmad Siddiq Jember In partial fulfilment of the requirements to obtain a bachelor's degree Of Sarjana Pendidikan (S.Pd) Faculty of Tarbiyah and Teacher Training English Departemen

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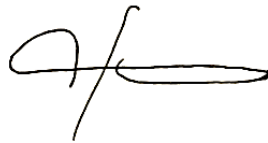
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The Board of Examiners

Chair

Secretary



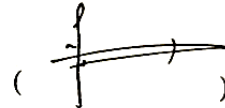
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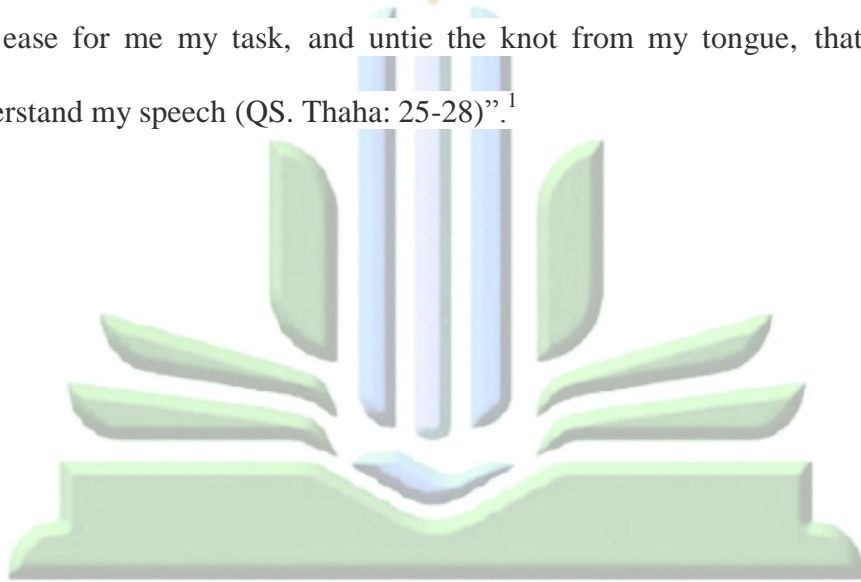
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MOTTO

قَالَ رَبِّ اشْرَحْ لِي صَدْرِي ﴿٢٥﴾ وَيَسِّرْ لِي أَمْرِي ﴿٢٦﴾ وَأَحْلِلْ عُقْدَةً مِن لِسَانِي ﴿٢٧﴾ يَفْقَهُوا قَوْلِي ﴿٢٨﴾

Meaning : “Moses said: "My Lord, expand for me my breast [with assurance], and ease for me my task, and untie the knot from my tongue, that they may understand my speech (QS. Thaha: 25-28)”¹



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¹ Abdullah Yusuf Ali, *The Holly Qur'an Arabic Text with English Translation* (New Johar Office Printer: India, 2020), p.4

DEDICATION :

I proudly dedicate this thesis to:

1. My Beloved parents, Mr. Sugiyono, as my beloved father and Mrs. Muslikah, as my beloved mother and for the last, my beloved brother M. Habib Hasan who have supported me, and prayed for me in all day. I am so glad to have you in my life.
2. All of my best friends Sindhu and Fadia who have supported me to finish my thesis. Thanks friends wish you luck.
3. My best partner (Farid rusdy syaifudin) who have collared my life in the university. Thanks a lot for your presence in my life.



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ABSTRACT

Umi Latifah, 2023: *The Implementation Of Barrier Game To Improve Students Speaking Skill At The Tenth Grade Of Ma Hasyim Asyari Tegaldlimo Academic Year 2022/2023*

The aim of this research was to improve the student speaking skill used barrier game at the tenth grade of Ma Hasyim Asyari Tegaldlimo. The students had problem in speaking. Based on an interview with English teacher and the results of preliminary study, the students' speaking skill was still low which was percentage as 30% and the average score was 59.8. Based on the results of preliminary study, they said that speaking English was difficult skill. Besides, they felt weird if there are friends who try to speak in English in class it was not used to it. Learning in class was boring. After discussing with the English teacher, researcher decided to implement barrier game. Barrier game is one of appropriate to improve students' speaking skill. Barrier game could give motivation and entertainment while learning English.

The research question of this research was "How is the implementation of barrier game able to improve students speaking skill at the tenth grade of Ma Hasyim Asyari tegaldlimo?" The objective of the research was to describe How is the implementation of barrier game able to improve students speaking skill at the tenth grade of Ma Hasyim Asyari tegaldlimo .The approach used in this research was Classroom Action Research (CAR). The classroom action research design used in this research was collaborative classroom action and research. The researcher conducted this research at the X MIPA 1 which consisted of 20 students.

This research was conducted in two cycles. Each cycle consisted of four steps : planning, acting, observing and reflecting. To collect the data, the researcher used the students' Observation, speaking test, interview and fieldnote .The test was used to find out the improvement of students' speaking skill after the researcher was conducted. The criteria of success in this research was if the students reached the minimum score (75) are equal to or higher than 65%. The result of cycle one showed that 60% passed the criteria of succes. It meant there was 12 students passed the criteria of succes with 72,3 as the average score in cycle one. While the second cycle showed that there was 80% had passed the criteria of succes. It meant that there was 16 students passed the criteria of succes with 79,9 with average score. It could be said successful.

According to observation, it was concluded that students were interested in learning by implementing Barrier game and they felt enthusiastic in doing the task. The classroom situation also could handled well. The researcher also gave suggestion to the future researcher to conduct better research and emphasized more on the content and organization of speaking skill.

Key Words : implementation, barrier game, improve, speaking skill, CAR.

ACKNOWLEDGEMENT

Alhamdulillahirobbil ‘alamin praise to Allah SWT who has always given his blessing, grace, guidance until we could accomplish this undergraduate thesis well. Sholawat and salam always are given to our prophet Muhammad SAW, while his human race in the last period. Aamiin.

This thesis is for achieving the undergraduate degree of English Language Teaching of UIN Jember. The undergraduate thesis entitled “The Implementation of Barrier Game to Improve Speaking Skill At the Elevent Grade Students of Ma Hasyim Asyari Tegaldlimo Academic Year 2022/2023”

We also fully aware that the undergraduate thesis could never finished without helping and supported from others during the process of writing. Therefore, in this occasion the writer express thankfully to honorable :

1. Prof. H. Babun Suharto, S.E, M.M as a Rector of IAIN Jember who has given opportunity for me to study in this institute
2. Dr. Hj. Mukni’ah, M. Pd.I as the Dean of Faculty of Tarbiyah and Teacher Training who has facilitated me to study in this faculty
3. Dr. Rif’an Humaidi, M.Pd.I who had supported and facilitated me in every matters.
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5. Mr. Drs. Bambang Sunardi, M. Pd as my collaborator who always help and gives me motivation to finish this undergraduate thesis

6. My all beloved lecturers who has always patient and generous to teach me anything about English language and the general knowledge
7. The Headmaster of Ma Hasyim Asyari Tegaldlimo who allowed me to do the research of Classroom Action Research.

Wish Allah SWT give blessings to all of you. The writer is aware that this undergraduate thesis is less of perfect. However, the writer still hopes this undergraduate thesis will be useful for the reader and other researchers who need it.

Jember, 08th June 2023

The Researcher

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CHAPTER 1

INTRODUCTION

This section presents an introduction of the research. The parts of this proposal are research background, research objectives, Action Hypothesis, Significance of the research, and definition of key terms.

A. Research Background

Language is an important thing in life. People need it not only for parents, and relatives, but they also need it for all friends and other people. We do interaction or express our ideas with them using language. For the example is the statement when people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on because they wish to be friendly and to establish a comfortable zone of interaction with others². So, when they meet to the others, they will talk about something, share ideas, and express their feeling.

In the study of language, one of the languages that have been most widely used in this world is English. In English learning, there are four skills that should be mastered namely listening, speaking, reading, and writing. Speaking is considered as important skills to be accomplished by students because speaking means of communicate with each other. By speaking we can share many things; we can do interaction or make conversation, and can find some information, etc. English is an important language to communicate with other people from different countries and continents despite human beings'

² Jack. C. Richards. *Teaching Listening and Speaking*. (America: Cambridge University Press, 2008), 22.

language variation. English is an international language, human beings from different countries are able to communicate with each other.

Speaking is so much a part of daily life that we take for easy³. However, when English is a foreign language, we need to learn how to make our speaking can be understood by other people especially in English. Based on the Qur'an Allah has said in verse 22 of Surah Ar-Room that Allah created various nations, tribes, races and languages for us to learn, so that fellow human beings can know each other and understand all matters relating to the people around.

وَمِنْ آيَاتِهِ خَلْقَ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَالْوَالِدَاتُ إِذَا حَمَلْنَ مِنْكُمْ وَهُنَّ كُنُوزٌ كَثِيرٌ وَإِنْ مِنْكُمْ أُمَّهَاتٌ مَرْضِيَّاتٌ فَأُولَئِكَ يُؤْتَيْنَ هُنَّ أَمْوَالَهُنَّ مِنْكُمْ يَوْمَ النِّكَاحِ وَأُولَئِكَ يُتْرَكْنَ لِمَآ تَرَاؤُنَّ يَوْمَئِذٍ مُّطْمَئِنِّينَ ذَلِكَ لِيُتَمَمَّ إِلَيْكُمْ الْحُقُوقُ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ ﴿٢٢﴾

Meaning : “And of His signs are the creation of the heavens and the earth and the diversity of your languages and your colors. Indeed in that are signs for that knowledge”. (QS. Ar-Room: 22).⁴ In the context of Surah above, Allah shows that among the signs of his power by creating the heavens, the earth and even the several of languages and Allah also created humans with different skin colors.

In this case, students experience difficulties on how to improve English speaking skill, which is a problem in the process of English language learning that should be addressed. Otherwise, it will keep happening to students. My personal experience is when I was still in Senior high school the process of English language learning just focussed on learning about theory but less of practice on speaking. It means that students were just provided with

³ Scott Thornburry. *How to Teach Speaking*. (England: Longman, 2009), 01.

⁴ Al-Qur'an dan Terjemahannya (Bandung, PT Sygma Examedia arkelama,2009),406.

the theory only, no speaking skill. So that was causes students to be weak to speak English.

Barrier Game focussed on activities which develop oral language skills, children learn to manipulate and control language to suit their purpose⁵. Student will develop their oral language by arranging and controlling their words to make it understandable with each other. It is a good concept with make students easier to improve their speaking. Barrier Games are also excellent opportunities to practice device use with the device used by the target student(s)⁶. They will practice how to use the picture as the object to reach the target. The students will more active on speaking in the process of playing game by giving and accepting (guessing) information by one object. Mainly in improving students' motivation such as they will try hard on how to make result of playing game be the same answer. It means that how the players trying hard to arrange or manage their speaking, such as always ask questions or make detail information with each other. In order it will make the result be the same as the object actually. Therefore, that Barrier Game will make students easier to developing their oral language.

Law of the Republic of Indonesia number 20 of 2003 concerning the National Education System, Article 3, the aim of national education is to develop the potential of students to become human beings who believe and fear the Almighty God, have noble character, are healthy, knowledgeable,

⁵ Allison Jared, Nadja Roelofs. *Developing Oral Language with Barrier Game*. (Australia: Hands on Concept, 2009), 07.

⁶ C. R. Musselwhite, C. R. Barrier Communication Games: Including Students with Disabilities! (Available from : www.aacintervention.com, 2009)

capable, creative, independent, and become a democratic and responsible citizen⁷. Whose are knowledgeable, capable, creative include on speaking skill. If students master speaking, they will have additional knowledge, capable on speaking, and creative on how they apply their own speaking. Therefore, to achieve the aim of national education, the teacher has to follow applicable curriculum. According to the law of the National Education System, Article 1 paragraph 19 states that the curriculum is a set of plans and arrangements about the purpose, content, and material of the lesson as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals. The article is importance of productive skill such as speaking because the curriculum 2013 is emphasized on master productive skill.

With reference to the curriculum 2013, the learning based on Language skills emphasize mastery of 4 language skills, namely reading, writing, speaking, and listening to separate material. Furthermore, as the statement in the last line of the fifth paragraph, in that curriculum show those according to the one of the language skills namely speaking, students are more emphasized master language competence which includes grammatical competence, social competence, and communicative competencies. So, students not only emphasized to master the theory but also emphasized to be able to practice language skill.

⁷Law of the Republic of Indonesia no.20 year of 2003. *National Education System*

The reality today is students are low in speaking. Based on the observation conducted on 15th Desember 2022 that some students still experience difficulties to speak English. The learners feel confused on how to understand the teachers' speech. Moreover, they feel confused on how to speak. They do not know the way to do it. Some of them also act shy or nervous to speak. They were afraid to speak; they think that they will make mistakes when speaking. Based on those evidences the researcher chose speaking skill as a certain skill to improve. Then the researcher conducts the Barrier Game to be used as a way in speaking achievement.

The researcher chose State Ma Hasyim Asyari Tegaldimo as a place of research because the reality in the field as described in the previous statement shows; for the first is some students are still shy to speak English, the second is some of them difficult to catch the teachers' explanation, and the last is some of them also do not brave to speak English.

Based on the description above, students need the way to improve their speaking. For many pupils the prime goal of learning a foreign language is to be able to speak it⁸. Therefore, the educators have to help the pupils to reach the goal. The teachers have to try to help pupils as much as possible by trying to find way in teaching speaking. Accordingly, this research tries to offer a way by using Barrier Game in achieving the goal of speaking.

The importance of Barrier Game is to help the students be able to improve their speaking. Barrier Games are a great oral language tool as they

⁸ W. Grauberg, *The Elements of Foreign Language Teaching*, (UK: Multilingual Matter, 2010), 201.

provide opportunity to develop skills for both speaking (composing) and listening (reception/comprehension).⁹ It means that students will be able to compose words when speaking and how to receive or catch the point of speaking. In order students to be able to improve both of them, the researcher intends to try to apply strategy to make learners easier to improve their speaking competence. It also makes students interested in learning as well as to be active in the class without being afraid of making mistakes in speaking. Besides that, Barrier Game also can be a reference for English teacher as an easy way in teaching speaking to students. So, Barrier Game is easy way to improve speaking skill.

B. Research Question

A research question is the fundamental core of research project, study, or review of literature. It is important to make statement of the case that has been explained above, in order to make it easier finding any possibility of teaching English speaking by using Barrier Game as the strategy. From the background of study as previously presented, researcher formulates the research question as follow: “ How is the implementation of barrier game able to improve students speaking skill at the 10th grade of Ma Hasyim Asyari Tegaldimo ?

⁹ Allison Jared, Nadja Roelofs, *Developing Oral Language with Barrier Game*, (Australia: Hands on Concept, 2006), 07.

C. Reseach Objective

Based on the research question, the objective of this study is in order to describe the implementation of barrier game is able to improve students speaking skill at the tenth grade of Ma Hasyim Asyari Tegaldlimo.

D. Action Hypothesis

The scope of this research is addressed to Grade X MIPA at State Ma Hasyim Asyari Tegaldlimo in the academic year of 2022/2023. It is based on the variable of this tittle, which is the implementation of the Barrier Game in teaching speaking. So, the scope of this research is a Barrier Game as teaching technique to support or help to improve students' speaking skill. It means that the research was focussed to answer the previously mentioned on research question.

E. Significance of The Research

This research is expected to give some benefits for students, teachers, and the other researchers.

1. For students

This research can push students to learn English especially in learning speaking, so that they can improve their speaking skill and find the interesting teaching and learning process. They also find the easy way to learn English speaking. It can be new experience for them in learning English then their speaking achievement can be better.

2. For teachers

It can be a reference for English teachers in teaching speaking. They can get other way to improve their students' speaking skill and it also make the students' speaking achievement better than before.

3. For other researchers

It can be used as a reference in conducting further research to develop other techniques to motivate the students to speak English. It also can be additional knowledge for English teachers.

F. Definition of key terms

This part explains more deeply the terms that will be used in this study. It uses to avoid the ambiguous words. Below are terms that possible to bring up ambiguity :

1. Implementation :

Process of conducting a Barrier Game or process of playing Barrier Game, Barrier Games are also excellent opportunities to practice device use with the device used by the target student(s). They will practice how to use the picture as the object to reach the target. The students will more active on speaking in the process of playing game by giving and accepting (guessing) information by one object.¹⁰

2. Barrier Game :

Something such as a rule, law, or policy that makes it difficult or impossible for something to happen or be achieved. Barrier in this study is

¹⁰ Allison Jared, Nadja Roelofs, *Developing Oral Language with Barrier Game*, (Australia: Hands on Concept, 2006), 07.

using back to back between two peoples in the process of playing game. It can make transactional skill of students have been improved. Because there is collaboration of interaction both of players inside it, ,and researcher use the same theory by Allison Jared, Nadja Roelofs.

3. English Speaking :

The delivery of English language through the mouth. English speaking in this study is practice to speak by using Barrier Game to improve speaking skill and the theory C.R. Musselwhite used game media and adopted the steps of game also used 3 aspect of speaking to be asses (pronunciation ,vocabulary,and grammar) while the current research adopted the steps of Barrier game 5 aspect of speaking to be asses (pronunciation ,grammar, vocabulary, fluency and comprehension).¹¹

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¹¹ C. R. Musselwhite, *C. R, Barrier Communication Games: Including Students with Disabilities!* (Available from : www.aacintervention.com, 2006)

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of related literature. It consists of relevant previous studies, theoretical and conceptual framework.

A. Previous Studies

The first previous research was from Alfi (2018) entitled *Improving the Students' Speaking Skills Through Communicative Game for the Grade VIII Students of MTS N Ngemplak*. The method of the research was classroom action research (CAR). There are four stages of the method planning, implementing, developing and evaluating. The purpose of the research is to analyze the extent to which Communicative game media can improve students' speaking skill in retelling a story. The results of this study indicated that there was a significant score in the pre-test and post-test. The mean score of pre-test was 79.3. Moreover, there was significant score in the post-test. It was 0.05.19 So from the score of pre-test and post-test of the research, it could be concluded that by using digital storytelling could improve students' speaking skills in retelling a story¹².

The second research is conducted by Azizah (2018) entitled *The Effectiveness of Using Dialogue game in Improving Students' Speaking Skill at the second grade of SMP N 2 SALAM*¹³. The purpose of the research was to determine whether there an effect on students who were taught using

¹²Intan Alfi, *Improving the Students' Speaking Skills Through Communicative Game for the Grade VIII Students of MTS N Ngemplak*, (Thesis. Yogyakarta State University, 2018)

¹³ E. El Azizah. *The Effectiveness of Using Dialgue in Improving Students' Speaking Skill at the Second Grade of SMP N 2 SALAM*. [Vol 1, No 2 \(2013\)](#).

Dialogue media between students who taught using storytelling media. This research used quantitative and the research used Quasi Experimental Design as a type of research. It consists of two groups, an experimental group and a control group. The instrument of the research was speaking test, the test consisted of pre-test and post-test. Based on the results of table, it can be explained that tcount was greater than ttable. It could be written $5,832 > 1,999$. Thus, the researcher concluded that H_0 was rejected and H_a was accepted, meaning change in students' speaking skills. It could be concluded that by using dialogue game gave a significant effect in students' speaking score.

The third research is conducted by Fitriana (2018) entitled Improving the Speaking Skills through Guessing Game of the Seventh Grade Students of SMP Muhammadiyah Seyegan Yogyakarta in the Academic Year of 2017/2018¹⁴. The objective of this research was whether or not the in using Guessing game gave an effect to improve the students' speaking fluency. The method of this research used was a pre-experimental method. The mean score of students pre-test was (3,45) was fewer than mean score of post-test (4.54). Then there was a significant effect from pre-test and post-test. So, (H_1) was accepted and (H_0) was rejected. It could be concluded that the score of the students was significant, and it indicated that the media has a big effect in the classroom.

The Fourth was thesis from Votik Anugerah Anjasiwi, the student of Education and Training Faculty UIN Sultan Syarif Kasim Riau. The title of

¹⁴ D. Fitriana, *Improving The Speaking Skills Through Guessing Games Of The Seventh Grade Students Of Smp Muhammadiyah 1 Seyegan Yogyakarta*, (Thesis. Yogyakarta State University, 2018)

the research was “The Use Bamboozel game As Media On Students” Speaking Skill At The Tenth Grade Students Of SMK Kesehatan Pro-Skill Indonesia”. this research the researcher used 2 cycles to know the result of strategy or media that used in the research. The first cycle showed the data that from 34 students, only 15 students or (44,11%) who could retell the story well and 19 students or (55,88%) of the students were not capable in retelling story. So the total average in cycle I was 71.

Based on the result above only 15 students that passed the standard minimum criteria with score 75 or (70%) students had to achieve it. So the researcher used cycle two by implementing the media digital story telling. The data of cycle two showed that from 34 students tenth grade science 4, there were 27 students or (76,41%) who could retell the story well, and 7 students or (20,58%) who could not retell the story correctly. Therefore, the total average in cycle I and cycle II to increase from 71 become 78.22 It showed that digital storytelling gave improvement in speaking English, and by using Bambozeel could increase the students critical thinking, creative, and also the students confident.¹⁵

The Last was thesis from Nanik Wulandari, the student of Education and Training Faculty (FTIK) IAIN Palangkaraya. The title of the research was “The Effect Of Bambozeel game Toward Eight Grade Students in Recount Text Of MTS Muslimat NU Palangkaraya. The method of the research was mixed method or qualitative and quantitative method, and employed quasi-

¹⁵ Votik Anugerah Anjasiwi ” *The Used Of Bambozeelr game As Media On Students” Speaking Skill At The Tenth Grade Students Of SMK Kesehatan Pro-Skill Indonesia*

experimental. The instrumentations used for data collection constituted pre and posttests, an attitudinal questionnaire, and a semi-structured interview. The objective of the research was to investigate an effective and enjoyable language learning tool that would encourage EFL learners to reinforce their learning, especially speaking.

The subject of the research was EEC students of Communication Level 1(Com 1). The total number of the participants was 24 including males and females. The experimental group consisted of 12 participants, and the same number of participants was addressed to the control group. The age of the participants ranged from 10 to 15. The result of the research in this study after the researcher did her pre-tests and post-test, the researcher knew that by using bamboozle game gave an impact to the students speaking skills. It could be concluded that by implementing bamboozel game truly gave an impact in learning speaking English, increasing students' confidence.

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Table 2.1
Previous studies

No.	Name + title	Differences	Similarities
1.	Intan Alfi_ Improving the Students' Speaking Skills Through Communicative Game for the Grade VIII Students of MTsN Ngemplak	The previous research used one cycle in classroom action research. While, in my research used two cycle.	Both of the researchs focused on students speaking skills
2.	Emmy El Azizah_ The Effectiveness of Using Dialogue game in Improving Students' Speaking Skill at the second grade of SMP N 2 SALAM	The previous research used quantitative research by using quasy experimental design, while in my research used classroom action research.	Both of the researchs focused on students speaking skills.
3.	Dian Fitriana_ Improving the speaking skills through Guessing Game of the Seventh Grade Students of SMP Muhammadiyah Seyegan Yogyakarta in the Academic Year of 2017/2018	The previous research was used pre experimental research, while in this research used classroom action research.	Both of the researchs focused on students speaking skills.
4.	Votik Anugerah Anjasiwi " The Used Of Bambozeel game As Media On Students" Speaking Skill At The Tenth Grade Students Of SMK Kesehatan Pro-Skill Indonesia"	This research focused on various text genres, while the current research focused on descriptive text.	Both of the researchs focused on students speaking skills.
5.	Nanik Wulandari "The Effect of Bambozel Game Toward Eight Grade Students in Recount Text Of MTS Muslimat NU Palangkaraya"	The previous research used mixed method or qualitative and quantitative method, while the current research used classroom action	Both of the researchs focused on students speaking skills.

Based on the table of the previous studies above, the researcher want to offer the gap among this research and the previous studies. Based on the explanation above, we can conclude that there were similiarities and differences between this research and the previous research. The researcher still found a gap of the research. Some previous researches used game media and adopted the steps of game also used 3 aspect of speaking (pronunciation

,vocabulary,and grammar) while the current research adopted the steps of Barrier game 5 aspect of speaking to be asses (pronunciation ,grammar, vocabulary, fluency and comprehension).

B. Theoretical and conceptual framework

1. Theoretical framework

a. Language Ability

In Language ability speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in variety of context. Speaking is crucial part of the second language learning and teaching, because language learning and teaching is about how to be able to make interaction with each other people and surely, we need communication.

Speaking is so much a part of daily life that we take it for easy¹⁶. The average person produces ten thousands of words a day, although some people-like auctioneers or politicians - may produce even more than that.

It is natural if we forget how we once struggled to achieve this ability. Today we have to learn how to do it all over again in a foreign language. It means that we always talk or speak everyday naturally by using our mother language. We do it for granted because we have been do it usually. It is our behavior, so we have to make it also in our foreign language especially in English. We have to try to reach it in

¹⁶ Scott Thornburry. *How to Teach Speaking*. (England: Longman, 2005), 01.

order we can get our foreign language as our mother language in daily life, and also to make us able to speak clearly and fluently. The important one is we can speak English like we speak in our mother language in daily life.

Furthermore, speaking is an activity that may occur anywhere. Such as in bus or train, in a market, meeting or parties, attending a lecture, etc. They intent to conduct a type of talk. The main purpose of conducting this activity is creating living and understanding communication to convey the message of the speaker to the listener.

b. Teaching Speaking

1) Types of spoken language

Dialogue involves two or more speakers and can be subdivided into those exchanges that promote social relationship

(Interpersonal) and those for which the purpose is to convey propositional or factual information (transactional).¹⁷ It means that interpersonal is talking or giving information about habitual action. Meanwhile, transactional is talking or giving specific information.

Interpersonal carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.¹⁸ The interpersonal model is coming from asking or giving information about condition or habitual activity to the others. For the example is when students meet their friends in

¹⁷ H.Douglas Brown, Teaching by principles, (Pearson : Longman, 2001), 251

market, then they asking condition with each other. In order create social relationship well. This skill is modifying by one student. In conclusion, they will improve their own speaking skill by using Barrier Game.

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.¹⁹ It is more efficient for communicators with similar environment and individual aspects. For example, communication between people who know each other is more efficient as they share same social system. It usually was done by students to practice speaking by conversation model in classroom. They usually talk about specific topic to the others. This skill is modifying by more than one student.

2) Micro skill of oral communication

One implication of such a list is the importance of focusing on both the forms of language and the functions of language. In teaching oral communication, we do not limit students' attention to the whole picture, even though that whole picture is important.²⁰ According to the description above, this strategy also emphasize to focus on how the way they are speaking and how the way they are making interaction based on information of the picture. They have to focus on their picture because the central

¹⁹ H.Douglas Brown, Teaching by principles, (Pearson : Longman,2007), 329

information is from the picture. Then, they convey the information by the steps available in concept of Barrier Game. Therefore, students will be easier to speak English.

c. The Aspects of Speaking

In speaking, there are some elements which support each other. So, the speaker needs them to make their speaking well. Those are pronunciation, grammar, vocabulary, fluency, and comprehension which are explained below :

1) Pronunciation

Pronunciation is a way in which a language or a particular word or sound is spoken²¹. It might refer to generally agreed upon sound sequences used in speaking or how to use language in correct pronunciation. The aim of teaching pronunciation is not merely to make the students memorize the voice of consonants, vowels, intonations, stress, and rhythm, but enable them to produce those things in their utterances so that the listener understand their utterances.

Barrier Game refers to the candidate's ability to produce comprehensible utterances to fulfill the ask requirements, i.e. It refers to the production of individual sound, the appropriate linking of words, and the use of stress and intonation to convey the

²¹ *Oxford Learner's Pocket Dictionary*, (Oxford : Oxford University Press, 2008), 352.

intended meaning²². It means that pronunciation is to fulfill the criteria of speaking success. So, it is one of important aspect to fulfill the other aspect as the criteria of speaking assessment.

Based on two statements above we know that the pronunciation is a way how the sound is spoken or it is not only to memorize intonations, vowels, etc. but also focus on producing individual words about what people want to talk. So, the listener understands the intent of their speaking.

2) Grammar

Grammar is rules for forming words and making sentences²³. Students will perform their grammar when they are speaking. It is also one of the language components besides pronunciation and vocabulary. Mastering grammar is also a key to be accurate speakers of the target language. It means that mastering grammar is a key to reach the target, which is to be right and correct speakers.

On this scale, candidates are awarded marks for the accurate. And appropriate use of syntactic forms²⁴. It means that speakers got a sign that is the right accuracy is from language structure.

Grammar is great deal of rules for forming words and making sentences. It means that it is the important rule to form the

²² Scott Thornbury, *How to Teach Speaking*. (England: Longman, 2005), 128-129.

²³ *Oxford Learner's Pocket Dictionary*, (Oxford : Oxford University Press, 2008), 193

²⁴ Scott Thornbury, *How to Teach Speaking*. (England: Longman, 2005), 127.

word and sentence. Several arguments above we know that grammar is: (1) a key to reach the target in speaking (2) a sign to know right accuracy is from language structure (3) an important rule to form a word and sentence. That is an important aspect in English. Students should understand that it is to supports and helps them to have a good skill in speaking.

3) Vocabulary

Vocabulary is all the words that a person knows or uses²⁵. It concern to how many students master the vocabularies to use it. If the students have a little vocabularies to use, so their speaking is less perfect. If the students have many vocabularies to use, so they will feel better in their speaking.

Vocabulary is a benchmark to fulfill the task requirements at each level. The range and appropriate use of vocabulary are also assessed here²⁶. It means that to know the quality of students speaking assessment.

It is also one of language part which has an important role in speaking English. It is telling all about words. The words in language or a special set of words you are trying to learn. Vocabulary is needed by the learners to create sentences. It makes the learners easy to communicate using English with each other. It

²⁵ *Oxford Learner's Pocket Dictionary*, (Oxford : Oxford University Press, 2008), 495.

²⁶ Scott Thornburry, *How to Teach Speaking*, (England: Longman, 2005), 127.

should be supported by the other elements in the speaking skill in order that the speaking will be better.

4) Fluency

Fluency is the right placement of pauses, natural-sounding pauses are those that occur at the intersection of clauses, or after groups of words that form a meaningful unit²⁷. It is one of the concepts which usually come to mind first in the process of speaking. Fluency is one of the good skill in the speaking English. It is important to the students to practice their fluency. If the students able to speak English fluently they will not have difficulties in pronouncing and producing the words when they are speaking. Therefore, the vocabulary is also needed as aspects of speaking.

5) Comprehension.

Comprehension is the students' aspect to understand about something. Every student has different skill to understand something. There are many students who quickly get and catch the lesson in the class and other students need long process to understand the lesson. It is needed so much by all students, because it is one of some factors to make the process of learning is running well. In order the students can get successful study. Such as the definition on dictionary that comprehension is ability to

understand²⁸. It is the power of understanding something. It means that comprehension refers to the speakers' understanding about what they are saying to the listeners in order to avoid misunderstanding information; in addition, its function is to make the listeners easily catch the information from the speaker.

d. The Importance of teaching speaking

Speaking is crucial part of foreign language learning and teaching. Many language learners regard speaking ability as the measure of knowing a language. These learners define speaking ability as the ability to converse with the others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

In line with those statements, the goal of teaching speaking skill is communicative efficiency. Learners should be able to make themselves understand, use their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to observe the social and cultural rules that apply in each communication situation.

The meaning of teaching speaking is to teach ESL learners to:

- 1) Produce the English speech sounds and sounds patterns.

²⁸ *Oxford Learner's Pocket Dictionary*, (Oxford : Oxford University Press, 2008), 86.

- 2) Use words and sentence stress, intonation patterns, and the rhythm of the second language.
- 3) Select appropriate words and sentences according to her proper social setting, audience, situation and subject matter.
- 4) Organize their thoughts in meaningful and logical sequence.
- 5) Use language as a means of expressing values and judgments.
- 6) Use the language quickly and confidently with few unnatural pauses, which are called as fluency.²⁹

e. Characteristic of Effective Speaking Activities

In the process of learning English, not all of students feel easy to speak English but some of them are still difficult to do it. Sometimes spoken language is easy to perform, but in some cases it is difficult³⁰.

This statement is also supported by Munjayanah that when people want to speak fluently, sometimes they get difficulties to do it³¹. In

order that they can carry out successful speaking, they have to fulfill some characteristics of successful speaking activity such as :

- 1) Students talk a lot.

As much as possible of the period of time allocated to the activities is in fact occupied by student talk. This is my obvious, but often most time is taken up with teacher talk or pauses.

²⁹ D. Nunan, *Practical English Language Teaching*, (NY: McGraw-Hill, 2003), 117.

³⁰ H. D. Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (San Francisco: Longman, 2001), 270.

³¹ Munjayanah, *The Implementation of Communicative Language*, (Jakarta : Bumi Aksara, 2004), 16.

2) Participant is even.

Classroom discussion is not dominated by a minority of a talk active participant. All get a chance to speak and contributions are fairly evenly distributed.

3) Motivation is high.

Students are eager to speak because they interested in the topic and have something new to say about, or they want to contribute to achieve a task objective.

4) Language is on an acceptable level.

Students express themselves in utterances that are relevant, easy to comprehend to each other and of acceptable level of language accuracy.

f. The activities to promote speaking skill

There are some activities to promote speaking skill. There are several activities, there are discussions, role play, simulations, information gap, brainstorming, storytelling, interviews, story completion, reporting, playing cards, picture narrating, picture describing, find difference³². All of them will be explain as follows:

1) Discussions

A discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their group's discussion. Before the discussion, it

³² H. Kayi, 2006. Teaching Speaking. *Activities to Improve Speaking in a second Language (Online)*, TESL Journal, Vol.XII. Availabe from : (<http://iteslj.org/>). [Accessed: 11th November 2006]

is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things.

2) Role Play

One other way of getting students to speak is role playing. Students pretend they are in various social contexts and have a variety of social roles. In role play activities, the teacher gives information to the learners such as who they are and what they think or feel. Role play allows the students to be creative and to put themselves in another person's place for a while.

3) Simulations

Simulations are very similar to role play but what makes simulations different than role play is they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on.

4) Information Gap

In this activity, students are supposed to be working in pairs. One student will have information that other partner does not have and the partners will share their information. Information Gap Activities serve many purposes such as solving a problem or collecting information. Each partner does not provide the

information the others need. These activities are effective because everybody has an opportunity to talk extensively in the target language.

5) Brainstorming

On given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and pupils generate ideas quickly and freely. The goof characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

6) Story telling

Students can briefly summarize a tale or story, they heard from somebody beforehand, or they may create own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending. Including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, the teacher not only address to the students speaking ability, but also get the attention of the class.

7) Interviews

Students can conduct interviews on selected topics with various people. It is good idea that the teacher provides a rubric to students, so that they know what type of question they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After the interviews, each student can present his or her study to the class. Moreover, students can interview each other and “introduce” his or her partner to the class.

g. The advantages use of games in the classroom

Games are very useful in a class because they provide an opportunity for students to use their language in a less formal situation³³. It means that it is an opportunity for students to use their own language in informal situation. So, they will not feel nervous or tense in the process or their learning. It will easier to reach their target because they are enjoying in their process.

The use of games in the classroom has many advantages³⁴. They are as follow:

- 1) “Games give a variety of tools to facilitate the teaching-learning process”. It means that the teacher is able to use game as a

³³ M. Carrier, *The Centre for British Teachers, Take 5, Games and Activities for the Language Learner*, (2d. ed.). (London: Nelson, 1980), 06.

³⁴ Ibid.,

complementary task of syllabus then students are able to develop their learning strategies.

- 2) "Games are flexible," it means that Barrier Game can be adapted to the various ages easily. It easy not only for young learners but also for the older. It is just a matter of adaptation considering the students' level and the objective of the class
- 3) "Games make the lesson less monotonous," because they provide a great variety of class activities which help to maintain students' attention and interest in the language without getting bored.
- 4) "Games raise the students' motivation," it means that students really enjoy their learning so that they might not realize they are doing so. Then, they will always want to do it continuously.
- 5) "Games make students produce language subconsciously." It means that students produce the language without worrying if they are doing right or wrong; they just produce it and achieve it with pleasure.
- 6) "Games stimulate students' participation and give them confidence." It means that when students free themselves to participate to get the best score or even to be the best in the class. They usually feel much more confident with their performance and this makes them learn and practice new structures, learn from their mistakes, and fulfill the goals of the class.

- 7) “Games transform the teacher’s role from that of formal instructor to that of an organizer or/and moderator of the class.” It means that game the domination of the classroom done by the teacher. There is no teacher who speaks up a lot to explain the lesson. Only the necessary how the teacher to model and moderate the activity. The teacher mainly observes students while they are doing the activity.
- 8) “Games can also serve as a testing mechanism,” it means that in this activity they expose the students’ weaknesses and strengths. So, the teacher usually observes the performance of students in a game. The teacher takes notes about students’ mistakes and weak points to give an adequate feedback.

The games in the section of their book (*Games for Language Learning*) offer a reason for speaking³⁵, it means that the game describe the topic related to a Barrier Game. That is the players have to describe something to solve the problem. So, they give confirmation and confidence to the students resulting from successful use of language. In other words, the games make students confidence for what their words produce subconsciously.

2. Conceptual framework

In conceptual framework will explain about Barrier Game and all aspects. Such as the concept, aim, steps and the advantages will be discuss here!

³⁵ Wright, A. Et al, *Games For Language Learning*, (New York: Cambridge, 2004), 24.

a. Barrier Game

Barrier Games are a flexible teaching tool which can easily be adapted to cater for a wide range of ages and abilities³⁶. It means that Barrier Game can be adapted to the various ages easily. This game is not only for young learners but also for the older.

Barrier Games are also excellent opportunities to practice device use with the device used by the target student(s)³⁷. It means that Barrier Game is good chance to practice the student's skill. Even they will easy to reach the target of student.

Barriers Games are funny way to develop listening skill, Oral language skill, social language skill, clear talking and understanding and use of concepts. They are great for extending the amount of information your child can understand or express within a sentence³⁸. It means that Barrier Game is nice way to develop listening, speaking, and also social which is the learners will interact with each other. In the process of listening and speaking development, they are learning about how to give clear talking to reach an understanding.

Based on the three statements above, Barrier Game is very flexible and nice way to develop skills or reach the target. It can adjust to age from the children and the adults. That's all depending on the

³⁶ Allison Jared, Nadja Roelofs, *Developing Oral Language with Barrier Game*, (Australia: Hands on Concept, 2006), 07.

³⁷ C. R. Musselwhite, C. R, *Barrier Communication Games: Including Students with Disabilities!* (Available from : www.aacintervention.com, 2006)

³⁸ E. Downs, *Talking matters helping your child to reach their potential*, (Online), (<http://www.talkingmatters.com.au>, 2010), 01.

topic or the material that use on the Barrier Game for the learners. It also good strategy or concept in the process of learning to reach students' target.

b. The Aim of Barrier Game

Barrier Games is good to support multiple communication skills³⁹. These are :

1) Linguistic Skills

It Includes receptive skills which include the ability to understand words and language. It involves gaining information and meaning from routine, visual information, sounds and words, concepts such as size, shape, colors and time, grammar, and also written information. Not only includes receptive but also expressive skill dealt with the ways of words, sentences, gestures and writing to convey meaning and messages to others. Expressive language skills include ability to label objects in the environment, describe actions or using gesture to show what actually the player want.

2) Operational Skills

The technical skill is needed to make easier the player to get the answer of the information or instruction from the opposite who gives information. For instance, the communication will come step by step to give information and direction.

³⁹ C. R. Musselwhite, C. R, *Barrier Communication Games: Including Students with Disabilities!* (Available from : www.aacintervention.com, 2006)

3) Social Skill

Social skill relates to knowledge, judgment, and skills in the social rules of interaction. Such as; skill how to start, maintain, and develop and to stop the interaction. It used to make a positive communication with the others. This skill also tells how the players can do communication well by giving communicative function by the expression.

4) Strategic Skill

It can help people think and act like a business and create strategic contributions to the organization. Promote creative thinking, hard work, boldness, and discipline. In the process of playing game, one player (that gives information) will use the critical thinking on how the other player able to answer fastly.

According to the goal of the game is to have all the players' materials look the same at the end of the activity. They will make players trying hard to reach the target of game. These can be a motivating way to help children to practice a range of key communication skills.

c. The steps of Barrier Game

Barrier Games require a listener, a speaker, two identical sets of materials and a barrier such as a large book that will stand up. The barrier is placed between the two peoples (players), so that they can not see each other materials. The speaker arranges his materials and

describes to the listener what she/he is doing. The listener arranges his/her material in the same way. When completed, the Barrier is removed and the material should look the same⁴⁰.

The following are the steps in applying the Barrier Game :

- 1) Students are divided into groups. Each group consists of two students as a speaker and a listener.
- 2) The two students sit back to back in order that the objects could not be seen by the other student as the listener.
- 3) The two students have to prepare a paper and pencil or bolpoint.
- 4) The student who will be a speaker as information giver will get one object that she/he will describes it.
- 5) The first speaker starts to give instruction to the other to draw what she/he is describing. For example : a speaker gets an object, which is a cat. Then, she/he has to describe it or describe about physical appearance and others explaining the characteristic of the cat. In order the listener to be able draw truly based on the first speaker's information. So, the second speaker can guess the object itself.
- 6) The second speaker starts to draw the object part based on what the first speaker is saying. Moreover, the second speaker has to always ask questions or deny the instruction if it is impossible to draw.
- 7) The first speaker also has to ask the second speaker to add extra detail (if necessary)

⁴⁰ E. Downs, *Talking matters helping your child to reach their potential*, (Online), (<http://www.talkingmatters.com.au>, 2010), 01.

- 8) The first and second speaker should always have a continuous conversation during the process of drawing. Make sure that everyone has exactly the same equipment and play skill.
- 9) When it is done, the second speaker describes or guesses the picture which she/he has just made to the first speaker. Then, she/he can compare to the picture she/he wanted. Next, the second speaker acts as the first speaker did before.
- 10) When the two students of each group can do the same thing as the speakers, the game is stopped. Points are awarded according to the speakers who can do the drawing things faster than the other speaker and have better picture.

d. Getting Started

When teaching children how to play a Barrier Game, choose a partner and play the game while the rest of the class observes. This “modeling” approach is useful for explaining:

- 1) How to set up the game

Barrier Game includes how to position the barrier so that you can not see the other players’ game pieces and how to sort the playing pieces so that they are all visible, the right way up and easy to find. In games with multiple pieces, it will be useful to sort the

pieces into groups according to color, shape, type of kind of object, etc.⁴¹.

It means that you do not have to look at the object of information that want to tell by the player. You just focus to listen to your friend about what the opposite talks then you have to think that what does it mean actually. You may ask about what you still do not understand about the information. In order to make easier catch and answer or guess the information from a player as a speaker.

2) Rules of playing

Barrier Game includes speaking and listening courtesies, such as asking the other player if they are ready before giving directions. Then, teacher reminds children about the “no looking”

rule as it is very tempting to look over the barrier. It is important that the player giving the direction also follows the direction themselves so that the game items “match” when the barrier is taken away⁴². The teacher has to give clear instruction to the pupils. In order that the players can do it enjoy and have fun. There is no miss understanding with each other’s. Then, the game will be running well. Make sure that the players just look the barrier no others. They

⁴¹ Allison Jared, Nadja Roelofs, *Developing Oral Language with Barrier Game*, (Australia: Hands on Concept, 2006), 08.

⁴² Allison Jared, Nadja Roelofs, *Developing Oral Language with Barrier Game*. (Australia: Hands on Concept, 2006), 08.

just focus on giving and listening information. That's way the teacher will know skill from every single student truly.

3) Language use

Model any specific language needed. Most of Barrier Games using vocabulary associated with nouns (the names of items), attributes (their size, shape, color etc.) and location (where they are to be placed, e.g. top, bottom, near to, etc.) also model how to ask questions when you need more information⁴³. It means that the vocabulary that has to use is related to the topic. Before the players play the game, the teacher has to tell first about the vocabularies that impossible to use on their interaction. In order the players will be easier to do and the game will be running well.

4) How to end the game

Remove the barrier and compare the game pieces before packing them away. Model how to reflect on why differences may have occurred⁴⁴ (if there are differences between first player and the second player). In this section is tell about the result on their game is same or not, the result is corresponding with the information that have been given or not. So, they all together crosscheck about it. If there is corresponding then identify or try to find why it is happen.

⁴⁴ Allison Jared, Nadja Roelofs, *Developing Oral Language with Barrier Game*. (Australia: Hands on Concept, 2006), 08.

CHAPTER III

RESEARCH METHOD

This chapter presents about research methodology. It consists of six sections: Research design, Research Subjects, Research Procedures, Data Collecting Technique, Data Analysis Technique, Validity Data ,Evaluation and Reflection.

A. Research Design

The research design of this study was Classroom Action Research (CAR). Action research is referred to variously as a term, process, enquiry, approach, flexible spiral process and as cyclic.⁴⁵ It is about a form of self – reflective enquiry undertaken by participants in social situation in order to improve the rationality and justices of their practices, their understanding of these practices, and in situation which the practices happen.

Educational action research is an enquiry which is carried out in order to understand, to evaluate, and then to change, in order to improve some education practice⁴⁶. It means that the researcher tries to understand the problem, to evaluate the result of process learning and then to change the way or strategy to improve the educational practice itself. Furthermore, the statement that action research has a practical, problem-solving emphasis.⁴⁷ Intently to make the subjects of research are easier to improve it.

⁴⁵ Patrick J. M. Castello, *Action Research*, (Great Britain: biddles limited - king's lynn - norfolk,2003), 05.

⁴⁶ M. Bassey, *Action research for improving educational practice*, (Buckingham:Open University Press, 1998), 93.

⁴⁷ Patrick J. M. Castello, *Action Research*, (Great Britain: biddles limited - king's lynn - norfolk,2003), 05.

Classroom Action Research is a research that the problem finds in classroom. Classroom contexts refers to teachers' condition, students' conditions, teaching materials, facilities, and other related factors which interact in such as a way and present what these called teaching and learning process with its various problems.

The kind of research is held in the classroom and it dealt with the classroom setting. The goal of this study is to develop the teaching strategy in order to find the solution of problem of teaching English lesson especially in teaching speaking. To solve the problems in teaching speaking, the researcher applied dialogue technique along the teaching process and it combine with the three phrase techniques which are speaking, whilst speaking, and post speaking. In conducting the research, the researcher collaborated with an English teacher of Ma Hasyim Asyari Tegaldlimo.

This study use the process consisting of four main steps called planning, acting, observing, and reflecting. These four main steps process by preliminary study, analysis and identification of the problem. The Design of CAR shows in Figure A.

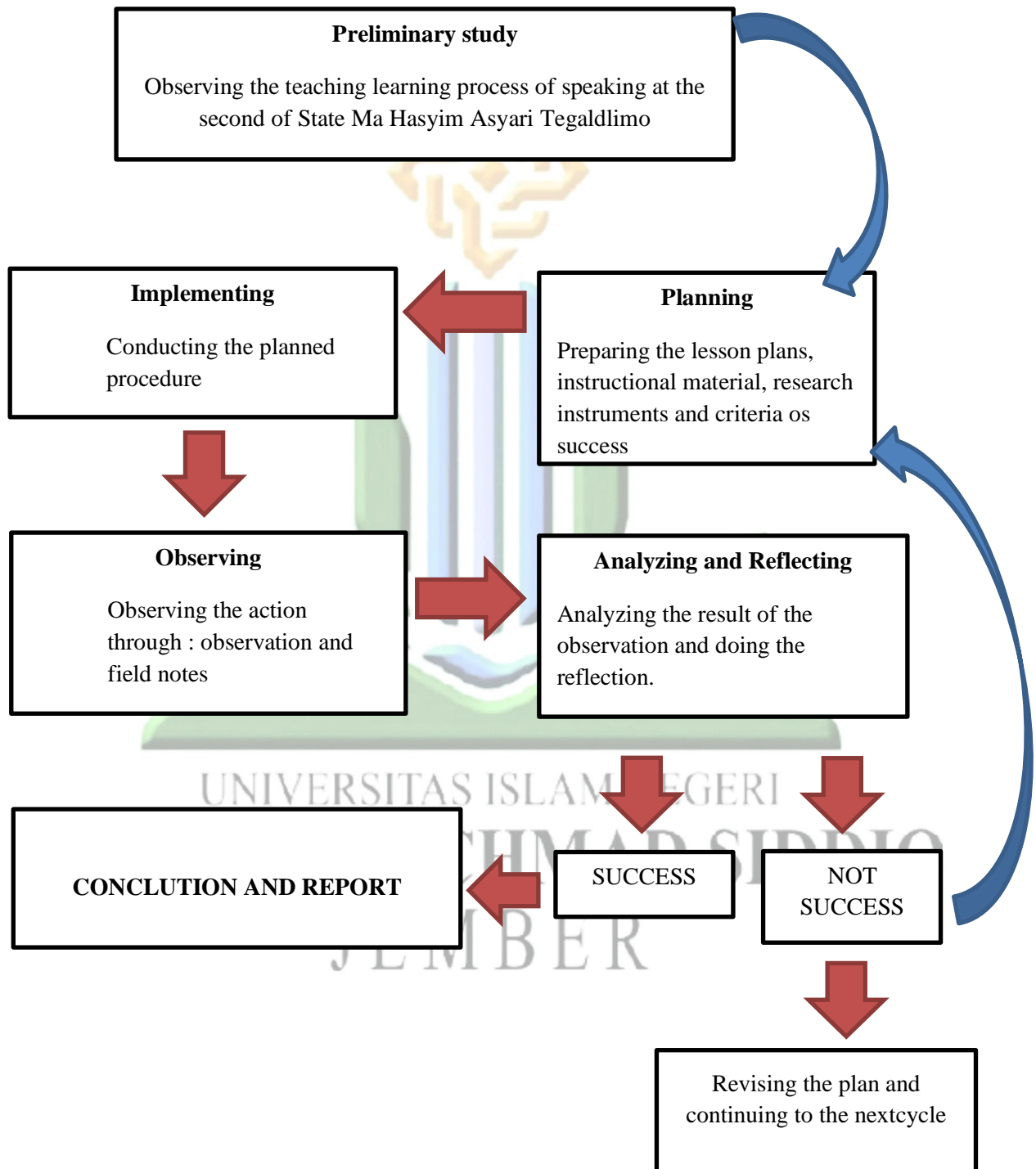


Figure A
Classroom Action Research Procedure (Kemmis and Mc Tangart, 1998)

B. Research Setting

1. Research subject

The researcher selected the subject of the research by choosing one class from Grade X MIPA 1 to take the data needed and it consisted of 20 students. The researcher chose that class as I got teaching practice in January 2023, while I was observing their speaking skills. In that class, I found a problem as explained in the background of study. Therefore I conducted this research.

In this research, the researcher conducted the research collaboratively with Mr. Bambang Sunardi M.pd a english teacher from State Senior High School. He helped the research start the preliminary study and reflection in cycle 2.

2. Research location

This research was conducted at Ma Hasyim Asyari. Jl. KH. Rofi'i No 15 Kendalrejo Tegaldlimo Banyuwangi. The researcher selected the subject of the research by choosing one class from Grade X MIPA 1 to take the data needed.

C. Research Procedures

The process of this study consisted of some steps from preliminary study, planning, implementing, observing, and reflecting. Each cycle consisted of 4 steps. Those are planning, implementing, observing, and reflecting.

1. Preliminary Study

In this phase, the researcher observed to know the precondition before the classroom action research is conducted. The research step is done as initial step and the researcher collected the data by doing Preliminary-test section. In order to know the score of students' speaking skill before implementing the action. In this preliminary study, the researcher found the other problems to students which are related to achievement speaking skill.

2. Planning

According to the observation in the preliminary study, the researcher and collaborator prepare a lesson plan which refers to the problem found inside it. In this section, the researcher with the collaborator includes some steps as follows: (1) preparing lessons plan. (2) preparing the research instrument. (3) preparing the instructional materials. (4) Methode of presentation and (5) preparing the criteria of success.

a. Preparing the lesson plan

Before implementing the Barrier Game technique, the researcher and collaborator designed a lesson plan based on the result at the preliminary study. The design is based on the standard of competence and basic competence as stated in curriculum of education level 2013 curriculum. The lesson plan consists of following stages:

- 1) Instructional Objectives
- 2) Instructional Media

3) Teaching and Learning Activity.

This phase also shows the table of rubrics of speaking skill that will use as measurement to take score from students' speaking test. A scoring rubric is an assessment tool includes three dimensions. The first dimension is an identifying a rating scale that described levels of achievement. The scale comes from how the researcher values the students' speaking. The rating scale might be numerical (using numbers to define a scale), qualitative (using words to describe levels), or both. The second dimension is lists criteria for the assignment to be scored. List of criteria or aspect of speaking assessment should be included. The third dimension is providing the description for each criteria and level within the rating scale. The criteria descriptions provide the standards defined for each performance level.

Scoring Rubric for Speaking Test:

No	Criteria	Scale	Description
1	Pronunciation	17-20	Easy to understand, has native speaker's accent, voice and voiceless
		13-17	Easy to understand with certain accent
		9-13	There are some problems in pronunciation that made listener should more concentration and sometimes there is misunderstanding
		5-9	Difficult to understand because there is problem in pronunciation, asked to repeat
		1-5	Pronunciation is so bad and it cannot be understood
2	Grammar	17-20	There is no or little mistake in grammar
		13-17	Sometimes makes mistake in grammar
		9-13	Often makes mistake in grammar and it influences the meaning

		5-9	There are many mistakes in grammar which made hinder and should re-arrange sentence
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		1-5	Grammar
3	Vocabulary	17-20	Using a variety vocabulary
		13-17	Sometimes using vocabulary which is not appropriate
		9-13	Using vocabulary which is not appropriate, conversation becomes limited because the vocabulary is limited
		5-9	Using wrong vocabulary and it is limited, it is difficult to understand
		1-5	Vocabulary is so limited so conversation impossible to occur
4	Fluency	17-20	Speaks fluently and little hesitation
		13-17	Speaks with some hesitations
		9-13	Speech is frequently hesitant and jerky, sentence may be left uncomplete
		5-9	Speak frequent confused and unwell
		1-5	Speech is so halting and fragmentary that conversation is virtually impossible
5	Comprehension	17-20	Understand all without any difficulties
		13-17	Understand almost all, although there is repetition in certain part
		9-13	Understand most of what she/he talks in slow speaking
		5-9	Difficult to understand what she/he talks
		1-5	Cannot understand although in simple conversation ⁴⁸

b. Preparing the research instruments

In order to get some data needed, the researcher and the collaborator developed some instruments such as observation checklist, interview, test, and document review.

⁴⁸ H. Douglas Brown, *Language Assessment Principle and Classroom Practices (United States of America: San Francisco State University, 2003), 172-173*

3. Implementing the Action

In conducting the study, the researcher as a practitioner who carries out the lesson plan in the class, while the collaborator plays as an observer. The researcher conveys the material related to the Barrier Game. Then, the observer tries to observe how the management of class and the student's response. Action was the process of doing something. It was the implementation. The researcher was flexible and ready of situation changing in the school. Thus, the action was dynamic, needed immediately decision for what be done and completed simple evaluation.

- a) Teacher explains the material.
- b) Teacher introduced barrier game to the students.
- c) Teacher asked students to make group and do what teachers instructions.

4. Observing

Observation was the process of recording and gathering data about any aspects or event that was happening in the teaching and learning process during the implementation of the action. Since this activity was the process of recording and collecting data, a collaborator asks to observe the activities going on in the class. The collaborator did the observation during the implementation of the Barrier Game technique. Some main points observed in this step were the students' activities and improvements' as well as the teachers' performance in applying the Barrier Game in the

teaching of speaking skill. In order to collect accurate data and get reliable result, the researcher prepares the instruments for the data collection.

5. Reflecting

In this phase, the researcher analyzed the data and compared the criteria of success and the data or evidence exists. The researcher analyzed two kinds of data. They were quantitative and qualitative data. Quantitative data was taken from the students' scores and the data analysis. This was treated quantitatively, while qualitative data was taken from observation checklist that was treated qualitatively. The researcher and collaborator conducted a reflection after completing each meeting of the study. Its aim was to measure whether the indicators of success were achieved or not. All data or evidence from data.

D. Data Collecting Technique

In the data collecting technique, the researcher used some instruments such as observation checklist, interview, speaking test, and questionnaire.

1. Observation

It used by the researcher and the collaborator to encompass the important components in observing students; behavior toward Barrier Game during the process of teaching and learning. It used to observe the management of class and students active in the process of learning.

2. Interview

Interview used to get the data about students' speaking problem in the classroom. The researcher asked the English teacher about students'

speaking problem, students' condition involving in English class activity and students' score in speaking skill. Besides, the researcher also asked the students to know the problem of speaking that made their score in speaking was still low. So, from the interview with the English teacher and the students, the researcher got the data about students' speaking skill

3. Test

To get the result of research and students activity in teaching and learning process, the researcher give speaking test to the students. The test be used in this research was oral test. The researcher gave the test to the students at he end of cycle. The test was about speaking and it was done individually. The material was about Describing Place. The researcher explained about basic types of speaking before and this research focused on intensive speaking. So, there were some ways for designing assessment task in intensive speaking such as word repetition, imitative speaking etc.

To support the test, the researcher used this strategy (learning while practicing). The students divided into several groups. The researcher asked each group to discussed. After discusseding and making outline how to change the dialogue of Barrier game using Describing Object in material, the researcher take their score with the collaborator to check the improvement of students' speaking skill.

In this test, the aspects of speaking that be evaluated were pronunciation, vocabulary, grammar, fluency, and comprehension. The researcher checked the content to determine students' understanding about

the material . If they had understood about it, they spoke and answered the questions by using the rule as well as possible. It meant that the content was right. The researcher checked the pronunciation and vocabulary to know how the students pronounce the words and their knowledge about the word. The researcher also checked their fluency, grammar and their comprehension in speaking. It was related to what Brown said that there were some components scored in speaking test. The components that had to be scored were pronunciation, vocabulary, fluency and comprehension. Then, the criteria of speaking assesment were adapted from Brown's speaking rubricsher.⁴⁹

4. Document Review

The researcher used document review to collect data such as students' attendance list, the data of school profile which was include the background of the school, visions and missions, the number of teachers and the data related with the researcher needed in this research.

E. Data Analysis Technique

From the data collecting technique, there are two forms of the data in this study. The first was words (qualitative) and the second was number (quantitative). The qualitative data was obtained from planning and reflection. Meanwhile, the quantitative data was obtained from implementing the action and observing the teaching and learning process.

⁴⁹ H. Douglas Brown, *Language Assessment Principle and Classroom Practices (United States of America: San Francisco State University, 2003), 172-173*

The qualitative data was obtained from, the interview with the teacher about the teaching and learning process of speaking by collaborating with the teacher, and also the result of about Barrier Game from students and the classroom observations during the implementation analysis qualitatively. The quantitative data analysis consists of implementing the action and observing the teaching and learning process. Including the students' average scores in the speaking tests which obtain from pre-test and post-test and also observation checklist and observation class during process of learning.

The analysis data to be used in this research was the observation students' activities during teaching and learning process and also the result of interview before and after implementing Classroom Action Research. Analyzing the data, the researcher tried to get the average of students' speaking test score. It was used to know how well students' score in speaking skill. It used the formula :

$$x = \frac{\sum x}{N}$$

Notes :

X= mean

\sum = total score of students

N= Number of students

Second, the researcher tried to get the class percentage which was pass the minimal mastery level criterion (75) adapted from the school agreement at Ma Hasyim Asyari Tegaldlimo.

it used the formula :

$$P = \frac{E}{N} \times 100\%$$

Notes :

P = the class percentage

F = score achieved

N = Number of students⁵⁰

Table 3.2
Criteria for Percentage of Speaking Skill⁵¹

Final score (%)	Skill criteria
85% - 100%	Very Good
70% - 84%	Good
55% - 69%	Enough
≤ 54%	Poor

F. Validity of Data

Validity was the most requirements for instrument of evaluation. It meant that a test could be said valid if the test measured what it be measured.

It meant that every test and data could be said valid if it could be proven.

Validity should be determined by the purpose be reached by using test.

Therefore, validity referred to the result of an evaluation procedure that used

for which they were intended. There were some types of validity such as

⁵⁰ Anas sudiyono , *Pengantar statistic pendidikan (Jakarta : PT Graha persindo 2009)*41

⁵¹ H. Douglas Brown, *Language Assessment Principle and Classroom Practices (United States of America: San Francisco State University, 2003), 172-173*

content validity, face validity, construct validity, empirical validity and consequential validity. In this research, the researcher used content validity.⁵²

Brown stated that a test actually samples the subject matter about which conclusions were to be drawn, and if it was required the test taker to perform the behavior that was being measured, it can claim content related evidence of validity, often popularly referred to as content validity. Simply, content validity talked about the content of test. The test that be given to the students must be made by people who expert or understand about the test and then the test be suitable with the curriculum and the material.

G. Research Team

In this phase, the research team of this research include: the researcher, the English teacher (Mr. Bambang Sunardi), and the English lecture of UIN KH. Achmad Siddiq Jember . In this research the researcher researched the students' problem during teaching and learning process, the researcher discussed with the teacher to solve the problem and implement the action before giving test to check the students' improvement. The English teacher and the researcher in Classroom Action Research (CAR) became a collaborator of the research and as expert judgments of this research. The collaborator of the research helped the researcher to know the students' problem, discuss about the method or media which would be used, made a lesson

⁵² H. Douglas Brown, *Language Assesment Principle and Classroom Practice*, (New York: Prentice Hall, 2001

plan and research schedule. English lecturer as expert judgment to check the instruments validation of the research, she checked the instrument of the research whether the instrument valid or not.

H. Reseach Schedule

No	Activities	July				August					
		Week									
		3		4		1		2		3	4
1	2	1	2	1	2	1	2				
1.	Preparation										
	Arrange the concept of the research	✓	✓								
	Arrange the instrument of the research	✓	✓								
	Pre – cycle	✓									
2.	Action or implementation										
	Treatment 1 (cycle 1)				✓						
	Treatment 2 (cycle 1)					✓					
	Post – test (cycle 1)							✓			
3.	Report of The Research										
	Arrange the draft report								✓	✓	
	Complete the report									✓	✓

CHAPTER IV

FINDINGS AND DISCUSSION

This Chapter presents the profil of school, research finding and discussion based on the result of the analysis of collected data. The findings and the discussion were about the improving student's speaking skill by using Barrier Game on the elevent grade students of Ma Hasyim Asyari Tegaldlimo.

A. The History of Ma Hasyim Asyari Tegaldlimo

Ma Hasyim Asyari Tegaldlimo was located in Jl.KH.Rofi'i No 15 Kendalrejo ,Tegaldlimo Banyuwangi, about 25 km from the subdwastRICT city center. The location was about 25 km from the center of Banyuwangi City. The condition of the surrounding werea was Tegaldlimo field, road and residential were as. The students of Ma Hasyim Asyari were mostly from the surrounding area which includes Tegaldlimo, and other wereas outside the Purwoharjo. Ma Hasyim Asyari Tegaldlimo was build in 1995 by Mr. Sukasir.

The names of the heads of Ma Hasyim Asyari Tegaldlimo since the establishment were as follows :

1. Multazam S.pd (1995-2000)
2. Drs. Sunaryo (2000-2005)
3. Agus Fais S.Ag (2005-2012)
4. Ainul Yaqin, S.Pd (2012-2019)
5. Syamsul Arifin S.Ag (2019-2024)

Vission and Mission of Ma Hasyim Asyari Tegaldlimo

1. Vision: The reality of high quality people in science and technology which is religious and humanist.
2. Mission:
 - a. Growing enthusiasm for learning for the development of science and technology and Imtaq.
 - b. Realizing education and educational staff who are professional, innovative, creative and care for the environment.
 - c. Organizing quality education and having noble character
 - d. Creating fun, creative and innovative learning activities.
 - e. Fostering the spirit of appreciation and practice of Islamic teachings in everyday life
 - f. Realizing school members who have a concern for themselves, the environment and high aesthetics.⁵³

B. Findings

This part covers the result of the Classroom Action Research (CAR) and the discussion based on the observation which was taken during the implementation of the action research. The researcher found the factual problem that the students' speaking skill was low in order to get authentic evidence, the researcher conducted a pre-test. It was aimed to gain the score of the students' achievement in speaking performance before treatment of the action.

⁵³ Ma Hasyim Asyari *Profil Sekolah 1995-2022*

After knowing about the speaking skill was still low, the researcher prepared one cycle. In the cycle consisted of four steps; they are planning, implementing, observing, and reflecting. Cycle one in the first meeting was done, the students' score was better but still not reaching the criteria of classical success. The researcher and collaborator went to the second cycle. The result in cycle 2, students' score was better than before. Students also achieved the criteria of classical success. Some students who did not achieve the criteria of success, they conducted the remedial section.

1. Preliminary study

The preliminary study was conducted on January 5th 2023. It began from observing students' speaking ability at Ma Hasyim Asyari Tegaldlimo. In this preliminary study, the researcher and collaborator conducted preliminary-test in order to know the student's achievement in speaking performance before the treatment of the action.

In this section, the researcher and collaborator designed the oral-test by using two minutes speaking. The researcher and collaborator told to students that they have to speak English for two minutes with their friend. The topic used by students in the process of speaking was free topic. They can talk everything with their friend. It was based on the student agreement. So, the researcher and collaborator took their score of speaking assessment from two minutes speaking.

There are concepts for speaking assessment section in this preliminary study. The oral-test was: (1) each student must bring one word

or topic as an object their speaking. (2) told everything related to the topic they bring. The steps of speaking performance were; (1) students prepared one topic that they want to perform. (2) students came forward one by one to perform speaking. (3) teacher starts to take score while students' performing. (4) when it is done, the next student may come forward to perform the speaking. It will continue until all of students performed. The aspects of speaking were pronunciation, grammar, vocabulary, fluency, and comprehension. The last is rules of playing were; (1) time was 2 minutes. (2) do not see paper or bring note while perform. (3) speak up. (4) speak in your turn. Then, all of mentioned will followed by students.

Furthermore, the result of the pre-test showed that students' speaking skill still have low score. For instance, students still achieved 30% of criteria of classical success. It might be they still low on how the way to speak up. They were confused about what words they can say in the process of speaking. They were also afraid to make mistakes in speaking. Based one those evidences, they can not speak well.

Table 4.1
(Score Preliminary test- of the Barrier Game

No	Student Name	KKM	Scoring Criteria					Final Score	Passed/Failed
			V	F	G	C	P		
1	AM	75	15	10	10	11	14	60	Failed
2	AW	75	12	14	14	12	12	64	Failed
3	BEA	75	16	16	14	16	15	70	Failed
4	CAA	75	13	16	13	16	13	71	Failed
5	DYS	75	15	16	15	16	13	75	Passed
6	EA	75	15	15	18	15	16	79	Passed
7	IWW	75	11	17	18	12	12	70	Failed
8	JKM	75	11	13	14	17	13	68	Failed
9	KAZA	75	16	18	16	17	17	84	Passed

10	MDA	75	12	10	11	16	14	63	Failed
11	MAG	75	16	14	15	14	12	71	Failed
12	MH	75	16	15	16	16	13	73	Failed
13	MNE	75	14	15	15	16	15	75	Passed
14	NS	75	16	14	13	13	9	65	Failed
15	NHM	75	13	17	11	14	15	70	Failed
16	PAIL	75	15	11	12	16	16	80	Passed
17	RS	75	15	14	17	15	18	79	Passed
18	SZNR	75	17	15	12	11	13	70	Failed
19	TA	75	12	14	15	17	13	70	Failed
20	HAW	75	14	16	16	12	12	70	Failed
Total Score									1196
Average									59.8

V = Vocabulary

F = Fluency

G = Grammar

C = Comprehension

P = Pronunciation

Based on the result of pre-test score, it showed that 6 students can be said to have completed or achieved the KKM, while 14 students have not completed from 20 students. The percentage of students' complete speaking skill reached 30% with an average grade XI MIPA 1 of 59.8. The details calculation of the results in pre-test scores were as follows:

a. Mean of the students XI MIPA Class score

$$= \sum x/n = 1196 / 20$$

$$= 59.8$$

b. Percentage of completeness of speaking skill

$$P = F / N$$

$$= 6 / 20 \times 100\%$$

$$= 30\%$$

2. Cycle 1

In the first meeting, the researcher implemented the Barrier Game in the teaching speaking. The main focus was to find out the students' development in the speaking skill. It consists of four steps; those are planning the action, observing and reflecting.

a. Planning

In Classroom Action Research (CAR) procedure, planning was the first phase that should be taken. Planning consisted of the needed in the teaching and learning process such as the instruction material, media, lesson plan, and assessment procedure. The researcher and collaborator prepared the lesson plan, research instrument such as field notes, observation checklist, and speaking assessment.

Furthermore, related to the material, the researcher gave the material based on one of part of students' semester. The researcher gave topic about Describing place. Then, the material of Barrier Game related with that topic. The vocabularies used in the Barrier Game were according to the content of the Describing place presented by the researcher to students. The answer of the result of playing the game was what they were watching in the video. Furthermore, it is the procedure of presentation of Barrier Game.⁵⁴

⁵⁴ See on Appendix

b. Implementing

In this first meeting, Then the researcher told about a Barrier Game. For the first was introduction the material related to Barrier Game's topic. Furthermore, the researcher asked to the students whether they understand or not about the material. Then, the researcher told about the instruction how to play a Barrier Game. Next, students were trying to play a Barrier Game based on the rules or the instruction before. At the end of the game, the researcher gave additional information about the Barrier Game. While during the process of learning, the collaborator was observed about the management of class and students' respond.

During the action research conducted in the first meeting, the researcher observed the students while teaching learning process.

Observing was done by monitoring the students' activities in the classroom. The collaborator and the researcher observed the students' process and used the observation checklist.

Based on the result of observation checklist by the collaborator, we concluded that the students often gave attention to the teacher's explanation. Some students tried to speak English in the class and enjoyed and looked interested the activities during the Barrier Game technic. Although some students said that they were difficult on how to speak English. It means that they forgot kind of expressions they could give. They were still difficult on how to give information about the

topic. For the last, they were still difficult on how to convey the other information or other characteristics about the topic.

Table 4.2
Score the Barrier Game in cycle 1 (meeting 1)

No	Student Name	KKM	Scoring Criteria					Final Score	Passed/Failed
			V	F	G	C	P		
1	AM	75	15	10	10	11	14	60	Failed
2	AW	75	12	14	14	12	12	64	Failed
3	BEA	75	16	16	14	16	15	79	Passed
4	CAA	75	13	16	13	16	13	75	Passed
5	DYS	75	15	16	15	16	13	75	Passed
6	EA	75	15	15	18	15	16	75	Passed
7	IWW	75	11	17	18	12	12	76	Passed
8	JKM	75	11	13	14	17	13	68	Failed
9	KAZA	75	16	18	16	17	17	84	Passed
10	MDA	75	12	10	11	16	14	63	Failed
11	MAG	75	16	14	15	14	12	75	Passed
12	MH	75	16	15	16	16	13	73	Failed
13	MNE	75	14	15	15	16	15	75	Passed
14	NS	75	16	14	13	13	9	65	Failed
15	NHM	75	13	17	11	14	15	70	Failed
16	PAIL	75	15	11	12	16	16	80	Passed
17	RS	75	15	14	17	15	18	79	Passed
18	SZNR	75	17	15	12	15	13	80	Passed
19	TA	75	12	14	15	17	13	70	Failed
20	HAW	75	14	16	16	12	12	70	Failed
Total Score									1446
Average									72.3

KKM = Minimum

F = Fluency

G = Grammar

C = Comprehension

P = Pronunciation

Number of students 20

Number of students who completed 12

The number of students who have not completed 8

Total score of students 1446

Mean of students XI MIPA 1 A Class score

$$= \sum x / n$$

$$= 1446 / 20$$

$$= 72,3$$

Percentage of completeness of speaking skill

$$P = F / N$$

$$= 12 / 20 \times 100\%$$

$$= 60 \%$$

Based on the result of the first cycle from first meeting and second meeting, it could be said that the application of barrier game could increase the speaking skill compared to the pre-cycle. The data showed that the mean score of post-test was 72,3. But, there were 8 students or 60% only students achieved minimum mastery criterion only. It meant, the result of first cycle needed to be followed up because they have not reached the success criteria expected by school and researcher.⁵⁵

c. Observing

During the action research conducted in the first meeting, the researcher observed the students while teaching learning process. Observing was done by monitoring the students' activities in the classroom. The collaborator and the researcher observed the students' process and used the observation checklist.

⁵⁵ H. Douglas Brown, *Language Assessment Principle and Classroom Practices (United States of America: San Francisco State University, 2003), 172-173*

Based on the result of observation checklist by the collaborator, we concluded that the students often gave attention in the teacher's explanation. Some students tried to speak English in the class while enjoyed and looked interested the activities during the Barrier Game technic. Although some students said that they were difficult on how to speak English. It means that they forgot kind of expressions they could give. They were still difficult on how to give information about the topic. For the last, they were still difficult on how to convey the other information or other characteristics about the topic.

Table 4.3
Observation Checklist

No	Behavior	Grade					Score
		1	2	3	4	5	
1	Students pay attention to the researchers as a teacher				▣		4
2	Students interest in using barrier game as media				▣		4
3	Students answer teacher's question			▣			3
4	Students ask question to clarity/ understanding		▣				2
5	Students enthusiasm in doing the task			▣			3
Total							16

- 1 = Very Bad
- 2 = Bad
- 3 = fair/ enough
- 4 = Good
- 5 = Very Good

The score of the observation as follows : $P = S / n \times 100\%$

$$= 16 / 25 \times 100\%$$

$$= 64\%$$

According to observation checklist above, it was concluded that students were interested in doing learning activity by barrier game and they were enthusiastic in doing the task. So, the teaching learning process flew well and students enjoyed the learning activity. Based on the observation noted by Mr. Bambang Sunardi as collaborator, the researcher's performance in teaching English as media in a good way, time was good enough the classroom situation controlling also could be handled by the researcher.

d. Reflecting

Based on the previous observation in the first meeting, the collaborator and researcher discussed about the weakness of implementation Barrier Game. We concluded that the meeting one was not successful yet because it did not meet the criteria of success of the study. It proved by the students' problem. For instance, they forgot kind of expressions could they give, they were still difficult on how to give information about the topic and they were still difficult on how to convey the other information or other characteristics about the topic.

Although the students enjoyed and interested in learning English in the classroom, some students were passive during the teaching and learning process about the application of the Barrier Game. The domination of some groups made the atmosphere of the game become imbalanced. Some groups were active and run the game well. It was happen because they were confident to speak well with their couple.

The above findings showed that there must be another meeting in order to meet the criteria of success. The researcher and collaborator then discussed to make some revision for the procedures in Barrier Game and the topics of the conversation that would be used in the game for the next meeting.⁵⁶

There are few changes for the meeting 1. It was noted from the reflection that the procedures, player's position, and grouping system had to be changed. The teacher made a list of students' previous difficulties. They were confused what they should do, unbalancing groups, and the topics conversation selection. Based on the analysis of the teacher then divided the students into new groups.

The next change was the way to choose the grouping system. The grouping system was chosen by teacher. Usually, if the group members were chosen by the students, some of them would choose the smart students among them. This was done in order to get the best performance from their group. On the other hand, if the grouping system was done by the teacher, the teacher conducted it with any consideration to make the activity running well.

3. Cycle 2

In the second meeting, the researcher and collaborator tried to implement the Barrier Game in the teaching speaking. This section delivered the changing of several parts. Those were procedure, student's

⁵⁶ See on Appendix

position and grouping system. The aim of this cycle was to make the Barrier Game running well and successfully. It was increased planning or concept in the cycle one in order to find the students' development in the speaking skill. It consisted of four steps; those were planning action, observing and reflecting.

a. Planning

According to the problem in cycle one, some students were still difficult on how to speak up. They were confused about kind of expressions they should use. Next, they were confused on how to convey the characteristics of the picture. They felt difficult to find the other characteristics of the picture. It means that they need other opinion in order the information easier to convey the information.

Furthermore, researcher and collaborator made new concept, but not all of the way changed. The aim was to make students easier in playing Barrier Game. In this cycle, students were divided into groups. Each group consisted of three students as the speakers and listeners. The grouping system was done by the teacher. The two groups stand face to face. Each group must hold the paper has been prepared by teacher. Next, they done it as the concept before.⁵⁷

b. Implementing

this second meeting, the researcher told about a Barrier Game. It means that review about the topic related to the Barrier Game.

⁵⁷ See on Appendix

Furthermore, the researcher explained about little changed about the way on how to playing Barrier Game. Next, the researcher asked to the students whether they understood or not about the explanation. Next, students were trying to play a Barrier Game based on the new instruction from researcher. At the end of the game, the researcher asked respond to students about Barrier Game in the second meeting. While during the process of learning, the observer was observing about the management of class and student's respond.

Table 4.4
Implementing score cycle 2

No	Student Name	KKM	Scoring Criteria					Final Score	Passed/Failed
			V	F	G	C	P		
1	AM	75	15	10	10	11	14	60	Failed
2	AW	75	12	14	14	12	12	64	Failed
3	BEA	75	16	16	14	16	15	79	Passed
4	CAA	75	13	16	13	16	13	75	Passed
5	DYS	75	15	16	15	16	13	75	Passed
6	EA	75	15	15	18	15	16	79	Passed
7	IWW	75	11	17	18	12	12	70	Failed
8	JKM	75	11	13	14	17	13	68	Failed
9	KAZA	75	16	18	16	17	17	84	Passed
10	MDA	75	12	10	11	16	14	83	Passed
11	MAG	75	16	14	15	14	12	78	Passed
12	MH	75	16	15	16	16	13	78	Passed
13	MNE	75	14	15	15	16	15	75	Passed
14	NS	75	16	14	13	13	9	75	Passed
15	NHM	75	13	17	15	14	15	80	Passed
16	PAIL	75	15	11	12	16	16	80	Passed
17	RS	75	15	14	17	15	18	79	Passed
18	SZNR	75	17	15	12	15	13	80	Passed
19	TA	75	12	14	15	17	13	80	Passed
20	HAW	75	14	16	16	12	12	76	Passed
Total Score									1598
Average									79.9

KKM = Minimum completeness criteria =

F = Fluency

G = Grammar

C = Comprehension

P = Pronunciation

Total of the Students 20

The total of students who completed 16

The total of students have not complete 4

Total score of the students 1595

Mean of students XI MIPA class score = $\sum x / n$

= $1598 / 20$

= 79,9

Percentage of students XI MIPA class score

$P = F / N = 16 / 20 \times 100\%$

= 80%

c. Observing

During the action in the second meeting, the researcher and collaborator measure the data of the second meeting in the observation checklist and scoring rubric. Based on the result of the observation in the second meeting, the researcher and collaborator concluded that there are improvement in speaking skill and appropriate the criteria of success. Students were more active in this section. They already understood the instruction and they tried to speak up in the activity. The students' participation was more than the expectation to fulfill the criteria of success.

Table 4.5
Observation checklist

No	Behavior	Grade					Score
		1	2	3	4	5	
1	Students pay attention to the researchers as a teacher					5	5
2	Students interest in using barrier game as Media				4		4
3	Students answer teacher's question				4		4
4	Students ask question to clarity understanding				4		4
5	Students enthusiasm in doing the task				4		4
Total							21

The score of the observation as follows : $P = S / N \times 100\%$

$$= 21 / 25 \times 100\%$$

$$= 84\%$$

d. Reflecting

The second meeting of the result of data analysis, it was identified that the criteria of success had been fulfilled. Firstly, the students were actively involved in the teaching and learning process and they played the barrier game lively. It was indicated by the fact that 79.9% of students participated and did the conversation during the implementation of the game. It was identified that the students enjoyed and interested in learning English in the classroom. The students seemed relaxed and enjoyed the situation when playing the game, they looked happy and even clapped their hands when they almost guess the pictures as the topic of the conversation correctly. Moreover, they laughed together when one of them made mistakes.

Another criterion of success was the student's speaking score. The students' speaking score greatly increased compared to their speaking scores in the preliminary study. The assessment was done in the second meeting using speaking assessment rubric. However, the students made grammar mistakes that still understandable. It also noted from the result of students' speaking scores that there was a gradual progress in their speaking ability. Based on the above points of reflection, the researcher considered that the implementation of Barrier Game was successful and therefore, the study was ended.

C. Discussion

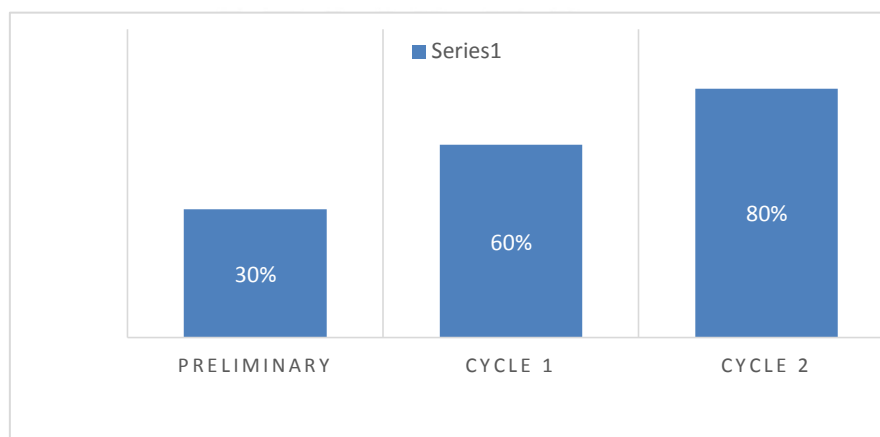
Based on the result of students' speaking test score, it was found out that the students' score was gradually improving. It means that there are an improvement of students' speaking competence. It was what the writer calls a fun way learning English. In other words, the use of Barrier Game could increasingly help and made them participate to learn for better speaking competence. Thus, most of them gained good scores at the end of each cycle.

From the data from preliminary study, the students mean score was 59,8 and the percentage of the students who reached the minimum score was 30%. It proved that the students' speaking skill was still low. After the post-test of cycle 1, the students mean score increased to 72,3 and the percentage of the students who reached the minimum score was 60% . It could be said that the students' speaking skill increased but still did not reach criteria of succes. So, the cycle continued to the cycle 2. Based on the results of the student's

speaking score in Cycle 2, the average score of was 79.9, showing that 16 students, or 80% of the students were above the minimum proficiency standard (KKM 75). During that time, four students were below the norm. Students' speaking skill has improved . It could be considered successful because the student's speaking test results were able to meet the success criteria. It was proved by findings in it. It might be they still low on how to speak up. They were confused about the words they say in the process of speaking. They were also afraid to do a mistakes in speaking. Based on those evidences they can not speak well. It proved by when they were doing interaction with their friend. The problems happened because students need a way to solve their problem. They need a way on how they can speak English confidence.⁵⁸

The students' improvement in speaking competence from the preliminary study to the second cycle was recapped in figure below

Table 4.6
The students' achievement in speaking test



⁵⁸ H. Douglas Brown, *Language Assessment Principle and Classroom Practices (United States of America: San Francisco State University, 2003), 172-173*

The evidences of the previous studies above, there are relevancies among all of studies to this research. Those are almost similar activities probably showed that games which applying the working group can improve the speaking skill. The other similarities are the students having the English dialogue or conversation. In conclusion, the all previous studies support this research.

Related to the theory in section II, this strategy has fulfilled the criteria of success in speaking. As the theory on how to teach speaking by H. Douglas Brown, where the book stated that “Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.⁵⁹ This game includes the types of transactional oral language. It was proved by the material in the process of playing game that the topic is a kind of specific topic. It was not in general fruits (all of the fruits). But one fruit was be the only one their in the process of playing game. Furthermore that way made the students easy to catch information from the others.

It also has fulfilled the micro skill of oral communication, which were students did not limited to focus in picture. Such as theory in section II stated that “In teaching oral communication, we don not limit students’ attention to the whole picture, even thought that whole picture is important.⁶⁰ In this game students have to focus on the picture as a topic. In order students are able to

⁵⁹ H.Douglas Brown, Teaching by principles, (Pearson : Longman,2007), 329

conveyed their opinion based on the topic. Furthermore, that way really made students easier to convey and receive information.

Barrier Game not only has fulfilled on how to teach speaking but also in aspects of speaking, characteristic of effective speaking activities, the activities to promote speaking skill. Besides that, this game can overcome the difficulties of speaking. Furthermore, this game was improved speaking skill.

All of the result of instruments after accomplishing the classroom action research revealed the great results of implementing Barrier Game in improving students' speaking in two cycles. It proves that improving students' speaking through Barrier Game can be used or can be applied as the good technique at all of level. Not only English skills and competence but also improve students' motivation and confidence in learning English. Specifically, it means that the second grade students of State Senior High School success in improving their speaking competence through the Barrier Game.

Table 4.7
Table result of discussion

No	Measured Aspect	Pre-Cycle	Cycle I	Cycle II	Improvement
1	Mean	59,8	72,3	79,9	20,1
2	Percentage of Speaking Ability Completeness	30%	60%	80%	50%
3	Number of Completed Students	6	12	16	10 students
4	The Data Observation Class	-	64%	84%	20%

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions divided from the research findings and discussion elaborated in the preceding chapter.

A. Conclusions

Based on the result of the findings and discussion, the researcher concluded that the implementation of Barrier game in teaching speaking in one cycle improved the students' speaking skill. The result of the students' speaking score in preliminary data was from 30% students who passed the KKM score (75) with 59,8 as the average score. After the cycle the result of the students' speaking up to 80% or 20 students who passed the KKM score of the students who passed the KKM score with 79 as the average score and for students who did not pass the KKM score was 20% or 4 students. The aspect of speaking which got improvement after implementing barrier game were pronunciation, vocabulary, grammar, fluency and comprehension. The students could improve their pronunciation, vocabulary and students' fluency because the researcher explained the material by using barrier game. The researcher stopped the game and asked the students to pronounce the word, that's made the student easier to know how to pronounce the word correctly and their vocabulary increased. Therefore the result above, it could be concluded that by using barrier game as a media in teaching English in Ma Hasyim Asyari Tegaldlimo could improve the students' speaking skill and this research was successful.

B. Suggestions

In regard to the use of the findings, some suggestions were addressed to the English teachers and future researchers. Considering the benefit of Barrier Game in teaching speaking, it is suggested that the English teachers apply Barrier Game as one of technique in teaching speaking to develop other languages game. It also to share information about language game to other English teacher. And for the Future researcher barrier game aplicable for other skill not only speaking skill, Learning English utilizing group work is very interesting. It proves that improving students' speaking through Barrier Game can be used or can be applied as the good technique at all of level to improve not only English skills and competence but also improve students' motivation and confidence in learning English.



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Appendix 1

STATEMENT OF WORK'S ORIGINALITY

I honestly declared that this thesis, which I have written, does not contain plagiarism, except all information contained in this project paper which is derived from the work of others had been given an award by citing the name of the source author correctly. All the contents of this undergraduate thesis are fully the responsibility of the author

Jember, 16th June 23
The Writer

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Umi Latifah
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Appendix 2

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : Ma Hasyim Asyari Tegaldlimo
Mata Pelajaran : Bahasa Inggris
Kelas/semester : X MIPA / Ganjil
Materi Pokok : Descriptive Text
Alokasi Waktu : 4 X 40 menit (2 pertemuan)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks descriptive, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal	4.4.1.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif terkait tempat wisata.
4.4.2 Menyusun teks descriptive	

lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.	4.3.2.2 Menyusun teks deskriptif berdasarkan topik dan gambar yang dipilih.
---	---

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

- 1) Peserta didik mampu memahami fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif terkait tempat wisata.
- 2) Peserta didik secara berkelompok dapat menyusun kembali kalimat yang akan di deskripsikan.
- 3) Peserta didik secara individual dapat membuat deskriptif teks berdasarkan topik dan gambar yang dipilih.

D. Materi Pembelajaran

1. Fungsi sosial

Menulis dan mendeskripsikan

2. Struktur teks

Dapat mencakup

- Identifikasi (nama keseluruhan dan bagian)
- Sifat (ukuran, warna, jumlah, bentuk, dsb)
- Fungsi, manfaat, Tindakan, kebiasaan.

3. Unsur kebahasaan

- Kosakata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal.
- Adverbial terkait sifat seperti *quite, very, extremely*, dst.
- Kalimat deklaratif dan interogatif dalam tense yang benar
- Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

4. Topic

Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI

5. Materi

- **Definition of Descriptive Text**

Descriptive text is genre of text which contain explanation and description of an object, from its shape, function,

characteristics, etc. The object of descriptive text can be varied, it can be a person, an animal, a place, a thing, etc.

- **The Language Features of Descriptive Text**

In the descriptive text, we use:

- 1) Simple present tense
- 2) Using adjectives
- 3) Focusing on specific object

- **The Generic Structure of Descriptive Text**

The generic structure of descriptive text, below:

- 1) Identification (general explanation of the thing which is going to be describe)
- 2) Description (specific characteristics)

- **Theme of Procedure Text**

Interesting places in Indonesia

E. Metode Pembelajaran

Pendekatan : Scientific Approach

Model Pembelajaran : Discovery Learning

Metode : Direct interaction, lecturing

F. Media/Alat dan Bahan

Buku, Pensil, LCD, PowerPoint, Laptop or HP

G. Sumber Belajar

1. <http://www.belajarbahasainggris.us/2012/02/contoh-teks-descriptive-niagara-falls.html>
2. <http://britishcourse.com/descriptive-text-definition-generic-structures-purposes-language-features.php>
3. Buku pendamping pembelajaran Bahasa Inggris untuk SA/MA kelas X

H. Langkah – Langkah Pembelajaran

1. Pertemuan Pertama (2 Jam Pelajaran)

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pre-Activity	<ol style="list-style-type: none"> 1. Guru memberi salam dan peserta didik menyapa guru. 2. Guru menjawab sapaan peserta didik dan menanyakan kabar kepada peserta didik. 3. Guru meminta salah satu peserta didik untuk memimpin doa sebelum mulai pelajaran. 4. Guru mendata kehadiran peserta didik. 5. Guru mengajak peserta didik untuk bersyukur atas kesempatan untuk bisa belajar 	10 menit

	<p>bahasa Inggris.</p> <p>6. Guru menyampaikan tujuan pembelajaran kepada peserta didik.</p> <p>7. Peserta didik memperhatikan tujuan pembelajaran yang disampaikan oleh guru.</p>	
Whilst-Activity	<p>Observing</p> <ol style="list-style-type: none"> 1. Guru menyampaikan materi tentang descriptive text mulai dari purpose, generic structure, dan language features kepada peserta didik. 2. Guru menunjukkan contoh descriptive text kepada peserta didik dengan menunjukkan video about interesting place . 3. Peserta didik mulai mengamati ciri ciri contoh atau rumus dalam kalimat yang diberikan guru. 4. Guru menjelaskan tentang penggunaan media <p>Questioning</p> <ol style="list-style-type: none"> 1. Peserta didik dan guru bertanya jawab tentang materi descriptive text. 2. Guru memberi arahan kepada peserta didik agar mereka mampu bertanya mengenai materi descriptive text. 3. Guru menjawab pertanyaan peserta didik dengan menjelaskannya. <p>Experimenting/Exploring</p> <ol style="list-style-type: none"> 1. Guru menunjukkan contoh langkah-langkah menyusun descriptive text 2. Peserta didik mengutarakan apa yang mereka pelajari dan pikirkan tentang materi kepada guru. <p>Associating</p> <ol style="list-style-type: none"> 1. Guru membagi siswa menjadi beberapa kelompok. 	65 menit

	<p>2. Guru meminta siswa untuk menganalisis generic structure, language feature, dan adjectives dari contoh descriptive text yang ditunjukkan.</p> <p>Creating and Communicating</p> <p>1. Mendiskusikan tugas yang sudah dikerjakan oleh siswa</p> <p>2. Guru memberikan umpan balik kepada siswa.</p>	
Post-Activity	<p>1. Guru merangkum kembali materi tentang descriptive text untuk menentukan tingkat pemahaman peserta didik.</p> <p>2. Peserta didik mengemukakan kesulitan dan manfaat kegiatan selama pembelajaran berlangsung.</p> <p>3. Peserta didik menyampaikan perasaan, dan usulan untuk perbaikan pembelajaran.</p> <p>4. Guru menutup pembelajaran dengan berdoa bersama dan salam.</p>	5 menit

2. Pertemuan Kedua (2 Jam Pelajaran)

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pre-Activity	<p>1. Guru memberi salam dan peserta didik menyapa guru.</p> <p>2. Guru menjawab sapaan peserta didik dan menanyakan kabar kepada peserta didik.</p> <p>3. Guru meminta salah satu peserta didik untuk memimpin doa sebelum mulai pelajaran.</p> <p>4. Guru mendata kehadiran peserta didik.</p> <p>5. Guru mengajak peserta didik untuk bersyukur atas kesempatan untuk bisa belajar bahasa Inggris.</p> <p>6. Guru menyampaikan tujuan pembelajaran kepada peserta didik.</p>	10 menit

	7. Peserta didik memperhatikan tujuan pembelajaran yang disampaikan oleh Guru.	
Whilst-Activity	<p>Observing</p> <ol style="list-style-type: none"> 1. Guru review kembali materi tentang descriptive text kepada peserta didik untuk meningkatkan pemahaman peserta didik. 2. Guru menunjukkan kembali contoh lain dari descriptive text pada peserta didik. 3. Peserta didik mulai mengamati kembali ciri-ciri contoh atau rumus dalam kalimat yang diberikan guru. <p>Questioning</p> <ol style="list-style-type: none"> 1. Guru memberi kesempatan peserta didik untuk menanyakan tentang descriptive text. 2. Guru memberi kesempatan peserta didik untuk menanyakan perbedaan descriptive text dengan text lainnya. 3. Peserta didik bertanya tentang materi descriptive text. yang masih belum bisa dipahami <p>Associating</p> <ol style="list-style-type: none"> 1. Guru mengajak peserta didik untuk mencari tema. 2. Guru meminta siswa untuk menulis deskripsi dari tema yang telah mereka pilih. 3. Guru mendampingi siswa <p>Creating and Communicating</p> <ol style="list-style-type: none"> 3. Mendiskusikan tugas yang sudah dikerjakan oleh siswa. 4. Guru memberikan umpan balik kepada siswa. 	65 menit
Post-Activity	1. Guru merangkul kembali	5 menit

	<p>materi tentang descriptive text untuk menentukan tingkat pemahaman peserta didik.</p> <p>2. Peserta didik mengemukakan kesulitan dan manfaat kegiatan selama pembelajaran berlangsung.</p> <p>3. Peserta didik menyampaikan perasaan, dan usulan untuk perbaikan pembelajaran.</p> <p>4. Guru menutup pembelajaran dengan berdoa bersama dan salam.</p>	
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I. Penilaian

1. Sikap Tanggung Jawab

Intstrumen: Rubrik Pengamatan (Peer Assessment)

No	Nama siswa	Berpatisipasi dalam mengerjakan tugas				Menyelesaikan tugas dengan baik				Modus
		1	2	3	4	1	2	3	4	
1										
2										
3										

Notes:

- 4 = selalu
- 3 = sering
- 2 = kadang-kadang
- 1 = tidak pernah

2. Keterampilan

– Scoring rubric for writing test.

No	Name of Students'	Students' Score					Total Score
		P	F	V	G	C	
1							
2							
3							
4							

– Analytical of scoring rubric of writing test

Aspect	Score	Criteria
PRONOUNCIATION (P)	4	EXCELLENT: knowledgeable – substantive - relevant to the

		assigned topic
	3	GOOD: some knowledgeable of the subject – adequate range – mostly relevant to the topic, but lacks detail.
	2	FAIR: limited knowledge of subject – little substance – inadequate development of the topic.
	1	POOR: does not show knowledge of the subject – non substantive – not relevant – or not enough to evaluate.
FLUENCY (F)	4	EXCELLENT: fluent expression – ideas clearly stated – well-organized/supported – logical sequencing – cohesive.
	3	GOOD: loosely organized but main ideas stand out – limited support – logical but incomplete sequencing.
	2	FAIR: non-fluent – ideas confused or disconnected – lacks logical sequencing and development.
	1	POOR: does not communicate – no organization – or not enough to evaluate.
VOCABULARY (V)	4	EXCELLENT: sophisticated range – effective word/idiom choice and usage – word form mastery – appropriate register.
	3	GOOD: adequate range – occasional errors of word/idiom for, choice, usage but meaning not obscured.
	2	FAIR: limited range – frequent errors of word/idiom form, choice, usage – meaning confused or obscured.
	1	POOR: essentially translation – little knowledge of English vocabulary, idioms, word form – or not enough to evaluate.
GRAMMAR	4	EXCELLENT: effective

(G)		complex constructions – few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
	3	GOOD: affective but simple constructions – minor problems in complex constructions – several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
	2	FAIR: major problems in simple/complex constructions – frequent errors of negation, articles, pronouns, prepositions and/or fragments, run-ons, deletions – meaning confused or obscured.
	1	POOR: virtually no mastery of sentence construction rules – dominated by errors – or not enough to evaluate.
COMPREHENSION (C)	4	EXCELENT: demonstrates mastery of conventions – few errors of spelling, punctuation, capitalization, paragraphing.
	3	GOOD: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	2	FAIR: frequent errors of spelling, punctuation, capitalization – meaning confused obscured.
	1	POOR: no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – or not enough to evaluate.

– **Rubric used to describe the data**

No	Category	Score
1	Very bad	0-20
2	Bad	20-40
3	Fair/Enough	40-60

4	Good	60-80
5	Very good	80-100

1. The steps of playing barrier game

- a. Students are divided into groups.
- b. The two students sit back to back.
- c. The two students have to prepare a paper and pencil or bolpoint.
- d. The student who will be a speaker as information giver will get one object that she/he will describes it.
- e. The first speaker starts to give instruction to the other to draw what she/he is describing.
- f. The second speaker starts to draw the object part by part based on what the first speaker is saying.
- g. The first speaker also has to ask the second speaker to add extra detail (if necessary)
- h. The first and second speaker should always have a continuous conversation during the process of drawing.
- i. When it is done, the second speaker guesses the picture.
- j. When the two students of each group can do the same thing as the speakers, the game is stopped.

2. Rules of playing

- a. Time is 7 minutes (maximally)
- b. Don't to see with each other
- c. Speak up
- d. Speak in your turn
- e. May use a gesture in the last way

f. Don't forget to make a points of information then draw it.

3. Pictures or instrument to playing barrier game



1. Station

2. Mall

3. Bookstore



4. School

5. Museum

6. Mountain



7. Mosque

8. Beach

9. Temple



10. Hotel

11. Restaurant

12. Cinema

A. Learning Activity (Cycle 1)

A. Preparation	<ol style="list-style-type: none">1. Reviewing References related to barrier game2. Preparing materials and media that related to barrier game
B. Procedure	<ol style="list-style-type: none">1. Pre-Teaching (10 minutes)<ul style="list-style-type: none">• The teacher says greeting first such as say assalamualaikum, good morning, and praying together.• Check attendance and asking how they are doing• Teacher tells the student about main material and goal of the learning.2. Whilst-Teaching (70 minutes)<ul style="list-style-type: none">• Teacher Start to introduce the vocabularies use to playing Barrier Game• Teacher explain steps and other topic related to barrier game• Teacher ask the student to watch and pay attention carefully to two kinds videos• Student practice to playing barrier game according vocabulary ,condition and everything related to the videos.3. Closing (giving conclusion and evaluation) (10 Minutes)<ul style="list-style-type: none">• The teacher asks to students about their feeling after studying the preparation of playing Barrier Game.

	<ul style="list-style-type: none"> • Students give responds related to playing barrier game. • The teacher give the conclusion • Teacher tell about the material in the next meeting • The teacher close the meeting by reciting praying together and give the greeting such as see you next week. Then say assalamualaikum Wr. Wb
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-Learning Activity (Cycle 2)

C. Preparation	<ol style="list-style-type: none"> 3. Reviewing References related to barrier game 4. Preparing materials and media that related to barrier game
D. Procedure	<ol style="list-style-type: none"> 4. Pre-Teaching (10 minutes) <ul style="list-style-type: none"> • The teacher says greeting first such as say assalamualaikum, good morning, and praying together. • Check attendance and asking how they are doing • Teacher tells the student about main material and goal of the learning. 5. Whilst-Teaching (70 minutes) <ul style="list-style-type: none"> • Teacher Start to introduce the vocabularies use to playing Barrier Game • Students practice to pronounce the vocabularies fluently • Teacher explain some expressing related to

	<p>barrier game</p> <ul style="list-style-type: none"> • Student ask teacher about the material that they haven't understood yet <p>6. Closing (giving conclusion and evaluation) (10 Minutes)</p> <ul style="list-style-type: none"> • The teacher asks to students about their feeling after studying the preparation of playing Barrier Game. • Students give responds related to playing barrier game. • The teacher give the conclusion • Teacher tell about the material in the next meeting • The teacher close the meeting by reciting praying together and give the greeting such as see you next week. Then say assalamualaikum Wr. Wb
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<p>Mengetahui,</p> <p>Bambang Sunardi.M.Pd.I</p>	<p>Banyuwangi ,16 Feb 2023</p>
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Appendix 3

TEST INSTRUMEN

The test of this research, the researcher uses an oral test based on speaking in explaining the descriptive text about place. The researcher asks the students to make a descriptive text based on picture barrier game given. The researcher asks the students to explain the descriptive place in front of the class.

A. Students' Directions

1. Ask the student to pray
2. Ask the student to prepare paper and a pen
3. Ask the student to choose of place that they will do, test is as follows :
 - Describe of school, museum ,station
 - Describe of cinema,restaurant, mall
 - Describe of mosque, beach, montain
 - Describe of café, hotel, temple
4. Ask the student to prepare the describing text on a piece of paper and memorize it .
5. Ask The first speaker starts to give instruction to the other to draw what she/he is describing, And The second speaker starts to draw the object part by part based on what the first speaker is saying.
6. Ask the student to speak up in front of the class to explain their describing place .

JEMBER

THE PRESENT LIST OF X MIPA CLASS

No	Name
1	ABDUL MUJIB
2	AYU WULANDARI
3	BALQIS ELIXIANA AFIKA
4	CHANTIKA AYU ANDINI
5	DANIEL YOGA SAPUTRA
6	ERWIN AGUSTIN
7	IDA WAKOATIL WAKIAH
8	JULIA KARTIKA MAHARANI
9	KESCHA AL ZAHRA ARFIAN
10	M. DIKA ARDIANSYAH
11	MUHAMMAD ABDUL GHOFUR
12	MUHAMMAD HAFIFUDIN
13	MUHAMMAD NOVAL EFENDI
14	NANDA SAFIRA
15	NURUL HIDAYATUL M
16	PUTRI ALIFI ISTIQ LAILIAH
17	REVATUS SHOLEHAH
18	SITI ZAHRO NUR ROHMA
19	TONI AMERTA
20	HAIKAL AHMAD WILDAN

(Score Preliminary test- of the Barrier Game

No	Student Name	KKM	Scoring Criteria					Final Score	Passed/Failed
			V	F	G	C	P		
1	AM	75	15	10	10	11	14	60	Failed
2	AW	75	12	14	14	12	12	64	Failed
3	BEA	75	16	16	14	16	15	70	Failed
4	CAA	75	13	16	13	16	13	71	Failed
5	DYS	75	15	16	15	16	13	75	Passed
6	EA	75	15	15	18	15	16	79	Passed
7	IWW	75	11	17	18	12	12	70	Failed
8	JKM	75	11	13	14	17	13	68	Failed
9	KAZA	75	16	18	16	17	17	84	Passed
10	MDA	75	12	10	11	16	14	63	Failed
11	MAG	75	16	14	15	14	12	71	Failed
12	MH	75	16	15	16	16	13	73	Failed
13	MNE	75	14	15	15	16	15	75	Passed
14	NS	75	16	14	13	13	9	65	Failed
15	NHM	75	13	17	11	14	15	70	Failed
16	PAIL	75	15	11	12	16	16	80	Passed
17	RS	75	15	14	17	15	18	79	Passed
18	SZNR	75	17	15	12	11	13	70	Failed
19	TA	75	12	14	15	17	13	70	Failed
20	HAW	75	14	16	16	12	12	70	Failed
Total Score									1196
Average									59.8

Mean of students X MIPA 1 A Class score

$$= \sum x / n$$

$$= 1196 / 20$$

$$= 59,9$$

Percentage of completeness of speaking skill

$$P = F / N$$

$$= 6 / 20 \times 100\%$$

$$= 30 \%$$

Score the Barrier Game in cycle 1 (meeting 1)

No	Student Name	KKM	Scoring Criteria					Final Score	Passed/Failed
			V	F	G	C	P		
1	AM	75	15	10	10	11	14	60	Failed
2	AW	75	12	14	14	12	12	64	Failed
3	BEA	75	16	16	14	16	15	79	Passed
4	CAA	75	13	16	13	16	13	71	Failed
5	DYS	75	15	16	15	16	13	75	Passed
6	EA	75	15	15	18	15	16	79	Passed
7	IWW	75	11	17	18	12	12	70	Failed
8	JKM	75	11	13	14	17	13	68	Failed
9	KAZA	75	16	18	16	17	17	84	Passed
10	MDA	75	12	10	11	16	14	63	Failed
11	MAG	75	16	14	15	14	12	71	Failed
12	MH	75	16	15	16	16	13	73	Failed
13	MNE	75	14	15	15	16	15	75	Passed
14	NS	75	16	14	13	13	9	65	Failed
15	NHM	75	13	17	11	14	15	70	Failed
16	PAIL	75	15	11	12	16	16	80	Passed
17	RS	75	15	14	17	15	18	79	Passed
18	SZNR	75	17	15	12	15	13	80	Passed
19	TA	75	12	14	15	17	13	70	Failed
20	HAW	75	14	16	16	12	12	70	Failed
Total Score									1446
Average									72.3

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Mean of students XI MIPA 1 A Class score

$$= \sum x / n$$

$$= 1446 / 20$$

$$= 72,3$$

Percentage of completeness of speaking skill

$$P = F / N$$

$$= 12 / 20 \times 100\%$$

$$= 60 \%$$

Score the Barrier Game in cycle 2 (meeting 2)

No	Student Name	KKM	Scoring Criteria					Final Score	Passed/Failed
			V	F	G	C	P		
1	AM	75	15	10	10	11	14	60	Failed
2	AW	75	12	14	14	12	12	64	Failed
3	BEA	75	16	16	14	16	15	79	Passed
4	CAA	75	13	16	13	16	13	75	Passed
5	DYS	75	15	16	15	16	13	75	Passed
6	EA	75	15	15	18	15	16	79	Passed
7	IWW	75	11	17	18	12	12	70	Failed
8	JKM	75	11	13	14	17	13	68	Failed
9	KAZA	75	16	18	16	17	17	84	Passed
10	MDA	75	12	10	11	16	14	83	Passed
11	MAG	75	16	14	15	14	12	78	Passed
12	MH	75	16	15	16	16	13	78	Passed
13	MNE	75	14	15	15	16	15	75	Passed
14	NS	75	16	14	13	13	9	75	Passed
15	NHM	75	13	17	15	14	15	80	Passed
16	PAIL	75	15	11	12	16	16	80	Passed
17	RS	75	15	14	17	15	18	79	Passed
18	SZNR	75	17	15	12	15	13	80	Passed
19	TA	75	12	14	15	17	13	80	Passed
20	HAW	75	14	16	16	12	12	76	Passed
Total Score								1598	
Average								79.9	

Mean of students X MIPA 1 A Class score

$$= \sum x / n$$

$$= 1598 / 20$$

$$= 79,9$$

Percentage of completeness of speaking skill

$$P = F / N$$

$$= 16 / 20 \times 100\%$$

$$= 80 \%$$

Observation Checklist Cycle 1

No	Behavior	Grade					Score
		1	2	3	4	5	
1	Students pay attention to the researchers as a teacher				▣		4
2	Students interest in using barrier game as Media				▣		4
3	Students answer teacher's question			▣			3
4	Students ask question to clarity Understanding		▣				2
5	Students enthusiasm in doing the task			▣			3
Total							16

- 1 = Very Bad
 2 = Bad
 3 = fair/ enough
 4 = Good
 5 = Very Good

The score of the observation as follows : $P = S / n \times 100\%$

$$= 16 / 25 \times 100\%$$

$$= 64\%$$

Observation checklist

No	Behavior	Grade					Score
		1	2	3	4	5	
1	Students pay attention to the researchers as a teacher					▣	5
2	Students interest in using barrier game as Media				▣		4
3	Students answer teacher's question				▣		4
4	Students ask question to clarity Understanding				▣		4
5	Students enthusiasm in doing the task				▣		4
Total							21

The score of the observation as follows : $P = S / N \times 100\%$

$$= 21 / 25 \times 100\%$$

$$= 84\%$$

Appendix 5

THE RESULT OF INTERVIEW

Time and Place of Interview:

1. Day/Date : Monday, 18th Feb 2023
2. Place : Teacher's room
3. Time : 09.00- Finish

Respondent:

1. English Teacher
2. Students of Class XA

Note:

R : Researcher
ET : English Teacher
S : Student

R : Bu, apakah benar bahwa siswa di kelas XA kemampuan speakingnya sangat rendah ?

ET : Iya mbak benar sekali. Dari keempat kelas 9 mulai dari kelas XA-XD yang paling rendah kemampuan speakingnya yaitu kelas XA , tetapi kemampuan writing mereka sangat baik.

R : Kira kira menurut ibu, apa yang menghambat kemampuan speaking mereka ?

ET : Kalau menurut saya faktor utamanya yang mengakibatkan hal tersebut adalah karena mereka kurang percaya diri, kurang juga vocabnya, pemalu dan kadang mereka merasa takut karena ini mbak, ketika mereka ngomong menggunakan bahasa inggris teman temannya akan menertawakannyasehingga hal tersebut yang sebenarnya mereka mampu tetapi ya hanya saya sulit mengimplementasikannya secara langsung karna masih bingung apa yang mau dikatakan jika itu diminta secara spontan.

R : Kira kira berapa persen dari mereka yang kurang menguasai speaking bu ?

ET : Di kelas 9D itu jumlah siswanya ada 20 orang mbak seperti yang mbak tau tadi saat observasi, dan sekitar 25 % dari mereka yang dari mereka yang berhasil dalam speaking atau sekitar 7-8 orang. Dan yang belum menguasai speaking sekitar 75% mbak.

R : Lumayan banyak ternyata bu. Kalo boleh saya tau kira kira apa saja yg sudah ibu lakukan di kelas supaya mereka bisa tertarik pada speaking ?

ET : Banyak mbak. Saya menggunakan metode ceramah tetapi murid-murid merasakan bosan kadang juga ada yang ijin kadang juga mereka merasa ngantuk ketika sayaa menggunakan metode tersebut, dan akhirnya saya mencoba menerapkan model role play seperti berdialog walaupun cuma sederhana karna saya fikir itu efektif dan akan berhasil. Tapi selama ini tidak ada perkembangan. Role play juga yg berhasil speaking cuma anak itu itu saja. Yang lain ya begitu begitu saja. Saya sampai hafal mbak siapa yg aktif speakingnya.

R : Selain Role play apa lagi bu ?

ET : Ya seperti yang mbak lihat tadi mbak, saya coba menunjuk meminta mereka praktek speaking, tapi mereka selalu takut dan jawaban mereka pun tidak selalu benar. Ada saja yang masih kurang.

R : Kira kira metode apa yang belum ibu terapkan di kelas untuk meningkatkan kemampuan mereka ?

ET : Saya belum pernah memakai digital mbak, karna saya fikir itu menyita waktu dan pasti akan membuat kelas semakin sulit dikontrol. Dan saya kurang mampu untuk merancang strateginya.

R : Kalo boleh saya melakukan penelitian di kelas tersebut, apa ibu setuju kalau saya memakai barrier game supaya kemampuan speaking mereka bisa diasah ?

ET : Oh game, bisa bisa saja mbak asalkan nanti murid murid bisa merasakan enjoy dan aktif di kelas. Saya juga belum pernah memakai game untuk ngajar speaking selama 15 tahun ini. Silahkan mbak, yang penting hasilnya bagus nilai speaking mereka, dan mereka merasa tidak malu dan bosan ketika jam pelajaran bahasa inggris. Dan hal itu bisa membantu saya dan membantu untuk menemukan metode baru dalam ngajar speaking.

R : Terima kasih banyak bu. Saya akan mencoba memakai barrier game saat penelitian nanti. Kira kira jadwal pelajaran bahasa inggris di kelas 9D hari apa saja bu ?

ET : Seminggu 2 kali mbak. Hari senin dan Rabu. Senin dimulai pukul 07.30-09.00 karna masih ada upacara. Kalo Rabu sekitar jam 09.00-10.30 mbak.

R : Ya sudah bu, terimakasih untuk kesediaan ibu untuk saya interview hari ini. ET : Sama-sama mbak semoga lancar dan sukses.

R : Aamiin bu.

THE SCRIPT OF INTERVIEW WITH THE STUDENTS

R : Kira kira disini siapa yang suka pelajaran bahasa inggris,

S1 : saya suka miss, tapi sedikit. (sambil tersenyum)

S2 dan S4 : saya suka miss tapi ya gitu wes kadang suka kadang nggak, tergantung materinya.

S3 : Saya suka miss tapi lebih suka dibagian listening

R : ketika kalian belajar bahasa inggris, kalian lebih suka skill apa? speaking, listening, reading atau writing? Dan skill apa yang paling nggak kalian sukai ?

S1 : Kalo saya lebih suka writing miss karna ya miss kita tinggal mikir jawabannya kalok nggak paham sama pertanyaannya bisa lihat di kamus apa artinya dan memikirkan jawabannya lalu tinggal ditranslate setelah itu ditulis. Dan saya paling nggak suka sama speaking karna rumit dan saya nggak tau mau ngomong apa karna nggak ngerti.

S2 : Sama miss, saya juga tidak suka speaking karna saya grogi. Malu ngak pede dan Takut salah.

S3 : Iya bener miss, saya juga nggak suka speaking karna nggak tau mau ngomong apa kadang kalok saya ngomong itu saya diketawain sama temen temen karena medhok. Dan saya lebih suka listening miss soalnya tinggal mendengarkan hehehe.

S4 : Saya juga, karna kadang mau ngomong tapi yang mau diomongin hilang tiba tiba ketutup sama takut salahnya miss.

R : Oh jadi kalian tidak suka di speaking ya. Kalau missal nanti ibuk minta kalian speaking di kelas satu persatu mau apa tidak ?

S2 : saya nggak nggak mau miss, malu.

S1 : Mau miss asalkan suasananya santai, nggak yang menakutkan dan asalkan seru tapi pelan pelan miss soalnya harus mikir dulu mau ngomong apa.

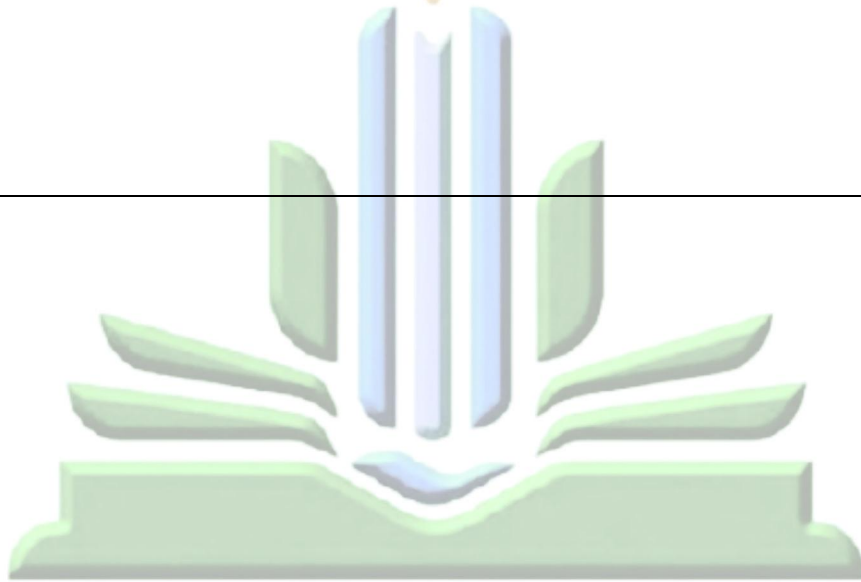
R : Kalo kesulitan lainnya dalam speaking apa ?

S4 : Apa ya miss pokok takut salah, nggak tau bahasa inggrisnya jadi nggak bisa ngomong, takut grammarnya salah, dan ngucapinnya takut salah.

S3 : Sama miss, intinya itu itu saja

R : Selama ini bu guru kalian gimana kalo ngajar speaking?

S2 : Enak miss, sabar banget tapi banyak teorinya jadi kita nggak bisa seru seruan belajar di kelas dan sampek istirahat kadang kita bingung itu ngejelasin apa



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THE RESULT OF OBSERVATION (FIELD NOTE)

Class : X MIPA Ma Hasyim Asyari Tegaldlimo
English Teacher : Bambang Sunardi, M.Pd
Researcher : Umi Latifah
Day : Monday
Date : 25th January 2023
Time : 07.30 – 09.00

THE RESULT OF OBSERVATION

Pada hari senin, tanggal 25 January 2023 tepatnya pada pukul 07.30 sampai dengan 09.00 WIB, R berkesempatan untuk melakukan observasi di kelas X yang dilakukan pada saat pra penelitian untuk melengkapi data yang akan digunakan dalam mengerjakan skripsi. Pada hari senin itu, T akan mengajar kelas X untuk mata pelajaran bahasa Inggris. Kelas X mempunyai jumlah murid sebanyak 20 siswa. Kegiatan ini dilakukan untuk mengobservasi kelas X pada saat pembelajaran berlangsung.

Materi pembelajaran pada hari tersebut adalah agree and disagree. Sebelum memulai pelajaran, T memastikan apakah semua siswa sudah tenang dan siap untuk menerima pelajaran atau belum, kemudian T membuka pelajaran dengan mengucapkan salam kepada siswa dan menyapanya dengan menanyakan kabar mereka dengan berkata “How are you today?”, dan siswa pun menjawab “I am fine” dengan suara yang keras dan kompak karena pada saat itu suasana masih semangat karena berada pada jam pelajaran pertama. Setelah itu, T mengecek presensi atau daftar hadir siswa pada hari tersebut dengan mengatakan “who is absent today?”, siswa pun menjawab dengan menyebutkan nama temannya yang tidak masuk karena sakit dan menunjukkan surat ke T.

Di awal sesi, T memberikan sebuah arahan pada siswa tentang materi yang akan dibahas. Sebelum T menjelaskan materi pada pertemuan ini, T meriview pembelajaran minggu lalu untuk mengetes pemahaman siswa terhadap materi pada minggu tersebut. Lalu T memberikan contoh kalimat yang memancing siswa untuk bisa menebak materi yang akan dibahas pada hari itu. Selanjutnya, setelah ada salah satu siswa perempuan yang menjawab bahwa hari itu akan mempelajari tentang agree and disagree, akhirnya T pun melanjutkan menjelaskannya. Setelah selesai menjelaskan T pun memberikan contoh tentang is and are. Pertama, T memberikan contoh kalimat “do you agree if Shania meets with andi?”, setelah itu siswa memahami artinya dan memahami maksud dari materi tersebut. Pada sesi kedua setelah T mengajak siswa untuk membaca percakapan yang ada di modul, T mengajak siswa dengan cara siswa harus merepeat percakapan yang telah dibacakan oleh T. T juga membagi siswa di kelas menjadi 2 bagian, grup A merepeat bacaan bagian A dan yang satunya adalah grup B merepeat bacaan bagian B.

Setelah itu, T meminta siswa untuk membuat percakapan dengan teman sebangku tentang materi tersebut. Setelah itu T bertanya kepada murid murid : “apakah kalian sudah selesai membuat text percakapannya?”, murid murid : “sudah Pak”.

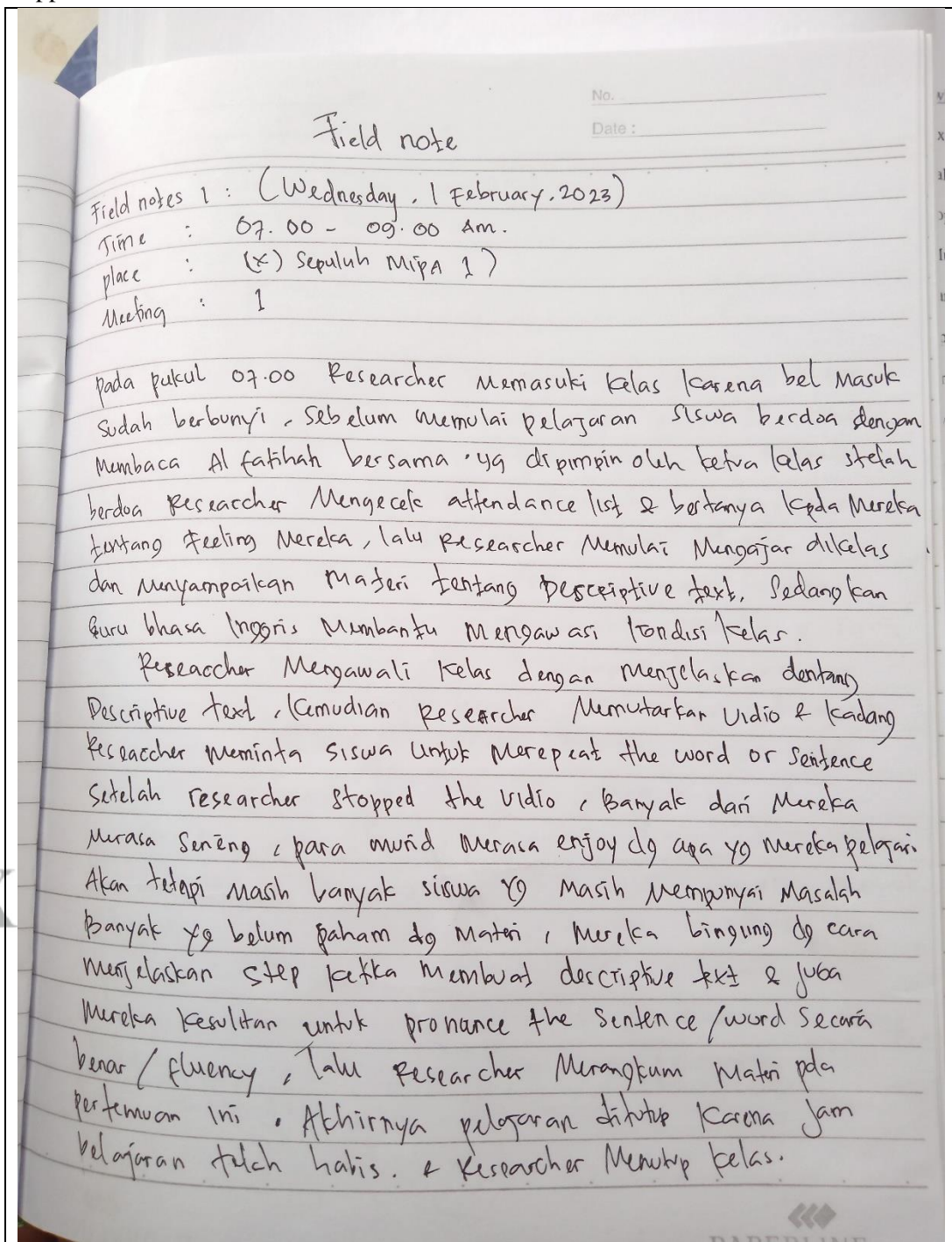
Lalu T memanggil siswa secara acak dan setelah itu siswa yang dipanggil harus langsung siap dan maju untuk membacakan text yang telah mereka buat. Semua siswa berhasil maju dan membacakan textnya.

Tetapi masih banyak diantara siswa yang kemampuan speakingnya sangat kurang. Banyak yang malu ketika maju dan membacakan textnya, ada yang mispronounce karna mereka bingung tentang cara membaca vocabnya. Hasil inti dari kegiatan observasi di kelas X MIPA adalah mayoritas siswa di kelas tersebut sangat rendah dalam kemampuan speaking. Banyak hal yang membuat mereka merasa tidak mau belajar meningkatkan speaking. Banyak pula masalah dalam speaking yang mereka hadapi, misalnya tidak percaya diri, kurang tau tentang vocabularynya, kurang tepat pronounciationnya, dan mengucapkannya secara tidak lancar. Tetapi, mereka sangat baik dalam kemampuan writing karna mereka bisa berfikir terlebih dahulu tanpa rasa takut dan tidak percaya diri karna itu dalam bentuk tulisan, dan mereka juga bisa melihat kamus. Kemampuan speaking yang mereka punya sangat rendah juga karna tidak banyak kesempatan yang mereka punya untuk melakukan speaking di dalam kelas karna terlalu mengacu pada materi dan teori dari T dan kurang ada minat dalam diri mereka untuk mengembangkan kemampuan speakingnya



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Appendix 6



No. _____

Date : _____

Field note 2

Day : Saturday 4th February 2023.

Time : 09.00 - 16.30 Am.

Place : X MIPA

Meeting : 2

pada pukul 09.00 hari Rabu, researcher Memasuki kelas X MIPA dg guru bahasa Inggris, lalu researcher memulai dengan Greeting & attendance list, researcher Memulai kelas dengan warming up, researcher Menjelaskan tentang generic structure, And language feature. tetapi pada pertemuan ini researcher memilih 7 siswa random untuk menjelaskan & menjawab pertanyaan dengan benar, Setelah Menjelaskan Materi & Mengecek pemahaman siswa, researcher meminta siswa untuk membuat kelompok yg terdiri 2 orang.

lalu researcher mengimplementasi digital story telling di pertemuan kedua ini, kondisi kelas semakin meningkat mereka mulai memahami how to pronounce the word correctly & juga menjawab pertanyaan dengan benar & mereka mulai berani & aktif jika di kelas. Akhirnya jam pelajaran telah habis & ditutup oleh researcher.

No. _____
Date: _____
Field note 3.

Field note 3: Wednesday, 10th February 2023.

Time: 09.00 - 10.30 - Am.

Place: X MIPA Class.

Speaking test

pd pukul 09.00 researcher Memasuki kelas, Sebelum Memasuki speaking test, researcher Meminta ketua kelas untuk Memimpin doa, researcher Meminta mereka untuk Menyiapkan pena & kertas, researcher Meminta mereka untuk Menuliskan memilih judul about Describing object, & Menghafalkan dilsamnya lalu researcher Meminta mereka maju kedepan & diberi pertanyaan seputar SW & LI of Describing text yg telah mereka buat, speaking test yg digunakan secara Individu & diberi waktu Max - 3 menit untuk menjawab. Semua siswa hadir & Mengikuti test setelah siswa Mempersiapkan semua, siswa Mulai maju kedepan & mereka ada yg terlihat gugup, ada yg tidak. worried ~ merasa takut jika jawabannya salah Tapi mereka Mengjawab dg benar, akhirnya mereka pun bisa berhasil dalam test. lalu researcher Meminta untuk Membuat video About explain Describing place. setelah itu mereka harus Mengupload Vidionya di youtube sbg homework, Akhirnya jam berakhir & mereka Menyelesaikan test dg baik & benar.

Appendix 7

**Documentation
Process Implementing Barrier Game Cycle 1**



**Documentation
Process Implementing Barrier Game Cycle 1 & 2**



Process Interview With English Teacher



Appendix 8

LEMBAR VALIDASI INSTRUMEN PENELITIAN

"THE IMPLEMENTATION OF BARRIER GAME TO IMPROVE STUDENTS' SPEAKING SKILL AT THE 10th GRADE OF MA HASYIM ASYARI TEGALDELIMO IN ACADEMIC YEAR 2022-2023"

Nama Validator : NINA HAYUMINGTIYAS, M.Pd
Ahli Bidang : Dosen T&I
Unit Kerja : UIN KHAS JEMBER

Petunjuk pengisian:

1. Penilaian instrument penelitian ini dilaksanakan berdasarkan pada aspek dan indicator penelitian yang telah ditetapkan.
2. Berilah tanda centang (✓) pada kolom yang sesuai dengan penilaian Bapak/Ibu dengan ketentuan sebagai berikut:

4 = Sangat baik
3 = Baik
2 = Kurang
1 = Sangat kurang
3. Pengisian dilakukan pada tiap-tiap kolom. Jika ada penelitian yang tidak sesuai atau terdapat kekurangan, tulislah kritik/saran Bapak/Ibu pada baris yang telah disediakan.
4. Atas Kerjasama Bapak/Ibu kami ucapkan terima kasih

K

LEMBAR VALIDASI INTERVIEW

No	Aspek yang dinilai	Skor			
		1	2	3	4
1.	Kesesuaian pertanyaan wawancara dengan tujuan wawancara			✓	
2.	Pertanyaan wawancara mudah dipahami				✓
3.	Pedoman wawancara layak digunakan untuk menganalisis kemampuan berbicara siswa			✓	
4.	Bahasa yang digunakan tidak mengandung makna ganda			✓	
5.	Maksud dari pertanyaan dirumuskan dengan singkat dan jelas			✓	

Komentar dan saran Perbaikan

.....


Secara umum tes ini :

1. Valid ,dapat digunakan tanpa revisi
- ② Valid ,dapat digunakan dengan revisi
3. Kurang valid ,butuh revisi
4. Tidak valid ,butuh revisi

(Mohon untuk melingkari nomor yang sesuai dengan kesimpulan bpk/ibu)

Jember ,13 Maret .., 2023

Validator,



 NINA HAYUNINGTYAS M.Pd

K

LEMBAR VALIDASI OBERVASI

No	Aspek yang dinilai	Skor			
		1	2	3	4
1.	Petunjuk penggunaan instrument lembar observasi sesuai dengan gramatikal bahasa inggris			✓	
2.	Petunjuk penggunaan instrument lembar observasi dapat dipahami dengan jelas			✓	
3.	Aspek penilaian dalam lembar observasi dapat dipahami dengan dengan jelas			✓	
4.	Aspek penilaian dalam lembar observasi dapat menggambarkan pengukuran pemahaman konsep			✓	
5.	Pedoman atau kriteria penskoran dapat digunakan dengan baik			✓	

Komentar dan saran Perbaikan

.....

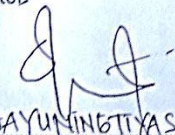
Secara umum tes ini :

1. Valid ,dapat digunakan tanpa revisi
- ② Valid ,dapat digunakan dengan revisi
3. Kurang valid ,butuh revisi
4. Tidak valid ,butuh revisi

(Mohon untuk melingkari nomor yang sesuai dengan kesimpulan bpk/ibu)

Jember, 13 Maret 2023

Validator,


 NINA HAYUNINGTYAS, M.Pd

K

LEMBAR VALIDASI SOAL

No	Aspek yang dinilai	Skor			
		1	2	3	4
1.	Isi materi sesuai dengan standar kompetensi dan Kompetensi dasar ditinjau dari penentuan indikator			✓	
2.	Soal sesuai dengan indikator			✓	
3.	Petunjuk cara mengerjakan soal sesuai dengan soal yang disediakan			✓	
4.	Pedoman penskoran sesuai dengan bobot kriteria soal secara logis			✓	
5.	Butir soal menggunakan Bahasa Inggris yang sesuai dengan gramatikal.				✓
6.	Rumusan kalimat soal mudah dipahami				✓
7.	Rumusan soal tidak menggunakan kata/ kalimat yang menimbulkan penafsiran ganda atau salah penafsiran			✓	

Komentar dan saran Perbaikan

.....

Secara umum tes ini :

1. Valid ,dapat digunakan tanpa revisi
2. Valid ,dapat digunakan dengan revisi
3. Kurang valid ,butuh revisi
4. Tidak valid ,butuh revisi

(Mohon untuk melingkari nomor yang sesuai dengan kesimpulan bpk/ibu)

Jember , 13, Maret, 2023

Validator ,

.....
 MIHA HAYUNINGTYAS, M.Pd

K

Appendix 9










RESEACH JOURNAL ACTIVITIES

Name : Umi Latifah

NIM : T20196176

Title : The Implementation of Barrier Game to improve speaking skill at the elevent grade student of Ma Hasyim Asyari Tegaldlimo

Location : Ma Hasyim Asyari Tegaldlimo

NO	Day / Date	Activity	Initials
1	Wednesday, 1 February 2023	The researcher gives a " surat permohonan penelitian " to the school	 (Bambang sunardi)
2	Tuesday , 2 February 2023	The researcher interview the English teacher and student And The researcher discussed about lesson plan with English Teacher	 (Bambang sunardi)
3	Saturday ,4 February 2023	The researcher hold preliminary study in the class	 (Bambang sunardi)
4	Monday ,6 February 2023	The researcher implements the action (first meeting) in cycle 1	 (Bambang sunardi)
5	Friday , 10 February 2023	The researcher implements the action (second meeting) in cycle 1	 (Bambang sunardi)
6	Wednesday , 15 February 2023	The researcher implements the action (first meeting) in cycle 2	 (Bambang sunardi)
7	Saturday ,18 February 2023	The researcher implements the action (second meeting) in cycle 2	 (Bambang sunardi)
8	Wednesday ,22 February 2023	The researcher gives a speaking test to the student	 (Bambang sunardi)
9	Saturday , 25 February 2023	The researcher asks for a letter of research finishing	 (Bambang sunardi)

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JEMBER

Appendix 10



**LEMBAGA PENDIDIKAN MA'ARIF NU (LPM - NU)
MA PLUS KETERAMPILAN HASYIM ASY'ARI**

SK DIRJEN PENDIS NOMOR : 2851 TAHUN 2020

TERAKREDITASI "B"

NSM : 131235100021 – NIS : 310030 – NPSN : 20579408

E-mail : mahateg@yahoo.co.id, websit: mahasyimasyasitegaldlimo.sch.id

Alamat : Jl. K.H. Rofiqi No. 15 Kendalrejo - Tegaldlimo - Banyuwangi Phone : (0333) 590462 Pos : 68484

SURAT KETERANGAN

Nomor : MA. 520 / KP. 01 / 11 / 11 / 2023

Yang bertanda tangan dibawah ini kepala Madrasah Aliyah Hasyim Asy'ari Tegaldlimo menerangkan bahwa :

Nama : UMI LATIFAH
Tempat/Tanggal Lahir : Banyuwangi, 16 Juni 2002
NIM : T20196176
Alamat : Gebangkandel RT/RW 1/3 Sumberasri Kecamatan Purwoharjo
Kabupaten Banyuwangi
Program studi : Tadris Bahasa Inggris
Perguruan Tinggi : Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

Adalah benar nama tersebut diatas telah melaksanakan Penelitian atau Observasi di MA Hasyim Asy'ari Tegaldlimo terhitung mulai tanggal 02 Februari s/d 17 Februari 2023 dalam rangka penyusunan skripsi dengan judul :

"THE IMPLEMENTATION OF BARRIER GAME TO IMPROVE SPEAKING SKILL AT THE ELEVENTH GRADE STUDENTS OF MA HASYIM ASY'ARI TEGALDLIMO ACADEMIC YEAR 2022/2023"

Demikian surat keterangan ini di buat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

K



Appendix 11
DOKUMENT REVIEW

PROFIL MA PLUS KETERAMPILAN HASYIM ASY'ARI

A. IDENTITAS MADRASAH

1. Nama Madrasah : MA Plus Keterampilan Hasyim Asy'ari
2. Kepala Madrasah : Syamsul Arifin, S. Ag
3. NSM : 131235100021
4. NPSN : 20579408
5. Status Madrasah : Swasta
6. Tahun Berdiri : 1995
7. Terakreditasi : B (Baik)
8. SK Ijin Operasional Madrasah
Nomor : MAS / 10.0021 / 2016
Tanggal : 31 Oktober 2016
9. Email : mahateg@yahoo.co.id
10. NPWP : 02.268.021.9-627.279
11. Alamat Sekolah : Jl. KH Rofi'i No. 15 Dusun Kaliagung,
RT/RW : 003/001, Desa Kendalrejo, Kecamatan Tegaldlimo,
Kabupaten Banyuwangi, Provinsi Jawa Timur, Kode Pos 68484.

B. IDENTITAS KEPALA MADRASAH

1. Nama : Syamsul Arifin, S.Ag
2. Nomor Induk Kependudukan : 3510040609710001
3. Tempat Tanggal Lahir : Banyuwangi, 06 September 1971
4. Pendidikan Terakhir : S-1 PAI/1995
5. Jurusan : PAI
6. Pangkat/Golongan : III/d
7. Nomor/Tanggal SK : PC/02756/SK/B-4/VII/2018.
Tgl 02/07/2020
8. Alamat Rumah : Sumberejo RT 065 RW 010, Desa

Tegaldlimo, Kec. Tegaldlimo

9. Telepon/HP

: 085321256885 / 085336347544

C. VISI DAN MISI MADRASAH

1. Visi: TERWUJUDNYA INSAN BERKUALITAS TINGGI DALAM IPTEK YANG RELEGIUS DAN HUMANIS.
2. Misi Sekolah :
 - a. Menumbuhkan semangat belajar untuk pengembangan Iptek dan Imtaq.
 - b. Mewujudkan tenaga pendidikan dan kependidikan yang profesional, Inovatif, Kreatif serta peduli lingkungan.
 - c. Menyelenggarakan pendidikan yang berkualitas serta berakhlak mulia
 - d. Mewujudkan kegiatan pembelajaran yang menyenangkan kreatif dan inovatif.
 - e. Menumbuhkembangkan semangat penghayatan dan pengamalan ajaran Islam dalam kehidupan sehari – hari
 - f. Mewujudkan warga sekolah yang memiliki kepedulian terhadap diri, lingkungan dan berestetika tinggi.

D. KEADAAN SARANA DAN PRASARANA

Adapun keadaan sarana dan prasarana Madrasah adalah luas tanah dan Ruang Menurut Jenis, Kondisi, Luas, dan Perlengkapan Madrasah adalah sebagai berikut :

1. Luas tanah

Status Pemilik	Luas Tanah	Penggunaan		Lain - lain
		Bangunan	Halaman	
Hak Milik	1800 m ²	837 m ²	963 m ²	-

2. Ruang Menurut Jenis, Kondisi, dan Luas

NO	NAMA RUANG	JUMLAH	LUAS	KERUSAKAN		
				Baik	Rusak sedang	Rusak berat
1	Ruang Kelas	6	336 m2	6		
2	R. Kepala Madrasah	1	30 m2	1		
3	R. Guru	1	30 m2	1		
4	KM/WC Guru	1	3,7 m2	1		
5	KM/WC Murid	7	3,7 m2	7		
6	Masjid	1	135 m2	1		
7	R. TU	1	30 m2	1		
8.	R. Lab. Komputer	1	63 m2	1		
9	R. UKS	1	16 m2	1		
10.	R. Perpustakaan	1	30 m2	1		
11.	R. Laboratorium/ Konseling	1	20 m2	1		
12.	R. Laboratorium Bahasa	1	63 m2	1		
13.	R. Laboratorium Menjahit	1	30 m2	1		
14.	R. Laboratorium Kecantikan	1	30 m2	1		
15.	R. KOPSIS	1	5 m2	1		

NO	Jenis	JUMLAH	KERUSAKAN		
			Baik	Rusak sedang	Rusak berat
1	Ruang Kelas	6	6		
1	Meja Siswa	160	146	10	4
2	Kursi Siswa	160	157		3
3	Meja Guru	18	18		
4	Kursi Guru	18	18		
5	Papan Tulis	8	7	1	
6	Almari	5	5		
7	Komputer	4	4		
8	Laptop	20	17	2	1
9	Meja administrasi	1	1		
10	Almari kaca	1	1		
11	Meja Komputer	2	2		
12	Meja, Kursi tamu	2 set	2 set		
13	Meja kecantikan	2 set	2 set		
14	Mesin jahit	15 set	9 set	2 set	4 set
15	Proyektor	7	7		
16	CCTV	12	9		3
17	Kipas angin	13	13		
18	AC	1	1		
19	Printer	4	2	1	1
20	Pengeras suara	1	1		
21	Big sound	4	2	1	1

SYLABUS MADRASAH ALIYAH

Mata Pelajaran : BAHASA INGGRIS - PEMINATAN

Kelas : X

Kompetensi Inti :

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya</p>	<p>Teks lisan dan tulis untuk Mendeskripsikan tentang tempat dan orang</p> <p><i>Fungsi sosial</i></p> <p>Menjaga hubungan interpersonal dengan guru, teman dan orang</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan/menonton interaksi ungkapan ajakan melakukan suatu tindakan. • Siswa mengikuti interaksi mengucapkan ungkapan ajakan melakukan suatu tindakan. • Siswa menirukan model interaksi mengucapkan 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial mengucapkan ungkapan ajakan melakukan suatu tindakan • Tingkat kelengkapan dan keruntutan struktur teks mengucapkan ungkapan ajakan melakukan suatu tindakan • Tingkat ketepatan unsur 	<p>1 x 3 JP</p>	<ul style="list-style-type: none"> • Audio CD/ • SUARA GURU • Koran/ majalah ber • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org

<p>diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan ajakan melakukan suatu tindakan, serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.1 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ajakan melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>	<p>lain</p> <p><i>Struktur teks</i></p> <p>Menjelaskan about something</p> <p><i>Unsur kebahasaan</i></p> <p>Kosa kata, tata bahasa, ucapan, tekanan kata, dan intonasi.</p> <p><i>Topik</i></p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.</p>	<p>ungkapan ajakan melakukan suatu tindakan.</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi mengucapkan ungkapan ajakan melakukan suatu tindakan (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan (questioning)</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan mengucapkan ungkapan ajakan melakukan suatu tindakan dalam bahasa Inggris perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa mengucapkan ungkapan ajakan melakukan suatu tindakan dengan bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan ajakan melakukan suatu tindakan yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antara 	<p>kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi</p> <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan ajakan melakukan suatu tindakan. Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ungkapan ajakan melakukan suatu tindakan serta responnya <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk mengajak melakukan suatu tindakan dan responnya ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Kesantunan dan kepedulian dalam melaksanakan komunikasi Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi 	<p>ncil.org/en/</p>
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		<p>ungkapan ajakan melakukan suatu tindakan dalam bahasa Inggris dan dalam bahasa siswa.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa mengucapkan ungkapan ajakan melakukan suatu tindakan dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk mengucapkan ungkapan ajakan melakukan suatu tindakan dalam jurnal belajar (<i>learning journal</i>). 		
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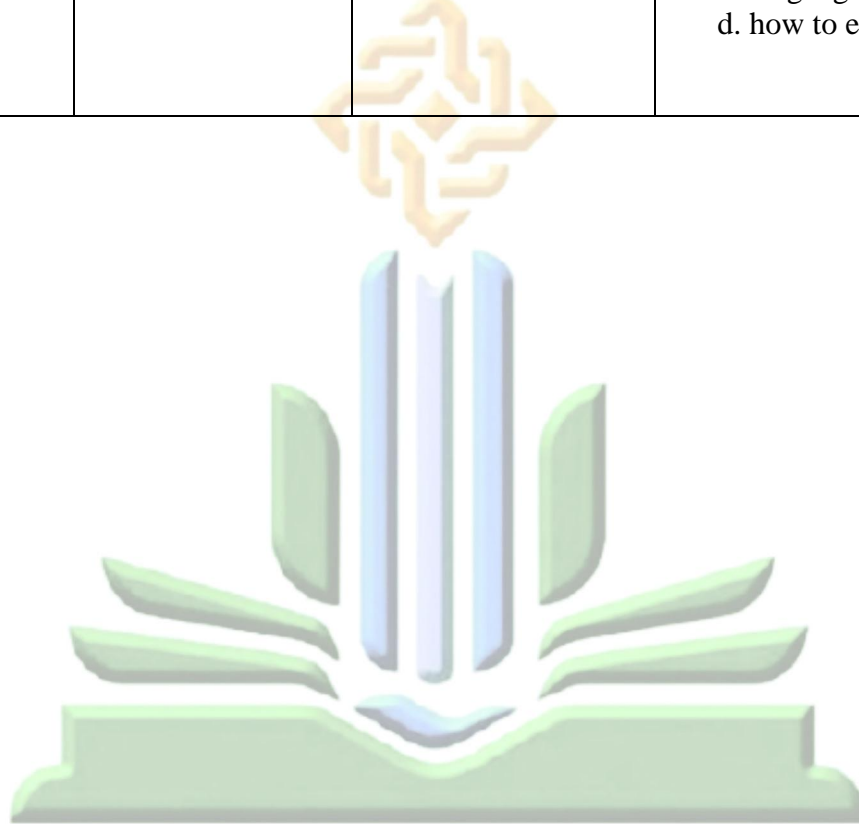


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Matrix of Research

Title	Variable	Sub Variable	Indicator	Source of data	Research Method	General Question:
<p>The Implementation of Barrier game in Teaching English Speaking of the elevenr Grade Students of Ma Hasyim Asyari Tegaldlimo in the Academic Year of 2022/2023</p>	<p>A. English Speaking</p>	<ol style="list-style-type: none"> 1. Speaking Ability 2. Teaching Speaking 3. The Aspects of Speaking 4. The importance of teaching Speaking 5. Characteristic of Effective Speaking Activities 6. The Activities to promote Speaking Skill 7. The advantages use of games in the classroom 	<ol style="list-style-type: none"> a. Types of spoken language b. Micro skill of oral communication c. What makes speaking difficult a. Fluency b. Accuracy c. Pronunciation d. Vocabulary e. Grammar <ol style="list-style-type: none"> a. Pupils talk a lot b. Participant is even c. Motivation is High d. Language is on an acceptable level a. Discussion b. Role Play c. Simulation d. Information Gap e. Brainstorming f. Story Telling g. Interviews h. Story Completion i. Reporting j. Playing Cards k. Picture Narrating l. Picture Describing m. Find the difference 	<ol style="list-style-type: none"> a. English teacher b. Learners c. Observation d. Interview e. test 	<p>CAR procedure (Kemmis and Mc Tanggart, 1998)</p> <ol style="list-style-type: none"> 1. Preliminary study 2. Planning 3. Implementing 4. Observing 5. Reflecting 	<p>General Question: How can the implementation of Barrier Game to increase the students speaking skill of the Tenth Grade Students of Ma Hasyim Asyari Tegaldlimo?</p>

	B. Barrier Game	<ol style="list-style-type: none"> 1. The aim of Barrier Game 2. The Concept of Barrier game 3. Getting Started 4. The Advantages of Barrier Game 	Developing Oral Language (Speaking) <ol style="list-style-type: none"> a. how to set up the game b. rules of playing c. language use d. how to end the game 			
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Curriculum Vitae



Data Pribadi / Personal Details

Nama / Name : Umi Latifah
Alamat / Address : Dusun gebangkandel rt 01/03 Desa sumberasri
Nomor Telepon / Phone : 087711451031
Pos Id : 68483
Email : umilatifah9090@gmail.com
Jenis Kelamin / Gender : wanita/female
Tanggal Kelahiran / Date of Birth : 16 Juni 2002
Status /Status : Pelajar/ Mahasiswa
Warga Negara / Nationality : Indonesia
Agama / Religion : Islam

Periode			Sekolah / Institusi / Universitas	Jurusan	Jenjang	Tahun
06	-	12	SDN 1 SUMBERASRI	-	Sd	2012
12		15	MTS NU 1 SUMBERASRI	-	Smp	2015
16		19	MA HASYIM ASY'ARI	Mipa	Sma	2019
19		23	UIN JEMBER	Tbi	S1	2023