

**THE EFFECT OF APPLYING GAME-BASED LEARNING TO IMPROVE  
STUDENTS' SPEAKING ABILITY". SKRIPSI: ENGLISH  
EDUCATION PROGRAM. FACULTY OF TEACHERS**

**SKRIPSI**

*Submitted In Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

**By**

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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
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	Chapter I	
	Chapter II	
	Chapter III	
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	Data Analysis	
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	Conclusion	
	References	

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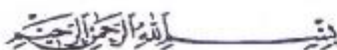
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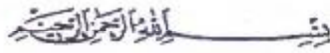
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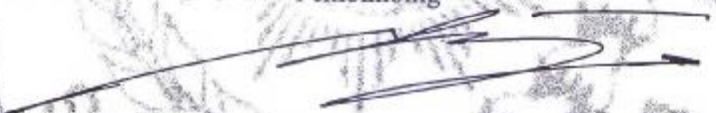
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## SURAT PERNYATAAN



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Dengan ini saya menyatakan bahwa:

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Medan, 23 Januari 2018

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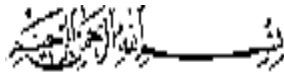
## ABSTRACT

**Aulia, Yunda: NPM:1402050140 “The Effect of Applying Game-based Learning to Improve Students’ Speaking Ability”. Skripsi: English Education Program. Faculty of Teachers’ Training and Education. University of Muhammadiyah Sumatera Utara. Medan. 2018.**

This study deal with the effect of Game-based learning to students’ speaking achievement. The researcher took this method by expecting that students would be more active in communication and doing conversation with their teacher and friends in learning English. And also the researcher would like to introduce the new strategy where the students could enjoy in learning English by Game-based Learning. This study was conducting by using experimental and control class and it took 57 (fifty five) total students of SMP Muhammadiyah 08 Medan as the sample. They were divided into two groups, they were 29 students were taken as experimental group and by applying Game-based Learning, 28 students were taken as control group by applying conventional method . The instrument of this study was retelling the conversation dialogue by paying attention the accuracy, pronunciation, fluency, and vocabulary. The test was given to the students as the group, the pre-test, Game-based Learning activity and conventional method and post-test as well. To know the differences between students’ ability in experimental and control group, it was analyzed by using t-test formula. The result of the t-test showed that the t-observed was higher than t-table ( $16.58 > 1.67$ ). Game-based Learning gave a significant effect on the students’ speaking achievement. Therefore, a conclusion could be drawn that Game-based learning gave a positive effect on the students’ speaking achievement. The students’ achievement taught by using Game-based learning was greater than taught by using conventional technique. Game was one of many activities that was joyful for students in mastering English in classroom.

**Keywords:** *game-based learning, game board, conversation, speaking Achievement.*

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Finally, the researcher hoped that this would be useful for the reader, especially the students of English department who wanted to do such a similar research and also for herself.

Medan, Maret 2018  
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## CHAPTER I

### INTRODUCTION

#### A. Background of Study

All the world language consist of four (4) basic principles, neither what kinds of language was that, where it would come from that structure. They all consisted of four (4) core aspects, they were reading, writing, speaking and listening. These aspects of course had a connectivity and relationship, but they had a significant aspect in processes. In other way to learn English, we needed to take action on those main aspects.

That was why learning English was very important for us, because it made us easy to communicate with the people in the world. English as foreign language had four skills. They were listening, speaking, reading, and writing. The acquisition of speaking became the most important part in learning foreign language. It was fundamentals of a language because speaking has effective role in communicating process. The communication would be succeed or not it depended on our way tospeaking.

But the reality by the students' ability in speaking were still low, some of them were not confident enough to speak in front of their friends and their English teacher, and some of them even careless to speak or not. This would be one of the problem which happen in their environment. Though English was the most needed in this era.

Speaking would be very important for students to practice their understanding, how to send idea, and how to spell the word well, in this case the students' motivation and interest were very needed to make the process of their understanding more easily.

Because of the material of English subject would be very variety, so the teachers were obligated to choose the suitable approach, strategy, and method in order to achieve the teaching purposes easily, and the media would make the students became more motivated to study. The teacher could use some methods in teaching learning process to help the students' understanding about the material that was explained.

To make the students had a strong interest in teaching and learning process especially in learning speaking, the teacher should take the best approach, method, and strategies. Then, the teacher could use media in teaching of English language, method were used to help the students for speaking to make interaction between the teacher and students. In this case, the researcher would use **The Effect of Applying Game-Based Learning to Improve Student Speaking Ability** as method in teaching learning processes.

This researcher would use this strategy to investigate what would be aspect of speaking most improved when Game-based learning would be implemented in teaching. This one would be purposing to increase the experience and also the new technique which would be related in the education and teaching English,



especially for the readers, but for the researcher would be useful as the researcher's future reference.

## **B. Identification of Problem**

Based on background of the problem above, the following problem could be identified:

1. The students got difficulties in speaking and understand what friend and teachersaid by using English.
2. Teacher did not realize the appropriate technique or method or strategy in teaching by speaking.
3. The students got bored while learning process because of monotonous technique by the teacher.
4. The students were lazy to memorize the words and practice English in their daily life. So that they were lack of vocabulary.
5. Teacher was always applying the same technique for all type of speaking. So the result was the students did not have any recent ideas in their mind of speaking practice.

## **C. Scope and Limitation**

The scope of this study would be focus on speaking ability by using game-based learning. And the limitation of this research would be focus on expression of asking and giving opinion.

#### **D. Formulation of The Study**

Based on the problem above, there were formulation which need to answer are:

1. Was there any significant effect of using GBL to the students' speaking achievement?
2. How was the students' speaking achievement taught by using GBL as their strategy in learning?

#### **E. The Objective of The Study**

The objective of the study were formulated as follow:

1. To find out the significant effect the students' speaking achievement taught by Game-based Learning.
2. To find out the students' speaking achievement taught by using Game-based Learning.

#### **F. The Significance of Study.**

The researcher hoped that this study could be used and is useful for:

##### 1. Theoretically

The research would be used to add knowledge, experience and insight how to improve students' speaking skill by Game-Based Learning.

##### 2. Practically

The significance of this study would be expected by the researcher, are;

##### a. For Students

To growing up the spirit and interesting students to be active in studying in order to increase their achievement

b. For Teacher

As the new teachers' method to be applied in their learning class in order to growing up the students' spirit.

c. For Researcher

To increase the researcher insight or perception and knowledge which was concerned with *Game-Based Learning* to the students' speaking achievement.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Theoretical Framework**

In conducting a research, the theories needed to explain clearly from the beginning and all the terms which were used in the study to avoid some misunderstandings between the researcher and readers. It was needed to convey the ideas and prevent possible misunderstanding between the researcher and reader. The theoretical framework was aimed at giving clear concept of the application of this study.

#### **1. Description of Effect**

Richard (1993: 133) stated that “the effect was defined to change of ability that the students had after being treated by using certain technique of teaching”.

It was usually in experimental method in which an idea or hypothesis tested or verified by setting up situation in which the relationship between different subject and variable could be determined. Effect of teaching treatment in language was related to the changes of getting something into our cognitive system, the final result of effect in teaching was the improvement of ability.

The word effect was a change or something of a similar nature you made it came into being or bring it to successful conduction.

English dictionary said that an effect of something was a change or result which was process one something else some scientific phenomena which involved to name the Doppler effect as follow :

- a) If someone did something or effect to do it to impress people.
- b) If you effect a change you bring out
- c) Something took effect from a certain time it stars to operate them the

form “effect” can generally n 6

- 1) Anything brought about by cause or agent
- 2) The power or ability produced on the mind of the observer or

Listener the definition of the second one seem to fit the action rather that the process in doing something. In term of the statistic this concept should be made operational and miserable.

## **2. The Nature of Speaking**

There were many definitions of speaking that had been proposed by some experts in language learning. When someone could speak a language it meant that he could carry on a conversation reasonably competently.

In addition, he stated that the benchmark of successful acquisition of language was almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

The effective oral communication required the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation.

Moreover, nonlinguistic elements such as gestures, body language, and expressions were needed in conveying messages directly without any accompanying speech.

Social contact in interactive language functions was a key importance and in which it was not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages. In their discussion on the nature of spoken language. They pointed out that for most of its history. The teaching of language had not been concerned with spoken language teaching.

This language comprised short, often fragmentary utterances, in pronunciation range. On the contrary, written language was characterized by well-formed sentences which were integrated into highly structured paragraphs.

According to Nunan (1989: 32) successful oral communication involved:

- a. the ability to articulate phonological featured of the language comprehensibly.
- b. mastery of stress, rhythm, intonation patterns
- c. an acceptable degree of fluency
- d. transactional and interpersonal skills
- e. skills in taking short and long speaking turns
- f. skills in the management of interaction
- g. skills in negotiating meaning
- h. conversational listening skills (successful conversations require good listeners as well as good speakers)

- i. skills in knowing about and negotiating purposes for conversations
- j. using appropriate conversational formulae and fillers

Moreover, he stated that the teacher could apply the bottom-up-top-down approach to speaking. The bottom-up approach to speaking meant that the learners began with the smallest units of language, i.e. individual sounds, and moved through the mastery of words and sentences to discourse.

The top-down view, on the other hand, proposes that the learners started with the larger chunks of language, which were embedded in meaningful contexts, and used their knowledge of the contexts to comprehend and use the smaller language elements correctly.

Brown (2001: 271) added in teaching oral communication, micro skills were very important. One implication was the importance of focusing on both the forms of language and the functions of the language. He also mentioned that the pieces of language should be given attention for more than that made up to the whole.

Furthermore he mentioned micro skills of oral communication:

- a. Produced chunks of language of different lengths.
- b. Orally produced differences among the English phonemes and allophonic variants.
- c. Produced English patterns, words in stressed and unstressed positions rhythmic structure, and into national contours.
- d. Produced reduced forms of words and phrases.
- e. Used an adequate number of lexical units (words) in order to accomplish pragmatic purpose.

- f. Produced fluent speech at different rates of delivery.
- g. Monitor your own oral production and use various strategic devices (pauses, fillers, self-corrections, backtracking-) to enhance the clarity of the message.
- h. Used grammatical word classes (nouns, verbs, etc), system (e.g. tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.
- i. Produced speech in natural constituent in appropriate phrases, pause groups, breath groups, and sentences.
- j. Express a particular meaning in different grammatical forms.
- k. Used cohesive devices in spoken discourse.
- l. Accomplish appropriately communicative functions according to the situation, participants and goals.
- m. Used appropriate registers, implicative, pragmatic conventions, and other sociolinguistics features in face to face conversations.
- n. Conveyed links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- o. Used facial features, kinetics, body languages, and other non verbal cues along with verbal language to convey meanings.
- p. Develop and use a battery of speaking strategies such as emphasizing key words, rephrasing, providing a context for interpreting the



meaning of words, appealing for help, and accurately assessing how well interlocutor is understanding you.

From some definitions above it could be concluded that speaking skill was always related to communication. Speaking skill itself could be stated as the skill to use the language accurately to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation.

### **3. Classroom Speaking Activities**

Teaching speaking should be taught in attractive and communicative activities. There were many types of classroom speaking activities. Harmer (2001: 348-352) stated six classroom speaking activities. They were acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play.

a. Acting from script Playing scripts and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process. In the playing scripts, it was important for the students to teach it as real acting. The role of the teacher in this activity was as theatre directors, drawing attention to appropriate stress, intonation, and speed. This meant that the lines they would speak and have real meaning. By giving students practice in these things before they gave their final performances, the teacher ensures that acting out was both a learning and language producing activity. In acting the dialogue, the students would be very helped if they were given time to rehearse their

dialogues before the performance. The students would gain much more from the whole experience in the process.

b. Communication games. Games were designed to provoke communication between students. The games were made based on the principle of the information gap so that one student had to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.

c. Discussion. Discussion was probably the most commonly used activity in the oral skills class. Here, the students were allowed to express their real opinions. According to Harmer (2001:272) discussion range was divided into several stages from highly formal, whole-group staged events to informal small-group interactions. The first was the buzz groups that could be used for a whole range of discussion. For example, students were expected to predict the content of a reading text, or talk about their reactions after reading the text. The second was instant comments which could train students to respond fluently and immediately was to insert 'instant comment' mini activities into lessons.

This involved showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that came into their head. The last was formal debates. Students prepared arguments in favor or against various propositions. The debate would be started when those who were appointed as 'panel speaker' produce well-rehearsed 'writing like' arguments whereas

others, the audience, pitch in as the debate progresses with their own thoughts on the subject.

d. Prepared talks. Students made a presentation on a topic of their own choice. Such talks were not designed for informal spontaneous conversations because they were prepared and more ‘writing like’. However, if possible students should speak from notes rather than from a script.

e. Questionnaires. Questionnaires were very useful because they ensure that both questioner and respondent had something to say to each other. Students could design questionnaires on any topic that was appropriate. As they did so the teacher could act as a resource, helping them in the design process. The results obtained from questionnaires could then form the basis for written work, discussions, or prepared talks.

f. Simulation and Role play. Simulation and role play could be used to encourage general oral fluency, or to train students for specific situations. Students could act out simulation as them or take on the role of completely different character and express thoughts and feelings as they were doing in the real world.

Those activities could be used by teachers to teach speaking. Teachers could choose an activity that related to the topic and objective of the lesson. Besides, they had to consider the situation, condition of the students and materials that would be taught. For example, they used simulation and role play activities when they teach expressions. Teachers could ask them to write some dialogues and after

that they had to act them out in front of the class. It might be used by the teachers in using acting from script.

In discussion, teachers could use some pictures or might be videos in a certain situation. These activities could be used as the way to measure how far students could speak, say and express their feeling in English.

#### **4. Types of Speaking Performances**

Brown (2004: 271) described six categories of speaking skill area. Those six categories were as follows:

a. Imitative. This category included the ability to practice an intonation and focusing on some particular elements of language form. That was just imitating a word, phrase or sentence. The important thing here was focusing on pronunciation. The teacher used drilling in the teaching learning process. The reason was by using drilling, students got opportunity to listen and to orally repeat some words.

b. Intensive. This was the students' speaking performance that was practicing some phonological and grammatical aspects of language. It was usually placing students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

c. Responsive. Responsive performance included interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This was a kind of

short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies were usually sufficient and meaningful.

d. Transactional (dialogue) It was carried out for the purpose of conveying or exchanging specific information. For example here was conversation which was done in pair work.

e. Interpersonal (dialogue) It was carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance were interview, role play, discussions, conversations and games.

f. Extensive (monologue) Teacher gave students extended monologues in the form of oral reports, summaries, and story telling and short speeches. Based on the theory above, it could be concluded that there were some points that should be considered in assessing speaking. The students needed to know at least the pronunciation, vocabularies, and language functions that they were going to use. When the students had been ready and prepared for the activity, they could use the language appropriately.

## **5. The Nature of Teaching Speaking**

Since English was included as a compulsory subject in senior high schools in Indonesia, the learners had the same need. The need was passing the examinations to move to the next level and graduate from the school, and the general requirement the students were able to speak and hold conversations. From a communicative purpose, speaking was closely related to listening. The

interaction between these two skills was shown in the conversation. Brown (2001: 275-276) states that there were seven principles for designing speaking techniques.

- a. Used techniques that cover the spectrum of learner needs, from languagebased focus on accuracy to message-based on interaction, meaning, and fluency.
- b. Provide intrinsically motivating techniques.
- c. Encourage the used of authentic language in meaningful contexts.
- d. Provided appropriate feedback and correction.
- e. Capitalized on the natural link between speaking and listening.
- f. Gave students opportunities to initiate oral communication.
- g. Encourage the development of speaking strategies. The process of teaching speaking itself could be done in several stages.

Scott (1981) mentions three stages to complete the teaching of speaking. The first stage was stating objectives. The teacher had to put across what operation the students were going to learn. When the students understood the objectives of learning, the instruction would be done communicatively. The teacher could tell students the objective of the lesson directly. Giving students clues for brainstorming the objectives was preferable. Another way was using visual aids to attract students' attention and participation.

The next stage was presentation. One thing that should be considered in this stage was the whole language operations that will be given in the lesson were presented in context. It was very important to make language items clear.

To contextualize a language item, the teacher could use text, video, recorded or picture in the form of transaction of native speaker and the like. The last was practice and production. Drilling check would be given to the students in the phase to see if they have understood of what is being learnt through choral repetition of language presented and then moved to individual responses. The teacher would direct the students by providing information gap and feedback for students. And the students' replies were not only seen from the grammatical accuracy point of view but rather of language appropriateness and acceptability.

Then, there were some important points that should be considered in teaching speaking to young learners. The first thing to be considered was who the learner was and why they were. The clear objective was the next. In the end of the lesson, students at least were able to do something using oral English. The third was since the final objective of learning speaking was communication, all materials that were given to the students such as vocabulary, grammatical structures, and other language items, were expected to be applied by students in the daily life. Teacher's role in the speaking learning was creating activities in which the students could practice and apply what they had learnt orally.

In other words, this was the turn of the students to practice communication. objectives were listed, guidance in achieving objectives was given, materials are assembled, and self evaluation guidelines were provided. Based on the discussion above, it could be concluded that media play an important role in the teaching and learning of English.

Media were not only able to be the teacher's language but also to help add elements of reality and motivate the students by bringing the slice of real life into the classroom. Besides, media provided clear context, meaning and guidance that could make students enthusiastic in learning English. It was clear stated that media were very useful and really needed for the teaching and learning process.

There were various kinds of media that could be used in the teaching and learning process. Teachers should know what kind of media those were appropriate to the students in the teaching and learning process. According to Smaldino et al (2007), there were six kinds of media: text, audio, visuals, video, manipulative and people. However, the researcher chose videos as media in the teaching and learning process.

The use of videos in the teaching and learning process could be more communicative than long explanation, or it could supplement the teacher's explanation. Besides, videos could make students motivated and attracted to the teaching and learning process. It would be discussed in details in the following section

## **6. An Introduction To Game Based Learning**

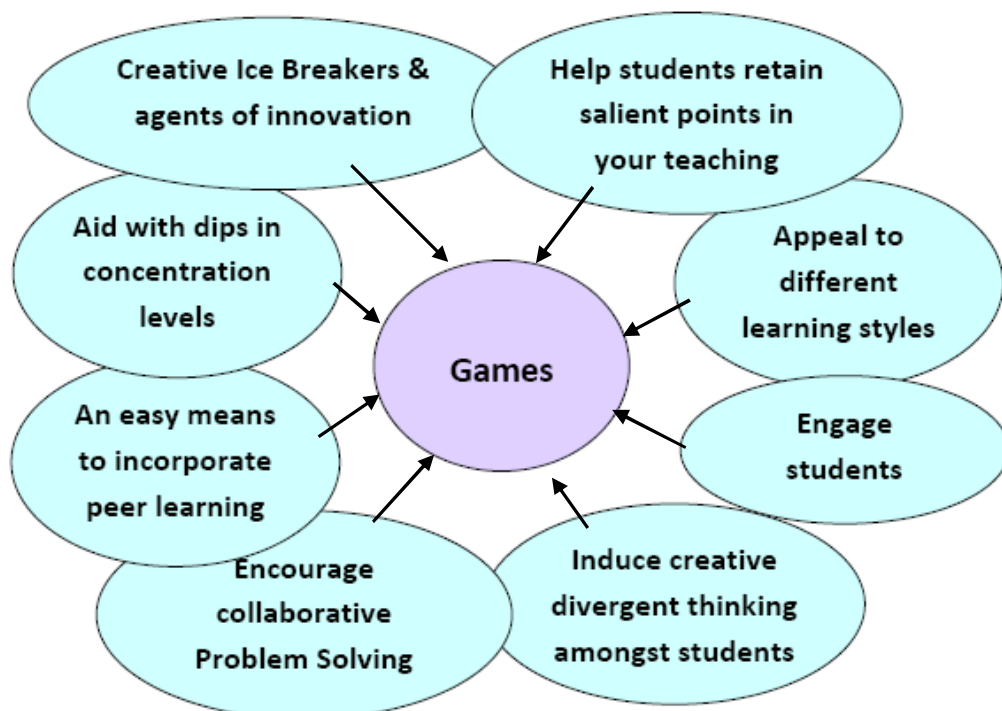
Games offer a unique structured to complement traditional teaching strategies and infuse teaching with energy, spark innovative thinking and provide diversity in teaching methods. Games made learning concepts more palatable for students and supply learners with a platform for their creative thoughts to bounce around.



Games encouraged creative behaviour and divergent thought (Fuszard, 2001) and were excellent ice breakers. Games would often act as learning triggers inducing lively discussion on learning concepts amongst students following game play.

Games as Pedagogical Devices, as pedagogical devices, games were extremely useful - they could enliven teaching topics and were especially effective for dealing with problem solving and key concepts.

Research showed that “games have a special role in building students’ self confidence” and “they could reduce the gap between quicker and slower learners”



The highly adaptable, flexible nature of games meant that they could be molded to suit a variety of learning settings and environments, even VLE's such as Blackboard, this could add another layer of interactivity and facilitate distance

learning students. The number of game frames or models available was extensive, so no matter what discipline you teach in, there is a game model you can use. Apart from inviting students to learn curriculum content in a fun and relaxed manner, games also expose students to other skill development during game play via sequential, verbal, visual and kinetic and other game based activities.

### **Game Example: Where do you go Game?**

Aim: To develop the information literacy of First year students

**10 Minutes**

**Stage 1 Students**

**Match  
jumbled playing  
cards**

**Teaches where to go  
for information**

**Students discuss &  
match playing cards**

- a. Students had 10 minutes to play the Where do you go game.
- b. The game was designed for Stage 1 students.
- c. The where did you go game uses Playing cards to teach students where to search for different kinds of information when they have a particular need.
- d. The blue cards were a mix of different resources the students could consult and the yellow cards detail the queries or particular needs.
- e. The cards were jumbled up and the students were encouraged to discuss

**Students do not consult any other materials**

**Facilitator goes through correct play and connection to the learning outcome**

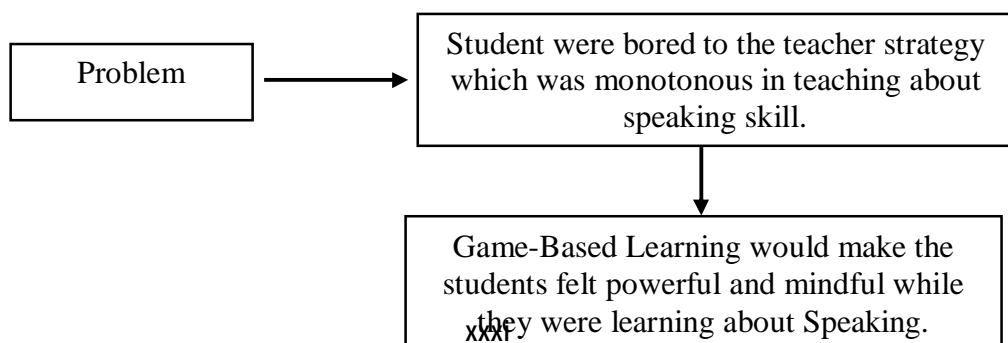
and match the cards (see a sample of the cards below) into correct pairs.

f. Students were not allowed to consult Anyother materials or computers during theWhere did you go game.

g. Following the game play, the Facilitatorprovided students with an explanation ofcorrect play to link the game to thelearning objectives and student projectsto reinforce learning and increasereention.

## B. Conceptual Framework

The research would be conducted in Eighth grade of SMP Muhammadiyah 08Medan. Teacher and the writer would use Pre-test and Post-test to check the effect of students' speaking skill by Game Based learning. The steps of the research would be made in two classes they were control and experimental class includedpre-test, activity by Game-based learning and the last was post-test. The conceptual framework could be seen in the following figure.



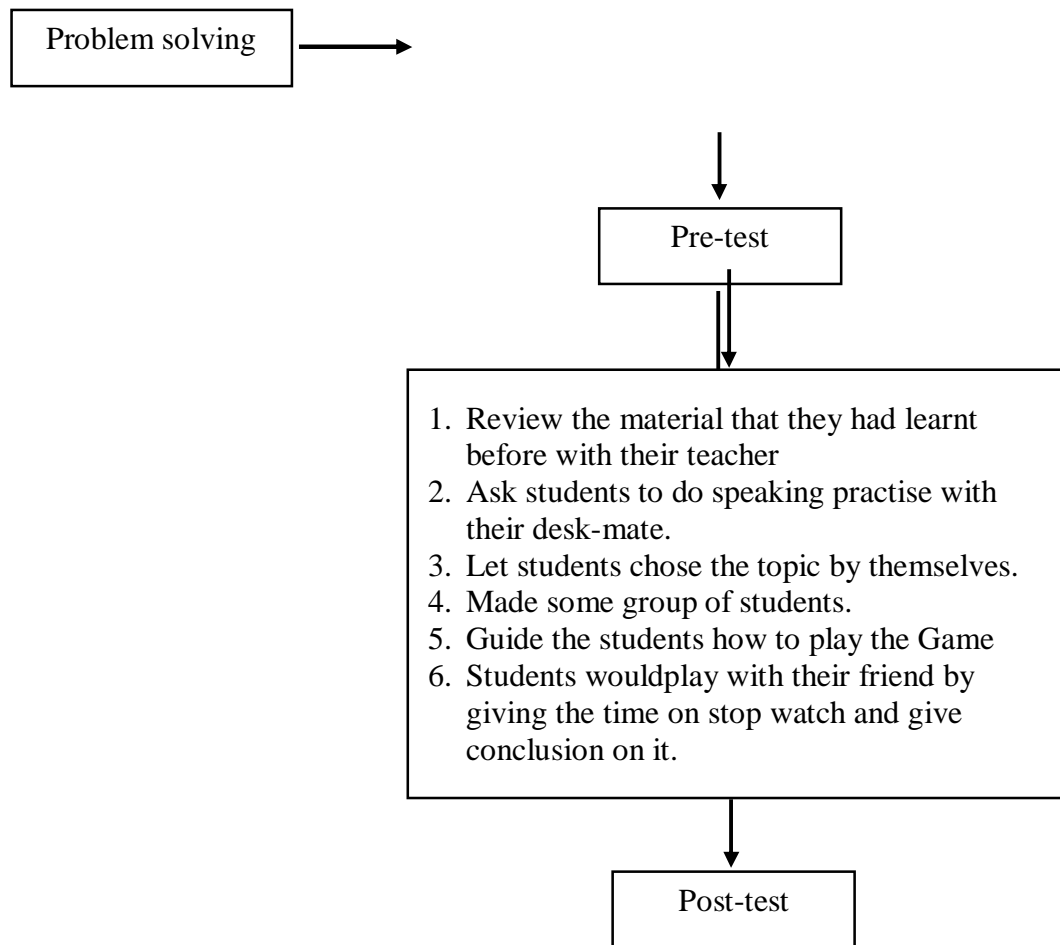


Figure 2.1: Conceptual Framework

### C. Related Study

1. YaseminAllsop, Manchester Metropolitan University, Manchester, UK.  
John Jessel, Goldsmiths, University of London, London, UK. International Journal of Game-Based Learning, 5(1), 1-17, January-March 2015. This study aimed to provide a comparative account of teachers' experience and views of their role when using digital games in primary classrooms in England and Italy. This researched also considers the interview findings in relation to the dynamics between curriculum design, learning culture and

practice when implementing game-based learning. The research also showed that teachers were aware that their roles when using new technologies in education had changed. However, because of the lack of necessary training, teachers were not clear on how to adopt these changes. In some respects the curriculum was regarded to be flexible enough to accommodate game-based learning, however, in other respects it was felt that a more radical reform this would be needed.

2. Samantha Clarke, Daryl J. Peel, Sylvester Arnab, Luca Morini, Helen Keegan, Oliver Wood, 2017 Disruptive Media Learning Lab, Coventry University. International Journal of Serious Games Volume 4, Issue 3, September 2017. Game-based learning (GBL) was often found to be technologically driven and more often than not, serious games for instance, were conceptualized and designed solely for digital platforms and state of the art technologies. The paper first presented a pilot study that was used to assess the feasibility and acceptance of University teaching staff of embedding interactive GBL into a higher education environment. Finally, the authors presented a discussion on the use of the escapED framework so far and plans for future work and evaluation in order to provide engaging alternatives for learning and soft skills development amongst higher education staff and students.

#### **D. Hypothesis**

Based on the explanation of both theoretical and conceptual framework, the research hypothesis was formulated as:

“The students’ speaking achievement taught by using Game-based learning was significantly greater than taught by using conventional method.

Ha : there was significant effect of using Game-based learning to students’ speaking achievement.

### CHAPTER III

#### METHOD OF RESEARCH

##### **A. Location of Research**

The research would be conducted at SMP Muhammadiyah 08 Medan, Jalan Utama No.170 Medan. This research would focus in the second year of 2017/2018 and eight grade class, as the reason for choosing this school because the researcher hoped to see the students enthusiastic and active to receive the new method in learning English especially speaking.

##### **B. Population and Sample**

The population of this research would be in 2017/2018 Eight grade SMP Muhammadiyah 08 Medan, Jalan Utama No.170 Medan with total students 57 which are divided into 2 classes (VIII A & B). Class VIII A consists of 29 students and class VIII B consists of 28 students, so the total of sample would be 57 students.

Those classes were chosen because that school were only had those two classes so the strategy sampling by expert could not do on this activity. So both of classes was chosen as the samples by research.

**Table 3.1**  
**Population in Eighth Grade of SMP Muhammadiyah 08 Medan**

No	Class	Population
1.	VIII A	29
2.	VIII B	28

<b>Total</b>	<b>57</b>
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**Table 3.2**  
**Sample in Eight Grade of SMP Muhammadiyah 08 Medan**

No	Class	Population	Sample	Group
1	VIII A	29	29	Experiential Class
2	VIII B	28	28	Control Class
<b>TOTAL</b>		<b>57</b>	<b>57</b>	

### C. Research Design

The researching would be conduct as an experimental research, which consisted of two groups name experimental group and control group. The experimental group would be taught by using Game-based Learning. Meanwhile the control group would be taught by using conventional learning here as the discussion method. The design of this research couldbe showing below:

**Table 3.3**  
**Research Design**

Group	Pre-test	Treatment	Post-Test
Experimental VIII A	ü	X	ü
Control VIII B	ü	Y	ü

X : The experimental group, where samples would be taught by using GBL

Y : The control group, where the sample would be taught by using Discussion Method.

### Procedure of Treatment

Pre-test wouldmake the groups, control group and experimental group.

The post-test would be given to both of group, they were:



1. Students would be reviewed about their previous English material.
2. Students would do some conversation with their mate and the topic would be focus about the expression of asking and giving opinion.
3. Students would perform with their mate to practice and they were going to perform in front of the class.
4. When they were performing the writer would collect the students' data.
5. While they were doing the teachers' instruction, the researcher would record all their words and give score to them.

While in control group researcher would be given the same topic as in experimental group. But in this case, the researcher would ask to all the students for making conversation and practices with their partner in front of the class, then the researcher would take pictures of their activities.

After doing pre-test the students would be explained by the teacher or writer to understand how to play one of that Game-based Learning board. And those activities would be showed below:

1. Teacher would explain about asking and giving opinion to the students.
2. Students would do some action about the expression of asking and giving opinion.
3. After that teacher would show the board game to the students and share how to play that game.
4. Students would make some groups and teacher would share the board game and the dices to each group.

5. Students would choose one leader in each group to lead and guide the game.
6. Teacher would call the leader and explain how to play it.
7. As they played that game with group, teacher/writer would collect their score by recording and listen them be carefully.

While control group would be taught by the same activity but the teacher would reduce some activity just like board game and make some group. Pre-test and activity would be done to do with those classes. Now the teacher would be able to collect the data by students activity by using those board game based learning.

#### **D. Instrument of the Research**

The instrument of this research, the researcher gave some gameactivities to the students, and the students needed to do speakingpractice by having a good pronunciations, vocabulary, accuracy and fluency. Funochiaro and Sako (1984:223-228) stated that there are four components to evaluate the test, they were:

**Table 3.4**  
**The four Components to Evaluate Speaking Achievement**

##### 1. Vocabulary

<b>Level</b>	<b>Explanation</b>
19 – 25	Very good, Rarely has trouble
13 – 18	Good, Sometimes use in appropriate terms about language

7 – 12	Fair: Frequent use wrong words speech limited to simple vocabulary
1 – 6	Unsatisfactory: Very limited vocabulary and make the comprehension quite difficult.

2. Accuracy

<b>Level</b>	<b>Explanation</b>
19 – 25	Very good, Few noticeable errors
13 – 18	Good, Occasional grammatical errors do not obscure meaning
7 – 12	Fair: Error of the basic structure, meaning occasionally obscure by grammatical errors
1 – 6	Unsatisfactory: Usage definitely unsatisfactory, frequently needs to rephrase construction or restrict himself to basic structure.

3. Pronunciation

<b>Level</b>	<b>Explanation</b>
19 – 25	Very good, Understandable
13 – 18	Good, Few noticeable errors
7 – 12	Fair: Error of basic pronunciation
1 – 6	Unsatisfactory: Hard to understand because of sound, accent, pitch, difficulties and incomprehensible

4. Fluency

<b>Level</b>	<b>Explanation</b>
19 – 25	Very good, Understandable
13 – 18	Good, Speech is generally natural
7 – 12	Fair: Some define stumbling but manage to rephrase and continue
1 – 6	Unsatisfactory: Speed of speech and length of utterances are far below normal, long pauses, utterances left

	unfinished
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a. Pre-test

The pre-test would be conducted to both classes (experimental group and control group) before the treatment or teaching presentation. The pre-test was carrying out the students speaking skills with their score.

b. Treatment

To find out the effect of teaching in speaking by using Game-based learning.

**Table 3.5**  
**Teaching Procedures for Experimental Group**

No.	Teacher's Activity	Students' Activities
1.	<p><b>Opening:</b></p> <ul style="list-style-type: none"> <li>-Teacher greeted the students</li> <li>-Teacher guided the students to explain the topic of subject</li> </ul>	<ul style="list-style-type: none"> <li>-students answered the teachers' greeting</li> </ul>
2.	<p><b>Main Activities</b></p> <ul style="list-style-type: none"> <li>-Teacher explained about expression asking and giving opinion</li> <li>-teacher asked students to make some group and choose one leader in every group.</li> <li>-teacher explained how to play the</li> </ul>	<ul style="list-style-type: none"> <li>- Students listened and respond their teacher about the topic.</li> <li>- Student came up and set their group and team leader by themselves.</li> <li>- Students listened to their leader about how to play the</li> </ul>

	<p>game toward the team leader only.</p> <p>-teacher asked students to make some conversation about asking and giving opinion.</p>	<p>game.</p> <p>- Students practiced the playing game based learning which was already prepared.</p> <p>- Students set conversation to present in front of the class</p>
3.	<p><b>Closing</b></p> <p>-Teacher evaluated the students' presentation and conversation with their group about asking and giving opinion</p>	<p>-Students was ready to get score by teacher about their conversation and task.</p>

**Table 3.6**  
**Teaching Procedures for Control Group**

No.	Teacher's Activity	Students' Activities
1.	<p><b>Opening:</b></p> <p>-Teacher greeted the students</p> <p>-Teacher guided the students to explain the topic of subject</p>	<p>-students answered the teachers' greeting</p>
2.	<p><b>Main Activities</b></p> <p>-Teacher explained about expression asking and giving opinion</p> <p>- Teacher asked students to present some conversations about</p>	<p>- Students listened and respond their teacher about the topic.</p> <p>- Students present the conversation in front of the class</p>

	asking and giving opinion.	
3.	<p><b>Closing</b></p> <p>-Teacher evaluated the students' presentation and conversation with their group about asking and giving opinion</p>	<p>-Students was ready to get score by teacher about their conversation and task.</p>

c. Post-test

After conducting the treatment, the post-test was analyzed as the final data for the researches. The test was given was the same test as pre-test.

**E. Technique for Collecting the Data**

In collecting the data, some steps would be applied as follows.

1. Giving questioner and pre-test for both of classes.
2. Collecting the students' worksheet.
3. Giving treatment to the experimental group by using GBL.
4. Giving treatment to the control group by using Discussion Method.
5. Giving post-test to both of classes.
6. Collecting the students' worksheet
7. Evaluating the effect of Game-Based Learning.

**F. Technique of Data Analysis**

After collecting the data, the researcher is implemented to analyze the data:

1. Scoring the students' answer for value of the test.
2. Listing their score in two tables, first the score for experimental class and second for control class scores.
3. Calculating the normality and homogeneity test by using Lilifors test to know the normality and homogeneity of the test.
4. The calculating was concluded by using t-test as show below, according Sugiyono :

**a. Coefficient r**

$$R_{xy} = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{\sqrt{\{n \sum X_i^2 - (\sum X_i)^2\} \{n \sum Y_i^2 - (\sum Y_i)^2\}}}$$

(Sugiyono,2010:356)

**b. Testing Hypothesis**

$$t = \frac{\overline{\sum X} - \overline{\sum Y}}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2} + 2R \left( \frac{S_1}{\sqrt{N_1}} \right) \left( \frac{S_2}{\sqrt{N_2}} \right)}}$$

(Sugiyono,2010:121)

In which :

$S_1$  : Standard Deviation of Experimental Group

$S_2$  : Standard Deviation of Control Group

$\overline{\sum X}$  : Mean Score of Experimental Group

$\overline{\sum Y}$  : Mean Score of Control Group

$N_1$  : The Amount of Sample in Experimental Group

$N_2$  : The Amount of Sample in Control Group

## CHAPTER IV

### DATA AND ANALYSIS

#### A. Data Collection

The data was taken from students' speaking test. The research took place at SMP Muhammadiyah 08 Medan. This research used total sample 57 students were taken as the samples. The samples were divided into two groups, Such as experimental group and control group, for which each of consisted of 29 and 28 students. The instrument used in collecting the data was oral presentation.

The following table 4.1 showed the data of experimental group in pre-test and post-test. The final score which were obtained from accumulating several score of vocabulary, accuracy pronunciation and fluency.

The experimental group was taught by using Game-based learning while the control group taught by conventional Method. The population was eight grade of SMP Muhammadiyah 8 Medan VIII A and VIII B.

**Table 4.1**

The score of pre-test and post-test in Experimental group.

NO	Name	Pre-Test(T1)	Post-Test(T2)
1	ASP	50	82
2	AMP	62	82
3	AHP	62	83
4	FDA	54	77



5	FTA	56	76
6	FTR	52	77
7	FAN	58	84
8	GIA	72	86
9	MAN	60	83
10	MRF	43	<b>71</b>
11	MIA	73	85
12	MIH	62	79
13	NMS	58	84
14	RFA	<b>75</b>	90
15	RFN	65	89
16	SSP	50	79
17	SFZ	62	86
18	SFN	62	87
19	SNW	54	83
20	SRA	56	85
21	SCA	52	80
22	SYA	58	85
23	SYL	72	87
24	TNH	60	84

25	TAW	<b>43</b>	87
26	UHS	73	91
27	WSP	62	84
28	WKS	58	80
29	YSA	75	<b>91</b>
<b>Total</b>		<b>1739</b>	<b>2417</b>
<b>Mean</b>		$X_1=59.96551724$	$X_2=83.34482759$

Based on the table above or table 4.1 showed that the mean of Pre-test in experimental was 59.96 and the mean of Post-test was 83.34. The highest score in Pre-test of the experimental group was 75 and the lowest score was 43. While in Post-test the highest score was 91 and the lowest score was 71. In addition, the total score of pre-test was 1739 and that mean was 59.96 while the total score of post-test was 2417 and that mean was 83.34. There was an improvement score between pre-test and post-test in experimental group. Based on the fact in the field, the students taught by using game-based learning was more active and motivated students.

The pre-test and post-test score obtained from control group was shown in table 4.2 below

**Table 4.2**

The score of pre-test and post-test in the control group

NO	Iniatial	Pre-Test (T1)	Post-Test (T2)
1	AAZ	56	70
2	AML	60	80
3	AMS	<b>35</b>	69
4	ARF	47	71
5	CPS	50	<b>60</b>
6	DDS	52	78
7	DSS	50	73
8	FZA	47	66
9	ITU	64	78
10	IPS	54	76
11	MIN	35	75
12	MFZ	<b>78</b>	<b>88</b>
13	MPN	77	84
14	MFD	58	81
15	MIR	60	78
16	MIS	55	83
17	MPR	70	87
18	MRQ	50	62
19	MRV	53	78
20	MFN	61	78
21	MHA	55	73
22	NFT	60	80

23	NRA	67	83
24	RDM	55	79
25	RAV	50	77
26	RHM	60	77
27	SEN	45	71
28	SBZ	59	80
<b>TOTAL</b>		<b>1563</b>	<b>2135</b>
<b>Mean</b>		$Y_1=55.82142857$	$Y_2=76.25$

Based on the table above or table 4.2 showed that the total score of pre-test was 1563 and the mean was 55.87. While the total score of post-test was 2135 and the mean of Post-test was 76.25. There was an improvement score also between pre-test and post-test in control group. Based on the fact in the field, the students taught by using conventional in teaching speaking was completely knew about the theory of asking and giving an opinion because the student could listen all the explanation about the material but in the real practice the students who taught by using game-based learning was more active and motivated in the classroom. The highest score in Pre-test of the experimental group was 78 and the lowest score was 35. While in Post-test the highest score was 88 and the lowest score was 60.

After seeing both of table (4.1 and 4.2) showed that the mean score of Post-test in experimental group was 83.34 and the mean score of control group was 76.25. The data showed that the mean score of student in experimental group who were taught by Game-based Learning was greater than the mean score of

students in control group who were taught by using conventional technique in discussion method.

## **B. Data Analysis**

### **1. Normality Test**

Normality test used to determine if a data set well. modeled by a normal distribution and to compete how likely it was for random variable underlying the data to be normally distribution.

#### **a. Normality Test of X variable**

The normality test of variable X used Liliefors test:

1. Listing the students' score from the lowest to the highest
2. The score made to  $Z_1, Z_2, Z_3, \dots, Z_n$  by using formula:

$$Z_i = \frac{X - \bar{x}}{s}$$

3.  $F(Z_i) = \frac{F_{kum}}{n} = \frac{1}{29} = 0.034$

#### **Standard Deviation of X variable**

$$S_x = \frac{\sqrt{NX^2 - (X)^2}}{N(N-1)}$$

$$S_x = \frac{\sqrt{29 \times 202053 - (2417)^2}}{29(29-1)}$$

$$S_x = \frac{\sqrt{5859537-5841889}}{812}$$

$$S_x = \frac{\sqrt{17648}}{812}$$

$$S_x = \sqrt{21.73} = 4.661$$

**Table 4.3**  
**Normality Test of X variable**

No.	Xi	F	F kum	Zi	F(ZI)	S(ZI)	F(ZI)-S(ZI)
1	71	1	1	-2.64806867	0.004	0.034482759	-0.030482759
2	76	1	2	-1.575107296	0.0606	0.068965517	-0.008365517
3	77	1	3	-1.360515021	0.0885	0.103448276	-0.014948276
4	77	1	4	-1.360515021	0.0885	0.137931034	-0.049431034
5	79	1	5	-0.931330472	0.1711	0.172413793	-0.001313793
6	79	1	6	-0.931330472	0.1711	0.206896552	-0.035796552
7	80	1	7	-0.716738197	0.2266	0.24137931	-0.01477931
8	80	1	8	-0.716738197	0.2266	0.275862069	-0.049262069
9	82	1	9	-0.287553648	0.4013	0.310344828	0.090955172
10	82	1	10	-0.287553648	0.4013	0.344827586	0.056472414
11	83	1	11	-0.072961373	0.4801	0.379310345	<b>0.100789655</b>
12	83	1	12	-0.072961373	0.4801	0.413793103	0.066306897
13	83	1	13	-0.072961373	0.4801	0.448275862	0.031824138
14	84	1	14	0.141630901	0.5596	0.482758621	0.076841379
15	84	1	15	0.141630901	0.5596	0.517241379	0.042358621
16	84	1	16	0.141630901	0.5596	0.551724138	0.007875862
17	84	1	17	0.141630901	0.5596	0.586206897	-0.026606897
18	85	1	18	0.356223176	0.6368	0.620689655	0.016110345
19	85	1	19	0.356223176	0.6368	0.655172414	-0.018372414
20	85	1	20	0.356223176	0.6368	0.689655172	-0.052855172
21	86	1	21	0.570815451	0.7088	0.724137931	-0.015337931
22	86	1	22	0.570815451	0.7088	0.75862069	-0.04982069
23	87	1	23	0.785407725	0.7734	0.793103448	-0.019703448
24	87	1	24	0.785407725	0.7734	0.827586207	-0.054186207
25	87	1	25	0.785407725	0.7734	0.862068966	-0.088668966
26	89	1	26	1.214592275	0.8944	0.896551724	-0.002151724
27	90	1	27	1.429184549	0.9265	0.931034483	-0.004534483

28	91	1	28	1.643776824	0.9505	0.965517241	-0.015017241
29	91	1	29	1.643776824	0.9505	1	-0.0495

Based on the data in table 4.3  $L_{hitung}$  was 0.100 and the Lilifors test in significant = 0.05 with  $n = 29$   $L_{table}$  was 0.161. So the  $L_{hitung} < L_{table}$  (0.100 < 0.161). So it could be concluded that the data was normally distributed.

**b. Normality Test of Y Variable**

The normality test of variable Y used Lilifors test :

1. Listing the students score from the lowest to the highest
2. The score made to  $Z_1, Z_2, Z_3, \dots, Z_n$  by using formula :

$$Z_i = \frac{X - \bar{x}}{S}$$

$$3. F(Z_i) = \frac{F_{kum}}{N} = \frac{1}{28} = 0.035$$

Standard Deviation of Y Variable

$$S_y = \frac{\sqrt{N \sum Y^2 - (\sum Y)^2}}{N(N-1)}$$

$$S_y = \frac{\sqrt{28 \times 164029 - (2135)^2}}{28(28-1)}$$

$$S_y = \frac{\sqrt{4592812 - 4558225}}{756}$$

$$S_y = \frac{\sqrt{34587}}{756}$$

$$S_y = \sqrt{45.75} = 6.76$$

**Table 4.4**  
**Normality Test of Y Variable**

No.	Yi	F	F kum	Zi	F(ZI)	S(ZI)	F(ZI)-S(ZI)
1	60	1	1	-2.403846154	0.004	0.035714286	-0.031714286

2	62	1	2	-2.107988166	0.0606	0.071428571	-0.010828571
3	66	1	3	-1.516272189	0.0885	0.107142857	-0.018642857
4	69	1	4	-1.072485207	0.0885	0.142857143	-0.054357143
5	70	1	5	-0.924556213	0.1711	0.178571429	-0.007471429
6	71	1	6	-0.776627219	0.1711	0.214285714	-0.043185714
7	71	1	7	-0.776627219	0.2266	0.25	-0.0234
8	73	1	8	-0.480769231	0.2266	0.285714286	-0.059114286
9	73	1	9	-0.480769231	0.4013	0.321428571	0.079871429
10	75	1	10	-0.184911243	0.4013	0.357142857	0.044157143
11	76	1	11	-0.036982249	0.4801	0.392857143	<b>0.087242857</b>
12	77	1	12	0.110946746	0.4801	0.428571429	0.051528571
13	77	1	13	0.110946746	0.4801	0.464285714	0.015814286
14	78	1	14	0.25887574	0.5596	0.5	0.0596
15	78	1	15	0.25887574	0.5596	0.535714286	0.023885714
16	78	1	16	0.25887574	0.5596	0.571428571	-0.011828571
17	78	1	17	0.25887574	0.5596	0.607142857	-0.047542857
18	78	1	18	0.25887574	0.6368	0.642857143	-0.006057143
19	79	1	19	0.406804734	0.6368	0.678571429	-0.041771429
20	80	1	20	0.554733728	0.6368	0.714285714	-0.077485714
21	80	1	21	0.554733728	0.7088	0.75	-0.0412
22	80	1	22	0.554733728	0.7088	0.785714286	-0.076914286
23	81	1	23	0.702662722	0.7734	0.821428571	-0.048028571
24	83	1	24	0.99852071	0.7734	0.857142857	-0.083742857
25	83	1	25	0.99852071	0.7734	0.892857143	-0.119457143
26	84	1	26	1.146449704	0.8944	0.928571429	-0.034171429
27	87	1	27	1.590236686	0.9265	0.964285714	-0.037785714
28	88	1	28	1.73816568	0.9505	1	-0.0495

Based on the data in table 4.4  $L_{hitung}$  was 0.087 and the Lilifors test in significance = 0.05 with  $n = 28$   $L_{table}$  was 0.161. So the  $L_{hitung} < L_{table}$  (0.087 < 0.161). So it can be concluded that the data was normally distributed.

## 2. Homogeneity



Homogeneity test performed to determine whether the variances of data equal from two distribution group.

The data of variable X and variable Y:

a. Variable X	b. Variable Y
$\bar{x} = 83.34$	$\bar{y} = 76.25$
$S_x^2 = 21.73$	$S_y^2 = 45.75$
$N = 29$	$N = 28$

$$F = \frac{\text{THE HIGHEST VARIANCE}}{\text{THE LOWEST VARIANCE}}$$

$$F = \frac{21.73}{45.75}$$

$$F = 0.47$$

The value of  $F_{table}$  with the significance = 0.05 with n = 28 was 2.56 those scores got in the constant table in  $F_{table}$ . And the  $F_{hitung}$  was 0.47. So the  $F_{hitung} < F_{table}$  (0.47 < 2.55). So it can be concluded that the data was homogen.

### C. Testing Hypothesis.

After calculating the data. the result was showed the rules of statistics normality and homogeneity was fulfilled so the next is testing hypothesis.

**Table 4.5**  
**The Calculation Table**

No.	X	Y	$X_i(x-x)$	$Y_i(y-y)$	$X_i^2$	$Y_i^2$	$X_i Y_i$
1	71	60	-12.34	-16.25	152.2756	264.0625	200.525

2	76	62	-7.34	-14.25	53.8756	203.0625	104.595
3	77	66	-6.34	-10.25	40.1956	105.0625	64.985
4	77	69	-6.34	-7.25	40.1956	52.5625	45.965
5	79	70	-4.34	-6.25	18.8356	39.0625	27.125
6	79	71	-4.34	-5.25	18.8356	27.5625	22.785
7	80	71	-3.34	-5.25	11.1556	27.5625	17.535
8	80	73	-3.34	-3.25	11.1556	10.5625	10.855
9	82	73	-1.34	-3.25	1.7956	10.5625	4.355
10	82	75	-1.34	-1.25	1.7956	1.5625	1.675
11	83	76	-0.34	-0.25	0.1156	0.0625	0.085
12	83	77	-0.34	0.75	0.1156	0.5625	-0.255
13	83	77	-0.34	0.75	0.1156	0.5625	-0.255
14	84	78	0.66	1.75	0.4356	3.0625	1.155
15	84	78	0.66	1.75	0.4356	3.0625	1.155
16	84	78	0.66	1.75	0.4356	3.0625	1.155
17	84	78	0.66	1.75	0.4356	3.0625	1.155
18	85	78	1.66	1.75	2.7556	3.0625	2.905
19	85	79	1.66	2.75	2.7556	7.5625	4.565
20	85	80	1.66	3.75	2.7556	14.0625	6.225
21	86	80	2.66	3.75	7.0756	14.0625	9.975
22	86	80	2.66	3.75	7.0756	14.0625	9.975
23	87	81	3.66	4.75	13.3956	22.5625	17.385
24	87	83	3.66	6.75	13.3956	45.5625	24.705
25	87	83	3.66	6.75	13.3956	45.5625	24.705
26	89	84	5.66	7.75	32.0356	60.0625	43.865
27	90	87	6.66	10.75	44.3556	115.5625	71.595
28	91	88	7.66	11.75	58.6756	138.0625	90.005
29	91	-	7.66	-	58.6756	-	-
	<b>2417</b>	<b>2135</b>	<b>0.14</b>	<b>0</b>	<b>608.552</b>	<b>1235.25</b>	<b>810.5</b>

The table 4.5 above, calculating table that explained formula for post-test in experimental and post-test in control group was implemented to find t-critical value both groups as the basic to the hypothesis of the research.

The following formula of t-test was implementing to find out the t-observed value both groups as the basic to test hypothesis of this research :

**a. Coefficient r**

$$R_{xy} = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{\sqrt{\{n \sum X_i^2 - (\sum X_i)^2\} \{n \sum Y_i^2 - (\sum Y_i)^2\}}}$$

$$R_{xy} = \frac{29(810.5) - (0.14)(0)}{\sqrt{\{29(608.552) - (0.14)^2\} \{28(1235.25 - (0)^2)\}}}$$

$$R_{xy} = \frac{23504.5 - 0}{\sqrt{\{(15946.433) - (0.0196)\} \{(34587 - 0)\}}}$$

$$R_{xy} = \frac{23504.5}{\sqrt{(17648.008)(34587)}}$$

$$R_{xy} = \frac{23504.5}{\sqrt{551538600.27}}$$

$$R_{xy} = \frac{23504}{23484.85}$$

$$R_{xy} = 1.00081$$

The result showed that the reliability of the test was 1.00081 was very high.

**b. Examining the Statistical Hypothesis**

Ha : There is significance effect of the Game-Based Learning (GBL) to the students' speaking achievement.

$$t = \frac{\bar{\sum X} - \bar{\sum Y}}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2} - 2R \left( \frac{S_1}{\sqrt{N_1}} \right) \left( \frac{S_2}{\sqrt{N_2}} \right)}}$$

$$t = \frac{83.34 - 76.125}{\sqrt{\frac{21.73}{29} + \frac{45.75}{28} - 2(1.00081)\left(\frac{4.661}{\sqrt{29}}\right)\left(\frac{6.76}{\sqrt{28}}\right)}}$$

$$t = \frac{7.215}{\sqrt{0.74 + 1.63 - 2.00162(0.86)(1.27)}}$$

$$t = \frac{7.215}{\sqrt{2.37 - 2.18}} = \frac{7.215}{\sqrt{0.19}}$$

$$t = \frac{7.215}{0.435} = \mathbf{16.58}$$

After measuring the data above by using t-test formula. it showed that t-observed value was 16.58. after seeking the table of the distribution of t-observed as the basis of accounting in certain degree of freedom (df). the calculation showed that :

$$\begin{aligned} \text{Df} &= N_1 + N_2 - 2 \\ &= 29 + 28 - 2 \\ &= 55 \end{aligned}$$

In the line of 55. showed that  $t_{\text{table}}$  was 1.67 .  $t_o > t_{\text{table}}$  which was  $16.58 > 1.67$ . the fact hypothesis  $H_a$  was accepted.

#### **D. Research Findings**

It was found that the application of Game-based Learning in speaking achievement gave a significant effect. The students were taught by using Game-based Learning got higher score than those taught by conventional technique as discussion method . The result of the t-test showed that the  $t_{\text{observed}}$  was higher than  $t_{\text{table}}$  ( $16.58 > 1.67$ ). It means that Game-based Learning gave a significant effect on students' speaking achievement. Students actually like game so much, so when the teacher can combine and collaborate the game system with the

subject material, so the students would enjoy studying with their teacher and their mate as well. We could not just blame them if they did not understand the material, but we needed to reflect about how we could grab the students' attention in teaching.

## CHAPTER V CONCLUSIONS AND SUGGESTIONS

### A. Conclusions

Based on the findings and analysis data, there were some conclusion that could be described as follows:

1. Based on the result of the pre-test and post-test the researcher found there was a significant effect of using Game-Based Learning on students' speaking achievement, which is proven from the result of the test  $t_{\text{observed}} > t_{\text{table}}$  or  $16.58 > 1.67$ . The fact hypothesis  $H_a$  was accepted.
2. The result from students who were taught by using Game-Based Learning got higher than those who were taught by using conventional technique as disscussion method, because the students taught by using Game-Based Learning become more enjoy, cheerfull, active and interesting in speaking. It means that there was a significant effect of using Game-Based Learning in speaking achievement. The reason why the students' were bored and felt difficult to understand the speaking was, the students did not experienced forward what the practice about, and the students were fun while they played game into their learning moment. Student needed to get approachment to their teacher, so they could understand well the learning was all about.

## **B. Suggestions**

Related to the conclusion above, some suggestions were stated as following :

1. The English teacher could be applying Game-Based Learning in speaking achievement.
2. The teacher could be easier to organize and the technique instruction in teaching English.
3. The students were expected to use Game-Based Learning by themselves to encourage their confidence in order to improve their achievement in learning speaking.
4. It was suggested to the researchers use these findings as source of information for further related studies, and
5. It was also suggested to school management to encourage the teachers to improve their teaching skills. Not only by using Game-Based Learning but also other technique that were believed to give better understanding for students in their effort to learning speaking.

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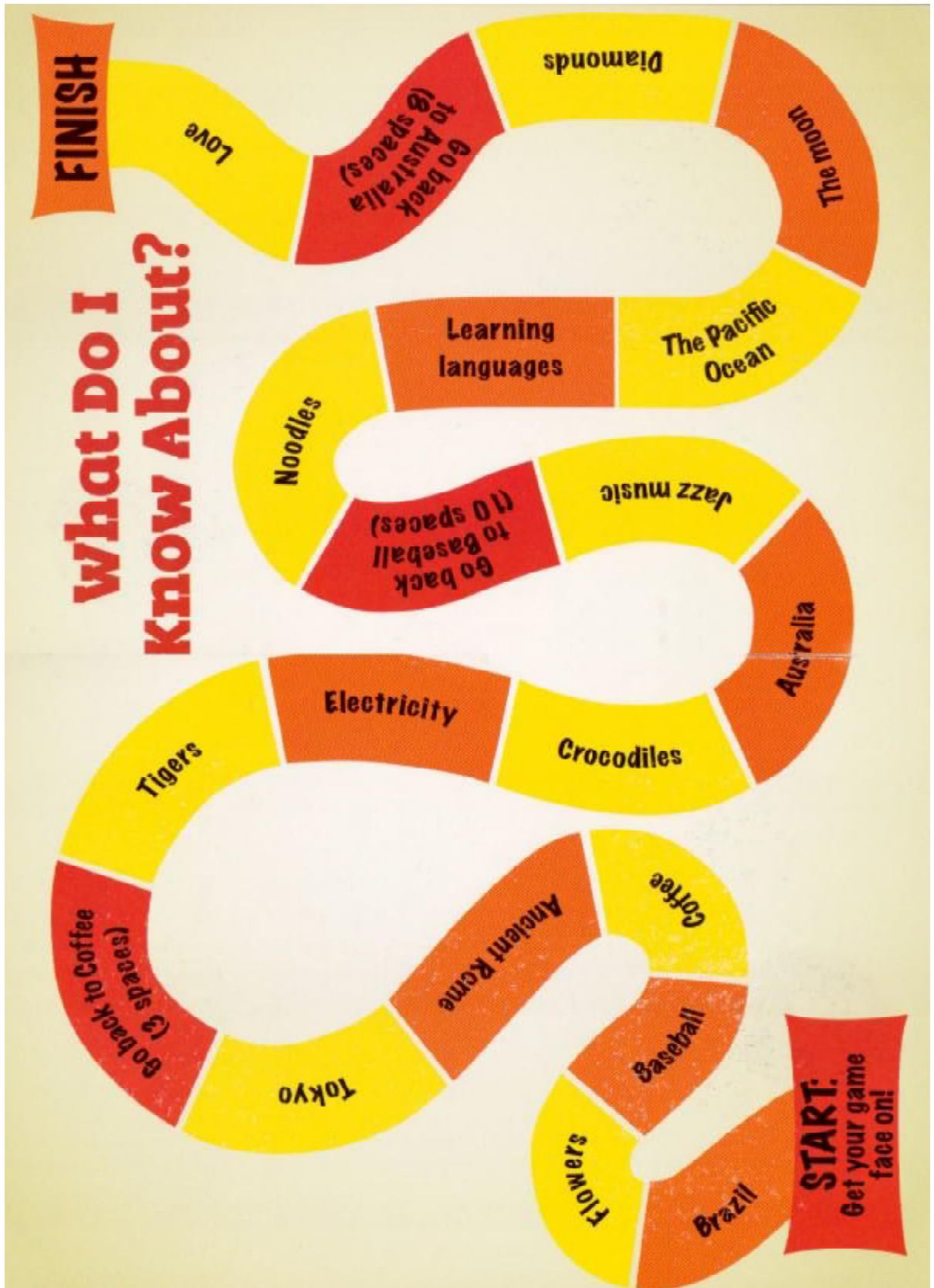
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APPENDIXES 1

What do I Know about?



## Appendix 2

### RENCANA PELAKSANAAN PEMBELAJARAN

#### (RPP)

Nama Sekolah : Smp Muhammadiyah 08 Medan  
Kelas : VIII-A (Experimental class)  
Mata Pelajaran : English/Speaking skill  
Semester : 2 (two)  
Tema : Asking and giving opinion (speaking)  
Alokasi Waktu : 2 x 40 (1 x meeting)

INDICATOR	ASPEK SKILL		
		LISTENING	SPEAKING
<b>STANDARD COMPETENCY</b>	1.	Understanding the main point in the transactional text and simple interpersonal for interacting around environment.	3. Express the main point of transactional text and simple short interpersonal for interacting around the environment.
<b>BASIC COMPETENCY</b>	1.1	Responding the main idea in the transactional story (to get things done) and interpersonal (being socialisation) which is using varieties language simple and sharp spoken. And also able to grateful for having interaction with a close environment in the accent of native speaker.	3.1 Expressing the main idea in the transactional story (to get things done) and interpersonal (being socialisation) which is using varieties language simple and sharp spoken. And also able to grateful for having interaction with a close environment in the accent of native speaker.

<b>INDICATOR</b>	1.1.1	Responding how to give and asking opinion	3.1.1	Asking and giving the answer out from the question's given by the students.
	1.1.2	responding back every single answer and respond from asking and giving opinion	3.1.2	Practice every new word by giving the correct pronunciation.
	1.1.3	Presenting by great manner through the direct example from expression and Game-based learning	3.1.3	Giving and statement through mini and simple dialogue about asking and giving opinion as correlation with the topic from game-based learning.

### 1. Purposing of the subject

At the end of the learning, all students will :

- a) Understanding every step and new word which is found in asking and giving opinion.
- b) Responding back every sentences and how to pronounce it correctly in mini conversation.
- c) Asking and responding back every single new word by the clear pronunciation.
- d) Practice and presenting the topic which is appeared in available *game-based learning board*.

### 2. Material

- **Djuharie, O.S. 2008. *Mengertibahasainggris*. Yramawidya, Bandung.**
- **Game-based learning board.**

### 3. METHOD of Learning

Game-based learning

#### 4. Steps of learning :

##### I. Presentation

*Students do some following activities and tasks .*

- ✓ Students duplicate the expression of asking and giving opinion from the topic.
- ✓ Students followed the pronunciation and the new words who is already listened from the topic by students
- ✓ Students repeat the pronunciation and re-read the correct words.
- ✓ *Discussing about the difficult words which is just found in asking and giving opinon.*
- ✓ *Students doing practices forward the examples of based-learning board.*
- ✓ *Students practice with their group and their mate to create some active and innovative condition.*

- a) **Opening** :
  - Greeting
  - Attanding call list
  - Review the material previously
- b) **Main activity** :
  - introduce the topic of learning
  - Giving some examples according to material.
  - Demonstration the material which is learnt about.
  - Practice about Game-based learning.
- c) **Closing** :
  - Asking about the difficulties of students
  - Once learning process
  - Give some conclusion of the topic
  - Give someoral test to the students
  - Closing

#### 5. Source:

- a. Mengertibahasainggris, OtongetiawanDjuharie
- b. dictionary.

#### 6. Media

- a. Students and their mates
- b. Game-based learning board
- c. Dices and stones

**7. Scoring :**

- a. Teknik : - Listening and observing  
- Scoring by the material which is already prepared
- b. Form : - Persentation

**8. Scoring guideline :**

The Four Components to Evaluate Speaking Achievement.

a) Pronunciation

Level	Explanation
19-25	Very good: Understandable
13-18	Good: Few noticeable errors
7-12	Fair : Error of basic pronunciation
1-6	Unsatisfactory: Hard to understand because of sound, accent, pitch, difficulties and incomprehensible

b) Accuracy

Level	Explanation
19-25	Very good: Few noticeable errors
13-18	Good: Occasional grammatical errors do not obscure meaning
7-12	Fair : Error of the basic structure, meaning occasionally obscure by grammatical errors
1-6	Unsatisfactory: Usage definitely unsatisfactory, frequently needs to rephrase construction or restrict himself to basic structure

c) Vocabulary

Level	Explanation
19-25	Very good: Rarely has trouble
13-18	Good: Sometimes use in appropriate terms about language
7-12	Fair : Frequent uses wrong word speech limited to simple vocabulary
1-6	Unsatisfactory: Very limited vocabulary and make the comprehension quite difficult.

d) Fluency

Level	Explanation
19-25	Very good: Understandable
13-18	Good: Speech is generally natural
7-12	Fair : Some definite stumbling but manage to rephrase and continue
1-6	Unsatisfactory: Speed of speech and length of utterances are far below normal, long pause, utterances left unfinished

Source:Lambardo (1984:322) Four Components to Evaluate Speaking Achievement.

**Headmaster  
SMP Muhammadiyah 08 Medan**

**Medan,Februari  
2018  
English Teacher**

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.....

**The researcher**

**YundaAulia**  
NPM : 1402050140

### Appendix 3

#### Lesson Plan

Nama Sekolah : Smp Muhammadiyah 08 Medan  
 Kelas : VIII-B (Control Class)  
 Mata Pelajaran : English/Speaking skill  
 Semester : 2 (two)  
 Tema : Asking and giving opinion (speaking)  
 Alokasi Waktu : 2 x 40 (1 x meeting)

INDICATOR	ASPEK SKILL		
		LISTENING	SPEAKING
<b>STANDARD COMPETENCY</b>	2.	Understanding the main point in the transactional text and simple interpersonal for interacting around environment.	3. Express the main point of transactional text and simple short interpersonal for interacting around the environment.
<b>BASIC COMPETENCY</b>	1.1	Responding the main idea in the transactional story (to get things done) and interpersonal (being socialisation) which is using varieties language simple and sharp spoken. And also able to grateful for having interaction with a close environment in the accent of native speaker.	3.1 Expressing the main idea in the transactional story (to get things done) and interpersonal (being socialisation) which is using varieties language simple and sharp spoken. And also able to grateful for having interaction with a close environment in the accent of native speaker.



<b>INDICATOR</b>	1.1.1	Responding how to give and asking opinion	3.1.1	Asking and giving the answer out from the question's given by the students.
	1.1.2	responding back every single answer and respond	3.1.2	Practice every new word by giving the correct pronunciation.
	1.1.3	fromasking and giving opinion  Presenting by great manner through the direct example fromexpression	3.1.3	Giving and statement through mini and simple dialogue about asking and giving opinion as correlation with the topic.

### 9. Purposing of the subject

At the end of the learning, all students will :

- e) Understanding every step and new word which is found in asking and giving opinion.
- f) Responding back every sentences and how to pronounce it correctly in mini conversation.
- g) Asking and responding back every single new word by the clear pronunciation.
- h) Practice and presenting the topic

### 10. Material

- **Djuharie, O.S. 2008. *Mengertibahasainggris*. Yramawidya, Bandung.**

### 11. METHOD of Learning

Conventional Method

### 12. Steps of learning :

#### II. Presentation

*Students do some following activities and tasks .*

- ✓ Students duplicate the expression of asking and giving opinion from the topic.

- ✓ Students followed the pronunciation and the new words who is already listened from the topic by students
- ✓ Students repeat the pronunciation and re-read the correct words.
- ✓ *Discussing about the difficult words which is just found in asking and giving opinon.*
- ✓ *Students doing practices*
- ✓ *Students practice with their group and their mate to create some active and innovative condition.*

- d) **Opening** :
  - Greeting
  - Attanding call list
  - Review the material previously
- e) **Main activity** :
  - introduce the topic of learning
  - Giving some examples according to material.
  - Demonstration the material which is learnt about.
  - Practice about Conversation
- f) **Closing** :
  - Asking about the difficulties of students
  - Once learning process
  - Give some conclusion of the topic
  - Give someoral *test to the stundets*
  - Closing

13. **Source:**

- a. Mengertibahasainggris, OtongsetiawanDjuharie
- b. dictionary.

14. **Media**

- d. Students and their mates

15. **Scoring** :

- c. Teknik : - Listening and observing
- Scoring by the material which is already prepared
- d. Form : - Persentation

16. **Scoring guideline :**

The Four Components to Evaluate Speaking Achievement.

e) Pronunciation

Level	Explanation
19-25	Very good: Understandable
13-18	Good: Few noticeable errors
7-12	Fair : Error of basic pronunciation
1-6	Unsatisfactory: Hard to understand because of sound, accent, pitch, difficulties and incomprehensible

f) Accuracy

Level	Explanation
19-25	Very good: Few noticeable errors
13-18	Good: Occasional grammatical errors do not obscure meaning
7-12	Fair : Error of the basic structure, meaning occasionally obscure by grammatical errors
1-6	Unsatisfactory: Usage definitely unsatisfactory, frequently needs to rephrase construction or restrict himself to basic structure

g) Vocabulary

Level	Explanation
19-25	Very good: Rarely has trouble
13-18	Good: Sometimes use in appropriate terms about language
7-12	Fair : Frequent uses wrong word speech limited to simple vocabulary
1-6	Unsatisfactory: Very limited vocabulary and make the comprehension quite difficult.

h) Fluency

Level	Explanation
19-25	Very good: Understandable
13-18	Good: Speech is generally natural
7-12	Fair : Some definite stumbling but manage to rephrase and continue
1-6	Unsatisfactory: Speed of speech and length of utterances are far below normal, long pause, utterances left unfinished

Source:Lambardo (1984:322) Four Components to Evaluate Speaking Achievement.

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**The researcher**

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NPM : 1402050140

## Appendix 4

### Score Pre-Test of Experimental Group

NO	Initial	Indicator				Pre-Test
		Vocabulary	Accuracy	Pronunciation	Fluency	
1	ASP	12	15	13	10	50
2	AMP	22	14	18	8	62
3	AHP	14	20	16	12	62
4	FDA	10	18	20	6	54
5	FTA	15	20	15	6	56
6	FTR	13	16	10	13	52
7	FAN	15	21	15	7	58
8	GIA	20	24	15	13	72
9	MAN	18	14	20	8	60
10	MRF	10	15	8	10	43
11	MIA	20	24	15	14	73
12	MIH	14	20	16	12	62
13	NMS	21	15	7	15	58
14	RFA	20	23	20	12	75
15	RFN	18	15	18	14	65
16	SSP	12	15	13	10	50
17	SFZ	22	14	18	8	62
18	SFN	14	20	16	12	62
19	SNW	10	18	20	6	54
20	SRA	15	20	15	6	56
21	SCA	13	16	10	13	52
22	SYA	15	21	15	7	58
23	SYL	20	24	15	13	72
24	TNH	18	14	20	8	60
25	TAW	10	15	8	10	<b>43</b>
26	UHS	20	24	15	14	73
27	WSP	14	20	16	12	62
28	WKS	21	15	7	15	58
29	YSA	20	23	20	12	<b>75</b>
<b>Total</b>						<b>1739</b>

## Appendix 5

### Score Post-Test of Experimental Group

NO	Initial	Indicator				Post-Test
		Vocabulary	Accuracy	Pronunciation	Fluency	
1	ASP	21	20	22	19	82
2	AMP	22	23	20	17	82
3	AHP	23	21	18	21	83
4	FDA	20	18	20	19	77
5	FTA	22	20	18	16	76
6	FTR	20	20	19	18	77
7	FAN	22	21	21	20	84
8	GIA	22	24	22	18	86
9	MAN	23	22	20	18	83
10	MRF	17	16	20	18	<b>71</b>
11	MIA	20	24	22	19	85
12	MIH	22	20	18	19	79
13	NMS	23	22	20	19	84
14	RFA	22	23	25	20	90
15	RFN	23	20	24	22	89
16	SSP	22	19	20	18	79
17	SFZ	22	22	22	20	86
18	SFN	20	22	23	22	87
19	SNW	22	19	23	19	83
20	SRA	23	20	23	19	85
21	SCA	20	20	20	20	80
22	SYA	22	21	23	19	85
23	SYL	20	24	23	20	87
24	TNH	22	20	23	19	84
25	TAW	21	23	23	20	87
26	UHS	24	24	23	20	91
27	WSP	24	20	19	21	84
28	WKS	21	18	22	19	80
29	YSA	22	23	24	22	91
<b>Total</b>						<b>2417</b>

## Appendix 6

### Score pre-test of Control Group

NO	Initial	Indicator				Pre-Test
		Vocabulary	Accuracy	Pronunciation	Fluency	
1	AAZ	13	13	15	15	56
2	AML	18	15	17	10	60
3	AMS	12	10	8	5	<b>35</b>
4	ARF	10	10	10	17	47
5	CPS	18	14	10	8	50
6	DDS	15	20	10	7	52
7	DSS	13	17	11	9	50
8	FZA	12	16	15	5	47
9	ITU	20	17	17	10	64
10	IPS	13	15	12	14	54
11	MIN	12	10	8	5	35
12	MFZ	20	23	15	20	<b>78</b>
13	MPN	20	22	15	20	77
14	MFD	13	13	15	17	58
15	MIR	16	15	18	11	60
16	MIS	14	15	12	14	55
17	MPR	23	16	16	15	70
18	MRQ	18	14	10	8	50
19	MRV	15	20	10	8	53
20	MFN	16	15	18	12	61
21	MHA	13	17	14	11	55
22	NFT	16	15	18	11	60
23	NRA	18	20	20	8	67
24	RDM	14	15	12	14	55
25	RAV	18	14	10	8	50
26	RHM	16	15	18	11	60
27	SEN	15	12	10	8	45
28	SBZ	16	18	16	9	59
<b>TOTAL</b>						<b>1563</b>

## Appendix 7

### Score Post-Test of Control Group

NO	Initial	Indicator				Post-Test
		Vocabulary	Accuracy	Pronunciation	Fluency	
1	AAZ	18	19	17	16	70
2	AML	20	20	22	18	80
3	AMS	18	17	18	16	69
4	ARF	18	19	18	16	71
5	CPS	15	14	16	15	60
6	DDS	20	18	22	18	78
7	DSS	19	17	18	19	73
8	FZA	19	16	18	13	66
9	ITU	20	18	22	18	78
10	IPS	22	17	18	19	76
11	MIN	23	19	17	16	75
12	MFZ	25	24	20	19	<b>88</b>
13	MPN	20	24	21	19	84
14	MFD	20	18	22	21	81
15	MIR	20	19	22	17	78
16	MIS	20	24	20	19	83
17	MPR	25	24	20	18	87
18	MRQ	12	17	16	17	<b>62</b>
19	MRV	19	18	22	19	78
20	MFN	19	18	22	19	78
21	MHA	20	19	18	16	73
22	NFT	20	18	22	20	80
23	NRA	20	24	20	19	83
24	RDM	20	18	22	19	79
25	RAV	23	17	19	18	77
26	RHM	23	19	18	17	77
27	SEN	17	19	18	17	71
28	SBZ	20	20	22	18	80
<b>TOTAL</b>						<b>2135</b>



## Appendix 8

### Normality Test of Experimental Class

No.	$X_i$	F	F kum	$Z_i$	F(ZI)	S(ZI)	F(ZI)-S(ZI)
1	71	1	1	-2.64806867	0.004	0.034482759	-0.030482759
2	76	1	2	-1.575107296	0.0606	0.068965517	-0.008365517
3	77	1	3	-1.360515021	0.0885	0.103448276	-0.014948276
4	77	1	4	-1.360515021	0.0885	0.137931034	-0.049431034
5	79	1	5	-0.931330472	0.1711	0.172413793	-0.001313793
6	79	1	6	-0.931330472	0.1711	0.206896552	-0.035796552
7	80	1	7	-0.716738197	0.2266	0.24137931	-0.01477931
8	80	1	8	-0.716738197	0.2266	0.275862069	-0.049262069
9	82	1	9	-0.287553648	0.4013	0.310344828	0.090955172
10	82	1	10	-0.287553648	0.4013	0.344827586	0.056472414
11	83	1	11	-0.072961373	0.4801	0.379310345	<b>0.100789655</b>
12	83	1	12	-0.072961373	0.4801	0.413793103	0.066306897
13	83	1	13	-0.072961373	0.4801	0.448275862	0.031824138
14	84	1	14	0.141630901	0.5596	0.482758621	0.076841379
15	84	1	15	0.141630901	0.5596	0.517241379	0.042358621
16	84	1	16	0.141630901	0.5596	0.551724138	0.007875862
17	84	1	17	0.141630901	0.5596	0.586206897	-0.026606897
18	85	1	18	0.356223176	0.6368	0.620689655	0.016110345
19	85	1	19	0.356223176	0.6368	0.655172414	-0.018372414
20	85	1	20	0.356223176	0.6368	0.689655172	-0.052855172
21	86	1	21	0.570815451	0.7088	0.724137931	-0.015337931
22	86	1	22	0.570815451	0.7088	0.75862069	-0.04982069
23	87	1	23	0.785407725	0.7734	0.793103448	-0.019703448
24	87	1	24	0.785407725	0.7734	0.827586207	-0.054186207
25	87	1	25	0.785407725	0.7734	0.862068966	-0.088668966
26	89	1	26	1.214592275	0.8944	0.896551724	-0.002151724
27	90	1	27	1.429184549	0.9265	0.931034483	-0.004534483
28	91	1	28	1.643776824	0.9505	0.965517241	-0.015017241
29	91	1	29	1.643776824	0.9505	1	-0.0495

## Appendix 9

### Normality Test of Control Class

No.	Yi	F	F kum	Zi	F(ZI)	S(ZI)	F(ZI)-S(ZI)
1	60	1	1	-2.403846154	0.004	0.035714286	-0.031714286
2	62	1	2	-2.107988166	0.0606	0.071428571	-0.010828571
3	66	1	3	-1.516272189	0.0885	0.107142857	-0.018642857
4	69	1	4	-1.072485207	0.0885	0.142857143	-0.054357143
5	70	1	5	-0.924556213	0.1711	0.178571429	-0.007471429
6	71	1	6	-0.776627219	0.1711	0.214285714	-0.043185714
7	71	1	7	-0.776627219	0.2266	0.25	-0.0234
8	73	1	8	-0.480769231	0.2266	0.285714286	-0.059114286
9	73	1	9	-0.480769231	0.4013	0.321428571	0.079871429
10	75	1	10	-0.184911243	0.4013	0.357142857	0.044157143
11	76	1	11	-0.036982249	0.4801	0.392857143	<b>0.087242857</b>
12	77	1	12	0.110946746	0.4801	0.428571429	0.051528571
13	77	1	13	0.110946746	0.4801	0.464285714	0.015814286
14	78	1	14	0.25887574	0.5596	0.5	0.0596
15	78	1	15	0.25887574	0.5596	0.535714286	0.023885714
16	78	1	16	0.25887574	0.5596	0.571428571	-0.011828571
17	78	1	17	0.25887574	0.5596	0.607142857	-0.047542857
18	78	1	18	0.25887574	0.6368	0.642857143	-0.006057143
19	79	1	19	0.406804734	0.6368	0.678571429	-0.041771429
20	80	1	20	0.554733728	0.6368	0.714285714	-0.077485714
21	80	1	21	0.554733728	0.7088	0.75	-0.0412
22	80	1	22	0.554733728	0.7088	0.785714286	-0.076914286
23	81	1	23	0.702662722	0.7734	0.821428571	-0.048028571
24	83	1	24	0.99852071	0.7734	0.857142857	-0.083742857
25	83	1	25	0.99852071	0.7734	0.892857143	-0.119457143
26	84	1	26	1.146449704	0.8944	0.928571429	-0.034171429
27	87	1	27	1.590236686	0.9265	0.964285714	-0.037785714
28	88	1	28	1.73816568	0.9505	1	-0.0495

## Appendix 10

Calculation Table of Experimental and Control Class

No.	X	Y	$X_i(x-x)$	$Y_i(y-y)$	$X_i^2$	$Y_i^2$	$X_iY_i$
1	71	60	-12.34	-16.25	152.2756	264.0625	200.525
2	76	62	-7.34	-14.25	53.8756	203.0625	104.595
3	77	66	-6.34	-10.25	40.1956	105.0625	64.985
4	77	69	-6.34	-7.25	40.1956	52.5625	45.965
5	79	70	-4.34	-6.25	18.8356	39.0625	27.125
6	79	71	-4.34	-5.25	18.8356	27.5625	22.785
7	80	71	-3.34	-5.25	11.1556	27.5625	17.535
8	80	73	-3.34	-3.25	11.1556	10.5625	10.855
9	82	73	-1.34	-3.25	1.7956	10.5625	4.355
10	82	75	-1.34	-1.25	1.7956	1.5625	1.675
11	83	76	-0.34	-0.25	0.1156	0.0625	0.085
12	83	77	-0.34	0.75	0.1156	0.5625	-0.255
13	83	77	-0.34	0.75	0.1156	0.5625	-0.255
14	84	78	0.66	1.75	0.4356	3.0625	1.155
15	84	78	0.66	1.75	0.4356	3.0625	1.155
16	84	78	0.66	1.75	0.4356	3.0625	1.155
17	84	78	0.66	1.75	0.4356	3.0625	1.155
18	85	78	1.66	1.75	2.7556	3.0625	2.905
19	85	79	1.66	2.75	2.7556	7.5625	4.565
20	85	80	1.66	3.75	2.7556	14.0625	6.225
21	86	80	2.66	3.75	7.0756	14.0625	9.975
22	86	80	2.66	3.75	7.0756	14.0625	9.975
23	87	81	3.66	4.75	13.3956	22.5625	17.385
24	87	83	3.66	6.75	13.3956	45.5625	24.705
25	87	83	3.66	6.75	13.3956	45.5625	24.705
26	89	84	5.66	7.75	32.0356	60.0625	43.865
27	90	87	6.66	10.75	44.3556	115.5625	71.595
28	91	88	7.66	11.75	58.6756	138.0625	90.005
29	91	-	7.66	-	58.6756	-	-
	2417	2135	0.14	0	608.552	1235.25	810.5

