

**THE EFFECTIVENESS OF USING BEPORDY'S GAME TO
TEACH SEVENTH GRADE STUDENT'S SPEAKING SKILL
AT SMPN 3 JEMBER**

THESIS

Submitted to the State Islamic University of Kiai Haji Achmad Shiddiq Jember

In partial fulfillment of requirement to obtain
A Bachelor's Degree of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
Islamic Education and Language Department



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
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MOTTO

وَلَا تَهِنُوا وَلَا تَحْزِنُوا وَأَنْتُمْ الْأَعْلَوْنَ إِنْ كُنْتُمْ مُؤْمِنِينَ ۝١٣٩

“And do not (feel) weak, and do not (also) be sad, because you are the highest (in rank), if you are believers.”
(QS. Ali-Imran (3):139).¹



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¹ M. Quraish Shihab, *Al-Qur'an dan Maknanya* (Jakarta : Lentera Hati, 2020), 6.

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Jember, 30 November 2023

Angga Firman Maulana



DEDICATION

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Angga Firman Maulana

ABSTRACT

Angga Firman Maulana, 2023: *The Effectiveness of Bepordy's Game to Seventh Grade Student's Speaking Skill at SMPN 3 Jember.*

Keywords: Bepordy's Game, Speaking Skill

Speaking is one basic component to be mastered. It is reasonably, remembering that the four language skills need knowledge of words because they will get nothing without speaking. The large the students master speaking skill the better they perform their language.

The focus of this research is: Is there are significant effect of Bepordy's game to seventh grade student's speaking skill at SMPN 3 Jember?

The purpose of this research is: To investigate whether or not there is significant effect of Bepordy's game to seventh grade student's speaking skill at SMPN 3 Jember..

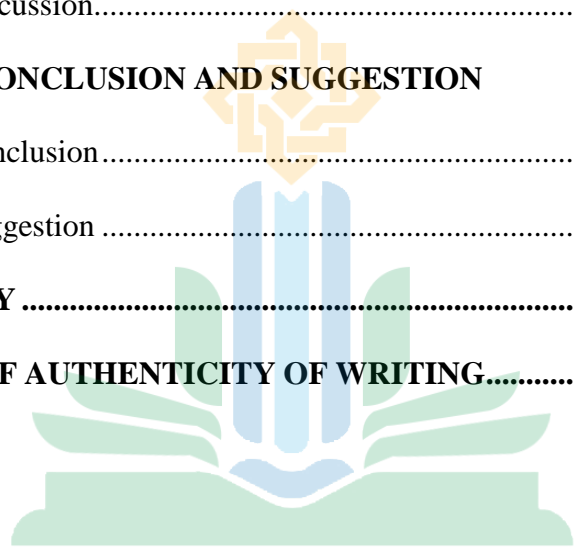
This research is a quantitative study applied the pre-experimental design by using the type of research form One-Group Pretest-Posttest Design. Data collection techniques using observation, tests, and questionnaires. Then the data was analyzed using the T-test formula. Based on the results of the data analysis of the T-test formula, it can be known that the result of the T-test is higher than the T-table.

This research came to the conclusion that: Based on student scores and classifications on the pre-test and post-test, there is a very significant difference. From these findings, this research successful, it is known from the average score on the pre-test increased to 76.66 post-test with 91.66. It means that there is a significant effect of Bepordy's game to seventh grade student's speaking skill at SMPN 3 Jember.

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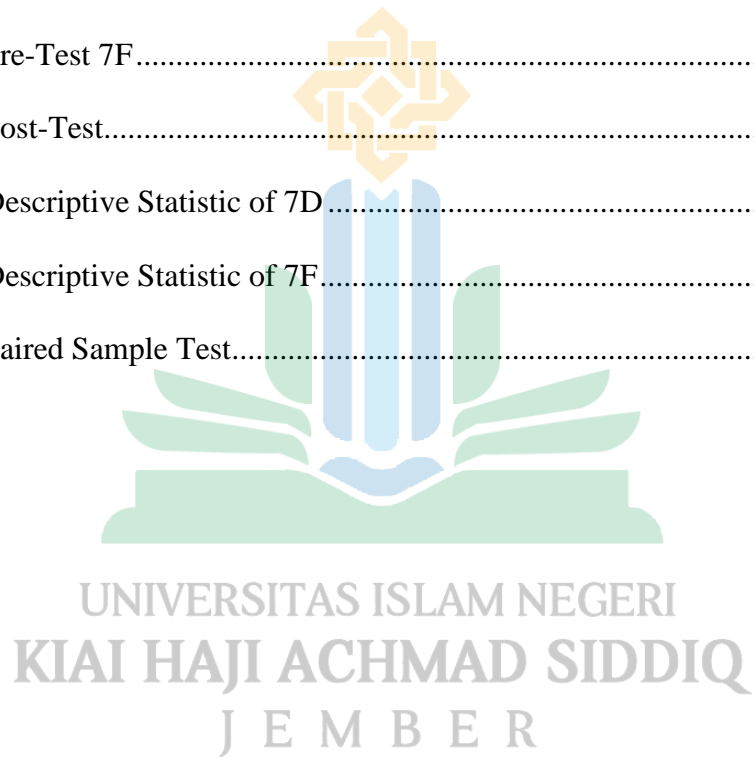
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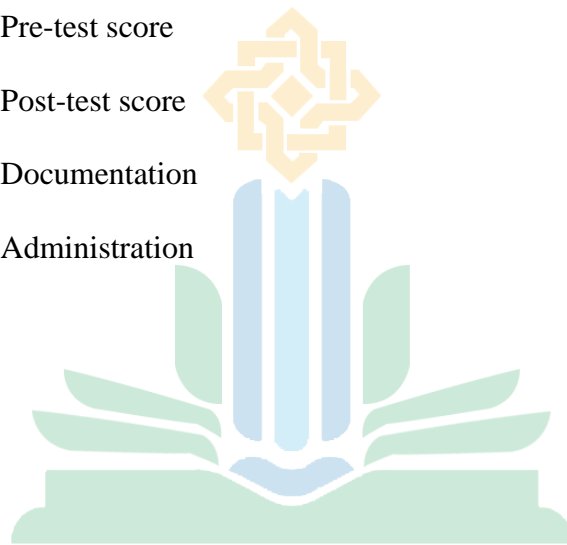
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CHAPTER 1

INTRODUCTION

A. Background of Study

We live in a world of language. We talk to our friends, our associates, and total strangers. We talk face to face, and over the telephone, and everyone responds with more talk. To understand our humanity, one must understand the nature of language that makes us human,² stated by Heinle. A language is a communication tool that allows people to talk to others. Like in Surah Ibrahim verse 4 said:

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانِ قَوْمِهِ لِيُبَيِّنَ لَهُمْ ۚ فَيُضِلُّ اللَّهُ
مَنْ يَشَاءُ وَيَهْدِي مَنْ يَشَاءُ ۚ وَهُوَ الْعَزِيزُ الْحَكِيمُ

The meaning : “We sent not an apostle except (to teach) in the language of His (own) people, in order to make (things) clear to them. Now God leaves straying those whom He pleases and guides whom He pleases: And He is Exalted in Power, Full of Wisdom.”
QS: Ibrahim verse 4.³

Everyone in the world speaks in their own language. But, there is one language that can connect people around the world, which is English language. English speaking is very important to be mastered since it is worldwide used. In other words, it is the language that is

² Heinle. *An Introduction to Language : Ninth Edition*. (Boston : Thomson Corporation, 2010), 3

³ A. Yusuf Ali. *Qur'an Translation in English and Arabic Text* (Durban: Islamic Propagation Centre International) <https://quranyusufali.com/14/>, retrieved on 5th June, 2020.

internationally used. As part of the international community, it is necessary to master English speaking for it plays important roles in the coming era where everything is going to be globalized. When someone is in Japan, for example (or in any other countries whose mother tongue is not English), and he/she does not speak Japanese, he/she can communicate with English to interact with people there. That is why English is needed to be learned.

In learning English, we have to master four skills there are: reading, listening, writing, and speaking. All the skills are important for us to learn English. Speaking is one of the skills that we have to be mastered in learning English. Thornbury stated, "Speaking is so much a part of daily life that we take it to grant."⁴ It means, by speaking people can express their ideas and purpose orally to the listeners. Because of that, learning speaking of foreign language needs more practice. In Indonesia, English has been the main subject for students at the school level. From elementary school until senior high school students learn English as a must in their lessons list. Burns believed that for most foreign language learners, speaking in the target language is not an easy thing to undertake because learning to speak a foreign language requires more than knowing grammatical and semantics rules.⁵

According to Fulcher that in the teaching and learning process, students often get bored to learn English because the material and

⁴ S. Thornbury. *How to Teach Speaking*. (London: Longman Press, 2007). 1

⁵ Christine Burns, *Teaching Speaking: A Holistic Approach* (New York: Cambridge University Press, 2012), 37.

method are monotonous and also less English practice.⁶ Therefore, the teacher should have many ways to make their students active and motivated in learning English, especially in learning speaking. And, one of the best and exciting ways to make students active and motivated in learning to speak English is by playing a game. Based on Erozo's thesis of Sri Wahyuni and Fitri Yulianti, he stated that games are highly motivating because they are amusing and interesting.⁷ This statement also cited by Wright, Batteridge & Bucky games help and support many learners to continue their awareness and work.⁸ By using the game, learners can enjoy the lesson while in the class. They will anticipate and be active in learning English. Brewster and Ellis stated that a game in teaching is any fun activity that allows young learners to practice the foreign language in a relaxed and enjoyable.⁹ Learners can practice their speaking ability while they are playing a game in the class, they can feel happy and enjoy the lesson. Brewster and Ellis also cited that games are not only motivating and fun but also provide excellent practice for improving vocabulary, pronunciation, grammar, and the four language skills.¹⁰ Therefore, games which used during lessons in the classroom are highly recommended, so that the teachers can improve students' learning outcomes, particularly in speaking class.

⁶ G. Fulcher, *Testing Second Language* (Britain : Pearson Education Limited, 2003), 51.

⁷ Sri Wahyuni and Fitri Yulianti, "*The Use of Guessing Game to Improve Student's Speaking Skill*" (Published Thesis, STKIP Bina Bangsa Getsempena, 2016), 13.

⁸ A. Wright, D. Batteridge, & M. Bucky, *Games for Language Learning: Third Edition* (New York: Cambridge University Press, 2005), 1.

⁹ Brewster and Ellis, *The Primary English Teacher's Guide* (England: Penguin English, 2004), 172.

¹⁰ Brewster and Ellis, 27.

By playing a game in the learning activity, it can make the students feel competitive with their classmates. They became very enthusiastic when they have to be the best than others. Dimas Wahyu in his thesis “The Effect of Picture-Guessing Game Towards the Ninth Grade Students’ Speaking Ability of SMPN 3 Kediri In Academic Year 2017/2018” stated that game makes students more enthusiasm when the teacher asks students to have a competition to each other in games activity. It does not only make them pushed to be the best from others, be a chance for them to get good scores in learning English. And as we know many English teachers has a different way in teaching English. Some teachers who explain the subject matter while teaching English, there are other teachers who only give assignments to the students to answer English questions or exercises. So many kinds of teaching English that can make the students understand about English subject in the class. But, teaching English by playing a game can be very helpful for students to be motivated in learning English.

There is a game that can be played by young learners in learning to speak English, it is a bepordy’s game. The concept is the same as a guessing game but the method is slightly changed so that looks more competitive, more toward a quiz. This is the one of the funniest and easy games to play in teaching English. According to Klippel, “Everybody knows a guessing games, it is not only children that like guessing games, adult like guessing too, as shown by many popular TV

programmers.”¹¹ He adds “Guessing are true communicative situations and such are very important to practice a foreign language with fun and excitement”. The rule of a guessing game is very simple. It is one person who knows something that another one wants to find out. Guessing game can be played individually or in teams to identify something that indicates. According to Webster, guessing game is a game in which the participants compete individually or in teams in the identification of something indicated obscurely (as in riddles or charades).

Some theories in the thesis said that guessing games is really helpful for the students in learning to speak English. Sri Wahyuni and Fitri Yuliani in their thesis entitled, “The Use of Guessing Game To Improve Student’s Speaking Skill” stated that teaching speaking by using guessing game encourage the students to learn actively. The students looked very enjoy in the game, they give more attention and participation on the game. They have the opportunity to discuss and share the material. In this thesis, the researcher conducted an experiment and the result is the use of guessing game can be applied in all of school. This strategy is beneficial for reviewing and integrating subject matter. Other thesis also have the same statement about the use of guessing games in teaching English that helpful for students’ speaking ability. In the thesis of Zully Zulaikho Puspitasari and Slamet Asari entitled “The

¹¹ F. Klippel, *Keep Talking: Communicative Fluency Activities For Language Teaching* (Cambridge: Cambridge University Press, 2012), 45.

Effect of Using Interactive Guessing Game Technique on Fluency Student's Speaking Skill", their thesis was conducted at MTS Bustanul Ulum Tanggunprigel that use interactive guessing game technique can improved students' speaking skill, especially in fluency aspect. They stated that for improving students' speaking skill score, especially in fluency aspect is recommended to use interactive guessing game because this game gives students more opportunities to make a turn to speak when the students try to guess something. In Dimas Wahyu Akir Saptono's thesis entitled "The Effect of Picture-Guessing Game toward The Ninth Grade Students' Speaking Ability of SMPN 3 Kediri in Academic Year 2017/2018" stated that picture-guessing game can be implemented in teaching speaking because it motivates and excites students' experiences to develop their speaking ability in a fun and comfortable way.¹²

Therefore, the researcher conducted the research on students' speaking ability by using a guessing game. By using a guessing game, it can be expected to improve students' speaking ability while in the classroom. Because of the rule of this game is one person knows something that others do not know, so the students will feel challenged to know what the others know. The most important thing is the opportunity for students to speak English in front of their friends. It can also train student's mentality to speak a foreign language.

¹² Dimas Wahyu Akir Saptono, "The Effect of Picture-Guessing Game toward The Ninth Grade Students' Speaking Ability of SMPN 3 Kediri in Academic Year 2017/2018 (Published Thesis, 2018), 6

The difficulties and negative assumptions can be overcome if much evidence strengthens the use of games as a learning technique to improve learning outcomes. The grade 7 students at SMPN 3 Jember have a several problem when they learn to speak. Some of these problems are:

1. Many students are nervous and afraid to use English conversation, students have problems with their confidence.
2. Many students are reluctant to make new sentences to share and communicate.
3. Many students are still clumsy in speaking, they only speak when the teacher asks.
4. Many students worry that their vocabulary and grammar are limited; This makes students often have difficulty when they want to express their ideas and opinions.
5. Many students do not participate in class or they have a lack of participation in the classroom.

With this method, students are expected to be able to follow English lessons in a conducive and fluent manner. Because in mastering a language, we are required to understand the language naturally, not just memorize it, but also blend in with the environment. And the way to make the environment look attractive is by making them happy learning english.

To some, learning English appears to be complicated. In the academic contexts, students still get difficulties in learning English.

Teachers as educators should be creative in choosing the best method to teach the language. Learning strategies that are less fun or arguably boring do not improve student's English skills, instead will only make students feel bored and lazy to learn. The most important thing is that students enjoy every learning process as something fun. It can help the students feel comfortable during the learning process. Fun learning activities will have an impact on improving student's English abilities naturally. It helps students to reduce pressure during learning. Therefore, the ways of learning must be designed and adapted to the needs of students. This paper is research based. It means that the paper is about author's perspective of how to learn English in fun ways. This paper enlists several fun ways in learning English. So, the students can find their enjoyment in learning English.

B. Research Questions

Based on the background of the research above, the researcher question was "Is there are significant effect of Bepordy's game to seventh grade student's speaking skill at SMPN 3 Jember?"

C. Research Objection

Based on the research question previously the objective of this research was to investigate whether or not there is significant effect of Bepordy's game to seventh grade student's speaking skill at SMPN 3 Jember.

D. Research Significans

The significance of this research can be divided into two categories : theoretically significance and practically significance

1. Theorically

This research could add the existing knowledge of speaking skill especially in beporody's game strategy

2. Practically

For English teachers and students, this research activity would provide benefit in improving student's speaking skill. And for other researchers in the future, this research could be a source to conduct further research that was relevant to the problem.

E. Definition of Key Term

1. Speaking

Speaking is one of the most important skills in learning English, as speaking in the primary means of communication. We cannot express our feelings to other without speaking. Speaking is a productive skill inseparable from listening. When we speak, we create a text and it needs to make sense. Due to the nature of communication, we find speakers and listeners, messages and feedback. Speaking encourages learners to learn English sounds and is inseparable from pronouncing words.

2. Bepordy's Game

Bepordy's game just like common guessing game, but more variety. Bepordy's game is a game where groups or individuals have to answer the questions available on the board based on the material that has been taught. This game can be modified by the teacher himself. This game is a scramble game, because each question has points that each group will collect to win the game. Students will choose one available question based on a predetermined category. There are five categories, each category has four questions, each question has its own points, consists of 50, 100, 150, and 200. The higher the points the more difficult the question. After the student selects the category and points, the teacher will read the question. After the question is read, one of the students from each group will immediately raise their hand to answer the question. If correct, the group gets points and has the right to choose the next category, but if wrong questions will be thrown to other groups until someone is correct, and if all answers are wrong, points will be considered forfeited and no one will get points. The game will end when all points have been collected and the group with the most points will be the winner.

CHAPTER 2

LITERATURE REVIEW

This chapter presents literature review related to the research topic. They cover: theoretical framework, review of related studies, and conceptual framework.

A. Review of Related Studies

There are some studies are related to this research

1. In the previous research was belonged to Dimas Wahyu Akir Saptono entitled “The Effect of Picture Guessing Game toward the Ninth Grade Students’ Speaking Ability of SMPN 3 Kediri in Academic Year 2017/2018”. In this research, the researcher conducted the research on student’s speaking skill through picture guessing game. This research focused on how the picture guessing game affect students’ speaking skill. This research used procedure text material for the ninth grade in SMPN 3 Kediri. Students’ are asked to gather in a group with their classmates, and then the teacher gave the parts of the picture repeatedly until the students can guess the overall of the picture.
2. The second previous research was belonged to Zully Zulaikho Puspitasari and Slamet Asari entitled “The Effect of Using Interactive Guessing Game Technique on Fluency Students’ Speaking Skill”. In this research, the researchers focused on how the interactive guessing game technique affect on fluency students’ speaking skill. This

research was conducted at the eighth grade in MTS Bustanul Ulum Tanggunprigel. The researchers focused on short functional text to be tested in students' speaking skill which is the students have to deliver the short message or announcement.

3. The third previous research was belonged to Devi Anggreyni entitled "Improving Students' Speaking Skill Through Bepordy's Game Technique At Grade X-I Of SMA Negeri 1 Angkola Selatan Tapanuli Selatan". In this research, the researchers focused on how to motivated the students to learning the English by using guessing game. The researchers focused on descriptioanal text from to be tested in students' speaking skill which is the student have to describe about the picture and it's about "What is my job?"
4. The fourth previous research was belonged to Mochammad Tanzil Multazam entitled " Improving Students' Speaking Skill By Using Bepordy's Game at Junior High School". In this research, the researchers focused to determine the results of the two tests, which were compared before and after being given treatment. This research was conducted at the seventh grade in SMPN 2 Gempol. The researcher focused on oral test which is the students must to describe the picture in front of them.
5. The fifth previous research was belonged to Ni Putu Widiari Kusuma Dewi, Putu Ayu Paramita Dharmayanti, and I Nengah Astawa entitled "Using Bepordy's Game To Improve Students' Speaking Skill". In

this research, the researchers focused to improve students' speaking skills by using guessing games. This researchers conducted at the eighth grade in SMPN 1 Kuta Utara. The researcher focused on oral test which is students were asked to choose one of the topics and describe it by stating five characteristics of the topic.

The similarity of the thesis above with this research is the researchers used guessing game to improve students' speaking ability while teaching class. The thesis above used several texts to be tested in guessing game. This research also used a text to be tested in guessing game. But, this research has its own characteristic. The researcher used descriptive paragraph to be tested in this research. The students are not only given the opportunity to speak English, but also given a guidance on how to arrange words in a sentence or a question by using good grammar, the researcher also will give many vocabulary to the students, so there is no mistake in talking asking something to others and they have prepared many vocabulary when talk to others.

Table 2.1
The similarities and differences of the related studies and this research :

No.	Name, Title, Research year	Similarities	Differences
1	2	3	4
1.	Dimas Wahyu Akir Saptono (2018) : "The Effect Of Picture-Guessing Game	The similarity between this research and the	The difference between the previous research

	Toward The Ninth Grade Students' Speaking Ability Of SMPN 3 Kediri In Academic Year 2017/2018"	previous research is the researcher used guessing game to improve students' speaking ability while teaching class.	and the current research is the researcher used question to play the guessing game. And he used quiz method to become more interesting.
2.	Zuly Zulaikha Puspitasari and Slamet Asari (2018) : "The Effect Of Using Interactive Guessing Game Technique On Fluency Student's Speaking Skill"	The similarity between this research and the previous research is the researchers used guessing game to improve students' speaking ability while teaching class.	The difference between the previous research and the current research is the researchers used date and time material to be tested on students' speaking skill.

3.	<p>Devi Anggreyni (2014) : “Improving Students’ Speaking Skill Through Bepordy’s Game Technique At Grade X-I Of SMA Negeri 1 Angkola Selatan Tapanuli Selatan”</p>	<p>The similarity between this research and the previous research is the researchers used the researchers used guessing game to improve students’ speaking ability while teaching class.</p>	<p>The difference between the previous research and the current research is about how this research used free speaking to test students’ speaking skill in a pre-test. It make the researchers know what the difficulties that faced by the students</p>
4	<p>Mochammad Tanzil Multazam (2023) : “ Improving Students’ Speaking Skill By Using Bepordy’s Game at Junior High School”</p>	<p>The similarity between this research and the previous research is the researchers used guessing game to improve students’ speaking ability while teaching</p>	<p>The difference between the previous research and the current research is about how this research used this method become fun and entertaining to help</p>

		class.	them learning English
5	Ni Putu Widiari Kusuma Dewi, Putu Ayu Paramita Dharmayanti, and I Nengah Astawa (2019) : “Using Bepordy’s Game To Improve Students’ Speaking Skill”	The similarity between this research and the previous research is the researchers used guessing game to improve students’ speaking ability while teaching class.	The difference between the previous research and the current research is about basic method from this bepordy’s game.

So, based on the research studies above, it concluded that many difficulties that faced by students in learning speaking English in the class. And the solution is to use guessing game in order to help students in speaking English. By using this game, the students feel the excitement in the classroom so that learning English is not always monotonous and will always be anticipated. And also it will improve students’ scores in speaking class. As well as the development of students in speaking English, they can dare to speak English in front of their classmates.

B. Theoretical Framework

1. Speaking

a. Definition of Speaking

During the late twentieth century, language acquisition research made us consider some long-standing benefits about how people learn to speak. Several studies led to the conclusion that we had gotten the basic idea backwards: People do not learn the pieces of the language and the put them together to make conversations. Instead, infants acquiring their first language and people acquiring second languages learn the pieces by interacting with other people,¹³ stated by David Nunan.

This statement cited by Tarigan, “speaking is the capability in pronouncing sound or word to express or convey thought, idea or feeling.”¹⁴ It means that speaking is a communication instrument or communication tool for all people in the world. Because, from speaking we can know what people think through the word they say, how they express and convey their ideas and their feelings. If both speaking and ability are combined, it means a capability to utter the articulation of sound to express or to deliver thought, opinion and wish to other person. Therefore, Hornby said that in short speaking can be as the way to carry out feeling through

¹³ David Nunan, *Practical English Language: First Edition*, (New York: McGraw-Hill Companies, 2003), 50.

¹⁴ Henry Guntur Tarigan, *Pengajaran Analisis Berbahasa*, (Bandung : Angkasa, 1997), 15.

words, even conversations with other.¹⁵

Davin Nunan said speaking is learned in two broad contexts: foreign language and second language situations.¹⁶

- 1) A foreign language (FL) context is one where the target language is not the language of communication in the society (e.g. learning English in Japan or studying French in Australia). Learning speaking skills is very challenging for students in FL contexts, because they have very few opportunities to use the target language outside the classroom. Sometimes foreign language learners traveling in countries where their target languages are spoken find that they can neither understand native speakers nor be understood.
- 2) A second language (SL) context is one where the target language is the language of communication in the society (such as English in the UK or Spanish in Mexico). Second language learners include refugees, international students, and immigrants. Some second language learners (especially those who arrive in their new country as children) achieve notable speaking skills, but many others progress to a certain proficiency level and then go no further. Their speech seems to stop developing at a point where it still contains noticeable,

¹⁵ A. S. Hornby, *Oxford Advance Learner's Dictionary of Current Language*. (Oxford: Oxford University Press, 1999), 427.

¹⁶

patterned errors. These can be errors in grammar, vocabulary, pronunciation, or any combination of problems that affect the learners' ability to communicate by speaking.

Douglass Brown on his book stated that there are several basic types of speaking or oral production¹⁷ :

- 1) Imitative. At one of a continuum of types of speaking performance is the ability to simply parrot back (imitative) a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be included in the criterion performance.
- 2) Intensive. A second type of speaking frequently employed assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture).
- 3) Responsive. Responsive assessment task include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

¹⁷ Douglass Brown, *Language Assesment Principles and Clasroom Practice*, (New York: Pearson Education, 2004), 141-142.

- 4) Interactive. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple participants.
- 5) Extensive (monologue). Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether

b. Aspects of speaking

Aspects of speaking of this research are: accuracy and fluency. Accuracy is the extent to which student's speech matches what people actually say when they use the target language. Whereas fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searchers, etc.¹⁸

In accuracy, the aspect involved grammar, vocabulary, and pronunciation. As cited by Heaton, that students' ability to manipulate structure and to distinguish appropriate grammatical from in appropriate one.¹⁹ While the vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, students cannot communicative

¹⁸ David Nunan, *Practical English Language: First Edition*, (New York: McGraw-Hill Companies, 2003), 55.

¹⁹ J. Heaton, *Writing English Language Tests*, (New York: Cambridge University Press, 2004), 5.

affectively or express their ideas in both oral and written form²⁰ said Byrne. Pronunciation also important in accuracy while speak in English. According to Gerard, pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

c. The Teaching of Speaking

According to Douglas Brown teaching as showing or helping someone to learn is guiding and facilitating learning enables the learner to learn how to do something, giving instruction, guiding of the study of something, providing with knowledge causing to know or understand.²¹

Teaching is guiding, facilitating learning, enabling the learner to learn, setting the condition for learning. It means the condition of teaching is an activity or a process to help students getting knowledge from the environment system. The environment system consists of instructional purpose, the material delivered, policies, facilities, teacher and students.

In general, speaking is a means of communication, and its purposes are to communicate what is it one's mind to others.

²⁰ D. Byrne, *Language Learning In the Classroom: Teaching Oral English*, (Hongkong: Longman, 2006), 1.

²¹ H. Douglas Brown, *Principles of Language Learning and Teaching*, (New York: San Fransisco State University, 2000), 7.

Speaking, in other words, can be formulated as to give response directly to persuade others to do something, to clarify unclear thing, and to express an opinion, feeling, etc.²² According to Nigel Hardwood, speaking is a unique form of communication which is the basis of all human.²³ It means that speaking is the activity of speech and it is an integral part of the whole personalities which reflects the speaker's insight. Speaking is very important in many language classes, by speaking someone can inform, persuade, and also express an idea to other people. Speaking is a basic type of communication in our daily activities, through speaking human being can express their aim, ideas, or emotions.

Speaking is one of the importance of English. Learning to speak fluently and accurately is one of the greatest challenges for all language learners. According to Brown, Speaking is a productive skill that can be directly and empirically observed and also it can be defined as an interactive process of construct meaning that involves producing, receiving, and processing information.²⁴

To achieve the goals of teaching activity, a particular method or technique should be applied in presenting the material. They

²² Eulis Rahmawati, "Getting EFL Learners to speak: Obstacles and Solution", In *Loquen English Studies Journal*, Vol. 9, No. 4, (January – June, 2016), 23.

²³ Nigel Hardwood, *English Language Teaching Material: Theory and Practices*, (New York: Cambridge University Press, 2010), 208.

²⁴ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language*, (San Francisco: Longman, 2001), 140.

develop oral fluency that is the ability to express oneself intelligibly teachers regardless of their grade level, their subject areas, or types of schools in which they teach, are asked to perform three important functions. However, the goal of teaching speaking skill is communicative efficiency. Learners should be able to make themselves understood using 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.

From states of the experts above, the writer concluded that teaching speaking is teaching about speaking learning which a process to help students getting knowledge from environment system and useful to inform, persuade the aim, express the idea, communicate and as interaction with a human being in daily activities.

2. Guessing Game

a. Definition of Guessing Game

Klippel defined, the basic rule of guessing game is eminently simple: one person knows something that another one wants to find out.²⁵ Based on Klippel's definition about guessing game, guessing game is an easy game to play, because the rule just

²⁵ F. Klippel, *Keep Talking: Communicative Fluency Activities For Language Teaching*, (Cambridge: Cambridge University Press, 32).

to guess what other people know about something that others do not know. Similarly, Klippel said that guessing is true communicative situation and such are very important for foreign language practice with fun and excitement.²⁶ The implementation of this game is very simple. The researcher use descriptive function to describe a person in to guess by a participant who guesses the clue of other participant. For instance, if the group chose one picture "elephant", they must be present or provide clues about the animal to the other group to guess. The group will guess by asking. They should ask a question like "is it an animal?", "Is it big?" The ones who know the clue must answered the question from other participant, and they can only say "yes" or "no". So, it can be concluded that guessing game can make the students think about what the vocabulary they want to say, how they pronounce the words, and how they arrange the question to others. This game is very fun and enjoyable to play from all ages, from young generation to old generation. So that, they can learn how to speak English well and they will have a courage to speak to others.

b. Kinds of Guessing Game

Bruce Marsland cited that there are many guessing games based on the concept of one person "knowing", and the rest of the

²⁶ Klippel, 33.

class “guessing”. These all involve “yes/no” questions.²⁷ So, here are kinds of guessing game:

1) I-spy

This game involves the “knower” giving the first letter of an object he or she can see, and the rest guessing what it is. Each puzzle traditionally begins with the form “I spy, with my little eye, something beginning with A.” where “A” becomes the student’s chosen letter.

2) Twenty questions

Also known as “animal, vegetable, mineral,” this involves providing the category of an object, which is one of the three headings give above. The guessing students are then given twenty attempts to learn something about the object before they have to guess what it is. More advanced learners might include the fourth option of “Abstract” for nouns of emotion, and so on.

3) The coffee-pot game

This is also frequently used in many language classrooms, although verbs are particularly suitable. In each question the word “coffee-pot” is used instead of the word which the questioner is trying to guess (and which the “knower” might have written down on a piece of paper).

4) Guessing the story

²⁷ Bruce Marsland, *Lessons from Nothing*, (Cambridge: University Press, 2009), 22.

There are many short stories which can be used for a guessing game such as this. Some possible sources are listed in the bibliography at the back of this book. Alternatively, you could use interesting news items or magazine articles. This way of this game is by giving the class two or three clue words taken from the story. The class then asks “yes/no” questions to try to discover from you what the story is. If necessary a time limit or a maximum number of questions can be set before the class attempts to recreate the story for themselves, which they do orally. Only answer questions which are correctly formed.

5) Guessing “who” game

This game is one of the kinds of guessing game. The rule of this game is very simple. It can be played by dividing the class into groups or pairs or individual. The “knower” students given a paper that says someone’s name on it, than the “guesser” (the rest of students) has to guess by asking: “Do you have round face?” or “Do you have black eyes?”, and the “knower” students only answering the question by “yes/no”.

c. Benefits of guessing game

“Guessing games can be used to develop or reinforce concept, to add diversion to regular activities, or just to break the ice. However, there must be an important function is to give practice in communication, stated by Richard Amato (1988). It says that

guessing games can provide comfort and excitement, so students will not feel boredom during learning process in the class. Nevertheless, the most important thing is to give the students an opportunity in practicing their English. There are so many benefits of this guessing game. The students can feel the excitement when learning English because the teacher not only explains the subject matter, but also plays an exciting game. Students can also practice their speaking skills through this game.

According to Hidayat in the thesis of Dwi Rahmawati, the advantages of using guessing game in teaching speaking²⁸ are:

- 1) Guessing game can be used as a new technique in teaching and learning process
- 2) Guessing game can make students happy in speaking English
- 3) Guessing game create the well condition and enjoyable in the classroom
- 4) Guessing game can motivate the students to speak English easily
- 5) Guessing game can make the students interested to speak English with try to guess word in the guessing games activity
- 6) Guessing game can show the positive attitudes of each students in the learning process
- 7) Guessing game can enlarge knowledge, enrich vocabulary,

²⁸ Dwi Rahmawati, “*The Effectiveness of Using Guessing Game Technique Toward The Eight Grade Students’ Speaking Skill at MTs Negeri Bandung*”, (Published Thesis. IAIN Tulungagung, 2016), 27.

receive and send message, and also can be as problem solving.

And the disadvantage of Guessing game happens when the teacher does not use time effectively. Therefore, the implementation of guessing game in teaching and learning process can be as a reference for the teacher in teaching speaking.

3. Bepordy's game

a. Definition of Bepordy's Game

Bepordy's game just like common guessing game, but more variety. bepordy's game or "Be part of your study" is a game where groups or individuals have to answer the questions available on the board based on the material that has been taught. This game can be modified by the teacher himself. This game is a scramble game, because each question has points that each group will collect to win the game. Students will choose one available question based on a predetermined category. There are five categories, each category has four questions, each question has its own points. consists of 50, 100, 150, and 200. The higher the points the more difficult the question. After the student selects the category and points, the teacher will read the question. After the question is read, one of the students from each group will immediately raise their hand to answer the question. If correct, the group gets points and has the right to choose the next category, but if wrong questions will be thrown to other groups until someone is

correct, and if all answers are wrong, points will be considered forfeited and no one will get points. The game will end when all points have been collected and the group with the most points will be the winner.

b. Advantage and Disadvantage Using Bepordy's Game

The advantage of using bepordy's game in teaching speaking as follow :

- 1) Bepordy's game can be used as a new technique in teaching and learning process.
- 2) Bepordy's game can make the students happy in speaking English.
- 3) Bepordy's game create the well condition and enjoyable in the classroom.
- 4) Bepordy's game can motivite the students to speak English easily
- 5) Bepordy's game can make the students interested to speak English with try to answer the question on this activity.
- 6) Bepordy's game can show the possitive attitudes of each students in the process of learning.
- 7) Bepordy's game can enlarge knowledge, enrich vocabulary, receive and send message, and also problem solving.

Based on the advantages of bepordy's game above, there is also the disadvantage of it. The disadvantage of using this game

will happen if the teacher could not use the time effectively and efficiently. So, the researcher should manage the time as well as possible.

c. Implementing Bepordy's Game

There is instructional value in playing bepordy's game that requires the use of English words. One such game is conducted as follows :

- 1) The students will be divided into 4 groups. One of them is selected the paper from a board which contains categories, questions and point.
- 2) The teacher will read the question and students are not allowed to raise their hand before the question has been read. Only the student in front may raise their hand, the other are required to be silent and listen.
- 3) After the teacher finishes reading the questions, the students will immediately raise their hands to answer the questions. If it is correct then points will be given to that group and they have the right to choose a question, but if it is wrong then the question will be thrown to another group and if all are wrong then the points will be forfeited.
- 4) This game will continue until all the questions have been read out. The group with the highest points will be the winner

4. Hypothesis

A research hypothesis is a statement of expectation or prediction that will be tested by research. Based on the definition, it can be concluded that hypothesis is a temporary answer of the problem. Therefore, the hypothesis of this research are:

H₀ : There is no significant effect of playing Bepordy's Game on student's speaking skill.

H_a : There is no significant effect of playing Bepordy's Game on student's speaking skill.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents the research method applied in this research study that will apply in this research. It covers: research design, research participants, research setting, research subject, research instrument and data collection method, and data analysis technique.

A. Research Design

In this research, the researcher applied the pre-experimental design by using the type of research form *One-Group Pretest-Posttest Design*. According to Sugiyono, Pre-Experimental designs experimental results are the dependent variable, not solely influenced by independent variables. This can happen in the absence control variable, and the sample is not randomly selected. On One-Group design, this pretest-posttest design has a pretest before being given treatment. Thus the results of the treatment can be known more accurately, because it can be compared with the conditions before and after being given treatment.²⁹ This research is focused on conducting trials or experiments using bepordey's games on students' speaking abilities in SMP Negeri 3 Jember academic year 2022/2023. The researcher used 2 classes as a control class and an experimental class. Which is the experimental class will get a bepordey's game trial while the control class does not.

The researcher used the non-equivalent material group, pre-test and

²⁹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2014), 108.

post-test design. Because, the researcher used 2 classes as a comparison to test the guessing game on their speaking abilities. To collect the data, the researcher used pre-test and post-test design to the students. The pre-test was held before the treatment while the post-test was held after the treatment. The researcher used spoken test for the pre-test to know the students' speaking ability. The students asked to describe their families, such as their parents, or their brothers, or sisters, etc. in front of the class orally. From that speaking test, the research could find any errors experienced by students in speaking English. It can be a mistake in their pronunciation or from the grammatical error or other problems in speaking ability.

B. Population and Sample

Since the researcher conducted research on the experimental class and the control class, the study will conduct in 2 classes of 7th grade at SMP Negeri 3 Jember academic year 2022/2023.

1. Population

According to Arikunto, population is the whole object in the study.³⁰ Therefore, if we find someone wants to examine all the elements that exist in the area of research, the research conducted is population research. The population of this research is students of the 7th grade in SMP Negeri 3 Jember academic year 2022/2023. It consists of seven classes from class 7A to 7H of 257 students.

³⁰ Suharismi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2002), 108.

2. Sample

The sample is part of the number and characteristics possessed by the population. If the population is large, and it is not possible for the researcher to study everything in the population, for example due to limited funds, manpower and time, the researcher can use samples taken from that population. For this reason, samples taken from the population must be truly representative.³¹ The researcher used cluster random sampling. It is said to be “cluster” because it used to determine the sample if object to be studied or data sources are very extensive. The researchers took around 10-15% as the sample of the research which became the sample was taken from 65 students in two classes, class 7D and 7F.

C. Research Instrument

According to Tukiran and Hidayati, there are several types of instruments in quantitative research, including questionnaires, observations, documentary studies, and tests. The researcher used speaking test for the instrument of this research.³²

Speaking tests are generally used to assess and measure students learning outcomes in speaking English, particularly cognitive learning outcomes regarding mastery of subject matter in accordance with educational and teaching objectives.

³¹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung, Alfabeta, 2019) 126-127.

³² Tukiran Taniredja & Hidayati Mustafidah. *Penelitian Kuantitatif (Sebuah Pengantar)* (Bandung: Alfabeta, 2012) 44.

D. Data Collection Instrument

The researcher used pre-test and post-test to measure the students' speaking ability.

1. Pre-test is given in the form of speaking test orally. Students are asked to describe one of their favourite month. It can be January, March, June, and so on. Therefore, from the pre-test the researcher can determine what problems experienced by students in speaking English. The pre-test is conducted when the researcher has provided material about date and month in the experimental class and the control class. However, post-test is done by Bepordy's game trials in the experimental class.
2. The post-test is given in the form of speaking test orally. The post test was conducted after the researcher was given the treatment to the experimental class. In the post test, students are asked to describe one of their favourite holidays in front of the class with good pronunciation and good grammar.

The data was collected in the line with instruments and analyzed by employing the following procedures:

1. Vocabulary Test
 - a. Scoring the students' correct answer of pre-test and post-test by using the following formula:

$$\text{Score} = \frac{\text{the total of students correct answer}}{\text{total number of items in test}} \times 10$$

- b. Classifying the score of the students into the following measurement scale:

No.	Score	Classification
1	91-100	Excellent
2	76-90	Good
3	61-75	Average
4	51-60	Poor
5	<50	Very Poor

Calculating the mean score, finding out the standard deviation of pre-test and post-test, computing the frequency and the rate percentage of the students' scores and testing the hypothesis of significant difference between pre-test and post-test on some independent variable by calculating the value of independent t-test using SPSS 25 Version.

IBM SPSS 25 Verse is a program that has been widely used by students and researchers to examine various kinds of statistical data. IBM SPSS 25 is equipped with the ability to be used as data management, as well as data documentation.

Before conducting speaking test, the researcher provides date and month material in the experimental class and the control class. In this section, the researcher provided a variety of vocabulary, how to pronounce a good sentence, as well as providing treatment for grammar to make a sentence and also the generic structure of descriptive paragraph. By providing this understanding, students can be tested using guessing games for their speaking abilities.

In assessing students' speaking ability, the researcher used scoring rubric that adapted from Douglass Brown (2004). They were as follows:

Table 3.1
Scoring rubric adapted from Douglass Brown³³:

Aspects	Score	Criteria
1	2	3
Comprehensibility/content	5	The students describe the generic structure of descriptive paragraphs, stating the physical appearance and characteristics of a person described. The listener is very familiar with the contents of descriptive paragraph that he/she conveys. And successfully describe with a minimum of 5 sentences.
	4	The students describe someone by mentioning the generic structure of the text that contains person' physical appearance and person's characteristic. Most of what was said by the students is still easy to follow and easy to understand. But, there are some words are still confusing to understand.
	3	The listener can understand a lot of what was said by the students, the students describe people by mentioning what the teacher has told. But the listener cannot understand many of the speaker's more long sentences.

³³ Douglass Brown, *Language Assessment Principles and Classroom Practice* (New York: Pearson Education, 2004), 172-173.

	2	Only small bits (usually short sentences and phrases) can be understood – and then with considerable effort by someone to the speaker.
	1	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he/she seems to have said. He/she did not describe someone well, because he/she cannot mention at least 5 sentences in a paragraph.
Fluency	5	He/she has to make an effort of times to search words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
	4	Although he/she has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Sometimes the words are fragmented, but succeed in conveying the general meaning.
	3	He/she has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary.
	2	Long pauses while he/she searches for the desired meaning. Frequently fragmentary in delivering the words and sometimes halting in delivering the words. Almost gives up making the effort at times.

	1	Full of long and unnatural pauses. Very halting and fragmentary in delivering the words. At times gives up making the effort.
Pronunciation	5	Pronunciation is slightly influenced by the mother tongue. A few minor errors in pronunciation but most utterances are correct.
	4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few errors in pronunciation but only one or two major errors causing confusion.
	3	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. There are several pronunciation errors, some of which cause confusion.
	2	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. And so many 'basic' pronunciation errors.
	1	Serious pronunciation errors as well. No evidence of having mastered any of the language skills and areas practiced in the course
Grammar	5	Equivalent to that of a native speaker. Errors in grammar are quietly rare.
	4	Able to use the language accurately. Very few
	3	Control of grammar is good. Able to speak the language with a good grammar.

	2	The students can speak English but does not have thorough or confident control of the grammar.
	1	Errors in grammar are frequent, but listener can still understand what the students are saying about.
Vocabulary	5	The students speak using a variety of vocabulary and not monotonous because he/she has breadth of vocabulary.
	4	The students speak using the vocabulary he/she already has and so rarely does he/she speaks with memorize the vocabulary he/she has.
	3	Able to speak the language with vocabulary. Vocabulary is broad enough that he rarely to grope for a word.
	2	The students have sufficient vocabulary to express their selves simply.
	1	The students speak using simple vocabulary and very monotonous because he/she takes from the example given by the teacher.

E. Data Analysis Technique

In analyzing the data of this research study, the researcher used quantitative technique by calculating data used statistic technique. This method is done to find out if the data which obtained is significant data. Then, the researcher was able to determine that the use of guessing game has an influence on students' speaking ability. There are several techniques of data analysis performed by the researcher in this research study, including:

1. Determining Experimental Class and Control Class of class 7 at SMPN 3 Jember

To determine the experimental class and the control class, the researcher just take randomly 7th grade students at SMP Negeri 3 Jember. As a result, from 7th grade students which consist of 8 classes (7A-7H) the researcher got class 7D as experimental class and class 7F as control class.

2. Validity Test

According to Arikunto, validity is a measure that indicates the level of validity of an instrument.³⁴ In this research, the researcher used spoken test as the instrument. And the validity is used to determine how much this instrument had given the result. In conducting a validity test, the researcher asked the validators to perform the validity test in this research study. The researcher asked the English lecturer to

³⁴ Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta : Rineka Cipta, 2002)

conduct a validation test on this study.

Table 3.2
Content of Validity

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Matawan No. 01 Madiun, Telp: (0371) 438164 Fax: (0371) 437085 Kode Pos: 60136
Website: www.http://lib.uinkhas-jember.ac.id Email: kantarbiyah@uinkhas-jember.ac.id

VALIDATION FORM OF TEST

Petunjuk pengisian format penelaahan butir soal:
Analisislah instrumen soal berdasarkan semua kriteria yang tertera di dalam formasi!
Berilah tanda cek (✓) pada kolom "ya" bila soal yang ditelaah sudah sesuai dengan kriteria dan beri tanda cek (✓) pada kolom "tidak" bila soal yang ditelaah tidak sesuai dengan kriteria. Kemudian tuliskan alasan pada kolom catatan atau pada teks soal dan perbaikannya.

No	Pertanyaan	Ya	Tidak	Komentar
1	Apakah instrumen sesuai dengan kompetensi dasar dan indikator untuk siswa kelas VII?	✓		
2	Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkat kelas?	✓		
3	Apakah instruksi dapat dipahami siswa?	✓		
4	Apakah alokasi waktu dengan soal yang disediakan sesuai?	✓		
5	Apakah instruksi sudah sesuai dengan aspek yang akan diukur?	✓		
6	Apakah instruksinya sudah sesuai dengan kisi-kisi?	✓		

Catatan:
.....
.....
.....

Jember, 13 April 2023
Validator

Yuranti Dyah F.S.Pd
NIP. 197704162003122005

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

3. Hypothesis testing

To test the hypothesis about student learning outcomes in this study used t-test analysis using SPSS assistance on Paired Sample t-Test option. This test is used to test whether the average difference or not between before and after giving treatment to the same sample group. The basis for making this test decision is by using the t.count value and the significance value. If $t.\text{count} > t.\text{table}$ then H_a accepted

means that there is an opposite effect if the t.count value is $<$ than the t.table value then H_0 accepted means there is no effect, or sig. < 0.05 so it is concluded that there is an average difference between before and after administration treatment.

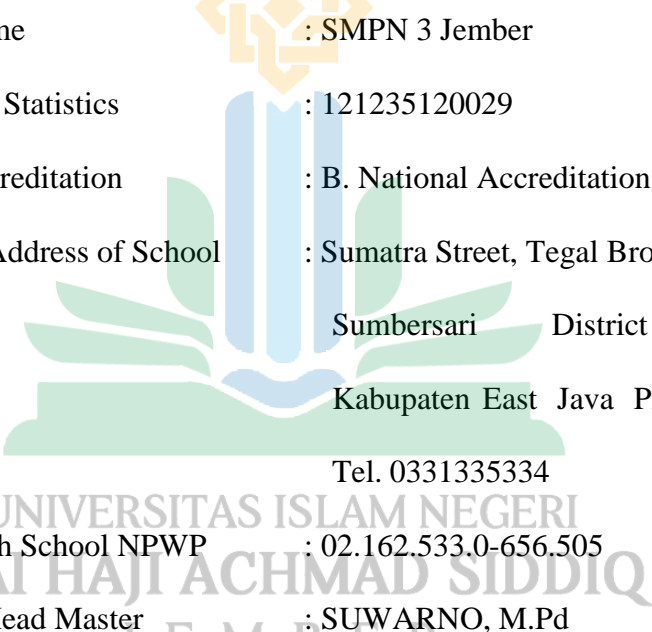


CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presented the research findings and the discussion. The purpose is to present research findings that provide evidence to answer the problem statement in chapter one. The descriptions are based on students' speaking tests and observation checklist.

A. The Description of The Object

- 
1. School Name : SMPN 3 Jember
 2. No. School Statistics : 121235120029
 3. School Accreditation : B. National Accreditation Board
 4. Complete Address of School : Sumatra Street, Tegal Broto Lor
Sumbersari District Jember
Kabupaten East Java Province No.
Tel. 0331335334
 5. Junior High School NPWP : 02.162.533.0-656.505
 6. Name of Head Master : SUWARNO, M.Pd

B. Description of the Research

The data description is the result of the research that had been conducted by the researcher on student's speaking skill at seventh grade of SMPN 3 Jember. The research conducted by the researcher on two classes, those were experiment class that consist of 33 students and control class that consist of 32 students. Both of class gave pre-test by the researcher the aim of the test is to know their speaking skill. On the

pre-test researcher gave questions which had been provided. After conducting the pre-test, the researcher gave a treatment in the class.

At the treatment time, both of classes were given different treatment. In experiment class researcher gave Bepordy's Game as the treatment on mastering speaking skill. At the treatment time students in experiment class were asked to made 4 group based on the row of their seats then asked to close all the book and ready to play the game. They must answer the question from the board and the group who has the highest score become the winner. While in control class researcher gave conventional treatment. Researcher asked the student to answer the question from their task book.

After doing the treatment the researcher gave post-test for experiment class and control class. The aim of the post test is to know how much improve of speaking skill that students got after treatment and to knowing the effectiveness of the Bepordy's Game treatment.

Data from the pre-test and post-test of both class' students were gathered. Then created two tables from the data obtained. Table 4.1 showed the pra-test and Table 4.2 showed the post-test students' performance and scores in the experimental class, while Table 4.3 showed the pra-test and Table 4.4 showed post-test students' performance and grades in the control class.

1. The Data of Experiment Class of 7D

Table 4.1 Pre-Test 7D

No.	Student's Initial	Score	Classification
1.	ASAR	75	Average
2.	AF	75	Average
3.	ARP	25	Very Poor
4.	AFM	90	Excellent
5.	AZRG	65	Average
6.	BCDK	90	Excellent
7.	CKA	100	Excellent
8.	CSPN	65	Average
9.	CADA	100	Excellent
10.	FSN	45	Very Poor
11.	FMM	90	Excellent
12.	FAD	85	Good
13.	FRD	100	Excellent
14.	FRE	100	Excellent
15.	FNA	25	Very Poor
16.	FOR	90	Excellent
17.	HAR	55	Poor
18.	MAF	70	Average
19.	MAF	65	Average
20.	MGWAP	65	Average
21.	MSM	80	Good
22.	MKPW	80	Good
23.	NAM	40	Very Poor
24.	NALNP	90	Excellent
25.	PAPZS	85	Good
26.	PCL	80	Good
27.	RSCM	85	Good
28.	RVNR	95	Excellent
29.	RPA	90	Excellent
30.	RPS	65	Average
31.	SAPG	70	Average
32.	SFP	95	Excellent
33.	SDAM	100	Excellent

Table 4.2 Post-Test 7D

No.	Student's Initial	Score	Classification
1.	ASAR	95	Excellent

2.	AF	95	Excellent
3.	ARP	85	Good
4.	AFM	90	Excellent
5.	AZRG	95	Excellent
6.	BCDK	90	Excellent
7.	CKA	100	Excellent
8.	CSPN	85	Good
9.	CADA	100	Excellent
10.	FSN	80	Good
11.	FMM	90	Excellent
12.	FAD	95	Excellent
13.	FRD	100	Excellent
14.	FRE	100	Excellent
15.	FNA	75	Average
16.	FOR	90	Excellent
17.	HAR	85	Good
18.	MAF	90	Excellent
19.	MAF	85	Good
20.	MGWAP	85	Good
21.	MSM	90	Excellent
22.	MKPW	100	Excellent
23.	NAM	90	Excellent
24.	NALNP	90	Excellent
25.	PAPZS	95	Excellent
26.	PCL	85	Good
27.	RSCM	85	Good
28.	RVNR	95	Excellent
29.	RPA	100	Excellent
30.	RPS	95	Excellent
31.	SAPG	90	Excellent
32.	SFP	100	Excellent
33.	SDAM	100	Excellent

2. The Data of Control Class of 7F

Table 4.3 Pre-Test 7F

No.	Student's Initial	Score	Classification
1.	AIR	65	Average
2.	AFI	60	Poor
3.	CM	50	Poor
4.	CAK	45	Very Poor
5.	DWA	65	Average

6.	DSP	70	Average
7.	DAP	80	Good
8.	DAKS	75	Average
9.	FH	60	Poor
10.	GSW	45	Very Poor
11.	IRD	30	Very Poor
12.	JQA	75	Average
13.	KSS	60	Poor
14.	KMR	55	Poor
15.	MZ	30	Very Poor
16.	MBI	25	Very Poor
17.	MTBA	75	Average
18.	NAPS	85	Good
19.	NNV	45	Very Poor
20.	NA	50	Poor
21.	NYH	40	Very Poor
22.	NKW	65	Average
23.	NFR	60	Poor
24.	NAFI	80	Good
25.	PSI	45	Very Poor
26.	QSA	65	Average
27.	RAWEZ	55	Poor
28.	R	80	Good
29.	RAA	55	Poor
30.	RAB	65	Average
31.	SAM	75	Average
32.	VNO	70	Average

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Table 4.4 Post-Test

No.	Student's Initial	Score	Classification
1.	AIR	70	Average
2.	AFI	60	Poor
3.	CM	50	Poor
4.	CAK	50	Poor
5.	DWA	60	Poor
6.	DSP	75	Average
7.	DAP	75	Average
8.	DAKS	80	Good
9.	FH	65	Average
10.	GSW	45	Very Poor
11.	IRD	35	Very Poor
12.	JQA	70	Average
13.	KSS	70	Average
14.	KMR	65	Average

15.	MZ	45	Very Poor
16.	MBI	50	Poor
17.	MTBA	80	Good
18.	NAPS	80	Good
19.	NNV	60	Poor
20.	NA	55	Poor
21.	NYH	45	Very Poor
22.	NKW	65	Average
23.	NFR	70	Average
24.	NAFI	85	Good
25.	PSI	60	Poor
26.	QSA	65	Average
27.	RAWEZ	55	Poor
28.	R	75	Average
29.	RAA	55	Poor
30.	RAB	70	Average
31.	SAM	75	Average
32.	VNO	70	Average

C. Data Analysis

After collecting the pre-test and post-test scores, the next procedure is analyzing the data. For analyzing the data, researchers applied parametric statistics by using SPSS software version 25. In this calculation phase the data was used to calculate by the researcher is combining the data score from pre-test and post-test in experiment class and control class. The researcher used SPSS software version 25 to evaluate the data above based on the findings of the study which was done over the course of a month, in classes 7D which served as the experimental class and 7F which served as the control class at SMPN 3 Jember. And the outcome is as follows:

1. Descriptive Analysis

The researcher calculated the data in this phase using SPSS

software version 25 by combining the pre- and post-test data scores for the experiment class and the control class. The following data's outcome:

Table 4.5 Descriptive Statistic of 7D

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	76.6667	33	20.64078	3.59310
	POST TEST	91.6667	33	6.57489	1.14454

Table 4.6 Descriptive Statistic of 7F

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	59.3750	32	15.69621	2.77472
	POST TEST	63.4375	32	12.34174	2.18173

By looking at the data above we can find out mean of pre-test and post-test in experiment class and control class. The post test of experiment class has significant differences from pre-test result. This result suggests that the application of Bepordy's Game has an effect on students' speaking skill in the seventh grade of SMPN 3 Jember in the academic year 2022–2023.

After conducting the student's pre-test and post-test scores in experiment class, the researcher used t-test for hypothesis test. T-test is a test to measure whether or not there is a significant difference between the results of the students mean scores in the

pre-test and the post-test. By using inferential analysis of t-test. The significant differences can be easier to analyze or test of significance run by SPSS 25 Version.

In this research, the Null hypothesis (H_0) stated that there is no an effect of playing the Bepordy's Game on students' speaking skill at the 7th grade of SMPN 3 Jember. While Alternative hypothesis (H_a), states that there is an effect of playing the Bepordy's Game on students' speaking skill in 7th grade SMPN 3 Jember. If the significance value is 2 or sig. (2-tailed) smaller than 0.05 then H_a is accepted and H_0 is rejected.

Table 4.7 Paired Sample Test

Pair 1	PRE TEST - POST TEST	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	
		-15.00000	16.53595	2.87854	Lower	Upper
Pair 1	PRE TEST - POST TEST	-15.00000	16.53595	2.87854	-20.86339	-9.13661

Pair 1	PRE TEST - POST TEST	Paired Differences	t	df	Sig. (2-tailed)
		-9.13661	-5.211	32	.000
Pair 1	PRE TEST - POST TEST	-9.13661	-5.211	32	.000

Paired sample t-test was conducted to determine the difference in the average of two paired samples. Based on the

output above, the result of the Sig table (2-tailed) is $0,000 < 0,05$.

Then, it can be concluded that there are differences in the value of students' speaking skill in the experimental class before and after treatment.

D. Discussion

This research study used to determine the effect of a Bepordy's game on seventh-grader SMPN 3 Jember's speaking skill the academic year of 2022–2023. The researcher employed a test, especially speaking skill test, to collect data. The test was handed out to seventh grade students in the experimental class and the control class. To compare the scores students received before and after treatment (Bepordy's Game), the researcher handed out pre-test and post-tests in the experimental class. The researcher used conventional teaching techniques to teach the material to the control class.

According to descriptive test the data that was taken from 33 student in the experimental class and 32 students in control class, it showed that the mean score of pre-test and post-test in experiment class and control class is differences. In experiment class mean pre-test score before using Bepordy's Game to teach the class was 76.66, with the student's minimum score being 25 and their maximum being 100. It indicates that the data's average or mean is still quite low. After the researcher used a Bepordy's Game to teach, the post-test's data analysis obtained a mean score of 91.66, with the student's minimum score being 75 and their maximum being 100. Meanwhile in control class the mean

pre-test score 59.37 with the student's minimum score being 25 and their maximum being 85, It indicates that the data's average or mean is still very low. Then the post-test's data analysis obtained a mean score of 63.43, with the student's minimum score being 45 and a maximum score being 85. It could be conclude that the used of Bepordy's Game have positive effect on student's speaking skill. It is proven by result obtained by students' pre-test and post-test score.

And the last analyze is T-test. On table 4.7 it showed the outcome of independent sample t-test the result is $0.000 < 0.05$ it mean null hypotheses (H_0) is rejected and alternative hypotheses (H_a) is accepted. Based on Sinaga, Herman and Pasaribu stated that their research was successful because the t-count was higher than the t-table so it could be concluded that Bepordy's Game had a significant effect, so it can be conclude that, this method is a very efficient approach to help students increase their speaking skill. As a result, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected, as stated in the hypotheses testing. Therefore, playing a Bepordy's game helps students study while having fun and improves their speaking skill.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with the conclusion of findings on the research, and suggestion for English learners and teachers of the research as follows:

A. Conclusion

In theory, Bepordy's game is an interactive quiz game that is very fun to play, even people playing this game for the first time will quickly understand its purpose and enjoy this game. With so many possible themes, questions and answers it will make this game even more exciting and not boring. With Bepordy's Game, people can increase their speaking skill in using English while competing with other people.

Based on the research findings and discussion in the previous chapter, the researcher concludes that the use of the effect of Bepordy's game application in teaching English speaking skill increases the score of the students in the pre-test and post-test. The mean score of the students pre-test (before the treatment) was 76.66 in the post-test (after the treatment) the students gained a score of 91.66. The researcher found the result of the t-test stated that Sig. (2-tailed) was 0.000. The result provided that the Sig. (2-tailed) the table was lower than the level of significance. So, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected.

B. Suggestion

Based on the result of the researcher, the researcher wants to give suggestions that will be useful for the reader. The suggestions are:

a. Suggestion for the English Teacher

It is recommended that teachers can use the Bepordy's Game in class. Bepordy's Game can provide a new learning atmosphere to avoid student boredom. Because teaching speaking by using the Bepordy's Game is more interesting, entertaining, fun, and effective. The teacher enriches students' speaking skill because students can learn while playing at one time.

b. Suggestion for Students

It is suggested to students to change their mindset about learning English is difficult. The students also need to improve the speaking skill because those are the parts when one wants to learn English. Bepordy's Game is one of the media that can be used by the students in learning how to improve speaking skill in English. Also Bepordy's Game is effective because it can provide the students with motivation, and lower students' stress.

c. Suggestion for the Next Researcher

It is suggested by the next researcher, this research can be as a recommendation in reference to who wants to conduct a similar strategy. It would be better to apply the Bepordy's game application in different subjects and locations. The researcher expected that the

next researcher can do better than the researcher had done in this research.



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STATEMENT AUTHENTICITY OF THE WRITING

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Jember, 20 October 2023



Angga Firman Maulana
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APPENDICES

APPENDIX 1 : MATRIX OF RESEARCH

TITLE	VARIABLE	SUB VARIABLE	DATA SOURCE	RESEARCH METHODS	RESEARCH FOCUS
The Effectiveness of Beportdy's Game to Seventh Grade Student's Speaking Skill at SMPN 3 Jember	The implementation of Beportdy's Game	<p>Beportdy's Game</p> <ul style="list-style-type: none"> - Start with an <u>idea</u> - Research/Explore /Learn - Get and create a <u>questions</u> - Make it be a <u>category</u> - Answer the <u>questions</u> - Reflection and feed back <p>Beportdy's Game</p> <ul style="list-style-type: none"> - Fluency - Vocabulary - Grammar - Pronunciation 	<p><u>Subject :</u></p> <p>Students of 7D at SMPN 3 Jember</p>	<p>1. Research Methods:</p> <p>Classroom Action Research</p> <p>The stage of <u>car :</u></p> <ol style="list-style-type: none"> a. Planning b. Implementing c. Observing d. Reflecting <p>2. Research Location:</p> <p>SMPN 3 Jember</p> <p>3. Data Collection Method :</p> <ol style="list-style-type: none"> a. Speaking test b. Observing 	How is Beportdy's Game able to improve student's speaking skill at the first grade of SMPN 3 Jember?

APPENDIX 2 : RESEARCH INSTRUMENT

RENCANA PELAKSANAAN PEMBELAJARAN RPP DARING KD 3.3 dan 4.3

Sekolah	: SMP
Negeri 3 Jember	
Mata Pelajaran	:
Bahasa Inggris	
Kelas/Semester	: VII /
Ganjil	
Judul Bab	: What time is it?
Materi Pokok	: Memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun
Alokasi Waktu	: 2 Jam Pertemuan (1 Pertemuan)

A. Kompetensi Inti

- **KI1 dan KI2: Menghargai dan menghayati** ajaran agama yang dianutnya serta **Menghargai dan menghayati** perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- **KI3:** Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **KI4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak 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
3.3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya. (Perhatikan kosa kata terkait angka kardinal dan ordinal)	<ul style="list-style-type: none"> • Menguasai materi chapter 3 (<i>What time is it?</i>) • Menjawab pertanyaan materi chapter 3 (<i>what time is it?, day after Sunday is..., etc.</i>) • Memahami perintah yang diberikan saat bepordey's game • Memahami tujuan dari bepordey's game
4.3. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none"> • Menjawab pertanyaan yang disediakan saat bepordey's game • Mengkomunikasikan pertanyaan yang telah diberikan dan memberikan jawaban

C. Tujuan Pembelajaran

Setelah diberi penjelasan mengenai materi tersebut, peserta didik dapat :

- Menguasai materi chapter 3 (*what time is it?*)
- Menjawab pertanyaan materi chapter 3 (*what time is it?, day after Sunday is..., etc.*)
- Memahami perintah yang diberikan saat bepordey's game
- Memahami tujuan dari bepordey's game
- Menjawab pertanyaan yang telah disediakan saat bepordey's game
- Mengkomunikasikan pertanyaan yang telah diberikan dan memberikan jawaban

D. Materi Pembelajaran

Fungsi Sosial

Mengidentifikasi dan menyebutkan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun

□ **Struktur Teks**

Menanyakan / menyebutkan hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun. Seperti: “It is six o’clock in the afternoon”, “August is after July”, “The ninth of September, 2022”

□ **Unsur Kebahasaan**

- Pernyataan dan pertanyaan terkait hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun.
- Angka ordinal dengan *the* untuk menyebut tanggal (lisan): antara lain. *the first, the second, the twenty third, the thirty first of May*
- Angka ordinal tanpa *the* untuk menyebut tanggal (tulisan): antara lain. *1st, 2nd, 23rd, 31st of May.*
- Waktu (lisan): *at one, at two fifteen, at ten to seven, at a quarter past eight.*
- Waktu (tulisan): 01:00; 02:15; 06:50; 08:15.
- Artikel *the* untuk menyebut waktu dalam hari, *in the morning, in the afternoon, in the evening.*
- Preposisi untuk *on* (hari dan tanggal) ex. (I work on Monday, he left on the 19th), *in* (bulan, tahun, dan waktu dalam hari) ex. (nadia was born in June, he goes to school in the morning), *at* (jam, *at noon, at night*) ex. (they finished at 10 o’clock, I will come at night).
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

□ **Topik**

Waktu kejadian/peristiwa/ kegiatan terkait kehidupan di sekolah, rumah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI.

E. Metode Pembelajaran

- 1) Pendekatan : Saintifik
- 2) Model Pembelajaran : Discovery learning, Problem Based Learning (PBL)
- 3) Metode : Tanya jawab, wawancara, dan diskusi

F. Media Pembelajaran, Alat/Bahan & Sumber Belajar


- Media: WA group, Worksheet atau lembar kerja siswa (Menggunakan google form), Lembar penilaian
- Alat/Bahan: HP Android, internet, laptop, buku tulis, paper card dan objek nyata
- Sumber Belajar: Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris *When English Rings The Bell*, berbagai sumber dari internet, dan sumber-sumber yang lainnya.

G. Langkah-Langkah Pembelajaran

Kegiatan pendahuluan (15 menit)

Orientasi	Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran dan memeriksa kehadiran peserta didik sebagai sikap disiplin
	Memeriksa kehadiran peserta didik sebagai sikap disiplin
Apresiasi	Mengaitkan materi / tema / kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi / tema / kegiatan sebelumnya dengan materi selanjutnya.
Motivasi	Memberikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : Menyebutkan / menanyakan waktu dari keadaan / peristiwa / kegiatan.
Pemberian acuan	Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.
	Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.
	Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan (65 menit)

Literasi	<p>Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi contoh mengenai permainan board game</p> 
Critical thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi seperti <i>are you at home on Sunday? is she always at mall on Tuesday? Etc.</i>
Collecting Information	Peserta didik mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai kegiatan pembelajaran mereka dengan mengacu kepada materi yang sudah mereka pelajari.
Creating	Peserta didik di instruksikan untuk membuat kelompok yang berisikan 1 baris bangku dan membuat paragraph mengenai kebiasaan mereka dengan menggunakan simple present tense

Communicating	Kelompok tersebut akan menjawab pertanyaan yang telah tersedia di bepordy's game
Kegiatan penutup (5 menit)	
Peserta didik dan Guru	<p>Peserta didik melakukan refleksi tentang pelaksanaan pembelajaran dan pelajaran apa yg di peroleh setelah belajar tentang topic telling time dan membuat ringkasan dengan bimbingan guru tentang hal-hal penting yang muncul dalam kegiatan pembelajaran yg baru di lakukan.</p> <p>Sedangkan guru akan Melakukan penilaian, dan mengingatkan untuk mempelajari yang akan di bahas di pertemuan berikutnya maupun mempersiapkan diri menghadapi tes/ evaluasi akhir di pertemuan berikutnya. Menutup kegiatan belajar mengajar dengan berdoa</p>



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H. Penilaian Hasil Pembelajaran

1. Penilaian Sikap

•Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	...	75	75	50	75	275	68,75	C
2

Keterangan :

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggun Jawab
- DS : Disiplin

Catatan :

1. Aspek perilaku dinilai dengan kriteria:

100 = Sangat Baik

75 = Baik

50 = Cukup

25 = Kurang

2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 4 = 400$

3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = $275 : 4 = 68,75$

4. Kode nilai / predikat :

75,01 – 100,00 = Sangat Baik (SB)

50,01 – 75,00 = Baik (B)

25,01 – 50,00 = Cukup (C)

00,00 – 25,00 = Kurang (K)

5. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

•Penilaian Diri

Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya. Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu. Berikut Contoh format penilaian :

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Selama diskusi, saya ikut serta mengusulkan ide/gagasan.	50		250	62,50	C
2	Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara.		50			
3	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.	50				
4	...	100				

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = 4 x 100 = 400
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(250 : 400) \times 100 = 62,50$
4. Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)
5. Format di atas dapat juga digunakan untuk menilai kompetensi pengetahuan keterampilan

• **Penilaian Teman Sebaya**

Penilaian ini dilakukan dengan meminta peserta didik untuk menilai temannya sendiri. Sama halnya dengan penilaian hendaknya guru telah menjelaskan maksud dan tujuan penilaian, membuat kriteria penilaian, dan juga menentukan format penilaiannya. Berikut Contoh format penilaian teman sebaya :

Nama yang diamati :
 ...Pengamat : ...

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Mau menerima pendapat teman.	100		450	90,00	SB
2	Memberikan solusi terhadap permasalahan.	100				
3	Memaksakan pendapat sendiri kepada anggota kelompok.		100			
4	Marah saat diberi kritik.	100				
5	...		50			

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50 untuk pernyataan yang positif, sedangkan untuk pernyataan yang negatif, Ya = 50 dan Tidak = 100
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $5 \times 100 = 500$
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(450 : 500) \times 100 = 90,00$
4. Kode nilai / predikat :

75,01 – 100,00	= Sangat Baik (SB)
50,01 – 75,00	= Baik (B)
25,01 – 50,00	= Cukup (C)
00,00 – 25,00	= Kurang (K)

- **Penilaian Jurnal** (*Lihat lampiran*)

2. Penilaian Pengetahuan

Tabel Penilaian Aspek Pengetahuan

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Tujuan Komunikatif	Sangat memahami	5	4	
		Memahami	4	3	
		Cukup memahami	3	2	
		Kurang memahami	Hampir tidak memahami	2	1
		Tidak memahami		1	
2	Keruntutan Teks	Struktur teks yang digunakan sangat Runtut	5	4	
		Struktur teks yang digunakan runtut	4	3	
		Struktur teks yang digunakan cukupruntut	3	2	
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1
		Struktur teks yang digunakan tidak runtut		1	
3	Pilihan Kosakata	Sangat variatif dan tepat	5	4	
		Variatif dan tepat	4	3	
		Cukup variatif dan tepat	3	2	
		Kurang variatif dan tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan tepat		1	
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat	5	4	
		Pilihan tata bahasa tepat	4	3	

	Pilihan tata bahasa cukup tepat	3	2
--	---------------------------------	---	---



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		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	

3. Penilaian Keterampilan

a. Penilaian Presentasi/Monolog

Nama peserta didik: _____

Kelas: _____



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No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi (kedalaman, logika)		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa:		
	Ucapan		
	Tata bahasa		
	Perbendaharaan kata		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		
Skor yang dicapai			
Skor maksimum		10	

Keterangan:

Baik mendapat skor 2
 Kurang baik mendapat skor
 1

b. Rubrik untuk Penilaian Unjuk Kerja

AKTIVITAS	KRITERI A		
	TERBATAS	MEMUASKAN	MAHIR
Melakukan Observasi	Tidak jelas pelaksanaannya	Beberapa kegiatan jelas dan terperinci	Semua kegiatan jelas dan terperinci
Role Play	Membaca script, kosakata terbatas, dan tidak lancar	Lancar dan kosakata dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai
Simulasi	Fungsi social tidak tercapai, ungkapan dan unsur kebahasaan tidak tepat	Fungsi social kurang tercapai, ungkapan dan unsure kebahasaan kurang tepat	Fungsi social tercapai, ungkapan dan unsure kebahasaan tepat
Presentasi	Tidak lancar, topik kurang jelas, dan tidak menggunakan slide presentasi	Lancar, topik jelas, dan menggunakan slide presentasi tetapi kurang menarik	Sangat lancar, topic jelas, menggunakan slide presentasi yang menarik
Melakukan Monolog	Membaca teks, fungsi social kurang tercapai, ungkapan dan unsur kebahasaan kurang tepat, serta tidak Lancar	Kurang lancar, fungsi social tercapai, struktur dan unsure kebahasaan tepat dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai, kalimat berkembang, serta ada transisi

Keterangan:

MAHIR dapat skor 3
MEMUASKAN dapat skor 2
TERBATAS dapat skor 1

c. Penilaian Portofolio

Mata Pelajaran : Bahasa Inggris
 Alokasi Waktu : 1 Semester
 Sampel yang Dikumpulkan : karangan

Kelas : _____

Nama Peserta didik : _____

No	Kompetensi Dasar	Periode	Contoh aspek yang dinilai				Catatan pendidik
			Tata bahasa	Perbendaharaan kata	Kelengkapan gagasan	Sistematika	
1.	Menulis agenda pribadi	30/7					
		10/8					
	 dst					

d. Penilaian Kemampuan Menulis

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1	Keaslian Penulisan	Sangat original		5	4
		Original		4	3
		Cukup original		3	2
		Kurang memahami	Hampir tidak original	2	1
		Tidak original		1	
2	Kesesuaian isi dengan judul	Isi sangat sesuai dengan judul		5	4
		Isi sesuai dengan judul		4	3
		Isi cukup sesuai dengan judul		3	2
		Isi kurang sesuai dengan judul	Isi hampir tidak sesuai dengan judul	2	1
		Isi tidak sesuai dengan judul		1	
3	Keruntutan Teks	Keruntutan teks sangat tepat		5	4
		Keruntutan teks tepat		4	3
		Keruntutan teks cukup tepat		3	2
		Keruntutan teks kurang tepat	Isi hampir tidak sesuai dengan judul	2	1
		Keruntutan teks tidak tepat		1	

4	Pilihan Kosakata	Pilihan kosakata sangat tepat		5	4
		Pilihan kosakata tepat		4	3
		Pilihan kosakata cukup tepat		3	2
		Pilihan kosakata kurang tepat	Pilihan kosakata hampir tidak tepat	2	1
		Pilihan kosakata tidak tepat		1	
5	Pilihan tata bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hamper tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	
6	Penulisan Kosakata	Penulisan kosakata sangat tepat		5	4
		Penulisan kosakata tepat		4	3
		Penulisan kosakata cukup tepat		3	2
		Penulisan kosakata kurang tepat	Penulisan kosakata hampir tidak tepat	2	1
		Penulisan kosakata tidak tepat		1	
7	Kerapihan Tulisan	Tulisan rapi dan mudah terbaca		5	4
		Tulisan tidak rapi tetapi mudah terbaca		4	3
		Tulisan tidak rapi dan tidak mudah terbaca		3	2
		Tulisan tidak rapi dan sulit terbaca	Tulisan rapi dan hamper tidak terbaca	2	1
		Tulisan tidak rapi dan tidak terbaca		1	

e. Penilaian Kemampuan Berbicara (*Speaking Skill*)

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4
1	Pengucapan (<i>pronunciation</i>)	Hampir sempurna	5	4
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	3
		Ada beberapa kesalahan dan mengganggu makna	3	2
		Banyak kesalahan dan mengganggu makna	2	1

		Terlalu banyak kesalahan dan mengganggu makna		1	
2	Intonasi (<i>intonation</i>)	Hampir sempurna		5	4
		Ada beberapa kesalahan, tetapi tidak mengganggu makna		4	3
		Ada beberapa kesalahan dan mengganggu makna		3	2
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
3	Kelancaran (<i>fluency</i>)	Sangat lancar		5	4
		Lancar		4	3
		Cukup lancar		3	2
		Kurang lancar	Sangat tidak lancar	2	1
		Tidak lancar		1	
4	Ketepatan Makna (<i>accuracy</i>)	Sangat tepat		5	4
		Tepat		4	3
		Cukup tepat		3	2
		Kurang tepat	Hampir tidak tepat	2	1
		Tidak tepat		1	

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

I. PENGAYAAN

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

J. PENGAYAAN

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial

APPENDIX 3 : SPEAKING TEST (PRE-TEST)

STUDENTS WORKSHEET

SECTION : A

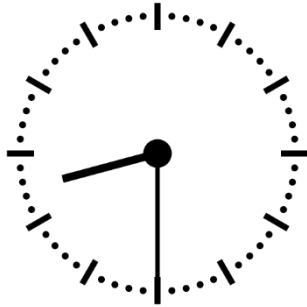
Choose the correct answer!

1. Teacher: What time does Heni have breakfast?

Students : . . .

(Answer) She usually has breakfast at 06.00 a.m.

2. Look at the picture!



Teacher : What time is it?

Students : It is .

..

(Answer) half-past eight

3. I go to school at . . . (quarter past ten)

(Answer) 10.15

4. Look at the picture!



I usually go to bed at . . .

(Answer) Ten to ten

5. Look at the picture!



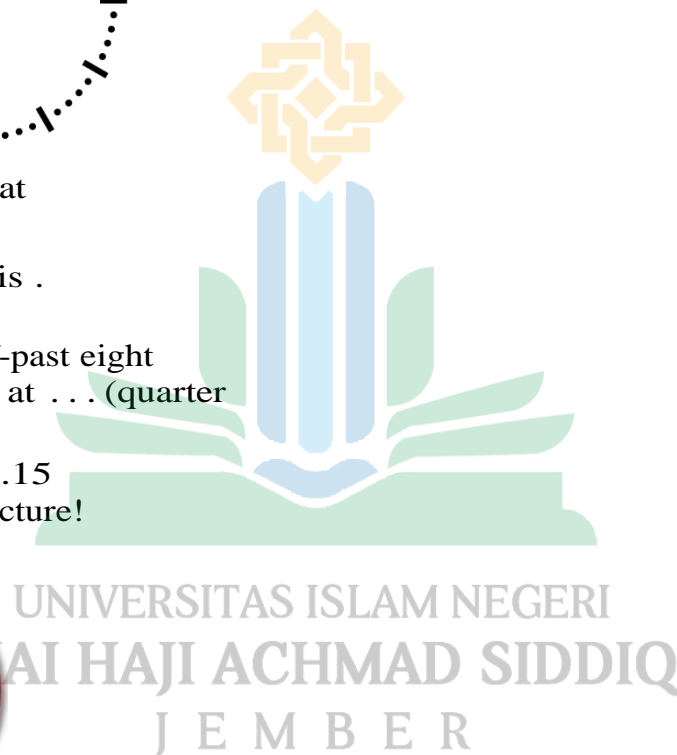
What time is it?

(Answer) It is six ten.

6. Read the dialogue carefully.

It is . . . past two. (02.20)

(Answer) twenty




7. A half past nine if write in number is . . .
(Answer) 09.30
8. How you say 03.03 a.m.?
(Answer) It is three past three in the morning.
9. My uncle comes at 02.30 p.m. it means he comes . . .
(Answer) in the afternoon
10. The bus always comes at 08.00 a.m. it means the bus always comes . . .
(Answer) in the morning


Section B:

Fill the blanks using suitable words.

1. 05.30 a.m. = . . . in the morning.
(Answer) Half past six
2. I usually have lunch at . . . (02.00 p.m.)
(Answer) Two o'clock

3.  It's . . . (Answer) Five past four

4.  It's . . . (Answer) Twenty five past eight

5.  What time is it? (Answer) Ten to three



APPENDIX 4 : TREATMENT

BEPORDY'S GAME

Permainan beporidy adalah permainan semacam kuis yang mengharuskan para pemain untuk menjawab pertanyaan demi mendapat poin yang akan diakumulasikan dan siapa yang mendapatkan poin tertinggi, dialah yang akan menjadi pemenang.

Contoh



Dalam permainan beporidy, semua pertanyaan akan terbagi dalam beberapa bagian, dan setiap pertanyaan memiliki poin yang bervariasi mulai dari 50 sampai 200. Para peserta akan memilih pertanyaan yang sudah tersedia poin yang akan mereka dapatkan bila mereka bisa menjawab pertanyaan dengan benar, dan pastinya semakin tinggi poin yang mereka pilih maka semakin sulit juga pertanyaan yang mereka terima. Permainan akan selesai jika sudah tidak ada kartu pertanyaan lagi di papan, dan kelompok yang berhasil mengumpulkan poin tertinggi, mereka akan menjadi pemenang.

Daftar Soal

Time

1. What time is it? (09:00) (50)
Answer : It is nine o'clock.
2. It is 01:25 PM, it's time for... (100)
 - a. Dinner
 - b. Breakfast
 - c. Lunch
 - d. SleepAnswer : C
3. What is the American style of a half past five? (150)
Answer : Five thirty
4. What is the British style of 09:58? (200)
Answer : Two to ten

Month

1. The month After July is... (50)
Answer : August
2. January, February, April. What is the missing month? (100)
Answer : March
3. How do you say this month in American style? (24 September) (150)
Answer : September the twenty four
4. The month that has 28 days is... (200)
Answer : February

National Days

1. How many days in a week? (50)
Answer : Seven days
2. Today was Friday, so tomorrow is... (100)
Answer : Saturday
3. On 17 August, we celebrate... (150)
Answer : Independence Day
4. The meaning of Christmas Day in Indonesian is...
Answer : Hari natal

Ordinal and Cardinal Number

1. How do you say this number? (40) (50)
Answer : Fourty
2. The ordinal number of thirty is... (100)
Answer : Thirtieth
3. March is the ... (150)
 - a. Three month
 - b. Second month
 - c. Third month
 - d. Two monthAnswer : B
4. The number between 64 and 66 is ... (200)
Answer : Sixty five

Simple present tense

1. The tobe of 'you, they, we' is ... (50)
Answer : Are
2. The meaning of sometimes is ... (100)
Answer : Kadang-kadang
3. The pattern of simple present tense verbal is ... (150)
Answer : S+V1/V1+es+O
4. If someone asks "are you a student?", what is your answer? (200)
Answer : Yes, i am.

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J E M B E R

APPENDIX 5 : SPEAKING TEST (POST-TEST)

Name :
Class :
Absen :

1. The position between eleventh and thirteenth is ...
(Answer) Twelfth
2. Aku adalah anak kedua dalam keluarga
(Answer) I am the second child of the family
3. I never come late at school, I usually get to my school at before the school gate closes at 7 a.m (06:30)
(Answer) half pas seven
4. The students usually hold flag ceremony on...
(Answer) Monday
5. This month is October. Tata will celebrate this birthday 2 months later. Tata was born in....
(Answer) December
6. How do you write this date (23 Desember 2023) in British style?
(Answer) 23rd December 2023
7. How do you write this date (10 February 2002) in the informal American style?
(Answer) February 10th, 2002
8. When is the meeting? Is it ____ 2:00?
(Answer) At
9. Tom’s birthday is next week, ____ January 14.
(Answer) On
10. Our flight to London leaves ____ the second of July.
(Answer) On

ESSAY!

1. Make a paragraph about **the activities at your school** and **your lesson schedule in just one day** correctly and neatly!

Example : On Wednesday, in the morning at seven o'clock I go to school. At a quarter past seven, I learn about Indonesian Lesson. And

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

APPENDIX 6 : PRE-TEST POST-TEST EXPERIMENT CLASS

PRE-TEST CLASS 7D

No.	Student's Initial	Score	Classification
1.	ASAR	75	Average
2.	AF	75	Average
3.	ARP	25	Very Poor
4.	AFM	90	Excellent
5.	AZRG	65	Average
6.	BCDK	90	Excellent
7.	CKA	100	Excellent
8.	CSPN	65	Average
9.	CADA	100	Excellent
10.	FSN	45	Very Poor
11.	FMM	90	Excellent
12.	FAD	85	Good
13.	FRD	100	Excellent
14.	FRE	100	Excellent
15.	FNA	25	Very Poor
16.	FOR	90	Excellent
17.	HAR	55	Poor
18.	MAF	70	Average
19.	MAF	65	Average
20.	MGWAP	65	Average
21.	MSM	80	Good
22.	MKPW	80	Good
23.	NAM	40	Very Poor
24.	NALNP	90	Excellent
25.	PAPZS	85	Good
26.	PCL	80	Good
27.	RSCM	85	Good
28.	RVNR	95	Excellent
29.	RPA	90	Excellent
30.	RPS	65	Average
31.	SAPG	70	Average
32.	SFP	95	Excellent
33.	SDAM	100	Excellent

POST-TEST CLASS 7D

No.	Student's Initial	Score	Classification
1.	ASAR	95	Excellent
2.	AF	95	Excellent
3.	ARP	85	Good
4.	AFM	90	Excellent
5.	AZRG	95	Excellent
6.	BCDK	90	Excellent
7.	CKA	100	Excellent
8.	CSPN	85	Good
9.	CADA	100	Excellent
10.	FSN	80	Good
11.	FMM	90	Excellent
12.	FAD	95	Excellent
13.	FRD	100	Excellent
14.	FRE	100	Excellent
15.	FNA	75	Average
16.	FOR	90	Excellent
17.	HAR	85	Good
18.	MAF	90	Excellent
19.	MAF	85	Good
20.	MGWAP	85	Good
21.	MSM	90	Excellent
22.	MKPW	100	Excellent
23.	NAM	90	Excellent
24.	NALNP	90	Excellent
25.	PAPZS	95	Excellent
26.	PCL	85	Good
27.	RSCM	85	Good
28.	RVNR	95	Excellent
29.	RPA	100	Excellent
30.	RPS	95	Excellent
31.	SAPG	90	Excellent
32.	SFP	100	Excellent
33.	SDAM	100	Excellent

APPENDIX 7 : PRE-TEST AND POST-TEST CONTROL CLASS

PRE-TEST CLASS 7F

No.	Student's Initial	Score	Classification
1.	AIR	65	Average
2.	AFI	60	Poor
3.	CM	50	Poor
4.	CAK	45	Very Poor
5.	DWA	65	Average
6.	DSP	70	Average
7.	DAP	80	Good
8.	DAKS	75	Average
9.	FH	60	Poor
10.	GSW	45	Very Poor
11.	IRD	30	Very Poor
12.	JQA	75	Average
13.	KSS	60	Poor
14.	KMR	55	Poor
15.	MZ	30	Very Poor
16.	MBI	25	Very Poor
17.	MTBA	75	Average
18.	NAPS	85	Good
19.	NNV	45	Very Poor
20.	NA	50	Poor
21.	NYH	40	Very Poor
22.	NKW	65	Average
23.	NFR	60	Poor
24.	NAFI	80	Good
25.	PSI	45	Very Poor
26.	QSA	65	Average
27.	RAWEZ	55	Poor
28.	R	80	Good
29.	RAA	55	Poor
30.	RAB	65	Average
31.	SAM	75	Average
32.	VNO	70	Average

POST-TEST CLASS 7F

No.	Student's Initial	Score	Classification
1.	AIR	70	Average
2.	AFI	60	Poor
3.	CM	50	Poor
4.	CAK	50	Poor
5.	DWA	60	Poor
6.	DSP	75	Average
7.	DAP	75	Average
8.	DAKS	80	Good
9.	FH	65	Average
10.	GSW	45	Very Poor
11.	IRD	35	Very Poor
12.	JQA	70	Average
13.	KSS	70	Average
14.	KMR	65	Average
15.	MZ	45	Very Poor
16.	MBI	50	Poor
17.	MTBA	80	Good
18.	NAPS	80	Good
19.	NNV	60	Poor
20.	NA	55	Poor
21.	NYH	45	Very Poor
22.	NKW	65	Average
23.	NFR	70	Average
24.	NAFI	85	Good
25.	PSI	60	Poor
26.	QSA	65	Average
27.	RAWEZ	55	Poor
28.	R	75	Average
29.	RAA	55	Poor
30.	RAB	70	Average
31.	SAM	75	Average
32.	VNO	70	Average

APPENDIX 8 : DOCUMENTATION





PEMERINTAH KABUPATEN JEMBER
UPTD SATUAN PENDIDIKAN
SMPN 3 JEMBER

Alamat : Jalan Jawa No. 8 Telp. (0331) 335334 Jember - 68121
NBS : 201052402002 - NPSN : 20523691 - email: info@smpn3jember.sch.id



SURAT KETERANGAN

Nomor : 630/56/310.03.2053891/2020

Menindaklanjuti Surat dari Universitas Islam Negeri Kiai Haji Achmad Shiddiq Jember Nomor : B-4004/In.20/3.a/PP.009/10/2023 tanggal 10 Maret 2023 maka dengan ini menerangkan :

Nama : Angga Firman Maulana
NIM : T20196149
Program Studi : Tadris Bahasa Inggris

Nama tersebut telah melaksanakan Penelitian di SMPN 3 Jember mulai tanggal 20 Maret s/d 4 Mei 2023 dengan judul "*The Effectiveness of Bepordy's Game to Seventh Grade Student's Speaking Skill at SMPN 3 Jember*"

Demikian Surat Keterangan Penelitian ini, untuk dipergunakan sebagaimana mestinya.

Jember, 4 Mei 2023
Kepala SMP Negeri 3 Jember

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SHIDDIQ
JEMBER



BIOGRAPHY



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1. TK Khadijah 119 : 2005-2007

2. MI Saiful Wathon : 2007-2013

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4. MAN 2 Banyuwangi : 2016-2019

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