

**THE IMPLEMENTATION OF BOARD GAME AS MEDIA
TO IMPROVE STUDENTS' SPEAKING ABILITY
AT NINTH GRADE OF MTs NURUL IHSAN TEMPEH**

THESIS



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THESIS

Presented to

State Institute of Islamic Studies of Jember in partial fulfillment of the
requirements for Bachelor Degree (S.Pd)

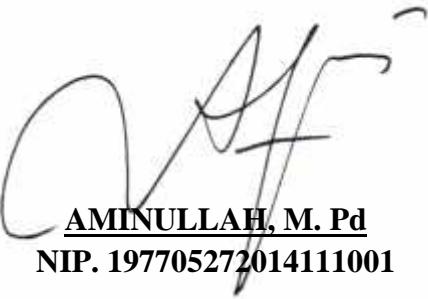
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Has been examined and approved as the requirements to obtain a bachelor degree
of Sarjana Pendidikan (S. Pd)
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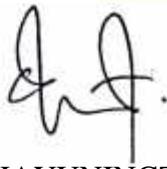
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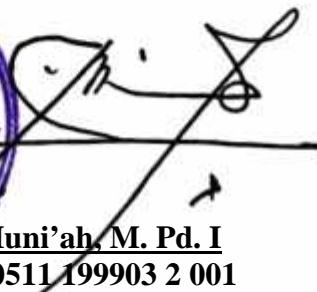
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MOTTO

قَالَ رَبِّيْ أَشْرَحْ لِي صَدْرِيْ وَأَحْلُلْ عُقْدَةَ مِنْ لِسَانِيْ
يَفْقَهُوْ أَقْوَالِيْ

“(25) Moses said: My Lord, expand for me my breast (with assurance). (26) And ease for me my task. (27) And untie the knot from my tongue. (28) That they may understand my speech” (QS. ThaaHaa 20: 25-28)¹



¹ Muhammad Taqi-ud Udin Al-hilali and Muhammad Muhsin Khan, *The Nobel Quran*, terjemah Medina Dar-us Salam publication, 1996), 461.

DEDICATION

This thesis is sincerely dedicated for:

1. *My beloved parents, my father Wahyudi and my mother Siti Khotimah who always give me love, sacrifice, advice, suggestion, support and pray.*
2. *My beloved younger sister Sabrina Nur Jannah, who always support me.*
3. *My classmates of English Department (Extraordinary class), the big family of English Students Association (ESA) IAIN Jember and other friends who have accompanied me in the process of becoming a better person.*
4. *BIDIKMISI, give me the opportunity to study and experience.*
5. *All My friends especially Oryza, Fitriya, Ismi Rosita, Asna Nurul and Irene for sharing, caring, helping, and supporting me to complete this research.*



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Alhamdulillahi Rabbil 'Alamin. In the name of Allah, the Almighty and the Merciful. Praise and gratitude be to Allah for giving the strength and guidance for the writer. Peace and blessing be upon Prophet Muhammad SAW, his family, his relatives, and all his followers.

This thesis is for achieving the undergraduate degree of English Language Teaching of IAIN Jember. The undergraduate thesis entitled “The Implementation of Board Game as Media to Improve Students’ Speaking Ability at Ninth Grade of MTs Nurul Ihsan Tempeh”

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

1. Prof. Babun Suharto, S.E, M.M as a Rector of IAIN Jember who has given opportunity to study in this institute
2. Dr. Hj. Mukni'ah, M. Pd.I as the Dean of Faculty of Tarbiyah and Teacher Training who has facilitated me to study in this faculty
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7. The Headmaster and teachers of MTs Nurul Ihsan Tempeh who allowed me to do my research.
8. My beloved students IX class of SMP Nurul Ihsan Tempeh who helped me to accomplish the process of research.

I wish Allah SWT give His blessing to all of you. The writer is aware that this undergraduate thesis is less of perfect. Therefore, the writer hopes this undergraduate thesis will be useful for the readers and the other researchers who need it.

Jember, 01st of July 2021
The Researcher

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ABSTRACT

Olivia Wahyu Arista, 2021. *The Implementation of Board Game as Media to Improve Students' Speaking Ability at Ninth Grade of MTs Nurul Ihsan Tempeh*

Key Word: Board Game, Speaking Ability

The success of teaching and learning process is always expected by teacher and students, however they still find out many difficulties and problems especially in the speaking class. The problems tend to occur due to the teacher seldom applied the effective game of teaching, so the students were bored, still low in speaking, did not confidence to speak English and lack of vocabulary. Thus, it is suggested to seek various approaches and games to stimulate students' spirit in learning. Here the researcher used game to help students improvement in speaking English, one of the games is board game. It is very effective to create the students' enthusiasm in learning process or in practicing their English speaking ability. The use of Board Game creates a condition that makes speaking is easier to do. Therefore, teachers should use the proper game to create interesting class.

This research was Classroom Action Research (CAR) using Kemmish and McTaggrat theory which consisted of four procedures, there were; planning, implementing/acting, observing and reflecting. This action research consisted of two cycles with three meetings in first cycle and two meetings in second cycle. The object of the research was the ninth grade students of MTs Nurul Ihsan Tempeh, consisted of 20 students, there were 7 males and 13 females. The instruments of this research were speaking test, observation sheet, interview, and documentation.

The results of the study showed that the implementation of board game in the teaching and learning process of speaking can improve the students' speaking ability. It can be seen from the result of the data in each cycle. The mean score of the pre-test was 58,5, the mean score of post-test 1 was 68,75 and the mean score of post-test 2 was 80. The percentage result of pre-test was 20%, the percentage result of the first cycle was 45% of the students who reached the KKM 73, and the percentage result of the second cycle was 75% of the students who reached the KKM of 73.

So, from the explanation above, the researcher concluded that board game can improve the students speaking ability, especially in teaching speaking procedure text at ninth grade of MTs Nurul Ihsan Tempeh. Besides, the students' response related the using of board games in teaching speaking was good responses. They felt enjoy, more active and interest with the activities during the teaching and learning process.

TABLE OF CONTENTS

COVER	i
APPROVAL	ii
LEGITIMATION FORM BOARD EXAMINERS	iii
MOTTO	iv
DEDICATION.....	v
ACKNOWLEDGE.....	vi
ABSTRACT	viii
TABLE OF CONTENTS.....	ix
LIST OF TABLE	xi
LIST OF PICTURE	xii
LIST OF APPENDICES	xiii

CHAPTER I. INTRODUCTION

A. Research Background.....	1
B. Research Question.....	6
C. Research Objective.....	6
D. The Significance of The Research	6
E. Scope of The Research.....	7
F. Definition of Key Term.....	8

CHAPTER II. REVIEW OF RELATED LITERATURE

A. Previous Study	9
B. Theoretical Review	15
1. Speaking	15
a. Definition of Speaking	15
b. Types of Speaking	18
c. Components of Speaking	20
d. Functions of Speaking	23
e. The Problems of Speaking	24
f. The Criteria of A Successful Speaking Activity	26
2. MEDIA.....	27
a. Definition of Media.....	27
b. Classification of Media	29
3. BOARD GAME.....	31
a. Definition of Board Game	31
b. Components of Board Game	33
c. Procedures of Board Game	34
d. Advantages of Board Game	36

CHAPTER III. RESEARCH METHODOLOGY

A. Research Design	38
B. Research Location	41
C. Research Subject	41
D. Data Collection Technique	42
E. Technique of Analyzing Data	45
F. Validity of Data.....	46
G. Criteria of Success	47

CHAPTER IV. FINDINGS AND DISCUSSION

A. The Description of The Object.....	48
B. Research Finding	49
C. Discussion	69

CHAPTER V. CONCLUSION AND SUGGESTION

A. Conclusion	75
B. Suggestion	76

REFERENCES.....	78
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APPENDIX



LIST OF TABLE

No	Description	Page
2.1	Similarities and differences of previous study	13
3.1	Analytical scoring rubric.....	44
4.1	Observation Checklist.....	56
4.2	The students' speaking post-test 1 score.....	58
4.3	Observation Checklist.....	64
4.4	The students' speaking post-test 2 score.....	65
4.5	The improvement of students' speaking skill	67

IAIN JEMBER

LIST OF PICTURE

No	Description	Page
3.1	The model of Action Research of Kemmis and Mc Taggart.....	39



LIST OF APPENDIXES

- Appendix 1: Research Matrix**
- Appendix 2: The Result of Observation**
- Appendix 3: Lesson Plan**
- Appendix 4: Documentation**
- Appendix 5: Research Journal Activities**
- Appendix 6: Absence of IX Class**
- Appendix 7: Instrument Validity**
- Appendix 8: Pre-test Score of IX Class**
- Appendix 9: Research License Letter**
- Appendix 10: Research Finished Letter**
- Appendix 11: Declaration of Authorship**
- Appendix 12: Biodata**

CHAPERT 1

INTRODUCTION

A. Research Background

One of the important media of communication for human being is language. Language is needed by people since it constitutes an effective tool for them to communicate. By using a language someone can express the ideas and thoughts. It is obvious that language takes important rule in human's life. By language people can meet their needs by means of understanding each other. We can use language to convey our messages or to express our ideas through oral, written, or signal languages.

In English language there are four major skills namely: listening, speaking, reading and writing. The first is mastering listening skill. Students listen to every sound in the environment. The second is mastering speaking skill. In this step, they try to practice what they listen. The third is mastering reading skill. Usually they start learning this skill when they study in kindergarten or elementary school. The fourth skill is mastering writing skill. Those are four language skills which should be started by people when they study language.

Speaking is the productive aural/oral skill.¹ It can be said that oral is the process of listening when someone is talking and oral is the process of giving respond to what is someone talking. Whereas, speaking in traditional methodologies usually meant repeating after the teacher, memorizing a dialog,

¹ David Nunan, *Practical English Language Teaching*, (New York:McGraw –ill Companies. Inc.,2003), 4

or responding to drills, all of which reflect the sentence-based view of proficiency prevailing in the audio lingual and other drill-based or repetition.²

Learning how to speak English well for students of Junior High School, especially for the ninth grade is not as easy as people taught. Most of learners feel difficult to mastery speaking English because of many factors as hat Nguyen said in his book.³ Spoken language production, learning to talk in foreign language is often considered to be one of the most difficult aspect of language learning for the teacher to help the student with. It has proved that speaking is most difficult from the other skills in English as like many results of the research in speaking skill that many teachers complain about teaching speaking skill is more difficult to practice in classroom, as like students have mistakes in pronunciation and grammar, have mistakes in sound of vowel and also lack of vocabulary.

Based on the observation in ninth grade of MTs Nurul Ihsan showed that the students English capability was still low especially in speaking. The students were very passive and had no courage in giving their ideas by speech. In fact, the student wants to mastery English course but they still had the weakness especially in speaking skill that they were lack of vocabulary and did not confidence to speak English, because of it the students felt difficult to say and to understand the meaning. The students in that class were 20 students and the students who passed the target criteria of success speaking skill was

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

³ Nguyen, H.T and Tran, N.M, *Factors Affecting Students' Speaking Performance at Le Thanh Hien High School*. Asian Journal of Educational Research Vol. 3, No. 2, 2015 ISSN 23116080s

still 20% and the criterion of success in MTs Nurul Ihsan that must be attained in speaking was 73 (seventy three). So from that's statement, the researcher assumed that the students need something new and different in teaching and learning process to improve their speaking skill.

One of the goals of teaching English is that how the students use the target language orally which reflects the use of communicative competence into practice and applies it in real communication. The teachers should provide various methods for peaking activities to develop basic interactive skills required for life. Those activities make the students more active in learning process and at the same time make their learning more meaningful and fun.

So based on the problems, the researcher assumed that the process of teaching speaking should be more communicative and interactive to make the students be brave to explore their ideas through speaking. It also should be more materials in order the students understand that the main goal in learning language is to communicate the language itself. To gain the communicative competency, there was an appropriate game to be used. Students would think it can be used as a game for students because board game can make the students more funny and active. Nowadays games cannot only be used for young learners, but it also can be used for all ages. For junior high school student, they can use games as a media for teaching and learning process. By using games, the teachers' instruction can be meaningful and enjoyable. When students play games, teachers can provide the social skills because it gives the

opportunity to the students to interact with other player. Especially in speaking skill, there are so many educational games that can be used to improving this skill.

A board game is a game that involves counters or pieces moved or placed on a pre-marked surface or “board”, according to a set of rules.⁴ As we know that in daily life, we should be familiar with board games. It includes monopoly, snake and ladders, mahjong, and many other board games. In other words, surely the students know well about this game and how to gaming it. Board game is a kind of games for small and large group.⁵ Here the researcher used the modification board game of monopoly and snake and ladders in the teaching and learning process in order the students more enthusiasm in learning English and more improve their speaking ability. According to Moursund board games have some of the same characteristics. Players deal with a set of rules, with money, dice, making decisions, and striving to win the game. It is also about taking turn, rules in gaming, and communicating the language with other players.⁶ This game also makes students interact each other and communicate the language without hesitation. So the speaking teaching and learning process should be attractive and done well.

⁴ Nurvita Kumala Sari “The Effectiveness of Using Board Game Towards Students’ Speaking Ability of Second Grade at Ma Al-Ma’arif Tulungagung” (State Islamic Institute of Tulungagung), 3.

⁵ Intan Armida, “Increasing The Students’ Speaking Skills Through Board Game for The Eight Grade of MTs State Islamic University of North Sumatera Medan” (Skripsi, State University of North Sumatera, 2019), 3.

⁶ Dave Moursund, *Introduction to Using Games in Education* (Oregon: University of Oregon, 2007), 113.

In addition, there were many researchers showed that board game as media was an appropriate media to make students be active in the class and could improve their speaking ability and their speaking test score. Firstly, a research conducted by Rizky Amalia Azzahroh (2015)⁷ entitled “The Effectiveness of Using Board Game toward Students’ Speaking Skill (A Quasi Experimental Study at the Tenth Grade Students of SMAN 1 Parung). The result of the research showed that board game was effective for use in improving students 'speaking skills because of the increase in students' mean scores. The next research was research conducted by Nur Vita Kumala Sari (2018)⁸ entitled “The Effectiveness of Using Board Game towards Students’ Speaking Ability of Second Grade at MA Al-Ma’arif Tulungagung”. The result of this research showed that the students of the second grade at MA Al-Ma’arif Tulungagung have better scoretaught by using board game in teaching speaking than those students who learning speaking without using board game.

Based on the explanation above, the researcher concluded that using daily game like board game can be a useful media in mastering speaking ability not only for the students of senior high school but also for the students in junior high school because it can provide the students’ challenging to speak out the answer some questions and situations that are included in the board

⁷ Rizky Amalia Azzahro, “The Effectiveness of Using Board Game Toward Students’ Speaking Skill (A Quasi Experimental Study at the Tenth Grade Students of SMAN 1 Parung)”, (Thesis, State Islamic University Syarif Hidayatullah Jakarta, 2015)

⁸ Nur Vita Kumalasari, “The Effectiveness Of Using Board Game Towards Students’ Speaking Ability Of Second Grade At Ma Al-Ma’arif Tulungagung”, (Thesis, Islamic State of Institute of Tulungagung, 2018)

games. Therefore, in this case, the researcher chose a board game as a media to teach speaking. The researcher interest to conduct and choose the title of this paper "**The Implementation of Board Game as Media to Improve Students' Speaking Ability at Ninth Grade Students of MTs Nurul Ihsan Tempeh**"

B. Research Question

The question formulated based on the background of study above is:

"How can board game as media be able to improve the students' speaking ability in ninth of MTs Nurul Ihsan Tempeh?"

C. Research Objective

The aim of this Classroom Action Research (CAR) is conducted in order to improve students' speaking ability by using board game as media at the ninth grade of MTs Nurul Ihsan Tempeh in 2020/2021 academic year.

D. The significance of the Research

The result of this research is expected to give benefit both theoretical and practically

1. Theoretically

This study will give more understanding about using speaking board games in teaching and learning process, the importance, and the applications of related subjects.

2. Practically

a. Teacher

Through this research, teacher can understand the students' needs and know the students' lack of skills, especially in speaking, so that they can give/use appropriate materials, tasks, methods, techniques to teach their students.

b. Students

Through this research, students can improve their speaking skill in teaching learning English through speaking board games.

c. Future Researcher

This research is expected to give a new knowledge of the further researcher to do the better research of teaching and learning cases, and to solve the students' speaking ability problems, and also the teachers that have the similar problem with this researcher.

E. Scope of The Research

The research limited was scope in how the researcher used board game as media to improve students' speaking ability of ninth grade students at MTs Nurul Ihsan Tempeh Lumajang. It could be proved that this game is an appropriate media to apply in improving speaking ability.

F. Definition of Key Term

1. Board Game

A board game is a game which counters or places are placed, removed, or moved on a remarked surface or “board” according to a set of rules.

2. Speaking Ability

Speaking ability was the ability to express oneself in life situation or the ability to report art or situation in precise words, or the capability to converse or to express sequence of ideas fluently. In language teaching and learning, speaking is considered a skill to practice and master.

3. Classroom Action Research (CAR)

CAR (Classroom Action Research) is a research which helps teachers examines aspect of teaching and learning process use the action to improve it. This research uses a media to enhance students’ speaking ability.

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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes some theories and opinions discussed in the study based on the review of related literature.

A. Previous Study

There are several previous studies that have been carried out relevant with this research:

1. The first is a research conducted by Rizky Amalia Azzahroh (2015)⁹ entitled “The Effectiveness of Using Board Game toward Students’ Speaking Skill (A Quasi Experimental Study at the Tenth Grade Students of SMAN 1 Parung)”.

The study belonged to Qualitative research because the researcher used interview guide and observation sheet to collect the data. The sample of the research chosen randomly, that was X MIA 2. The result of the research showed that the research was successful to help the students improving their ability in speaking skill by using Board Game media.

The result of this research was that before using board games, the mean score of the experimental class was 67.05. After the use of board games, the average score increased to 76.20. This proves that board games are effective for use in improving students' speaking skills because of the increase in students' mean scores. The author also uses the t-test to test the research hypothesis. The results obtained show that the t-test value is

⁹ Rizky Amalia Azzahro, “The Effectiveness of Using Board Game Toward Students’ Speaking Skill (A Quasi Experimental Study at the Tenth Grade Students of SMAN 1 Parung)”, (Thesis, State Islamic University Syarif Hidayatullah Jakarta, 2015)

7.418 while the t-table value is at the 1% significant level with a chance of $t (1-\frac{1}{2})$ or t is 2.640. That means the t-test is higher than the t-table (t). This indicates that H_0 was rejected and H was accepted. The similarity between this was focus on teaching speaking and the difference was the research methodology.

2. The second is a research conducted by Nur Vita Kumala Sari (2018)¹⁰ entitled “The Effectiveness of Using Board Game towards Students’ Speaking Ability of Second Grade at MA Al-Ma’arif Tulungagung.

This research was carried out in IPS-1 and IPS-2 of MA Al-Ma’arif Tulungagung. Based on the result that the students of the second grade at MA Al-Ma’arif Tulungagung have better score taught by using Board Game in teaching speaking than those students who learning speaking without using Board game. It is simply concluded that the Board game is effective to teaching speaking in the students of Senior High School.

The result of the research was the mean score of experimental class was 60.84, while the mean score of the students in the control group was 40.00. The researcher used T-test calculations with SPSS 20.0 version to measure hypothesis testing. The result of T-test calculation showed that sig (2-Tailed) value was less than 0.05 significance level, which was 0,000 <0.05. it means that H_a was accepted and H_0 was rejected. The similarity between this research was the use of board game as a learning media for teaching speaking and the difference was the subject of the research

¹⁰ Nur Vita Kumalasari, “The Effectiveness Of Using Board Game Towards Students’ Speaking Ability Of Second Grade At Ma Al-Ma’arif Tulungagung”, (Thesis, Islamic State of Institute of Tulungagung, 2018)

3. The third study of using board games for learning was conducted by Irma Nur Hidayati (2015)¹¹ entitled "Improving English Writing Skills Through Board Games for Grade X Students in Semester 1 of SMA Negeri 1 Pengasih in the Academic Year of 2014/2015".

From her study and research, it was proven that the use of board games for learning can effectively improve the learners' writing skill. The students' engagement towards the teaching and learning activity also improved. They actively participated to the group discussions and did the tasks eagerly. They were enthusiastic learning through the board games. Furthermore, the results of this research also show that the improvement of the teaching and learning process affected the improvement of the students' writing skills.

The students' writing skills were measured quantitatively by comparing the mean scores of the writing before the actions, after the action of Cycle 1, and after the action of Cycle 2. The mean scores of the students' writing tests increase from 73.84 before the actions to 79.81 after the actions in Cycle 2. The students' writing skill scores improves by 5.97.

The similarity between this research was the use of methodology that was classroom action research and the difference was the skill that was writing skill

¹¹ Irma Nur Hayati, "Improving English Writing Skills Through Board Games for Grade X Students in Semester 1 of SMA Negeri 1 Pengasih in the Academic Year of 2014/2015" (Thesis, Yogyakarta State University, 2015)

4. The fourth journal created by Ni Made Ratminingsih (2018)¹² entitled “*Implementasi Board Games dan Pengaruhnya Terhadap Hasil Belajar Bahasa Inggris*”

This study is an experimental research which aims at investigating the effect of board games on students' English learning achievement. The population of this research was all elementary schools in 9 districts of Buleleng Regency determined by intact group random sampling taken using lottery. There were 12 experimental groups and 12 control groups which consisted of 681 students of grade 4, 5 and 6 representing 4 areas of eastern, western, northern, and southern Buleleng Regency. The experimental groups were taught with board games, while the control groups were taught without board games. The data were analyzed non-parametrically using Kruskal Wallis and Mann-Whitney. The results prove that board games have an effect on the students' English learning achievement.

5. The last journal that was created by Peter Elianta, Jasson Prestiliano and T.Arie Setiawan (2018)¹³ entitled ”*Perancangan Board Game sebagai Media Pembelajaran Keselamatan Berkendara untuk Remaja dengan Mekanik Dice Rolling*”

Lack of understanding about driving safety can cause many violations and even road accidents. Polda Metro Jaya noted, drivers who violate

¹² Ni Made Ratminngsih. “Implementasi Board Games dan Pengaruhnya Terhadap Hasil Belajar Bahasa Inggris” *Jurnal Ilmu Pendidikan*. Vol. 24 No.1 (2018) 19-28.

¹³Peter Elianta, Jasson Prestiliano dan T.Arie Setiawan ”Perancangan Board Game sebagai Media Pembelajaran Keselamatan Berkendara untuk Remaja dengan Mekanik Dice Rolling” *International Journal of Natural Sciences and Engineering*. Vol. 2 No. 3 (2018) 80-91.

traffic from 2016-2017 experience an increasing trend. The most dominant violators were motorists aged 17-30 years. This study aims to design the "Mudik Yuk" board game as a media for learning safety riding. This study uses descriptive methods, linear strategies, and combination approaches. The data of this study were obtained from interviews, research results, books, existing online news media about driving safety and violations. The results of this study are that teenagers become more understanding about driving safety after playing the game board "Mudik Yuk".

Table 2.1.
The similarities and differences of those researchers and this research were presented in the following table:

No	Research Title	Similarities	Differences
1	2	3	4
1.	Rizky Amalia Azzahroh The Effectiveness of Using Board Game Toward Students' Speaking Skill	This current research and previous research were teaching speaking	The previous research was a qualitative research while this research was classroom action research
2.	Nur Vita Kumala Sari The Effectiveness Of Using Board Game Towards Students' Speaking Ability Of Second Grade At Ma Al-Ma'arif Tulungagung	Both researchers used board game as media in improving students' speaking ability	1) The subject of previous research was senior high school while the subject of this research of this research was junior high school 2) Previous research was an experimental research method while this research was classroom action research

1	2	3	4
3.	Irma Nur Hidayati Improving English Writing Skills Through Board Games for Grade X Students in Semester 1 of SMA Negeri 1 Pengasih in the Academic Year of 2014/2015	Both were Classroom Action Research	<p>1) Previous research used writing skill while this research used speaking skill</p> <p>2) The subject of previous research was senior high school while the subject of this research of this research is junior high school</p>
4.	Ni Made Ratminingsih <i>Implementasi Board Games dan Pengaruhnya Terhadap Hasil Belajar Bahasa Inggris</i>	The subject of both research were students of junior high school	<p>1) Previous research was experimental research method</p> <p>2) Previous research focused on the result of the effective of board game</p>
5.	Peter Elianta, Jasson Prestiliano dan T.Arie Setiawa <i>"Perancangan Board Game sebagai Media Pembelajaran Keselamatan Berkendara untuk Remaja dengan Mekanik Dice Rolling"</i>	Both used board game as media for teaching and learning	<p>1) The previous research was teaching and learning about driving safety</p> <p>2) The previous research was qualitative and quantitative method</p>

So, by reading previous research, I could conclude that there were similarities and differences between the writer's research and the previous research. The similarity of previous research and the writer's research is the research used board game as media in teaching speaking and the distinction between the research are about the material and the method that used by the researchers. The previous research used board game to teach writing skill and this research used board game to teach speaking skill. Moreover, the previous research used experimental method while this research used Classroom Action Research (CAR).

The position of this research was not to repeat previous research but to develop previous research. Hence, this research was used of board game as media in learning and teaching process and the learning material were taught procedure text. The board game used was modification of snake and ladder and monopoly. The board game was made using available materials and also made colorful and gave some images that loved by the students in order the students more enthusiasm in teaching and learning process.

B. Theoretical Review

1. Speaking

a. The Definition of Speaking

Many definitions about speaking have been proposed by language expert. Speaking derives from the word "Speak". According

to Oxford dictionary, “Speak” means say things; talk, be able to use a language, make a speech, express ideas, feelings, etc.¹⁴

Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple.¹⁵

Speaking has often been dealt with in a similar way in language teaching. It is sometimes thought of as something which is covered sufficiently by virtue of being so bound up in the teaching of everything else. Paradoxically, although many learners feel that being able to communicate effectively through speech is their main priority, when speaking is the main aim of the lesson I can be sometimes lead to dissatisfaction. Some learners can't quite see the point of doing something in the classroom that they could quite easily do over a coffee, and teachers can feel a sense of guilt because they have not taught something with a clear learning outcome that can be held up as justification for the lesson.¹⁶

¹⁴ Martin H. Manser, *Oxford Learner's Pocket Dictionary* (New York: Oxford University Press, 1995), 398.

¹⁵ David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill Companies, Inc., 2003), 48.

¹⁶ Peter Watkins, *Learning to Teach English : A Practical Introduction for New Teachers* (England : Viva Books Private Limited, 2007), 26.

As we can see, there are many reasons why people speak to each other. One primary use of language is to establish and maintain social relationship. We say “hello” to people when we meet them, exchange small talk about the weather, work, sport and family relationships. As part of this social use of language we also try to entertain each other by making jokes and telling anecdotes and stories. We may also share views and opinions on a variety of subjects. When we chat to friends there is no agenda of what we should cover. Those involved in the conversation can introduce a variety of subjects.

Harmer defines speaking ability as the ability to speak fluently presupposed not only knowledge of language features, but also the ability to process information and language ‘on the spot’. It requires the ability to cooperate in the management of speaking turns and non-verbal language. It happens in the real situation and has little time for detailed planning. Therefore, the fluency is required to reach the goal of the conversation.¹⁷

Cameron states that it is also important to organize the discourse so that the interlocutor understands what the speaker says. Speaking is important for language learners because speaking is the first form of communication. They are expected to be able to speak English accurately, fluently, and acceptably in the daily life.¹⁸

¹⁷ J. Harmer, *Practice of English Language Teaching* (Edinburgh Gate: Longman, 2001), 269.

¹⁸ Lynne Cameron, *Teaching Languages to Young Learners* (Cambridge: Cambridge University Press, 2001), 41.

From the explanation above, the researcher concludes that speaking is a process to convey and sharing ideas and feelings orally. Speaking involved some skills such as vocabulary, pronunciation, accuracy and fluency. Students need to mastered all of those elements. Speaking, especially in a foreign language, is a very necessary activity for all ages of learners because from this activity people can understood what the other said who use a foreign language too.

b. Types of Speaking

Brown divided the types of speaking into five parts, as follow:¹⁹

1) Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human recorder” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

2) Intensive

Intensive is the production of short stretches of oral language designed to demonstrate competence in narrow band of grammatical, phrasal, lexical or phonological relationships (such as intonation, rhyme, stress). Intensive speaking can be self-initiated

¹⁹ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (San Francisco: Longman, 2001), 271-274.

or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

3) Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher or student initiated questions or comments. These replies are usually sufficient and do not extend into dialogues.

4) Transactional (dialogue)

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

5) Interpersonal (dialogue)

The other form of conversation was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

6) Extensive (monologue)

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

Based on the explanation above, this research focused on intensive speaking because it was related to the definition of intensive speaking that is Intensive is the production of short stretches of oral language designed to demonstrate competence in narrow band of

grammatical, phrasal, lexical or phonological relationships (such as intonation, rhyme, stress). It means that intensive performance is activity of practicing speaking which is the students focus on forms of language.

c. The Components of Speaking

As proposed by Brown, those aspects are pronunciation, fluency, vocabulary, grammar and comprehension.²⁰

1) Pronunciation

Pronunciation is the way a certain sound or sounds are produced. It covers the way for speakers to produce clear language when they speak. To make a successful communication happens, the speakers need to be able to deliver a clear message to listeners.

Teaching pronunciation in speaking including stress, rhythm, and intonation.

In addition, Morley stated that the intelligible pronunciation is an essential component of communicative competence.²¹ It means that the goal of teaching pronunciation is focused on the comprehensible of pronunciation rather on the native like pronunciation. In studying pronunciation, students learn about the sound production, the correct word pronunciation, and creating a communicative situation by pronouncing the word comprehensible.

²⁰ H. Douglas Brown, *Language Assessment Principles and Classroom Practice* (San Francisco: Longman, 2003), 151.

²¹ Joan Morley, "The Pronunciation Competence in Teaching English to Speaker of Other Languages", *TESOL Quarterly*, Vol. 25, No. 3, (Autumn, 1991), p. 488.

2) Fluency

Fluency is probably best achieved by allowing the stream of speech to flow. The fluency often boils down to the extent to which our techniques should be message-oriented as opposed to language oriented. In the speaking activity, the speakers required to speak easily. They also need to notice the rule of grammar such as producing and connecting the words with a right conjunction and using proper tenses in a sentence. Then, they also need to control their awareness in using the gaps and pause while they speak such as when they take a breath or remember their speaking material. In studying how to speak fluently, the students need the knowledge of grammar's rule and control their selves to choosing the right moment to pause while in speaking activity.

3) Vocabulary

Vocabulary is a foundation of a language. To create meaningful utterance or sentences, it needs to use appropriate vocabulary to express something. In other words, the requirement for students who want to have a good speaking ability is mastering vocabulary. In addition, Harmer said that if the students have more vocabularies or at least 1000 words, they can communicate fluently. They do not take a long time in expressing what they are

going to say because they know the words that describe their ideas.²²

In fact, after having the collection of the word, the speaker needs to know the meaning of the word. It will help the speaker to create a meaningful sentences by using appropriate vocabulary. In studying vocabulary, the students need to memorize the vocabulary and know the meaning at once.

4) Grammar

Grammar is very important in speaking accuracy. Grammar is generally thought to be a set of rules specifying the correct ordering of words at the sentence level. Grammar is needed as the rule for us when speaking to other. It is needed to correct the structure of the sentence in the spoken language. It is in line with Penny Ur's opinion, grammar is the way of words which put together to make correct sentences.²³ The correct sentences affect to the meaningful message which makes the communication understandable. Grammar usually can be thought as a set of rules specifying the correct pattern of words at sentence level. If our conversation is full of grammatical mistakes, your ideas will not

²² Rian Wulandari, "Improving Students' Speaking Ability Through Communicative Language Games At Smpn 1 Prambanan Grade Viii A In The Academic Year Of 2013 / 2014", (Thesis, Yogyakarta State University, 2014), 9.

²³ Penny Ur, *A Course in Language Teaching, Practice and Theory*, (Cambridge: Cambridge University, 1996) 75.

get across so easily. Studying grammar rules will certainly help students speak more accurately.²⁴

The time in English is divided into past, present, and future.

The past tense is used to tell the event which happened in the past.

The present tense is used to tell the event which happened now.

The future tense is used to tell the event which will happen in the future. So, in studying grammar, students know how to make a correct sentence based on the English rules.

5) Comprehension

Comprehension is considered as the aspect or element for being a good English speaker since the speaking skill is used to deliver the message.

Comprehension can be defined as the ability to understand spoken English. Comprehension in speaking is the aim of many language learners.

d. The Function of Speaking Skill

The mastery of speaking skills in English is a priority for many second and foreign language learners. Several language experts have attempted to categorize the functions of speaking in human interaction.

Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches.²⁵

²⁴ David Nunan, *Practical English Language Teaching* (New York: McGraw –ill companies. Inc., 2003) 154.

²⁵ Jack C. Richards, *Teaching Listening and Speaking; From Theory to Practice*. (New York: Cambridge University Press, 2008), 21.

1) Talk as interaction

Talk as interaction refers to the interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small speaking and chit chat, recount recent experiences because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speaker and how they wish to presents themselves to each other.

2) Talk as performance

Talk as performance refers to public speaking; it is talk which transmits information before and audience such as public announcements and speeches. Talk as performance tends to be in form of monolog rather than dialogue, often follow a recognizable format and it is closer to written language than conversational language.

3) Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

e. The Problems in Speaking

According to Penny Ur says that there are some problems faced by the learners in speaking activities. The problems include

inhabitation, the lack of theme to be spoken, the low of participation, and the use of mother tongue. Those problems can be explained as follows:²⁶

- 1) Inhibition

Unlike writing, reading, and listening activities, speaking requires some real time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom, such as worried about making mistakes, fearful of criticism, or shy of the attention that their speech attracts.

- 2) Nothing to say

Some learners get the difficulties in thinking of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

- 3) The low or uneven of participation

Only one participant can talk at a time if he or she is to be heard. In a large group, this means that each one will have only very little time to talk. This problem is compounded by tendency of some learners to dominate, while others speak very little or not at all.

- 4) Mother – tongue use

In a number of classes, the learners share the same mother tongue. They may tend to use it because of some reasons. Firstly, it

²⁶ Rasena Rahayu, "Improving Students' Speaking Ability By Usin Information Gap Activities" (Thesis, The State Islamic Institut Of Surakarta, 2017), 13.

is easier. Secondly, it feels unnatural to speak to one another in a foreign language. If they are talking in small groups, it can be quite difficult to keep using target language.

The problems not only come from the students but also come from the teachers. She/he may give a little exercise to develop speaking skill. The students who learn about a new language will not learn to speak merely by hearing speech in a class. The teacher would be in the position of controlling a set of strategies that would help the students improve their performance.

f. The Criteria of A Successful Speaking Activity

Based on Penny Ur said that the speaking activity is the important part of language course, and there four characteristics for a successful speaking activity :²⁷

1) Learners talk a lot

As much as possible the period of time allotted to the activity is in fact occupied by the learner talk. This may seem obvious, but often most time is taken up with teacher talk pauses.

2) Participation is even

The lesson should not be dominated by only some students but all get chances to talk and contributions are fairly evenly distributed.

²⁷ Rahayu, 18.

3) Motivation is high

Learners are eager to speak because they are interested in the topic and have something new to say about it , or because they want to contribute to achieve a task objective. So the teacher should prepare an interesting material for the learners.

4) Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy

2. Media

a. Definition of Media

The meaning of media is often related with means of communication. The term media often refers of some devices that bring information from the source of message to the destination. In our daily life, we can see some examples such as television, radio, record, and pictures, those are some devices that assist an instructor to transmit to learner fact, skills, attitude, knowledge, and appreciate or additional materials used when using a particular teaching method to make learning is more easy, as it intends to help both the teacher to teach more reflectively and the learner to grasp the concepts more effectively. Media such as slides and films delivered information in

more concrete, therefore it is more effective ways than lectures and books did.²⁸

Based on the definition above, it can be said that the notion of media is something that is channeling message and it can stimulate the thoughts, feeling, and willingness of the students so that it can encourage the learning process. The use of media creatively will enable the students are better in learning and it can improve their performance in accordance with the desired goals accomplished. In addition, the learning media is very decisive the learning process of students, so that it will overcome difficulties in achieving educational goals. Media is also facilities, resources or tools to utter expressions of art, the line that is used by people to produce message or information.

There are some components around the students that can convey messages that can motivate the students in learning English. It can be a form of communication whether printed or audio visual as well as the instruments are a means that transmits message from transmitter to receiver and enables human being to influence other people who do not have contact with him/her immediately.

Media is part of communication that always used. The use of media is needed to ensure effective communication in order to improve the effect of instruction. In teaching and learning process, media is the way of teacher to communicate with the students. Media can make the

²⁸Roblyer, *Influsing Social Media in Teaching and Learning* (UK: The Press Syndicate of the University of amridge, 2010), 40

students more creative to do various activities, for example creating an interesting learning atmosphere and solving limited space which increase students' motivation.

b. Classification of Media

Kemp, cited by Arsyad, stated that media could be classified into eight groups.²⁹ Those groups were:

1) Printed Media Printed

Printed media consist of materials, which is prepared on papers. The materials will be used for instructional and informational purposes.

2) Display Media

Most of display media are used by instructor to transmit the message or information in front of small class or audience. These categories include chalkboard, flip chart, cloth broad, and bulletin board.

3) Overhead transparencies or projector (OHP)

Transparencies are popular form of instructional media. Overhead transparencies are a visual form of word, sign, picture, or chart which is prepared to be projected in a screen or wall by a projector.

²⁹ Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT. Grapindo Persada, 2003), 37

4) Audio Tape Recording

Audio material is an economical way to provide certain type of informational and instructional content. Recording may be prepared for group or individual. Audio tape recording is closely related with the 13 students' skill especially in listening.

5) Slide Series and Film Strips

Slides are a form of projected media, which are easy to prepare. Slides series and filmstrips frequently serve as the starting effort in a media production program.

6) Multi Image Presentation

Combination of visual materials can be effective when used for specific purposes. Two or more pictures are projected simultaneously on one or more screens for group viewing.

7) Video and Motion Picture

Video and film are both “media of motion” in a frame, where the frame is projected by a projector lens mechanically. Video and film can be more effective than the other instructional media for relating one idea to another, building a continuity of thought, creating dramatic impact.

8) Computer Based Instruction

Computer based instruction refers to any application of computer technology to the instructional process. Computer based instruction will be used to present information from teacher to

students, stimulate a process, manipulate data to solve the problems.

1. Board Game

a. Definition of Board Game

Games are able to help the students use and practice the language being learned in a relaxed way. Games are also highly motivating since they are amusing and interesting. For the classroom activities, games can be used in personal groups or for the whole class. For this research, the writer used kind of games that is played in the team.

A board game is a game that involves counters or pieces moved or placed on pre-marked surface or “board”, according to a set of rules.

Games can be based on pure strategy, chance (e.g. rolling dice) or a mixture of the two, and usually have a goal that a player aims to achieve.³⁰ Board games are something unique when you include in your educational teaching aids. Through applying educational board game is believed could stimulate the curiosity and creativity of the students. The learners can take turns producing a sentence each round group, or can call each other. Educational board game is the best solution for teacher problem. In addition, board game is very attractive and interesting game.

³⁰ http://en.wikipedia.org/wiki/Board_game. accessed on August 27, 2020

According to Hadfield, Board game and card game are familiar game types, where the aim is to be the first round a board, or to collect the most cards, or to get rid of the cards, or to build up a story. The cards and squares on the board are used as stimuli to provoke a communication exchange.³¹

According to Cambridge dictionary board game is any of many games, for example chess, in which small pieces are moved around on a board with pattern on it.³² In the other hand, based on Merriam Webster dictionary the definition of board game is a game (such as checkers, chess, and etc) played by placing or moving pieces on a board.³³ So the writer concluded that Board Game is a game that involves counters or pieces moved placed on pre-marked surface or “board” according to a set of rules.

The rules of game allow some sort of communication among the two or more members of a team in such a game. Board games are familiar game types for children. This type of games mainly involves moving markers along a path.³⁴ Monopoly, Snake and Ladders, and Ludo are the examples of popular board games. Almost all board games are the imitations of situations in real life. Board games have also been used to teach children basic fact and information about the world in which they live. A board game is a game that when you play

³¹ Jill Hadfield, *Intermediate Vocabulary Games*, (Longman: Pearson Education Limited, 1999), 5.

³² <https://dictionary.cambridge.org/dictionary/english/board-game>, accessed on August 28, 2020

³³ <https://www.merriam-webster.com/dictionary/board%20game>, accessed on August 28, 2020

³⁴ Lewis, Gordon and Gunther Bedson. *Games for Children*. (Oxford: Oxford University Press, 2008)

it you throw the dice in the counters and you can step forward based on the number of the dice. So, here the researcher used the modification board game of monopoly and snake and ladders in the teaching and learning process in order the students more enthusiasm in learning English and more improve their speaking ability.

b. The Concept of Board Game

According to Hammond the concept of a board game is not new, the playing of board games is timeless. Many of us enjoy playing a good board game now and then.³⁵ Many companies are making educational board games that teach things such as adding or phonics. While these are obviously educational, any type of board game can teach kids many important concepts.

There are five concepts of playing board games to teach English for children:³⁶

- 1) Taking Turns and Having Patience: In board games, kids are taught to wait for their turn. Sometimes this can be hard as kids tend to get anxious. However, as this skill is practiced, it will get easier for them in board games and in playing with friends and siblings in general.
- 2) Playing Fair: It is so easy for kids to get upset when they lose a turn or things don't go the way they planned, but it is important for

³⁵ Hamond Dan, *Design Jurnal#01: The Concept of Board Game*, (Internet Tessol, <http://BoardGamegek.Com>, 2011), 1.

³⁶ Fika Amanda Putri, "Developing Students Understanding od Degree Comparison Through Board Game at SMPN 1 Langsa", (IAIN Langsa, 2017), 20-21.

them to learn that cheating is not fair. In a way it follows the golden rule because they wouldn't want someone else to cheat so they need to not cheat. Learning this concept will help kids as they grow older and have different disappointments when things don't turn out as planned. It will also teach them to be honest in school and, later on, the workplace.

- 3) Reasoning and Strategy Skills: Playing board games will help kids reason and strategize about the best way to "play their cards" to their best advantage. This is an important concept in making everyday life decisions throughout.
- 4) Good Sportsmanship: Many kids get so worked up about having to win the game and boast if they do. Then if they do not win, they may be bitter or say hurtful things. Kids need to know that having fun is the most important part of playing the game and to be humble and have good sportsmanship no matter who wins. Learning this concept can help them in any friendships, they have as well as to be happy about others achievements.

c. The Procedure of Playing Board Game

Board game is kind of games that come from American culture, but there are many board games that are well known by the students in Indonesia such as Snakes and Ladder, Sudoku, Scrabble, Monopoly, and so on. Within the teaching process, as the treatments, the researcher modified some board games with Monopoly and Snakes

and Ladders design. Everyone is well-known with the design of those games. So it is easier to explain how to play it and what the rules to do it.

This is the list of steps in using board games for teaching speaking:

- 1) The writer prepares the material to play the games like board, dice, pawn, and the table.
- 2) Students are grouped into six groups. Each group has three-four members.
- 3) The writer lays the games board on the table for each group.
- 4) Each group should sit around the boards.
- 5) Each member has one pawn to walk over the board.
- 6) The students choose the first one to shake the dice.
- 7) The number in the dice decides how many columns that the member should walk. If the dice shows two, the member walks two columns. When they get an illuminated column, they have to pick up the instruction card.
- 8) Each member has his/her turn to shake the dice.
- 9) The students should say what the board games instruct, according to the card they got.
- 10) The students use English to break the challenge.,
- 11) After the games ended, the students should represent what they got in playing board games.

d. The Advantages of Board Game

Board game can be method that will give many advantages for teacher and the students either. Buckby stated the advantages of board game are attract the students to learn English because it is fun and make them want to have experiment, discover and interact with their environment are:³⁷

- 1) Board game adds variation to a lesson and increase motivation by providing a plausible incentive to use the target language.
- 2) The game context makes the foreign language immediately useful to the children. It brings the target language to life. The board game makes the reason for speaking plausible even to reluctant children.
- 3) Through playing board game, students can learn English they way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot.
- 4) Even shy students can participate positively.
- 5) Make your classroom a lively place through the use of attractive wall displays, displays of pupils' work, etc. Language classroom is noisy with the language (English) is good because it will make the classroom more live in English (practice).
- 6) Motivate children to want to learn English by using interesting and enjoyable learning activities.

³⁷ Juniati Nurkasanah, "Improving The Fourth Grade Students' Speaking Skills Through Board Games At SDN 1 Pandak Bantul", (Yogyakarta State University, 2014), 35-36.

- 7) Create warm and happy atmosphere where teacher and students enjoy working together.
- 8) Help students to develop personal reasons for learning English.
- 9) Make learning English enjoyable and fun, remember you are influencing their attitude to language learning.



CHAPTER III

RESEARCH METHODOLOGY

This chapter presents about research methodology. It consisted of seven sections such as Research Design, Research Location, Research Subject, Data Collection Technique, Technique of Data Analysis, Validity of Data and Criteria of Success.

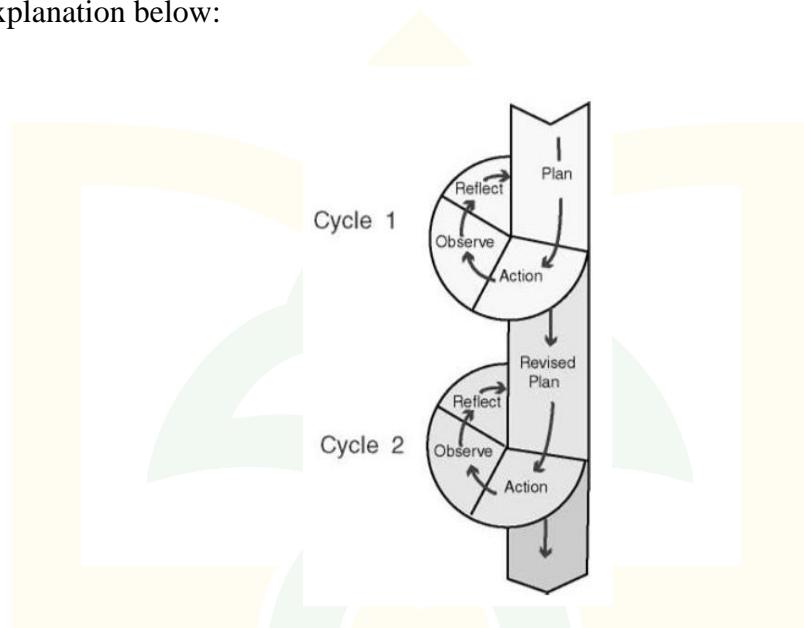
A. Research Design

The design of this research is Classroom Action Research (CAR). It is focused on students' problem and a group of students in classroom. Burns stated that action research is the view to improve the quality of action within social situation, involving collaboration and co-operation of researchers, practitioners and laymen.³⁸

Classroom Action Research (CAR) design is usually done in collaborative between the researcher and the teacher. It means that the researcher collaborated with the English teacher of MTs Nurul Ihsan as observer and collaborator. In conducting the research, the researcher's role was an English teacher who taught English especially speaking, while the English teacher's role was as an observer or collaborator who observed the action of the researcher while teaching and learning activities happened in the classroom and also she acted as collaborator when helped the researcher in designing lesson plan and carrying out the reflection.

³⁸ Anne Burns, *Action Research in Second Language Teacher Education* (Sydney: UNSW, 1999), 299.

In this research, the researcher applied the four phases of Kemmis and Mc Taggart in each cycle. The phases were planning, action, observing, and reflecting. The design of this research is presented in the figure and explanation below:



Picture 3.1

The Model of Action Research Adopted from Kemmis and McTaggrat

1. Planning

The researcher made a plan of action to solve the problem about the lack of speaking ability for the students of ninth grade of MTs Nurul Ihsan. In this step, the researcher was expected to find out strategic plan to improve the condition of the population. In this case, the researcher used a kind of games, which was a board game, to overcome the problem mentioned.

2. Action (Implementing)

Action is the realization which is planned before. The researcher would start to act what has been planned such as using technique and material.

This step was the implementation of the use of board game as teaching and learning media. The teacher carried out the lesson plan in the classroom step by step. It described how the use of board game in the class can promote students speaking ability.

To obtain the purpose, the teacher had to create the classroom atmosphere as well as possible. In this case, the teachers took roles as a controller of the students' activities and also provide helps when they got unconfident and difficulties when they spoke up in front of class.

3. Observing

In this phase, the researcher was assisted by the collaborator about the technique of teaching in the class in the material delivery and teaching learning process, about the student's interaction, opinions, performance, and other activities written down in a field note.

4. Reflecting

After carrying out the teaching and learning activities that was teaching speaking using board game, the researcher recited the occurrences in the classroom as the effect of the action. Then evaluate the process and the result of the implementation of board game in the class. The evaluation benefits to decide what the researcher should do in

the next cycle. This step is analyzing the whole action that has been done. Based on the data that has been collected, teacher as collaborator and researcher discuss and make evaluation to determine the next cycle.

It was carried out to know the effect of using board game in speaking class. By analyzing the strength and the weakness of using board game, the researcher can decide what the next action will be for the continuing improvement.

B. Location of Research

This research was conducted at the ninth grade students of MTs Nurul Ihsan. It is located in Jl. Hatta 20 Tempeh Tengah Tempeh Lumajang. It is strategic location which makes MTs Nurul Ihsan easy to be reached. The reason why the researcher choose this school because board game had never been applied by English teacher of MTs Nurul Ihsan especially in teaching speaking and the headmaster of MTs Nurul Ihsan gave permission to conduct this research.

C. Research Subject

The subject of this research was the ninth grade students of MTs Nurul Ihsan. It was consisted of 20 students. They were 13 females and 7 males. The researcher chose this school because of according to the teacher, this class was the class which had some problems in speaking, so they needed a right treatment to improve their speaking ability.

The data showed that only a few students passed the target. They had some problems such as: the weak some students tend to be passive, lack of

motivation, some of them were not serious, noise and disturb the other students during teaching and learning process.

D. Data Collection Technique

1. Observation

The observation was done by the writer toward students of ninth grade of MTs Nurul Ihsan academic year 2020/2021 directly during the teaching and learning process. Here, the researcher as a teacher and the English teacher as a collaborator observed the students behave in the classroom. For example, how students participate and achieve the speaking skill.

From the observation, the writer found that on students misunderstanding about grammar and genre text. Meanwhile speaking was seldom taught by the teacher, and in teaching speaking, she used dialogue that students had to read it after the teacher. It means, the students had a little chance to speak English with their partner. In practicing the dialogue, the teacher got students to perform by using textbook where the dialogue written. Pair by pair student took turn and so until all the pair got their turn that made the class situation uncontrolled, so it needed extra monitoring toward students behave.

2. Interview

The researcher accomplished the interview two times. First, the interview conducted before applying the action research. In this case, the researcher interviewed the English teacher concerning with the teaching

problem in that school, students' difficulties in learning English language and what method is used by her. Here the researcher found that the teacher used dialogue memorization and text based dialogue. Concerning with the students problem, students were lack in vocabulary and motivation, so it was very difficult to make them practice their spoken language.

This interview was also conducted toward students at ninth grade of MTs Nurul Ihsan regarding their difficulties in learning English especially speaking, the method that was used by their teacher, and the activities they did during the teaching and learning process. The interview remained that they were lack in vocabulary, but they had motivation to learn English furthermore to be able to speak English well. Sometime they feel awkward and inconvenient, more and more, when they have to take turn to have conversation with their partner in front of the class.

3. Test

Test is a process to measure students' ability and knowledge about material that is given, competence, intelligence, and talent that can belong for individual or groups. Test may be constructed primarily as devices to reinforce learning and to motivate the students or primarily means of assessing the students' performance in language.

Test is considered as the best way to know well students achieve the materials they have been learning. The objective of the test itself within the teaching and learning is to provide feedback.

The test is conducted twice and is in the form of oral. First, it is pre-test in cycle I; a test which is given toward students before implementing the action research in order to diagnose students' speaking skill. Second, is post-test in cycle I; a test that will be accomplished to evaluate students' achievement and to know students' progress after implementing board game in teaching English especially speaking ability within the classroom action research (CAR).

The researcher analyzed in order to measure the improvement and concerned on grammar, vocabulary, pronunciation, fluency, and comprehension. In assessing the students' speaking ability, the criterion of assessment was considered from oral proficiency scoring categories proposed by Brown, as follows:³⁹

**Table 3.1
Speaking Scoring Rubrics**

No	Criteria	Scale	Description
1	Pronunciation	1	Pronunciation is so bad and it cannot be understood
		2	Difficult to understand because there is problem in pronunciation, asked to repeat
		3	There are some problems in pronunciation that made listener should more concentration and sometimes there is misunderstanding
		4	Easy to understand with certain accent
		5	Easy to understand and has native speaker's accent
2	Grammar	1	The grammar mistake is so bad and it is difficult to be understood
		2	There are many mistakes in grammar which made hinder in meaning and should re-

³⁹ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*. (New York: Longman, 2004), 172-173.

			arrange sentence
		3	Often makes mistakes in grammar and it influences meaning
		4	Sometimes makes mistake in grammar but it does not influences meaning
		5	There is no mistake or has little mistake in grammar
3	Vocabulary	1	Vocabulary is so limited, so conversation impossible to occur
		2	Using wrong vocabulary and it is limited, it is difficult to understand
		3	Using vocabulary which is not appropriate, conversation becomes limited because the vocabulary is limited
		4	Sometimes using vocabulary which is appropriate
		5	Using a variety vocabulary
4	Fluency	1	Speech is so halting and fragmentary that conversation
		2	Speak frequent confused and unwell
		3	Speech is frequently hesitant and jerky. Sentence maybe left uncompleted
		4	Speak with some hesitations
		5	Speaks fluently and little hesitation

4. Document Review

The researcher used document review to collect data such as student's attendance list, the data of school profile which is include the background of the school, vision and mission, the number of teachers and the data related with the researcher need in this research.

E. Technique of Analyzing Data

The data analysis used in this research is the observation students' activities during teaching and learning process and interview before and after implementing Classroom action Research (CAR). In analyzing the data, first the researcher tries to get the average of students' speaking test score. It is

used to know how well students' speaking score in speaking skill. It uses the formula:⁴⁰

$$X = \frac{\sum x}{n}$$

Notes:

X: mean

x: individual score

n: number of students

Second, the researcher tries to get the class percentage which passed the minimum mastery level criterion (KKM 73) which is adapted from school agreement at MTs Nurul Ihsan Tempeh. It uses the formula:⁴¹

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

Notes:

P: the class percentage

F: total percentage score

N: number of students

F. Validity of Data

The data collected by the researcher must be validated. Validity is the most requirement for instrument evaluation. It means that a test can be said valid if the test measures what it will be measured. Validity should be determine by the purpose will be reached by using test. Therefore, validity refers to the result of an evaluation procedure that uses for they are attended.

⁴⁰ Subana, Moersetyo Rahadi dan Sudrajat. *Statistika Pendidikan*, (Bandung: PT. Pustaka Setia, 2015), 63.

⁴¹ Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2000), 43.

In this research, the research uses content validity. Brown stated that a test actually samples the subject matter about which conclusions are to be drawn, and if requires the test taker to perform the behavior that is being measured. It can claim content-related evidence of validity, often popularly referred to as content validity.⁴² Simply, content validity is talking about the content of the test. The test that will be given should be made by the expert or understand about the test. Then, the test should be suitable with the curriculum. The content of the test should be suitable with the material and also see the test according to the purpose.

G. Criteria of Success

Classroom Action Research (CAR) is considered as successful if it can exceed the criteria which has been determined. The researcher and English teacher held a collaboration for determining the criteria used in the success of learning. In this study the research would be succeed when there was 70% of students could pass the test score that was 70 based on the agreement of the researcher and the collaborator teacher and the mastery level criterion (KKM) was 73 (seventy three).The researcher and collaborator expect students to improve their speaking skills not only exceeding one or two points above the KKM, therefore researcher and collaborator agreed to make a minimum score that was 73 to make students tried to get better results.

⁴² H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*. (New York: Longman, 2004), 22-23.

CHAPTER IV

RESEARCH FINDING AND DISSCUSSION

This chapter focused on analyzed the collected data. The researcher showed the finding of the study by discussing the improvement of students speaking skills by using board game. The findings consist of the result of the cycle-I and cycle-II. After that, the discussions of what have been described in the findings are the closure of this chapter.

A. The Description of The Object

The Madrasah Tsanawiyah Nurul Ihsan Tempeh was established by the caretakers of the Nurul Ihsan An-Nur Islamic Boarding School Tempeh Lumajang. The establishment of MTs Nurul Ihsan was because of the caretaker of Nurul Ihsan An-Nur which formed by several elements. Exactly on 1986, MTs Nurul Ihsan was established. MTs Nurul Ihsan is located on behind of Masjid Besar Darussalam Tempeh, Tempeh Tengah, Tempeh, Lumajang. MTs Nurul Ihsan Tempeh has 3 classes, including class VII, class VIII and class IX, one principal's office, one teacher's room or Administration room, one living room, one library room, one mosque in the middle of the pesantren and toilet in the office room and toilet next to the mosque. MTS Nurul Ihsan has been received their "accredited A" status. The vision of MTs Nurul Ihsan Tempeh is "The realization of a generation that has commendable behavior and successful 12th year's compulsory learning programs, achievement with faith taqwa and knowledge". While the missions are "Familiarize students to behave well cause it is a form of them know the

teaching of religion faith God Allah, Students can complete the compulsory study program for 12th and Assist students in creative, innovative , active learning”

B. Research Findings

This research was held at MTs Nurul Ihsan Tempeh in the academic year 2019/2020 and the subject of the research at the ninth grade of the school. The implementation of the research was described in this chapter, from the beginning to the end of the cycle. The implementations were planning, action, observing and reflecting. Also about the instrument and procedure of the research are discussed in the chapter. The study was conducted in two cycles, the cycle consisted of two meetings for treatments. The last meeting in each cycle conducted by the researcher is a post-test to find out the improvement in students' speaking skills. For a clear explanation could be seen from:

1. First Cycle

In this research, the researcher acted as collaborator that observed the learning process and Miss Umi Bariroh acted as the English teacher. The research consisted of two cycles, each cycle consisted of planning, action, observation, reflection. The whole steps of this research were explained in the description below:

a. Planning

All of the elements that needed in doing this research had been completed in the plan stage. They were schedule, lesson plan, learning material, speaking test, observation checklists, and also

documentation. Then if we talk about the lesson plan and the learning material, they had been designed based on the curriculum and school's syllabus. And test had been designed to see the improvement of students' speaking ability. Furthermore, field notes and documentation also had been designed based on the indicators and learning strategy used in this research.

b. Acting in Cycle 1

After preparing English teaching material and the instrument, it had been used in cycle 1, the researcher conducted the cycle December 23rd-30th 2020. In this cycle, there was a kind of introduction cycle and there were three meetings of the teaching and learning process in this research, the researcher had to socialize the Board Game to the students so that they became familiar with this game.

Moreover, the teacher would apply the Board Game at the classroom. The following was the detail implementation of Speaking Board Game. Based on lesson plan of cycle 1, the researcher divided the action in giving the material of teaching speaking into three steps they were: pre-activities, while-activities, and post-activities.

1) First Meeting

For the first beginning activities in the classroom held on December 23rd, 2020, the researcher started activities with greeting and praying. The research was needed 80 minutes in this meeting. 5 minutes in the pre activities, 65 minutes in the main, and 10

minutes for post activities. The researcher was applied lesson plan based on board games technique. Here, the activities were based on the steps of board games technique in teaching speaking.

The first activity was that the teacher came in the class with the researcher, the teacher told the students the goal of researcher, and researcher would make same research in the class. After the students understood the researcher's goal, then the researcher introduced board games technique and discussion of procedure text. The theme of this text was about "*How to Make it?*". In this occasion the researcher was contributed the material to students about procedure text.

Before the researcher started the main activity, the researcher gave the students some questions. They had to give their answer. The questions included "*Anyone knows what the procedure is?*", and "*have you ever made something by following the procedure and can you tell us?*".

The students showed vary reaction about the questions. Question about what is the procedure that was made the student excited with the question. The second question about making something by following the procedure generally made every student more exited. The students looked shy giving some responds in English, so some of them gave some respond in Bahasa Indonesia. For example, "*procedure itu prosedur yak an*

ustadzah?” “saya pernah ustadzah, pas liburan pondok kemarin” but the teacher tried directing to make some respond in English. Some students mixed the language in to the question like *“I have ustadzah, libur pondok kemarin saya mencoba make Dalgona Coffe”* and the teacher tried helping the student to translate it.

In the main activity, the researcher started to explain the material by giving example of text (procedure text). Firstly, the researcher explained them about the purposes of text, the structure of text and the language feature of text. The researcher thicked the sentences which indicated the structure of text. After explaining the structure, the researcher explained the language features of text. The researcher gave several marks to the sentences that indicated the language features. In this explanation the students were excited but while explaining the material, there were some students who were still chatting with their seatmate. The researcher told them to be focus and more pay attention to the material, in order they did not miss the material.

After explaining, the researcher introduced the board game to the students. The researcher told there was a theme that should be discussed by the students. The theme was about How to Make a Food and Beverage. Before starting to play the board game, the researcher explained the rules how to play board game to the students. Then, they divided to small groups, in order to ensure

students could be understood the meaning of their text and helped each other to improve their speaking ability. Every group consisted three or four students. Each student would have their chance to speak up.

After explaining the rules of board game, the researcher shared the text based on the theme that would be discussed. Then, the researcher allowed each student to read and understand the contents of the text. After that, the researcher asked the students whether there were any questions or whether there were difficulties in understanding the text. Most of the students asked about how to pronounce and interpret a vocabulary so the researcher helped them by writing down the vocabularies that they did not know and was difficult to interpret and pronounce on the white board. After that, researcher asked them to pronounce each vocabulary simultaneously. In this way, the students were very enthusiastic in learning and became more active. After explaining the rules, the researcher gave a small sheet of paper it was containing numbers to determine the groups so the researcher asked the students to gather with their respective groups.

Before the researcher closing the class, the researcher did repetition of the material so that students could be understood the lesson they had learned on that day. After repeating the lesson, the researcher did not forget to ask the students to review the material

with a group of friends in the dormitory. The researcher closed the meeting by saying hamdallah and salam.

2) Second Meeting

Second meeting was conducted on December, 29th 2020 at 10:00-11:20 A.M. The researcher and the collaborator entered the class, The teacher as usual started the class by greeting and asking the students condition, checking the students attendance and praying to start the lesson by reciting “Basmallah”. By checking students attendance there were 20 students in the class. Before the researcher started the main activity, the researcher did brain storming so that students were more enthusiastic in receiving lesson.

To ensure that the students were still remember about the material that had been given before about what the purpose of the text is and the arrangement of the text. The researcher gave a few questions related to the previous material, only a few students who were still remember and were able to answer these questions. It was second meeting, the researcher still found students who were still lack in pronunciation, were still not familiar with new vocabularies and still lacked understanding of the material, therefore the researcher gave a little explanation of the material they did not understand.

After explaining the material, the researcher asked the students to gather with their respective groups and one of group representatives to come forward to take the media. To ensure that the students understood the rules of the board game, the researcher explained some of the rules.

Next, the researcher designed one group and the group was invited to appoint one person to start the game first. The students began the game by rolling the dice to show what number they got. When he or she got mark “?” it means that he or she had to answer the question on the card, but if she or he did not know the answer the group mate could help. When he or she got this mark “someone talks / someone screams”, it means that he or she and his or her group had presented their text that had been given before. After presenting the text they had achieved, after that it was replaced by the next group. But if he or she did not get any marks, it means he or she had to throw his or her turn directly to the other group.

Before the researcher closed the meeting, the researcher did repetition of the material so that students could be understood the lesson they had learned on that day. After repeating the lesson, the researcher did not forget to ask the students to review the material with a group of friends in the dormitory. The researcher closed the meeting by saying hamdallah and salam.

c. Observation of Action

In observing phase the researcher and the collaborator observed the situation in the class while teaching learning process, students' participation, students' enthusiastic during the learning process and the braveries in speaking lesson. The data were described as follows:

**Table 4.1
Observation Checklist**

No	Behavior	Grade					Score
		1	2	3	4	5	
1.	Students pay attention to the researcher as a teacher			✓			3
2.	Students interest in playing board game				✓		4
3.	Students answer teacher's question.			✓			3
4.	Students ask question to clarify understanding		✓				2
5.	Students enthusiasm in doing the task			✓			3
Total							15

1 = Very bad

2 = Bad

3 = Fair / enough

4 = Good

5 = Very Good

The score the observation as follows:

$$p = \frac{S}{N} \times 100\%$$

$$= \frac{15}{25} \times 100\%$$

$$= 60\%$$

According to observation checklist above, it was concluded that some students did not really pay attention to the researcher as the teacher. Some of them did not focus on the subject, the students were just enthusiastic on playing the board game but when the researcher asked some questions they just kept silent and saw each other, they only answered “forget ustazah”. The classroom condition was still uncontrolled yet, there were some students who still disturbed the other students and talked each other while the teaching and learning process. Based on the observation noted that had been taken by the observer, the observer suggested to the researcher to give more explanation and example in simple way. The students also were shy and were unconfident to speak English.

d. Reflecting and Evaluating

In this reflection section, the researcher tried to compare the result of pre-assessment and cycle 1. The reflection was very beneficial to analyze everything related to the students' improvement in their speaking ability. The information from this reflection section used by the researcher as the reference for the next cycle so that the process of teaching and learning by using Board Game in the next cycle would be better than in cycle 1.

The result of students' activeness observation in cycle 1 was below:

Table 4.2
The Students' Speaking Post Test 1

No	Initial Name	V	P	G	F	Total Score	FAIL/PASS
1	ASA	4	4	4	4	80	PASS
2	AB	4	3	3	3	65	FAIL
3	AF	4	4	3	4	75	PASS
4	IF	4	4	4	4	80	PASS
5	MDARNI	4	4	3	4	75	PASS
6	MEB	4	4	4	4	80	PASS
7	MR	3	2	2	3	50	FAIL
8	EAR	4	3	3	4	70	FAIL
9	HS	4	3	4	3	70	FAIL
10	IMN	4	3	2	4	65	FAIL
11	IN	5	5	4	3	85	PASS
12	LF	3	3	3	3	60	FAIL
13	LV	4	4	4	4	80	PASS
14	MI	4	3	2	3	60	FAIL
15	SRN	3	3	3	3	60	FAIL
16	SM	4	3	3	3	65	FAIL
17	SNH	4	4	3	4	75	PASS
18	ZNU	3	3	3	3	55	FAIL
19	HF	4	4	3	4	75	PASS
20	PA	3	3	2	2	50	FAIL
TOTAL						1375	
MEAN						68,75	
PERCENTAGE						45%	

In the table of post-test 1, the total of student's score was 1375 and the total who did the test was 20 students. So, mean of the student's score was:

$$\bar{X} = \frac{\Sigma X}{n}$$

$$= \frac{1375}{20}$$

$$= 68,75$$

After knowing the students' average score, the researcher tried to get class percentage which passed the minimal mastery

$$P = \frac{F}{N} \times 100$$

$$P = \frac{9}{20} \times 100$$

$$= 45\%$$

Explanation:

P: The class percentage

F: Total percentage score

N: Number of students

The result of cycle-1 based on the table above, the data showed that the average score of post-test was 68,75. There were eleven students (45%) who passed successfully the minimum score that was 73. It means that the cycle-1 had not been successful and still needed around nine students to reach the criteria of success.

Based on the result of the score of the test in cycle I and also observation, action of improvement was needed. It caused in cycle-1 the researcher gave treatment in delivering the material was not maximum. Actually, students' score in test of cycle I was improved than the score of pre-test. But, the result in cycle-1 was not satisfactory because of that it needed more improvement in their speaking skill because some of them still low of vocabulary. Not only low of understanding vocabulary but also they were low of pronouncing word. In pronouncing word some of them

were still incorrect. Also it caused during playing board games there were some of them did not get the chance to speak up in front of the class and some of them were still failing the test. And also it caused, when during in the learning and teaching process the researcher could not make classroom atmosphere a pleasant condition and also researcher still made mistakes in the delivery of material and the use of board game.

Therefore, the researcher should made effort for next cycle to give them more treatment and attention such as in term of prepared the material and gave new vocabulary or repeated the previous vocabulary that had been given and then recited together in order the students were more confident and active in speaking English. And also the researcher had to manage time or everyone to take their turn so that they could achieve the target values.

Based on the result of the reflection above, the observer and the researcher decide to make a new cycle that is cycle-2 in order to improve their speaking better than before.

2. Second Cycle

Based on the result of the first cycle, the researcher continued to do the second cycle. The first cycle indicated that students speaking skill was still low. It happened because of the students got difficulties to speak and much of them low of vocabulary, their score still not achieved the minimum passing grade.

a. Planning

In this step, all of the elements that needed in doing this research had been completed in the planning stage. The researcher prepared the new material that was enclosed in lesson plan. The researcher prepared lesson plan an emphasized teaching-learning process in teaching speaking skill. They had been designed based on the curriculum and school's syllabus. The researcher focused to solve problem found in cycle I especially related to the language used, and also the way to motivate students to be more active. The action plans of cycle II were as follows.

In addition, to know the improvement the students' speaking skill, the researcher prepared and designed the instrument of second cycle to collect data such as observation checklist and documentation.

b. Acting

The cycle 2 was also conducted in three meetings. The first meeting was held on January 6th and the last meeting was conducted on January 12th 2021. The researcher implemented the actions and the teacher who became the collaborator took the role as the observer. In each meeting, different topic and language function were taught. The implementation of the action was elaborated as follows.

1) First Meeting

This meeting was held on Wednesday, January 6th 2021 at 10.00 am – 11.20 am in eighth class of MTs Nurul Ihsan Tempeh

in academic year 2020/2021. The researcher and the collaborator entered to the class and started the teaching and learning process by greeting, reciting basmallah, praying, checking attendances, giving motivation and reviewing the last material that was related to the next material.

In the main activity, the researcher asked the leader of the class to come forward to take some papers that was containing an example of procedure text that would be taught. An example text was containing about “How to Operates / Use Something”, it means the text told about the steps to operate a thing. The researcher explained the text to the students. The researcher explained about the purpose of the text, goal, language features and generic structure of the text.

After the researcher finishing the explanation about the material, the researcher asked the students to gather with their group. Then, the researcher asked them to open their English book to look for an example of procedure text about how to operate or use a thing. The researcher asked them to discuss about the purpose of the text, goal, language features and generic structure of the text. The researcher gave them time about fifteen minutes to discuss with their group. After the students discussing with their group, the researcher then asked what the results they had discussed. Before that, the researcher asked the representative group came forward to

take the board game. In order, it would train their speaking ability and their understanding about the content of the text that have been discussed. To measure the students did not forget the rule of the game, researcher did re-explaination to the students about the rules of the game. Then the researcher asked to start playing the board game. In this case, there were some students who still unconfident to speak up in front of the class and also still shy to express their speaking. After practicing the board game, the researcher asked them back to their seat.

Before closing the meeting, the researcher gave a home work that was each group might to look for an example of procedure text about how to operate or use something. After that the researcher did repetition of the material so that students could be understood the lesson they had learned on that day. After repeating the lesson, the researcher did not forget to ask the students to review the material with a group of friends in the dormitory. The researcher closed the meeting by saying hamdallah and salam.

c. Observation

In observing phase the researcher and the collaborator observed the situation in the class while teaching learning process, students' participation, students' enthusiastic during the learning process and the braveries in speaking lesson. The data were described as follows:

Table 4.3
Observation Checklist

No	Behavior	Grade					Score
		1	2	3	4	5	
1.	Students pay attention to the researcher as a teacher					✓	5
2.	Students interest in playing board game					✓	5
3.	Students answer teacher's question.				✓		4
4.	Students ask question to clarify understanding			✓			3
5.	Students enthusiasm in doing the task					✓	5
Total							22

1 = Very bad

2 = Bad

3 = Fair / enough

4 = Good

5 = Very Good

The score the observation as follows:

$$p = \frac{S}{N} \times 100\%$$

$$= \frac{22}{25} \times 100\%$$

$$= 88\%$$

According to observation checklist above, it was concluded that the students got the improvements a lot in teaching and learning activities in cycle 2, they were more enthusiastic and interested in implementing board game as a media in teaching and learning activities as well as in doing the task than they had in the cycle 2. So, the teaching learning process ran well and students enjoyed the

learning activity. It could be seen on the result of the table very enthusiastic in teaching learning process by using board game as a media. Based on the observation note that had been taken by the observer the researcher had implemented the board game as a media in a good way. The classroom situation also could be handled well and the time management was good enough. So, when the students performed and spoke English in front of the class they looked braver and more confident.

d. Evaluating and Reflecting

In this phase, the researcher and the teacher evaluated and reflected the action in cycle 2. In the last meeting in cycle 2, the researcher did post-test 2. It was held on Wednesday, January 13th 2021 at 08:20 – 09:40 WIB in the ninth grade of MTs Nurul Ihsan Tempeh in academic year 2020/2021. The test knew the improvement of students' speaking skill. The result of students in cycle 2 could be seen was below:

**Table 4.4
The Students' Speaking Post-Test 2 Score**

No	Initial Name	V	P	G	F	Total Score	FAIL/PASS
1	ASA	5	4	4	5	90	P
2	AB	4	4	3	4	75	P
3	AF	5	5	3	4	85	P
4	IF	5	4	4	4	85	P
5	MDARNI	4	5	4	4	85	P
6	MEB	5	5	4	4	90	P
7	MR	3	4	3	3	65	F
8	EAR	4	4	3	4	75	P
9	HS	4	4	4	5	85	P

10	IMN	5	4	3	4	80	P
11	IN	5	5	5	4	95	P
12	LF	4	4	3	4	75	P
13	LV	5	5	4	5	95	P
14	MI	4	4	3	3	70	F
15	SRN	4	3	3	3	65	F
16	SM	4	4	4	4	80	P
17	SNH	4	4	4	5	85	P
18	ZNU	3	4	3	4	70	F
19	HF	3	5	4	5	85	P
20	PA	4	3	3	3	65	F
TOTAL						1600	15
MEAN						80	
PERCENTAGE						75%	

In the post-test 2, the total of students' score was 1600 and the total of students who took the test were 20. So, the average score of the students' was:

$$\begin{aligned}\bar{X} &= \frac{\Sigma X}{n} \\ &= \frac{1600}{20} \\ &= 80\end{aligned}$$

The percentage of students who passed the post-test 2 was:

$$P = \frac{F}{N} \times 100$$

$$\begin{aligned}P &= \frac{15}{20} \times 100 \\ &= 75\%\end{aligned}$$

Based on the result of the table above the students got average score were 80, it means that the ability of speaking skill in that class had passed the Standard Minimum Score (KKM) and the percentage of the

students passed KKM that was 75%. It could be concluded that there was better improvement whether the students' average score in post-test 2

In the second cycles, the students were more serious and active in doing assignment and some activities in following the students' instruction and instruction in teaching and learning process. The students' enjoyed the strategy and had fun using media to learn speaking. It means that the researcher was successful in cycle 2. The students' achievement also was improved and the class was lived. Besides, their knowledge and vocabulary also was improved. The students had been able to develop their creative thinking in teaching speaking. There were significant improvements of students' achievement in speaking ability using board games technique from cycle 1 to cycle 2. From this result, the researcher concluded that the students' at MTs Nurul Ihsan Tempeh of IX class was successful in increasing their speaking ability using board games as media of English teaching and learning.

Table 4.5
The Improvement of Students' Speaking Skill

No	Initial Name	Pre-test Score	Post-test 1 Score	Post-test 2 Score
1	ASA	75	80	90
2	AB	55	65	75
3	AF	65	75	85
4	IF	75	80	85
5	MDARNI	70	75	85
6	MEB	70	80	90
7	MR	40	50	65

8	EAR	55	70	75
9	HS	60	70	85
10	IMN	50	65	80
11	IN	80	85	95
12	LF	50	60	75
13	LV	75	80	95
14	MI	45	60	70
15	SRN	50	60	65
16	SM	55	65	80
17	SNH	60	75	85
18	ZNU	45	55	70
19	HF	55	75	85
20	PA	40	50	65
TOTAL		1170	1375	1600
MEAN		58,5	68,75	80
PERCENTAGE		20%	45%	75%

From the result of the table above, the mean of the students' score in the pre-test was 58,5. It was low because only 4 students who have got a score 73 and more. The mean of the students' score test in cycle I was 68,75 . It was higher than the pre-test. The mean of the students' score test in cycle II was 80. It was higher than the test in cycle I.

Then, the percentage of the students who have got a score 73 and more in the pre-test was 4 of 20 students (20%). The percentage of the students' who have got a score 73 and more test in cycle 1 was 9 students (45 %) and test in cycle 2 was 15 students who got a score 73 and more (75%). It indicated that the improvement of the students' speaking skill was significant.

C. Discussion

The ability to communicate by using language is really important to be mastered because people usually use language to understand what the other people think or feel. It is known that one of the goals in learning English is that the students will use the target language orally and apply it in real communication. It means that as the English learners, students need to build up their speaking ability regarding that speaking is one productive skill which is used for oral communication.

In this research the researcher used a media called Board game. Board game is a game that involves counters or pieces moved placed on pre-marked surface or “board” according to a set of rules.⁴³ The examples of board games are Snake and Ladder, Monopoly and Ludo. The game used in this research was snake and ladder with some modifications by adding some marks in each box of the game will eventually get card that contains questions.

This research was conducted to find out the improving of students’ speaking. Board games could be used by the teacher in teaching English especially to help the students to improve the students speaking. This also had been proved by the result of observation and interview. Both of them showed that students speaking got improved in cycle I or in cycle II though the result in cycle I was still not enough. The main factors that caused this problem were related to the method which did not engage the students to speak up. In addition, the teacher rarely included speaking skills. The classroom activities

⁴³ Intan Armida, ‘Increasing The Students’ Speaking Skills Through Board Game for The Eight Grade of MTs State Islamic University of North Sumatera Medan” (Skripsi, State University Of North Sumatera, 2019), 3.

were only focused on reading and writing. The students were not given a model of language and the language expressions were mostly presented in a written form. The students were also not given practices.

In the implementation of the actions in the first cycle the researcher found the existing problems to be solved in the next cycle. The existing problems were; 1) The students had still some mispronunciation., 2) The students had still some grammatical mistakes, 3) The students had still lack of vocabularies, 4) The students were not able to use the expressions correctly, 5) The students were still poorly spoken and 6) The students were still unconfident and less active to speak English. Therefore, it required additional action that would be implemented in the next cycle to solve the existing problems.

The researcher implemented some actions to solve the existing problems. The researcher sustained the action of using board games to teach speaking as the main action. The main action was combined with other actions, they are; giving example how to express to provide the model of expressions, giving the students practices, giving feedback and prompting if necessary, using classroom English during the teaching and learning process and giving the students chance to correct their friends' and their own mistake.

In the implementation of the second cycle the researcher found that there was improvement of the students' speaking skills. First, the students became more confident to speak English. They were not reluctant to give responses to the teacher's questions. Second, the students spoke more fluently.

They had less long break, when they were speaking. Third, the students spoke more accurately. They could minimize mistakes. They got more chance to correct their own or their friend's grammatical mistakes and became more aware of their use of grammar. Fourth, the students also improved their pronunciation. They attempted to have accurate pronunciation and their speech was comprehensible. They got more chance to correct their own or their friend's mispronunciations and became aware of their pronunciation. Fifth, the students also improve their vocabularies. Sixth, the students were able to use the language expressions they learnt to express their ideas. Seventh, the students participated more in the speaking activities and got more chance to speak. They were interested, excited, and enthusiastic to learn through playing board games.

The improvement of the students' speaking skills was also supported by the students' score. The scores were collected by the students' mean score in previous semester for pre-test and conducting post-test cycle 1 and post-test cycle 2. The students' mean score in pre-test is 58,5 and the percentage of students who reached the minimum score was 20% increased into 68,75 in cycle 1 then significantly increased into 80 in cycle 2.

Based on the result which was taken from the observation sheet and the interview report, it was found that the class ran effectively. The students paid attention to the teacher during the teaching learning process. Then, it can be said that the result score was also showed the improvement of the teacher's and the students' activities during the teaching learning process. It indicated

that the application of Board Games could motivate the students became more enthusiastic in learning speaking.

After reflecting the implementation of the actions the researcher concluded the findings of the research. By conducting this research, it was found that board games improved the students' confidence and made the students more active to speak, because board games provided a comfortable atmosphere and promoted the students to be more confident. It is in line with the theory proposed by Harmer that it can sometimes be easy to get students to speak in the classroom if the atmosphere of the class is good such as students who get on with each other and whose English is in an appropriate level.⁴⁴

The researcher also found that the implementation of board games which was combined with other actions improved the students' fluency. In the implementation of the actions the students did some activities, such as role play and simulations to use language expressions they had learnt.

Moreover, it is found that board games encourage the students able to use the expressions correctly, lively and communicatively. The games helped the students comprehend the materials they were learning easily. It is in line with the theory proposed by Sugar and Kim Sugar that games have an ability to introduce new or difficult material to the students. Because the game format is playful, the natural challenge of new or difficult material is much less threatening than it is ordinarily.⁴⁵ Besides helping the students comprehend the materials, games offer a context in which language is used meaningfully as a

⁴⁴ Jeremy Harmer, *How to Teach English*, (Harlow: Longman,2007), 345.

⁴⁵ Kim K. Sugar and Steve , *Primary Games: Experiential Learning Activities for Teaching Children K-8*, (San Francisco, CA: Jossey-Bass,2002), 5.

tool to reach a particular goal. Moreover, Kim states that games can be used to give practice in all language skills and be used to practice many types of communication and also games encourage students to interact and communicate.⁴⁶ Furthermore, Huyen and Thu Nga states that games keep learners interested and participate actively in the learning activities.⁴⁷

It is also found that board games gave the students more chance to speak and improved the students' participation in the speaking activities, it shows by the students improvement. The students more interested in learning by using board game it made them more understand. It means that the students' speaking skill could improve by using board game as the media, it was prven by previous research with same topic from Lia and Rahmawati

Lia found some significant differences before and after using board games. After the implementation of board game, the students became more confident to speak and the student more active to speak. Also, they were not reluctant to give responses to the teacher's question and the students spoke more fluently. The students participated more in the speaking activities and got more chance to speak. They were interested, excited, and enthusiastic to learn through playing board games because the games provided a friendly atmosphere in which the students could learn to use language expressions in a

⁴⁶ Lee Su Kim, *Creative Games for the Language Class*. 'Forum' Vol.33 No.1, January-March 1995, 35.

⁴⁷ Huyen and Thu Nga, *Learning Vocabulary through Games: The Effectiveness of Learning Vocabulary through Games*, (The Asian EFL Journal, 2003), article 6

joyful way.⁴⁸ According to Rahmawati. She stated that the students participated in the activities and not hesitate and feel shy to speak English. They enthusiastically joined the speaking activities.⁴⁹

After being taught using board game, four aspects in speaking skills improved. Pronunciation improved because the students could use the right pitch, intonation, individual sounds, sounds and spelling, and stress. Grammar improved because the students could use the unit and pattern of language in oral form. Vocabulary improved the most because the students could use the right close class such as; conjunction, pronoun, and preposition, and open class such as noun, verb, adjective, and adverb in the sentence. Fluency improved because the students could express the words quickly and easily so the other speaker can give respond well without difficulty and without using pause.

Finally, from the discussion above, the researcher conclude that using Board Game was effective to improve students' English speaking ability and it could help students and the teacher resolve their problems in speaking class such as lack of idea and vocabularies, increase students' interest and motivation, also facilitated the students to be creative and being attractive in teaching and learning process. By playing board game, students were able to share their ideas and provided communication between the players. The students were able to practice their speaking with their friends.

⁴⁸ Lia Amalia Nimawati, "Improving Students' Speaking Skills Through *Speaking Board Games* of Grade VIII of SMP N 13 Yogyakarta In The Academic Year Of 2013/2014 2015", (Thesis, Yogyakarta State University, 2015), 64

⁴⁹ Ika Nur Rahmawati. "Improving the Fourth Grade Students' Speaking Skill Through Board Games at SD Muhammadiyah Pepe Bantul Yogyakarta", (Yogyakarta State University, 2012), 69

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents two points; the conclusion and suggestion. The conclusion is based on the result of the research findings presented the previous chapter. The suggestions are given related to further implementation of using Board Game to further studies.

A. Conclusion

Based on the research findings and discussion that had been explained in the previous chapter, the researcher concluded that the usage of board game in teaching and learning speaking was effective to improve the students' ability in speaking itself. It also could decrease students' problems in English speaking, such as lack of vocabulary and idea, and difficulties in pronouncing some words. In the other hand, teaching English speaking skill by using this game could also make students more active to speak, improved the students' fluency, pronunciation, vocabulary, grammar and made the students able to use the expressions correctly in their learning process.

There was improvement on students' speaking skill test score from previous score up to second cycle. In the preliminary study showed that the mean of the students' score 58,5 and the percentage was only 20% who passed the minimal score. While the score of first cycle was 68,75, the percentage of the students' who passed the minimal score was only 45 %. Then, got improvement in the second cycle that was the mean score was 80 and The percentage of the students' score was 75 %.

In conclusion, test in second cycle was categorized successfully. It showed from the result of observation, it can be concluded that board games could be improved the students' speaking skill.

B. Suggestion

Based on the conclusion above, the researcher would be some suggestions dealing with the teaching speaking process as below:

1. For English Teacher

Many students didn't interest with the English lesson. They think, English is the most difficult lesson for them, so that the students feel bored in English lesson, especially in teaching speaking. So, the teacher should use the interesting method in their teaching learning process so that their students will be enthusiasm learn English. To increase the students' speaking ability, the teacher should use board games in their teaching learning process, because board games technique is good way to teach the students, especially in teaching speaking. By using board games technique, hopefully the students' speaking ability can improve and teaching learning process becomes active and conducive.

2. For the Other Researcher

The researcher suggested for the further researchers who are interested using board games technique in teaching speaking and added it as the reference of them in learning process. It could make the teaching and learning more interesting and effective. The students can understand the material easily, braver to speak English without any feeling mistake and

more confident. It could be used for all level, but depend on the students' needs and condition.



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Appendix 1

MATRIX OF RESEARCH

Title	Variable	Indicator	Source of data	Research Method	Research Question
The Implementation of Board Game as Media to Improve Students' Speaking Ability at Ninth Grade Students of MTs Nurul Ihsan Tempeh	A. Speaking ability B. Board Game	a. Fluency b. Pronunciation c. Vocabulary d. Grammar a. The Definition of Board Game b. The Concept of Board Game c. Rules of playing Board Game d. The Advantages of Board Game	1. Head Master 2. English teacher 3. Students	1. Research Design Classroom Action Research (CAR) adopted from Kemmis &McTaggrad 2. Data Collection Method a. Observation b. Test c. Interview d. Documentation 3. Stage of CAR a. Planning b. Implementing c. Observing d. Reflecting 4. Validity of Data a. Content of Validity • Average Score $X = \frac{\sum x}{n}$ Notes: X: mean x: individual score n: number of students	How can board game as media be able to improve the students' speaking ability in ninth grade of MTs Nurul Ihsan Tempeh?

5. Criteria of Success

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

Notes:

P: the class percentage

F: total percentage score

N: number of students

IAIN JEMBER

Appendix 2

THE RESULT OF OBSERVATION (Field Note)

Time and Place of interview

Day : Friday
Date : 04th December 2020
Time : 08.00- finish

Respondent

1. English Teacher
2. Students of class IX

Note

R : Researcher
ET : English Teacher
S : Student

THE SCRIPT OF INTERVIEW WITH ENGLISH TEACHER

R : bagaimana perkembangan Bahasa Inggris siswa kelas IX bu?

ET : perkembangannya biasa saja mbak, tapi ada beberapa murid yang sudah bisa memahami bahasa inggris baik writing maupun speaking namun hanya beberapa saja

R : apakah kemampuan siswa kelas IX rata-rata rendah di speaking bu?

ET : iya liv, sekitar 80% siswa rendah di speaking

R : kira-kira menurut ibu, faktor apa saja yang membuat mereka rendah dalam speaking?

ET : menurut saya, kebanyakan dari siswa itu malas untuk menghafal kosa kata mbak, padahal saya sudah memberi arahan kepada mereka untuk mencari kosa kata dan menulis di kertas lalu saya menyuruh mereka untuk menghafal kosa kata tersebut tapi mereka terlalu mengentengkan dan jarang praktik, dan mereka juga kurang percaya diri untuk berbicara bahasa inggris di depan kelaas karena malu dengan temannya karena lingkungan kita masih belum terbiasa. Mereka takut dikoreksi oleh temannya. Membuat kalimat saja mereka hanya mengetahui kosa kata yang familiar untuk kosa kata yang jarang mereka temui masih kurang akibatnya ketika berbicara di depan kelas mereka kebingungan harus menggunakan kosakata manalagi yang harus mereka pakai, mereka tidak terlalu tertarik belajar bahasa inggris karena mereka hanya ingat dan tau artinya beberapa kosa kata saja.

R : Ooo begitu nggeh ustazah, lalu bagaimana untuk strategy atau technique ataupun media yang sudah ibu gunakan untuk meningkatkan speaking siswa?

ET : saya jarang sekali menggunakan strategy, technique maupun game liv, saya hanya menjelaskan materi kepada siswa dengan menggunakan buku paket pegangan anak-anak yang sudah disediakan oleh sekolah, kadang praktik satu persatu maju kedepan kelas mbak. Karena saya dikejar dengan materi dan target. Jadi hanya itu saja liv. Kalau samean mau menggunakan technique atau yang lainnya malah bagus.

R : rencananya saya akan menggunakan media pembelajaran untuk mengajar speaking ustazah, bagaimana jika saya menggunakan board game sebagai

media pembelajaran di kelas IX ustazah?

ET : ohh iya liv tidak apa-apa, bagus itu, boleh kok asalkan media yang akan kamu gunakan ini bisa meningkatkan speaking siswa dan memudahkan saya juga nantinya

R : enggeh ustazah, untuk jadwal mengajar di kelas IX niku di hari apa saja, dan waktuya jam berapa nggeh ustazah?

ET : selasa jam 08.30-10.50 dan hari rabu 10.00-11.30 masing-masing 80 menit setiap pelajaran liv

R : terimakasih ustazah atas waktunya, maaf sudah mengganggu waktunya, jika ada yang masih saya ingin saya tanyakan saya akan menghubungi jenengan kembali nggeh

ET : iya sama-sama, samean bisa langsung WA saya saja nanti

R : enggeh ustazah



THE SCRIPT OF INTERVIEW WITH THE STUDENTS

R : kalian suka pelajaran Bahasa Inggris atau tidak

S : biasa aja miss

R : kenapa kok biasa saja? Apa bahasa inggris itu sulit bagi kalian?

S : iya miss, sulit sekali

R : kenapa kok merasa sulit, coba sebutkan alasannya

S1 : gak tau artinya miss

S2 : bacanya sulit

S3 : tidak tau cara bacanya miss

S4 : bosenin miss

R : kalo ngomong bahasa Inggris gimana? Sulit juga?

S : sulit banget miss, kita kadang bingung cara ngomongnya dan tidak tau mau ngomong apa

R : kuncinya untuk berbicara bahasa Inggris kalian harus banyak mengetahui kosa kata bahasa Inggris, bias dengan cara menghafal atau banyak membaca buku bahasa inggris, dan yang paling penting kalian harus sering praktik biar terbiasa berbicara bahasa Inggris apalagi setiap hari di pondok di wajaibkan berbahasa inggris, bukan?

S1 : iya miss, tapi kadang mbak-mbak pengurus juga ngga ngasih contoh berbahasa inggris. Jadi, kita kadang males buat berbahasa inggris buat bahasa sehari-hari

S2 : ndak miss, di putra ngga diwajibkan

R : nah, kalo miss kasih kalian cara untuk bisa berbicara bahasa Inggris, dan juga bisa membuat kosa kata kalian bertambah, bagaimana? apa kalian mau?

S : mau banget miss

R : baik, nanti kita coba ya, tapi sebelumnya miss ucapan terimakasih karena kalian mau menjawab pertanyaan dari miss, dan juga minta kerjasamanya untuk penelitian saya ini supaya penelitiannya berjalan lancar

S : iya miss

IAIN JEMBER

Appendix 3



YAYASAN NURUL IHSAN

MADRASAH TSANAWIYAH NURUL IHSAN

Berakhlq Kemic. Unggul & Kompetitif

"TERAKREDITASI"

NSM : 121235080041 NPSN : 20581423

Belakang Masjid "Darussalam" Telp 0334-520791 Tempeh - Lumajang

LESSON PLAN 1 RENCANA PELAKSANAAN PEMBELAJARAN PERTEMUAN PERTAMA

Sekolah : MTs Nurul Ihsan Tempeh

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : IX (Sembilan)/ Genap

Materi Pokok : *Procedure Text*

Alokasi Waktu : 2x 40 (80 menit)

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.4 Membandingkan fungsi sosial, struktur teks, dan unsur	3.4.1 Menentukan dengan tepat fungsi sosial teks prosedur berbentuk resep sesuai

<p>kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/minuman dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>dengan konteks penggunaannya yang bisa diambil dariteks resep sesuai dengan konteks penggunaannya</p> <p>3.4.2 Menentukan dengan tepat struktur teks prosedur berbentuk resep sesuai dengan konteks penggunaannya</p> <p>3.4.3 Menentukan dengan tepat unsur kebahasaan teks prosedur berbentuk resep sesuai dengan konteks penggunaannya</p>
<p>4.4 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, sangat pendek dan sederhana, dalam bentuk resep dan manual.</p>	<p>4.4.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks prosedur dengan menyatakan dan menanyakan tentang resep dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.4.2 Melakukan monolog teks prosedur berbentuk resep dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.4.3 Mengungkapkan kembali langkah-langkah yang terdapat dalam suatu resep secara lisan dan tulis.</p>

C. Tujuan Pembelajaran

Setelah mengikuti seragkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengucap ulang kalimat berdasarkan jenis resep.
2. Menyampaikan teks resep secara lisan di depan kelas.

D. Materi Pembelajaran

- a. Fakta : Procedure Text
- b. Fungsi Sosial : To explain/tell (the reader) how to make something through a sequence of actions or steps.
- c. Unsur Kebahasaan :
 1. Menggunakan *adverbial of sequence* / menggunakan *temporal conjunction* (contoh: *first, second, third, the last*)
 2. Menggunakan *command/imperative sentence* (contoh: *put the noodle on the..., cut the onion, wash the tomatoes*)
 3. Menggunakan *adverbials (adverbs)* untuk menjelaskan waktu, cara dan tempat secara terperinci (contoh: *for five minute, 2 hours, etc.*)
 4. Menggunakan *action verb* (contoh: *mix, boil, cut, pour, etc.*)
 5. Menggunakan *Simple Present Tense*
- d. Struktur Teks
 1. Goal : provide information about the intent and purpose of procedure and predict a conclusion
 2. Material : contains a list of materials or materials needed to carry out a procedure or steps.
 3. Steps : lists the order of instructions / activities to reach the destination in the correct sequence of step

EXAMPLE

How to Make a Glass of Avocado Juice



Goal:

Avocado is good for lowering cholesterol and also a powerful antioxidants that can protect our eyes. To gain its benefits, simply eat ripe avocado or drink its juice. Making avocado juice is so simple. With simple ingredients you find in

your kitchen, you can do it alone at home. Collects the ingredients listed below and follow the steps.

Ingredients:

- 1 avocado (make sure it is ripe enough)
- 1 cup of milk
- Sugar or honey (optional)

Steps:

1. Cut the avocado in half vertically and remove the seed with a knife then scoop out the pulp.
2. Put the avocado pulp into a blender.
3. Add some milk
4. To sweeten it, you can also add some sugar or honey.
5. Blend it for about 5-10 minutes until all the ingredients are mixed perfectly.
6. Pour the juice into a glass and your avocado juice is ready to drink

E. Metode Pembelajaran

1. Pendekatan Pembelajaran : Scientific Approach
2. Model Pembelajaran : Genre Based Instruction
3. Metode : Discussion, Practice

F. Media Pembelajaran

Papan Tulis, Spidol, Lembar Kerja Siswa (LKS), Board Game Set

G. Sumber Belajar

Indriastuty,Rina Dwi. *Interactive English 3*. Jakarta: Yudhistira. 2018

H. Langkah-Langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none">1. Guru membuka pelajaran dengan membaca salam dan mengajak berdoa bersama dipimpin oleh ketua kelas dengan penuh khidmad2. Guru memperhatikan kesiapan peserta didik dan megondisikan suasana pembelajaran yang menyenangkan3. Guru mengajukan pertanyaan-pertanyaan terkait dengan materi yang akan dipelajari4. Guru mengantarkan peserta didik kepada	5 Menit

	<p>suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai</p> <p>5. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas</p> <p>6. Guru menyampaikan lingkup penilaian yang meliputi penilaian sikap, penilaian pengetahuan dan penilaian keterampilan</p>	
Inti	<p>1. Mengamati</p> <ul style="list-style-type: none"> a. Peserta didik menyimak bacaan dalam buku pegangan. b. Guru beserta peserta didik mengidentifikasi makna dari isi bacaan. <p>2. Menanya</p> <ul style="list-style-type: none"> a. Guru menanyakan pendapat dan ide peserta didik tentang isi dalam bacaan. b. Peserta didik menanyakan kosakata yang belum diketahui sebelumnya pada buku pegangan yang telah dibaca. <p>3. Mengumpulkan Informasi</p> <ul style="list-style-type: none"> a. Guru meminta siswa membaca dan mengamati dengan seksama teks prosedur yang telah diberikan, selama 30 menit. <p>4. Mengosiasi</p> <ul style="list-style-type: none"> a. Guru membahas bersama-sama dengan peserta didik mengenai <i>procedure text</i> yang telah diberikan b. Guru mengenalkan <i>board game</i> kepada siswa. <p>5. Mengkomunikasi</p> <ul style="list-style-type: none"> a. Guru membagi kelompok yang terdiri dari tiga/empat orang. b. Kemudian setiap kelompok diberikan satu set <i>board game</i>. c. Setelah itu siswa diminta untuk 	65 menit

	<p>memainkan <i>board game</i> sesuai petunjuk secara bergantian.</p> <p>d. Peserta didik menampilkan/mempresentasikan hasil teks yang telah disetujui bersama kelompok di depan kelas.</p>	
Penutup	<ol style="list-style-type: none"> 1. Peserta didik bersama-sama guru merefleksi kegiatan dan target yang dicapai. 2. Peserta didik bersama guru membuat kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru saja dilakukan. 3. Peserta didik menyampaikan kesulitan yang mereka hadapi saat pembelajaran di dalam kelas. 4. Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. 5. Guru mengajak peserta didik untuk berdoa sebelum kelas berakhir. 6. Peserta didik dan guru mengucapkan salam perpisahan. 	10 menit

I. PENILAIAN HASIL PEMBELAJARAN

1. Teknik penilaian
 - a. Sikap : Observasi
 - b. Pengetahuan : Tes lisan
 - c. Keterampilan : Unjuk Kerja (Berbicara)
2. Instrumen Penilaian
 - a. Scoring Rubric of Speaking

No	Aspects	Score				
		1	2	3	4	5
1	Pronunciation					
2	Grammar					
3	Vocabulary					
4	Fluency					

b. Analytical Scoring Rubric

No	Criteria	Scale	Description
1	Pronunciation	1	Pronunciation is so bad and it cannot be understood
		2	Difficult to understand because there is problem in pronunciation, asked to repeat
		3	There are some problems in pronunciation that made listener should more concentration and sometimes there is misunderstanding
		4	Easy to understand with certain accent
		5	Easy to understand and has native speaker's accent
2	Grammar	1	The grammar mistake is so bad and it is difficult to be understood
		2	There are many mistakes in grammar which made hinder in meaning and should re-arrange sentence
		3	Often makes mistakes in grammar and it influences meaning
		4	Sometimes makes mistake in grammar but it does not influences meaning
		5	There is no mistake or has little mistake in grammar
3	Vocabulary	1	Vocabulary is so limited, so conversation impossible to occur
		2	Using wrong vocabulary and it is limited, it is difficult to understand
		3	Using vocabulary which is not appropriate, conversation becomes limited because the vocabulary is limited
		4	Sometimes using vocabulary which is appropriate
		5	Using a variety vocabulary
4	Fluency	1	Speech is so halting and fragmentary that conversation
		2	Speak frequent confused and unwell
		3	Speech is frequently hesitant and jerky. Sentence maybe left uncompleted
		4	Speak with some hesitations
		5	Speaks fluently and little hesitation

Nilai maksimal = 20

$$\text{Nilai} = \frac{\text{Nilai yang di dapat}}{\text{Nilai maksimal}} \times 100$$

LESSON PLAN 1
RENCANA PELAKSANAAN PEMBELAJARAN
PERTEMUAN KEDUA

Sekolah : MTs Nurul Ihsan Tempeh
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : IX (Sembilan)/ Genap
Materi Pokok : *Procedure Text*
Alokasi Waktu : 2x 40 (80 menit)

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.4 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/minuman dan manual, pendek dan sederhana, sesuai dengan	3.4.1 Menentukan dengan tepat fungsi sosial teks prosedur berbentuk resep sesuai dengan konteks penggunaannya- manfaat yang bisa diambil dari teks resep sesuai dengan konteks penggunaannya 3.4.2 Menentukan dengan tepat

konteks penggunaannya.	<p>struktur teks prosedur berbentuk resep sesuai dengan konteks penggunaannya</p> <p>3.4.3 Menentukan dengan tepat unsur kebahasaan teks prosedur berbentuk resep sesuai dengan konteks penggunaannya</p>
<p>4.4 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, sangat pendek dan sederhana, dalam bentuk resep dan manual.</p>	<p>4.4.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks prosedur dengan menyatakan dan menanyakan tentang resep dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.4.2 Melakukan monolog teks prosedur berbentuk resep dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.4.3 Mengungkapkan kembali langkah-langkah yang terdapat dalam suatu resep secara lisan dan tulis.</p>

C. Tujuan Pembelajaran

Setelah mengikuti seragkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengucap ulang kalimat berdasarkan jenis resep.
2. Menyampaikan teks resep secara lisan di depan kelas.

D. Materi Pembelajaran

- a. Fakta : Procedure Text
- b. Fungsi Sosial : To explain/tell (the reader) how to make something through a sequence of actions or steps.

c. Unsur Kebahasaan :

1. Menggunakan *adverbial of sequence* / menggunakan *temporal conjunction* (contoh: *first, second, third, the last*)
2. Menggunakan *command/imperative sentence* (contoh: *put the noodle on the..., cut the onion, wash the tomatoes*)
3. Menggunakan *adverbials (adverbs)* untuk menjelaskan waktu, cara dan tempat secara terperinci (contoh: *for five minute, 2 hours, etc.*)
4. Menggunakan *action verb* (contoh: *mix, boil, cut, pour, etc.*)
5. Menggunakan *Simple Present Tense*

d. Struktur Teks

1. Goal : provide information about the intent and purpose of procedure and predict a conclusion
2. Material : contains a list of materials or materials needed to carry out a procedure or steps.
3. Steps : lists the order of instructions / activities to reach the destination in the correct sequence of steps.

EXAMPLE

How to Make a Glass of Avocado Juice



Goal:

Avocado is good for lowing cholesterol and also a powerful antioxidants that can protect our eyes. To gin its benefits, simple eat ripe avocado or drink its juice. Making avocado juice is so simple. With simple ingredients you find in your kitchen, you can do it alone at home. Collects the ingredients listed below and follow the steps.

Ingredients:

- 1 avocado (make sure it is ripe enough)
- 1 cup of milk
- Sugar or honey (optional)

Steps:

1. Cut the avocado in half vertically and remove the seed with a knife then scoop out the pulp.
2. Put the avocado pulp into a blender.
3. Add some milk
4. To sweeten it, you can also add some sugar or honey.
5. Blend it for about 5-10 minutes until all the ingredients are mixed perfectly.
6. Pour the juice into a glass and your avocado juice is ready to drink

E. Metode Pembelajaran

1. Pendekatan Pembelajaran : Scientific Approach
2. Model Pembelajaran : Genre Based Instruction
3. Metode : Discussion, Practice

F. Media Pembelajaran

Papan Tulis, Spidol, Lembar Kerja Siswa (LKS), Board Game Set

G. Sumber Belajar

Indriastuty,Rina Dwi. *Interactive English 3*. Jakarta: Yudhistira. 2018

H. Langkah-Langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none">1. Guru membuka pelajaran dengan membaca salam dan mengajak berdoa bersama dipimpin oleh ketua kelas dengan penuh khidmad2. Guru memperhatikan kesiapan peserta didik dan megondisikan suasana pembelajaran yang menyenangkan3. Guru mengajukan pertanyaan-pertanyaan terkait dengan materi yang akan dipelajari4. Guru mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan	5 Menit

	<p>menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai</p> <p>5. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas</p> <p>6. Guru menyampaikan lingkup penilaian yang meliputi penilaian sikap, penilaian pengetahuan dan penilaian keterampilan</p>	
Inti	<p>1. Mengamati</p> <ul style="list-style-type: none"> a. Peserta didik menyimak bacaan dalam buku pegangan. b. Guru beserta peserta didik mengidentifikasi makna dari isi bacaan. <p>2. Menanya</p> <ul style="list-style-type: none"> a. Guru menanyakan pendapat dan ide peserta didik tentang isi dalam bacaan. b. Peserta didik menanyakan kosakata yang belum diketahui sebelumnya pada buku pegangan yang telah dibaca. <p>3. Mengumpulkan Informasi</p> <ul style="list-style-type: none"> a. Guru meminta siswa membaca dan mengamati dengan seksama teks prosedur yang telah diberikan, selama 30 menit. <p>4. Mengosiasi</p> <ul style="list-style-type: none"> a. Guru membahas bersama-sama dengan peserta didik mengenai <i>procedure text</i> yang telah diberikan b. Guru mengenalkan <i>board game</i> kepada siswa. <p>5. Mengkomunikasi</p> <ul style="list-style-type: none"> a. Guru membagi kelompok yang terdiri dari tiga/empat orang. b. Kemudian setiap kelompok diberikan satu set <i>board game</i>. c. Setelah itu siswa diminta untuk memainkan <i>board game</i> sesuai petunjuk secara bergantian. d. Peserta didik 	65 menit

	menampilkan/mempresentasikan hasil teks yang telah disetujui bersama kelompok di depan kelas.	
Penutup	<ol style="list-style-type: none"> 1. Peserta didik bersama-sama guru merefleksi kegiatan dan target yang dicapai. 2. Peserta didik bersama guru membuat kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru saja dilakukan. 3. Peserta didik menyampaikan kesulitan yang mereka hadapi saat pembelajaran di dalam kelas. 4. Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. 5. Guru mengajak peserta didik untuk berdoa sebelum kelas berakhir. 6. Peserta didik dan guru mengucapkan salam perpisahan.. 	10 menit

I. PENILAIAN HASIL PEMBELAJARAN

1. Teknik penilaian
 - a. Sikap : Observasi
 - b. Pengetahuan : Tes lisan
 - c. Keterampilan : Unjuk Kerja (Bericara)
2. Instrumen Penilaian
 - a. Scoring Rubric of Speaking

No	Aspects	Score				
		1	2	3	4	5
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2	Grammar					
3	Vocabulary					
4	Fluency					

b. Analytical Scoring Rubric

No	Criteria	Scale	Description
1	Pronunciation	1	Pronunciation is so bad and it cannot be understood
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Nilai maksimal = 20

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LESSON PLAN 1
RENCANA PELAKSANAAN PEMBELAJARAN
PERTEMUAN KETIGA

Sekolah : MTs Nurul Ihsan Tempeh
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : IX (Sembilan)/ Genap
Materi Pokok : *Procedure Text*
Alokasi Waktu : 2x 40 (80 menit)

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
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B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.4 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/minuman dan manual, pendek dan sederhana, sesuai dengan	3.4.1 Menentukan dengan tepat fungsi sosial teks prosedur berbentuk resep sesuai dengan konteks penggunaannya- manfaat yang bisa diambil dari teks resep sesuai dengan konteks penggunaannya 3.4.2 Menentukan dengan tepat

konteks penggunaannya.	<p>struktur teks prosedur berbentuk resep sesuai dengan konteks penggunaannya</p> <p>3.4.3 Menentukan dengan tepat unsur kebahasaan teks prosedur berbentuk resep sesuai dengan konteks penggunaannya</p>
<p>4.4 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, sangat pendek dan sederhana, dalam bentuk resep dan manual.</p>	<p>4.4.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks prosedur dengan menyatakan dan menanyakan tentang resep dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.4.2 Melakukan monolog teks prosedur berbentuk resep dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.4.3 Mengungkapkan kembali langkah-langkah yang terdapat dalam suatu resep secara lisan dan tulis.</p>

C. Tujuan Pembelajaran

Setelah mengikuti seragkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengucap ulang kalimat berdasarkan jenis resep.
2. Menyampaikan teks resep secara lisan di depan kelas.

D. Materi Pembelajaran

- a. Fakta : Procedure Text
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c. Unsur Kebahasaan :

1. Menggunakan *adverbial of sequence* / menggunakan *temporal conjunction* (contoh: *first, second, third, the last*)
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1. Goal : provide information about the intent and purpose of procedure and predict a conclusion
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How to Make a Glass of Avocado Juice



Goal:

Avocado is good for lowing cholesterol and also a powerful antioxidants that can protect our eyes. To gin its benefits, simple eat ripe avocado or drink its juice. Making avocado juice is so simple. With simple ingredients you find in your kitchen, you can do it alone at home. Collects the ingredients listed below and follow the steps.

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E. Metode Pembelajaran

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Papan Tulis, Spidol, Lembar Kerja Siswa (LKS), Board Game Set

G. Sumber Belajar

Indriastuty,Rina Dwi. *Interactive English 3*. Jakarta: Yudhistira. 2018

H. Langkah-Langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none">1. Guru membuka pelajaran dengan membaca salam dan mengajak berdoa bersama dipimpin oleh ketua kelas dengan penuh khidmad2. Guru memperhatikan kesiapan peserta didik dan megondisikan suasana pembelajaran yang menyenangkan3. Guru mengajukan pertanyaan-pertanyaan terkait dengan materi yang akan dipelajari4. Guru mengantarkan peresta didik kepada	5 Menit

	<p>suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai</p> <p>5. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas</p> <p>6. Guru menyampaikan lingkup penilaian yang meliputi penilaian sikap, penilaian pengetahuan dan penilaian keterampilan</p>	
Inti	<p>1. Mengamati</p> <ul style="list-style-type: none"> a. Peserta didik menyimak bacaan dalam buku pegangan. b. Guru beserta peserta didik mengidentifikasi makna dari isi bacaan. <p>2. Menanya</p> <ul style="list-style-type: none"> a. Guru menanyakan pendapat dan ide peserta didik tentang isi dalam bacaan. b. Peserta didik menanyakan kosakata yang belum diketahui sebelumnya pada buku pegangan yang telah dibaca. <p>3. Mengumpulkan Informasi</p> <ul style="list-style-type: none"> a. Guru meminta siswa membaca dan mengamati dengan seksama teks prosedur yang telah diberikan, selama 30 menit. <p>4. Mengosiasi</p> <ul style="list-style-type: none"> a. Guru membahas bersama-sama dengan peserta didik mengenai <i>procedure text</i> yang telah diberikan b. Guru mengenalkan <i>board game</i> kepada siswa. <p>5. Mengkomunikasi</p> <ul style="list-style-type: none"> a. Guru membagi kelompok yang terdiri dari tiga/empat orang. b. Kemudian setiap kelompok diberikan satu set <i>board game</i>. c. Setelah itu siswa diminta untuk memainkan <i>board game</i> sesuai petunjuk 	65 menit

	<p>secara bergantian.</p> <p>d. Peserta didik menampilkan/mempresentasikan hasil teks yang telah disetujui bersama kelompok di depan kelas.</p>	
Penutup	<ol style="list-style-type: none"> 1. Peserta didik bersama-sama guru merefleksi kegiatan dan target yang dicapai. 2. Peserta didik bersama guru membuat kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru saja dilakukan. 3. Peserta didik menyampaikan kesulitan yang mereka hadapi saat pembelajaran di dalam kelas. 4. Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. 5. Guru mengajak peserta didik untuk berdoa sebelum kelas berakhir. 6. Peserta didik dan guru mengucapkan salam perpisahan. 	10 menit

I. PENILAIAN HASIL PEMBELAJARAN

1. Teknik penilaian
 - a. Sikap : Observasi
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 - c. Keterampilan : Unjuk Kerja (Berbicara)
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Nilai maksimal = 20

$$\text{Nilai} = \frac{\text{Nilai yang dapat}}{\text{Nilaimaksimal}} \times 100$$



YAYASAN NURUL IHSAN

MADRASAH TSANAWIYAH NURUL IHSAN

Berakhlqiat Kamilah, Unggul & Kompetitif

"TERAKREDITASI A"

NSM : 121235080041 NPSN : 20581423

Belakang Masjid "Darussalam" Telp 0334-520791 Tempeh - Lumajang

LESSON PLAN 2

RENCANA PELAKSANAAN PEMBELAJARAN PERTEMUAN PERTAMA

Sekolah : MTs Nurul Ihsan Tempeh

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : IX (Sembilan)/ Genap

Materi Pokok : *Procedure Text*

Alokasi Waktu : 2x 40 (80 menit)

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.4 Membandingkan fungsi sosial, struktur teks, dan unsur	3.4.1 Menentukan dengan tepat fungsi sosial teks prosedur berbentuk intruksi sesuai

<p>kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait intruksi penggunaan benda dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>dengan konteks penggunaannya, manfaat yang bisa diambil dariteks resep sesuai dengan konteks penggunaannya</p> <p>3.4.2 Menentukan dengan tepat struktur teks prosedur berbentuk intruksi sesuai dengan konteks penggunaannya</p> <p>3.4.3 Menentukan dengan tepat unsur kebahasaan teks prosedur berbentuk intruksi sesuai dengan konteks penggunaannya</p>
<p>4.4 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, sangat pendek dan sederhana, dalam bentuk resep dan manual.</p>	<p>4.4.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks prosedur dengan menyatakan dan menanyakan tentang intruksi dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.4.2 Melakukan monolog teks prosedur berbentuk intruksi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.4.3 Mengungkapkan kembali langkah-langkah yang terdapat dalam suatu intruksi secara lisan dan tulis.</p>

C. Tujuan Pembelajaran

Setelah mengikuti seragkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengucap ulang kalimat berdasarkan jenis intruksi.
2. Menyampaikan teks resep secara lisan di depan kelas.

D. Materi Pembelajaran

- a. Fakta : Procedure Text
- b. Fungsi Sosial : To explain/tell (the reader) how to make something through a sequence of actions or steps.
- c. Unsur Kebahasaan :
 1. Menggunakan *adverbial of sequence* / menggunakan *temporal conjunction* (contoh: *first, second, third, the last*)
 2. Menggunakan *command/imperative sentence* (contoh: *press the button, turn on the...*)
 3. Menggunakan *adverbials (adverbs)* untuk menjelaskan waktu, cara dan tempat secara terperinci (contoh: *for five minute, 2 hours, etc.*)
 4. Menggunakan *action verb* (contoh: *turn on, close, press, etc.*)
 5. Menggunakan *Simple Present Tense*
- d. Struktur Teks
 1. Goal : provide information about the intent and purpose of procedure and predict a conclusion
 2. Material : contains a list of materials or materials needed to carry out a procedure or steps.
 3. Steps : lists the order of instructions / activities to reach the destination in the correct sequence of steps.

EXAMPLE

How to operate Air Conditioner



Goal

Air Conditioner is one of electronic devices to cool a room that in great demand by the public. The use of air conditioner is quite easy, you can do it alone at home. Collects the tools listed below and follow the steps.

The need following things:

- Air Conditioner
- Remote

Follow the direction bellow:

1. First, point the remote control to the AC on the wall.
2. Second, press the power button.
3. Third, set the temperature you want. The minimum temperature is usually around 18 degrees Celsius.
4. Fourth, set the speed of wind.
5. Finally, enjoy the cool room.

E. Metode Pembelajaran

1. Pendekatan Pembelajaran : Scientific Approach
2. Model Pembelajaran : Genre Based Instruction
3. Metode : Discussion, Practice

F. Media Pembelajaran

Papan Tulis, Spidol, Lembar Kerja Siswa (LKS), Board Game Set

G. Sumber Belajar

Indriastuty,Rina Dwi. *Interactive English 3*. Jakarta: Yudhistira. 2018

H. Langkah-Langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none">1. Guru membuka pelajaran dengan membaca salam dan mengajak berdoa bersama dipimpin oleh ketua kelas dengan penuh khidmad2. Guru memperhatikan kesiapan peserta didik dan megondisikan suasana pembelajaran yang menyenangkan3. Guru mengajukan pertanyaan-pertanyaan terkait dengan materi yang akan dipelajari4. Guru mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai5. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang	5 Menit

	<p>akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas</p> <p>6. Guru menyampaikan lingkup penilaian yang meliputi penilaian sikap, penilaian pengetahuan dan penilaian keterampilan</p>	
Inti	<p>1. Mengamati</p> <ul style="list-style-type: none"> a. Peserta didik menyimak bacaan dalam buku pegangan. b. Guru beserta peserta didik mengidentifikasi makna dari isi bacaan. <p>2. Menanya</p> <ul style="list-style-type: none"> a. Guru menanyakan pendapat dan ide peserta didik tentang isi dalam bacaan. b. Peserta didik menanyakan kosakata yang belum diketahui sebelumnya pada buku pegangan yang telah dibaca. <p>3. Mengumpulkan Informasi</p> <ul style="list-style-type: none"> a. Guru meminta siswa membaca dan mengamati dengan seksama teks prosedur yang telah diberikan, selama 30 menit. <p>4. Mengosiasi</p> <ul style="list-style-type: none"> a. Guru membahas bersama-sama dengan peserta didik mengenai <i>procedure text</i> yang telah diberikan b. Guru mengenalkan <i>board game</i> kepada siswa. <p>5. Mengkomunikasi</p> <ul style="list-style-type: none"> a. Guru membagi kelompok yang terdiri dari tiga/empat orang. b. Kemudian setiap kelompok diberikan satu set <i>board game</i>. c. Setelah itu siswa diminta untuk memainkan <i>board game</i> sesuai petunjuk secara bergantian. d. Peserta didik menampilkan/mempresentasikan hasil teks yang telah disetujui bersama kelompok di depan kelas. 	65 menit

Penutup	<ol style="list-style-type: none"> 1. Peserta didik bersama-sama guru merefleksi kegiatan dan target yang dicapai. 2. Peserta didik bersama guru membuat kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru saja dilakukan. 3. Peserta didik menyampaikan kesulitan yang mereka hadapi saat pembelajaran di dalam kelas. 4. Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. 5. Guru mengajak peserta didik untuk berdoa sebelum kelas berakhir. 6. Peserta didik dan guru mengucapkan salam perpisahan. 	10 menit
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I. PENILAIAN HASIL PEMBELAJARAN

1. Teknik penilaian
 - a. Sikap : Observasi
 - b. Pengetahuan : Tes lisan
 - c. Keterampilan : Unjuk Kerja (Bericara)
2. Instrumen Penilaian
 - a. Scoring Rubric of Speaking

No	Aspects	Score				
		1	2	3	4	5
1	Pronunciation					
2	Grammar					
3	Vocabulary					
4	Fluency					

- b. Analytical Scoring Rubric

No	Criteria	Scale	Description
1	Pronunciation	1	Pronunciation is so bad and it cannot be understood
		2	Difficult to understand because there is problem in pronunciation, asked to repeat
		3	There are some problems in pronunciation that made listener should more concentration and

			sometimes there is misunderstanding
		4	Easy to understand with certain accent
		5	Easy to understand and has native speaker's accent
2	Grammar	1	The grammar mistake is so bad and it is difficult to be understood
		2	There are many mistakes in grammar which made hinder in meaning and should re-arrange sentence
		3	Often makes mistakes in grammar and it influences meaning
		4	Sometimes makes mistake in grammar but it does not influences meaning
		5	There is no mistake or has little mistake in grammar
3	Vocabulary	1	Vocabulary is so limited, so conversation impossible to occur
		2	Using wrong vocabulary and it is limited, it is difficult to understand
		3	Using vocabulary which is not appropriate, conversation becomes limited because the vocabulary is limited
		4	Sometimes using vocabulary which is appropriate
		5	Using a variety vocabulary
4	Fluency	1	Speech is so halting and fragmentary that conversation
		2	Speak frequent confused and unwell
		3	Speech is frequently hesitant and jerky. Sentence maybe left uncompleted
		4	Speak with some hesitations
		5	Speaks fluently and little hesitation

Nilai maksimal = 20

$$\text{Nilai} = \frac{\text{Nilai yang di dapat}}{\text{Nilaimaksimal}} \times 100$$

IAIN JEMBER

LESSON PLAN 2
RENCANA PELAKSANAAN PEMBELAJARAN
PERTEMUAN KEDUA

Sekolah : MTs Nurul Ihsan Tempeh

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : IX (Sembilan)/ Genap

Materi Pokok : *Procedure Text*

Alokasi Waktu : 2x 40 (80 menit)

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.4 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait intruksi penggunaan benda dan manual, pendek dan sederhana, sesuai dengan	3.4.1 Menentukan dengan tepat fungsi sosial teks prosedur berbentuk intruksi sesuai dengan konteks penggunaannya, manfaat yang bisa diambil dariteks resep sesuai dengan konteks penggunaannya 3.4.2 Menentukan dengan tepat

konteks penggunaannya.	<p>struktur teks prosedur berbentuk intruksi sesuai dengan konteks penggunaannya</p> <p>3.4.3 Menentukan dengan tepat unsur kebahasaan teks prosedur berbentuk intruksi sesuai dengan konteks penggunaannya</p>
<p>4.4 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, sangat pendek dan sederhana, dalam bentuk resep dan manual.</p>	<p>4.4.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks prosedur dengan menyatakan dan menanyakan tentang intruksi dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.4.2 Melakukan monolog teks prosedur berbentuk intruksi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.4.3 Mengungkapkan kembali langkah-langkah yang terdapat dalam suatu intruksi secara lisan dan tulis.</p>

C. Tujuan Pembelajaran

Setelah mengikuti seragkaian kegiatan pembelajaran, peserta didik dapat:

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2. Menyampaikan teks resep secara lisan di depan kelas.

D. Materi Pembelajaran

- a. Fakta : Procedure Text
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1. Menggunakan *adverbial of sequence* / menggunakan *temporal conjunction* (contoh: *first, second, third, the last*)
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4. Menggunakan *action verb* (contoh: *turn on, close, press, etc.*)
5. Menggunakan *Simple Present Tense*

d. Struktur Teks

1. Goal : provide information about the intent and purpose of procedure and predict a conclusion
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EXAMPLE

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Air Conditioner is one of electronic devices to cool a room that in great demand by the public. The use of air conditioner is quite easy, you can do it alone at home. Collects the tools listed below and follow the steps.

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Papan Tulis, Spidol, Lembar Kerja Siswa (LKS), Board Game Set

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Indriastuty,Rina Dwi. *Interactive English 3*. Jakarta: Yudhistira. 2018

H. Langkah-Langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none">1. Guru membuka pelajaran dengan membaca salam dan mengajak berdoa bersama dipimpin oleh ketua kelas dengan penuh khidmad2. Guru memperhatikan kesiapan peserta didik dan megondisikan suasana pembelajaran yang menyenangkan3. Guru mengajukan pertanyaan-pertanyaan terkait dengan materi yang akan dipelajari4. Guru mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai5. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas	5 Menit

	6. Guru menyampaikan lingkup penilaian yang meliputi penilaian sikap, penilaian pengetahuan dan penilaian keterampilan	
Inti	<p>1. Mengamati</p> <ul style="list-style-type: none"> a. Peserta didik menyimak bacaan dalam buku pegangan. b. Guru beserta peserta didik mengidentifikasi makna dari isi bacaan. <p>2. Menanya</p> <ul style="list-style-type: none"> a. Guru menanyakan pendapat dan ide peserta didik tentang isi dalam bacaan. b. Peserta didik menanyakan kosakata yang belum diketahui sebelumnya pada buku pegangan yang telah dibaca. <p>3. Mengumpulkan Informasi</p> <ul style="list-style-type: none"> a. Guru meminta siswa membaca dan mengamati dengan seksama teks prosedur yang telah diberikan, selama 30 menit. <p>4. Mengosiasi</p> <ul style="list-style-type: none"> a. Guru membahas bersama-sama dengan peserta didik mengenai <i>procedure text</i> yang telah diberikan b. Guru mengenalkan <i>board game</i> kepada siswa. <p>5. Mengkomunikasi</p> <ul style="list-style-type: none"> a. Guru membagi kelompok yang terdiri dari tiga/empat orang. b. Kemudian setiap kelompok diberikan satu set <i>board game</i>. c. Setelah itu siswa diminta untuk memainkan <i>board game</i> sesuai petunjuk secara bergantian. d. Peserta didik menampilkan/mempresentasikan hasil teks yang telah disetujui bersama kelompok di depan kelas. 	65 menit
Penutup	<p>1. Peserta didik bersama-sama guru merefleksi kegiatan dan target yang dicapai.</p> <p>2. Peserta didik bersama guru membuat</p>	10 menit

	<p>kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru saja dilakukan.</p> <p>3. Peserta didik menyampaikan kesulitan yang mereka hadapi saat pembelajaran di dalam kelas.</p> <p>4. Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.</p> <p>5. Guru mengajak peserta didik untuk berdoa sebelum kelas berakhir.</p> <p>6. Peserta didik dan guru mengucapkan salam perpisahan.</p>	
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I. PENILAIAN HASIL PEMBELAJARAN

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 - c. Keterampilan : Unjuk Kerja (Bericara)
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4	Fluency					

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		3	There are some problems in pronunciation that made listener should more concentration and sometimes there is misunderstanding
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			accent
2	Grammar	1	The grammar mistake is so bad and it is difficult to be understood
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3	Vocabulary	1	Vocabulary is so limited, so conversation impossible to occur
		2	Using wrong vocabulary and it is limited, it is difficult to understand
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		5	Using a variety vocabulary
4	Fluency	1	Speech is so halting and fragmentary that conversation
		2	Speak frequent confused and unwell
		3	Speech is frequently hesitant and jerky. Sentence maybe left uncompleted
		4	Speak with some hesitations
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Nilai maksimal = 20

$$\text{Nilai} = \frac{\text{Nilai yang di dapat}}{\text{Nilaimaksimal}} \times 100$$

IAIN JEMBER

Appendix 4
Documentation



IAIN JEMBER

Appendix 5

RESEARCHER JOURNAL ACTIVITIES

Name : Olivia Wahyu Arista
NIM : T20166008
Title : The Implementation of Board Game to Improve Students' Speaking Ability At Ninth Grade of MTs Nurul Ihsan Tempeh
Location : MTs Nurul Ihsan Tempeh Lumajang

No	Day/Date	Activity	Initials
1	Monday, December 03 rd 2020	The researcher gives a "Surat Permohonan Izin Penilitian" to the school and discusses with English teacher.	
2	Tuesday, December 23 rd 2020	The researcher implements the action (first meeting) in cycle one	
3	Tuesday, December 29 th 2020	The researcher implements the action (second meeting) in cycle one	
4	Wednesday, December 30 th 2020	the researcher gives a speaking test in cycle one (post-test 1)	
5	Wednesday, January 06 th 2021	The researcher implements the action (first meeting) in cycle two	
6	Tuesday, January 12 th 2021	the researcher gives a speaking test in cycle two (post-test 2)	
7	Friday, January 15 th 2021	The researcher asks for a letter of research finishing	

Lumajang, January 16th 2021

The Head Master of MTs Nurul Ihsan



Drs. Sukirman

Appendix 6

The Presence list of IX Class

No	Name
1	Ahmad Syahruddin
2	Alaika Bittuqo
3	Alvin Firnando
4	Iqbal Firmansyah
5	Muhamad Davidz A.R.N.I
6	Muhammad Eka Bakti
7	Muhammad Ramadani
8	Elsya Auliya R
9	Halimatus Sa'diyah
10	Intan Metha Nur
11	Islamiyatun Nafisya
12	Lailatul Fitriya
13	Lisye Verawati
14	Maulil Ilmi
15	Salwa Rihadatun N
16	Siti Maimunah
17	Siti Nasihah Hujatul
18	Zulfah Nadiah Umamah
19	Hilda Filjannah
20	Puput Anasaroh

Appendix 7

INSTRUMEN VALIDITY

INSTRUCTION

1. Put a check mark (✓) in the column according to your opinion
2. If there is a need to be revised, please write in the column

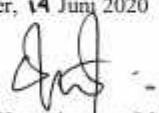
No	Aspek yang dinilai	Skala Penilaian				Catatan
		1	2	3	4	
A	ISI					
	1. Isi materi sesuai dengan Kompetensi Inti dan Kompetensi Dasar		✓			
	2. Indicator soal sesuai dengan materi		✓			
	3. Petunjuk pengerjaan soal sesuai dengan soal yang diselesaikan			✓		
	4. Pedoman penskoran sesuai dengan rubric skor yang telah ditetap			✓		
	5. Kesesuaian alokasi waktu dengan soal yang telah disesuaikan			✓		
B	KONSTRUK					
	1. Soal di susun menggunakan tes lisan untuk mengetahui kemampuan "speaking" siswa		✓			
	2. Soal disusun sesuai dengan teori <i>simple present tense</i>			✓		
	3. Soal <i>speaking test</i> disusun sesuai dengan teori <i>speaking</i>			✓		

	yang mana mengharuskan siswa untuk berbicara				
	4. Penilaian kemampuan <i>speaking</i> siswa diadaptasi dari buku Douglas Brown			✓	
C BAHASA					
	1. Petunjuk soal menggunakan kaidah bahasa Inggris yang benar dan sesuai dengan <i>grammatical</i>			✓	
	2. Rumusan soal tidak menggunakan kata/kalimat yang menimbulkan penafsiran ganda atau salah pengertian		✓		
	3. Rumusan soal tidak mengandung kata-kata yang menyinggung peserta didik	•		✓	

Note:

- 1: Sangat Kurang
- 2: Kurang
- 3: Baik
- 4: Sangat Baik

Jember, 14 Juni 2020



Nina Hayuningtyas, M. Pd.
NIP. 198108142014112003

KISI-KISI SOAL SPEAKING

Sekolah : MTs Nurul Ihsan

Waktu : 40 menit

Mata Pelajaran : Bahasa Inggris

Skill : Speaking

Kelas : IX

Bentuk Soal : Oral

Semester : 1 (Ganjil)

Bentuk Soal : Kartu

Kompetensi Inti	Kompetensi Dasar	Materi	Indikator Soal
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu yang tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	3.4 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/minuman dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya	Procedure Text	<p>1. <i>Speaking test</i> model pertama (<i>read aloud the text</i>), peserta didik diminta untuk membaca salah satu teks prosedur yang telah disediakan oleh <i>researcher</i>.</p> <p>2. <i>Speaking test</i> model kedua, peserta didik diberikan kartu yang berisi tentang pertanyaan. Kemudian, peserta didik diminta untuk menjawab pertanyaan yang telah tertulis pada kartu.</p>
4. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu yang tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	4.4 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, sangat pendek dan sederhana, dalam bentuk resep dan manual.		

Appendix 8

Pre-Test Score

No	Initial Name	V	P	G	F	Total Score	FAIL/PASS
1	ASA	4	4	4	4	75	PASS
2	AB	4	3	3	3	55	FAIL
3	AF	4	4	3	4	65	PASS
4	IF	4	4	4	4	75	PASS
5	MDARNI	4	4	3	4	70	PASS
6	MEB	4	4	4	4	70	PASS
7	MR	3	2	2	3	40	FAIL
8	EAR	4	3	3	4	55	FAIL
9	HS	4	3	4	3	60	FAIL
10	IMN	4	3	2	4	50	FAIL
11	IN	5	5	4	3	80	PASS
12	LF	3	3	3	3	50	FAIL
13	LV	4	4	4	4	75	PASS
14	MI	4	3	2	3	45	FAIL
15	SRN	3	3	3	3	50	FAIL
16	SM	4	3	3	3	55	FAIL
17	SNH	4	4	3	4	60	PASS
18	ZNU	3	3	3	3	45	FAIL
19	HF	4	4	3	4	55	PASS
20	PA	3	3	2	2	40	FAIL
TOTAL						1170	
MEAN						58,5	
PERCENTAGE						20%	

IAIN JEMBER

Appendix 9 (Research License Letter)



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI JEMBER FAKULTAS
TARBIYAH DAN ILMU KEGURUAN

Nomor : B. 0920/ln.20/3.a/PP.00.9/12/2020 03 Desember 2020
Sifat : Biasa
Lampiran : -
Hal : **Permohonan Ijin Penelitian**

Yth. Kepala MTs Nurul Ihsan
Jalan Hatta, No. 20, Tempeh Tengah, Lumajang

Assalamualaikum Wr Wb

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut:

Nama : Olivia Wahyu Arista
NIM : T20166008
Semester : SEMBILAN
Prodi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai ***The Implementation of Board Game As A Media to Improve Students' Speaking Ability At Ninth Grade of MTs Nurul Ihsan Tempeh*** selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Drs. Sukirman.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

1. Kepala Sekolah
 2. Waka Kesiswaan
 3. Guru Bahasa Inggris

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb

Jember, 03 Desember 2020

Dekan

Wakil Dekan Bidang Akademik,



Appendix 10 (Research Finished Letter)



YAYASAN NURUL IHSAN

MADRASAH TSANAWIYAH NURUL IHSAN

Bersikap Kريمah, Mengalih & Kompetitif

"TERAKREDITASI"

NSM : 121235080041 NPSN : 20581423

Belakang Masjid "Darussalam" Telp 0334-520791 Tempeh - Lumajang

SURAT PERNYATAAN

Nomor: 003/Kep.IV.M/MTs.NI/01/2021

Yang bertanda tangan dibawah ini:

Nama : Drs. Sukirman

Jabatan : Kepala Sekolah

Dengan ini menerangkan bahwa:

Nama : Olivia Wahyu Arista

NIM : T20166008

Fakultas : Tarbiyah dan Ilmu Keguruan

Program Studi : Tadris Bahasa Inggris

Bahwa benar telah melaksanakan penelitian dalam rangka penulisan skripsi yang berjudul : "*The Implementation of Board Game As A Media to Improve Students' Speaking Ability At Ninth Grade of MTs Nurul Ihsan Tempeh*" pada tanggal 03 Desember 2020 – 16 Januari 2021, yang bersangkutan telah membahas materi hasil penelitian dengan kami.

Atas perhatiannya saya ucapkan terimakasih

Lumajang, 15 Januari 2021

Kepala Sekolah



Drs. Sukirman

Appendix 11

DECLARATION OF AUTHORSHIP

The undersign below:

Name : Olivia Wahyu Arista
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Faculty : Education and Teacher Training
Program : English Education

State that thesis entitled “The Implementation of Board Game to Improve Students’ Speaking Ability At Ninth Grade of MTs Nurul Ihsan Tempeh” is truly my original work. It does not incorporate an material previously written or published by another person expect those indicate in quotation and bibliography. Do the fact: I am the only person who is responsible for the thesis if there is any objection or claim for other.

Jember, June 18th 2021
Author



Olivia Wahyu Arista
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Appendix 12

BIODATA



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IAIN JEMBER

**PENGEMBANGAN BOOKLET DIGITAL SUBMATERI MAMALIA
BERDASARKAN HASIL IDENTIFIKASI KELELAWAR
PEMAKAN BUAH DI LINGKUNGAN KAMPUS
UIN KHAS JEMBER UNTUK SISWA KELAS X IPA
SMAN RAMBIPUJI JEMBER**

SKRIPSI

diajukan kepada Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember
untuk memenuhi salah satu persyaratan
memperoleh gelar Sarjana Sarjana Pendidikan (S.Pd)

Fakultas Tarbiyah dan Ilmu Keguruan
Program Studi Tadris Biologi



Oleh :
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**UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
NOVEMBER 2021**