CHAPTER I

INTRODUCTION

A. Background of The Study

As we know English is one of international languages. This language is used all over the world. As a result, Indonesian government has decided that English is foreign languagein Indonesia.In addition, it is the first foreign language taught as a compulsory subject in junior high school, senior high school and university in Indonesia. So language is very important in this area to express something and communicate with other.

The principles of verses of the Qur'an about the importance of language can be understood from the analysis of Divine revelation, especially in the part of education which is received by Prophet Muhammad SAW and Qur'an Surah Ar-Rum in verse 22:

ومن ءايته خلق السموات والارض واختلف السنتكم والوانكم ان , فى ذالك لاءيت للعلمين

"And among his signs is the creation of the heavens and the earth, and the variations in your languages and your colors: verily in that are signs for those who know"[1]

The verse about shows that language is very important to people in the world. Language is important to communicate with other people. Especially

[1]Arif Fakhrudin and Siti Irhamah, *Alhidayah Al-Qur'an Tafsir Per Kata Tajwid Kode Angka*, (Tangerang Selatan, Banten: Kalim), 407.

English language.It is an important language that is used by people in the world. People around the world speak English to communicate. By learning English, people can communicate to other people.

In learning language, there are four language skills namely: listening, reading, speaking and writing. Of all the four skills (listening, reading, speaking and writing). Speaking is the ability to express oneself in life situation the ability to report acts or situation in precise word, or the ability to converse, or to express a sequence of ideas fluently.

Speaking seem intuitively the most important skill: people who know the language are referred to as 'speakers' of that language, as if speaking included all other kind of knowing, and many if not most foreign language learners are primarily interested in learning to speak.[2]This study intends to discuss one of these skills, which is speaking.Speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well.[3] This curriculum focuses on knowledge, skill and attitude. Students are trained to expressing and getting knowledge with themselves.

The condition on teaching and learning English inMTs Al-Hidayah Ciomasisstill less on under-standard, basically the students are difficult to speak English. Feeling awkward is always a things that students problem in learning English. Therefore it takes along about uncomfortable to use the

[2]Penny UR, *A Course in Language Teaching*: Practice and Theory, (UK: Cambridge University Press, 1991), 120

[3]Sari Luoma, *Assessing Speaking,* 1

target language toward students eventually. Sometimes the students feel less confidence when they speak English especially during classroom activity. Moreover, they feel shy and afraid in making mistake. Besides that, the teacher teaches English subject is monotonous and using traditional strategy, that is the teacher read aloud the text or dialogue which has written on the students textbook as well as she write the meaning of the dialogue. After that she orders the students to repeat after her till all of the dialogue finished.

Therefore, the writer is interest in conducting the research of the student in descriptive speaking skill. Descriptive is chose as specific genre to teach because of descriptive is a part writing activity and help students to talk about something. Descriptive text is difficult enough to be learned by the student so that the students are lazy and not interested in this skill. Descriptive text is lazy for the study because descriptive text is very boring by the student for the study.

Therefore, it needs innovation and creativity of a teacher to be able to minimize the difficulties which students experienced and to encourage them to be interested in the learning process.

Game is one technique than can be applied in teaching speaking, because games in one potential activity that gives students feeling of freedom to express. One of the techniques to improve students speaking skill is bits and pieces game. Bits and pieces game is picture-strip-story. It is suitable for narrating events and describing person, place or something, principally in the

present tense. This game makes enjoy and fun when they teaching speaking, so its game also can help teacher to be creative in the teaching.

From the explanation above, the writer would like to conduct research about **"The effectiveness of using bits and pieces game instudents' speaking skill descriptive text"** (in Experimental Research at second grade students of MTs Al-Hidayah Ciomas).

B. The Identification of the Problems

There are some problems usually found in speaking teaching learning process. There are many factors can affect the problems emergence. Problems that usually found are students got difficulties in expression in speaking such us:

1. Teachers are lack of creativity in the use of media and learning game.
2. Fluency and pronunciations students used to be taught in passive condition.
3. Speaking is considered as a difficult ability, so many students not like speaking.
4. The use of inappropriate method.

C. The Limitation of The Problems

In avoiding the deviations from the topic, the writer focuses on:

1. The study is an experimental study. It describes using bits and pieces game in teaching students' speaking skill descriptive text.
2. The topic is limited to the effectiveness of bits and pieces game

3. The population is limited to the eight grade students of MTs Al-Hidayah Ciomas

D. The Statements of the Problems

Based on the background of study above, the writer finds some problem as follow:

1. How is the students' speaking skill at MTs Al-Hidayah Ciomas?
2. How is the effectiveness of bits and pieces game in teaching descriptive text?

E. The Objective of The Research

The purposes of the research are:

1. To explain students' of speaking skill at the eighth grade in MTs Al-Hidayah Ciomas
2. To know the effectiveness of bits and pieces game in teaching descriptive text.

F. The Previous of the Studies

In making this a paper the writer has some relevant previous writers that support her research that the get the title:

1. "Using Describing Picture (Sequences) In Teaching Writing Descriptive Text (A Quasi Experimental research at the Eight Grade of Junior high School)" By UMYATI/062300016/2012.In this study, she uses describing picture (sequences) in teaching writing descriptive text. She uses observation, interview and test as an instrument to collect data. The results of her study are there was an improvement of the

students' achievement in writing descriptive text by using describing picture (sequences) in teaching descriptive text as a media was better than the writing descriptive text. It can be seen from the result of the First cycle the highest score is 75, the lowest score is 65, and the average of students score is 60. It showed that students writing skill only able to satisfy minimum courtesy requirements. In the Second cycle, the highest is 75, the lowest score is 60, and the average is 67, in the last cycle the highest score is 85, the lowest score 65 and the average of students score is 79. It showed that there was significant teaching Students writing skill by Using Describing Picture (Sequences) mean while this research is focused on teaching writing descriptive text.[4]

2. "Using Bits and Pieces Game to Improve Students' Writing Skill on Descriptive Texts (A Classroom Action Research at the Seventh Grade of MTs Darul Mujahadah Prupuk-Margasari-Tegal in the Academic Year of2010/2011)" By Nurkhayaun/073411094/2011, which stated that the influence of Bits and Pieces Game to the students writing skill great. It can be seen from the result of the First cycle the highest score is 70, the lowest score is 55, and the average of students score is 62. It showed that students writing skill only able to statisfy minimum courtesy requirements.In the Second cycle, the highest is 75, the lowest score is 60, and the average is 67, in the last cycle the highest

[4] Umyati, Using Describing Picture (Sequences) In Teaching Writing Descriptive Text (skripsi, 2012)

score is 85, the lowest score 65 and the average of students score is 77. It showed that there was significant improvement students writing skill by using Bits and Pieces game mean while this research is focused on improving students writing ability. Descriptive is chosen as specific genre to teach. So this research more specific than the previous study.[5]

G. The Significances of Research

The writer hopes that this study will be useful for the teachers, students and also the readers who read the results of the study.

1. The results of this study is hoped to be useful in the English teaching process especially in speaking skill.
2. The writer hopes the students will be able to improve their speaking skill easily with bits and pieces game.

H. The Hypothesis of Research

Based on the background of the study above, the writer submits the hypothesis Muijs defined "Hypothesis can be defined as 'a tentativeexplanation that accounts for a set of facts and can be tested by further investigation', as we mentioned earlier."[6] And hypothesis as follow:

1. The experimental hypothesis (Ha) There is a significance differences in applying communication game toward students speaking skill.
2. The null hypothesis (Ho) There is no significance differences in applying communication game toward students speaking skill.

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[5] Nurkhayaun, *Using Bits and Pieces Game to Improve Students' Writing Skill on Descriptive Text* (skripsi, 2010)

[6] Daniel Muijs, *Doing Quantitative Research in Education*, (London: SAGE Publications Ltd, 2004), 16

I. The Organization of Writing

The writer divides it into several chapters and section with the systematic of writing in detail as followed:

Chapter I is the introduction which consist of the explanation of the background of the study, the identification of the problem,the limitation of the problem, the statement of the problems, the objective of the study, the significance of research, the hypothesis of research and the organization of writing.

Chapter II describes the research theorist. The part contain of literature review which proposed by some expert to support the research and basic for investigating the problem.

Chapter III is a research procedure. These chapters deal with kind of research, research instrument, data collecting and data analyzing.

Chapter IV is explain about the result of the research. That is the description of data and interpretation data

Chapter V is closing, the researcher gives the conclusion and the suggestion.

CHAPTER II

THEORETICAL FRAMEWORK

A. The Nature of Speaking

1. The Definition of Speaking

Speaking is a set of voice uttered by one and understood by someone else. Thornbury says that:

> Speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people – like auctioneers or politicians – may produce even more that. So natural and integral is speaking that we forget how we once struggled to achieve this ability – until, that is, we have to learn how to do it all over again in a foreign language.[7]

It means that speaking is an activity by which human being try to express thought, feeling, opinion and to exchange utterances in the form of communication.

According Jack C. Richard, Speaking is one of the central elements of communication.[8] Speaking is a language is especially difficult for foreign language learners because effective oral communication requires the

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[7] Scott Thornbury, *How to Teach Speaking,* (New York : Addison Wesley Longman, 2002), 1

[8] Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching, An Anthology of Current Practice* (New York: Cambridge University Press,2002), 210

ability to use the language appropriately in social interactions.[9]In other definitions, Harmer defines "Speaking as a form of communication, so a speaker must convey what he/she is saying effectively."[10]From the definition above the researcher conclude that speaking as interaction, and speaking as a social and situation based activity. All these perspective see speaking as an integral part of people daily life. When someone speaks, he or she interacts and uses the language to express his or her ideas, feeling and thought. He or she also shares information to other trough communication.So, as a tool of communication, it's necessary for people to have a good speaking skill.

Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. To most people, mastering the speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.[11]Speaking is so much a part of daily life that peopletake it forgranted. The average person produces tens of thousands of words a day,although some peoples, like auctioneers or politicians may produce even more than that. So natural and integral is speaking that peopleforget how they once struggled to achieve this ability until, that is, theyhave to learn how to do it all over again in a foreign language.

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[9] Richards, *methodology in Language Teaching*, 204

[10] Jeremy Harmer, *How to Teach English*, (London: Addison Wesley Longman, 1996), 14

[11]David Nunan, Guralnik, *Language Teaching Methodology a Textbook for Teachers*, (NY: Phoenix Ltd., 1995), 39

Based on the definitions of speaking above, the writer concludes that speaking is a productive skill. Speaking skill is the most important of communication where we can express an argument thoughts, ideas, even emption, feeling to someone or society orally, in face to face or long distance.Speaking also used tocommunicate as by talking, to make a request, to make a speech. Itmeans that they always use it in their life, because without speakingthey will be a dumb and never know everybody's means.

2. Type of Speaking

Those objectives may be classified in term of several types of speaking performances:

1) Imitative

   The ability to simply parrot back (imitate) a word or phrase or possibly a sentence.

2) Intensive

   The production of short stretches of oral language design to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture).[12]

3) Responsive

   A good deal of student speech in the classroom is responsive: short replies to teacher or student initiated question or comments.

[12]H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (Longman Com: San Francisco State University, 2004). 141

4) Transactional (dialogue)

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

5) Interpersonal (dialogue)

Interpersonal language, Carried out for the purpose of maintaining social relationships than for the transmission of fact or information.

6) Extensive (monologue)

Students at intermediate to advanced levels are called on to give extended monologue in the form of oral report, summaries, or perhaps short speech.[13]

3. Teaching Speaking

Teaching and learning process of English in Junior High School is based on the school based curriculum. The latest approach stressed that the language is acquired through communication. The basic language assumptions are:

1) Language as a means of communication is used to express meaninggrammatically.
2) Learning a foreign language is how to communicate using thatlanguage itself as a target language, written or orally. They aresupported by the elements of the target language.

[13]H. Douglas Brown, *Teaching by Principles an interactive approach pedagogy 2nd edition*(Longman Com: San Francisco State University, 2004). 274

Effective speakers need to be able to process language in theirown heads and put it into coherent order so that it comes out in formsthat are not only comprehensible, but also convey the meanings that areintended.[14]

One of the reasons for including speaking activities in languagelessons is to help students familiar with oral use of language in Englishconversation. Speaking activities provide exercise opportunities in reallife speaking in the safety classroom.

4. The Roles of the Teacher in Speaking Class

Speaking is a means to communicate with other people; it canbe done in monologues or dialogues. So the role of speaking in humanlife is so important, because human cannot live normally withoutcommunicating with other people. Butthe problem that commonlyfaced by the teacher in speaking class is so complicated, such as thestudents who are mostly afraid to speak up. It is so difficult for theteacher to make them speak, the students are not only afraid to speak upbut also they do not have much vocabulary to speak. So the teacher hasimportant role in encouraging students to speak.The role of teacher in the classroom can affect the success ofteaching and learning process.

Teachers should play such of different roles inteaching speaking. Harmer states the roles as follow:

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[14]Jeremy Harmer, *The Practice of English Language Teaching,* (Great Britain: Pearson Education Limited, 2001), 3rd Ed, 271

1) Prompter

Students sometimes get lost, cannot think what to say next, or in some other way lose the fluency the teacher expects of them. The teacher can leave them to struggle out of situation on their own, and indeed sometimes this may be the best option. However, the teacher may be able to see the activity progress by offering discrete suggestion.

2) Participant

Teachers should be good animators when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm. At other times, however, teachers may want to participate in discussion or role play themselves. That way they can prompt covertly, introduce new information to help the activity along, ensure continuing students engagement, and generally maintain creative atmosphere. However, in such circumstances they have to be careful that they do not participate too much, thus dominating the speaking and drawing all the attention to them.

3) Feedback provider

When students are in the middle of a speaking activity, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of the mistakes or errors they have made.[15]

[15]Harmer,*The Practice of English Language Teaching*. 275-276

5. Assessment of Speaking

Assessment of student learning requires the use of techniques for measuring student achievement. Assessment is more than a collection of techniques, however. It is a systematic process that plays a significant role in effective teaching.

According to Sari Luoma, assessing speaking is the assessment is given as an analytic profile, and the features assessed are intelligibility of pronunciation, vocabulary, grammar and fluency.[16]

According to Brown, there are some assessments for speaking:

- Fluency: the ability to keep going when speaking spontaneously. When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and another mistakes.
- Pronunciation: errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak their language.
- Grammar: able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
- Vocabulary: able to speak the language with the sufficient vocabulary to participate effectively in most formal and informal conversations practical, social, social, and professional topics.

[16]Luoma, *Assessing Speaking.123*

- Comprehension: quite complete at a normal rate of speech and understand any conversation within the range of the experience.[17]

6. Characters of successful speaking

When the students choose to learn a language, they are interested in learning to speak that language as fluently as possible. There are the characteristics of successful speaking:

a. Learners talk a lot

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

b. Participation is even

Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.

c. 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 achieving a task objective.

d. 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.[18]

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[17]Brown, *Language Assessment Principles and Classroom Practices*, 172

7. Classroom Speaking Activities

There are many ways to get students practice the knowledge of language. Here the writer find out some activities in order to help the students speak effectively and can improve students' speaking, there are:

a. Acting from a script

Teacher can ask students to act out from plays or their course books, sometimes filming the result. Students will often act out the dialogues they have written themselves. This frequently involves them in coming out to the front of the class.

b. Communication games

Game which are designed to provoke communication between students frequently depend on an information gap, so that one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describes and arranges), or to find similar and differences between pictures.

c. Discussion

One of the reasons that discussions fail (when students do) is that students are reluctant to give an opinion in front of the class, particularly if they cannot think of anything to say and are not, anyway, confident of a language they might use to say it.

d. Prepared talks

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[18] Penny Ur.*A Course In Language Teaching: Practice And Theory*,(---: Cambridge Press, 1995), p 120

Prepared talks where a student makes a presentation on a topic of their own choice. Prepared talks represent a defined and useful speaking genre and if properly organized can be extremely interesting for both speaker and listener.

e. Questioner

Questioners are useful by being pre-planed; they ensure that both questioner and respondent have something to say to each other.

f. Simulation and role play

Many students derive great benefit from simulation and role play. Simulation and role play can use to encourage general oral fluency or train the students for specific situations.[19]

From classroom speaking activities about the writer take two classroom speaking activities in this research are discussion and questioners.

B. Descriptive Text

1. Definition of Descriptive text

Description gives sense impression they feel, sound, taste, smell, and look of thing emotion may be described too-feelings such as happiness, fear, loneliness, gloom, and enjoy.

Descriptive text is the paragraphs explain how someone or something looks or feel. A process paragraph explains how something is done.[20]

[19]Harmer, *The Practice of English Language Teaching*.217

According to John Schacter that descriptive text is a text describes a person, place, or thing a way that enables the reader to visualize it.[21]

From the definition above can be taken conclusion that descriptive or description used to describe things, feel, smell, place, people or event. The purpose of descriptive text is to describe something, someone or a place.

2. The Generic Structure of Descriptive Text

The structure of descriptive text follows some particular stages, the beginning, middle and last part of the text. Each text has it own generic structure.

a) The generic structure of descriptive text is shown in the following table:

Table 2.1 Generic Structure of Descriptive Text

Generic Structure	Function
Identification	Identifies Phenomenon to be described
Description	Describes parts, qualities, and characteristics

b) Language features of descriptive text

[20]Dorothy E Zemach and Lisa A Rumisek, *Academic Writing from Paragraph to Essay*, (Spain: Edelvives, 2005), 25

[21]John Schacter, Phd, *The Master Teacher Series Descriptive Writing*.5

There are the language features of descriptive text according to Siahaan[22] :

a. Focus on Specific Participants.

   Descriptive text consists of description about particular person, place, or things. The text describes what an object is like. Description of objects usually in term of their physical features, their parts, and the function.

b. Use of Simple Present Tense

   Descriptive text taks about the fact, so it uses simple present tense which identifies that something happen in present. It is used for general statement of fact. It is used to express habitual everyday activity.

c. Use of Attributive and Identifying Process

   In descriptive text, it usuallyuses attributive process or verbs of being and having. For example; she has a long hair.

3. Game

a. Definition of Game

Game is an activity given to the students to use the language in less formal situation is organized activity that usually has some properties, such as; a particular task or objective, a set of rule, competition between

[22]Siahaan. 2008 . *The English Paragraph.* Yogyakarta: Graha Ilmu

players and communication between players by spoken or written language.There are two kinds of games: competitive game, in which players or teams race to be the first to reach the goal. cooperative games, in which players or teams work together towards a common goal.

Wright said that, game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others.[23]It means that game was an activity that could give enjoyment in teaching and learning process between teacher and students. It was also such as a great way to encourage the whole students in the class to work together and to provide an often welcoming change working pattern.

According to Jill Hadfield that, a game is an activity with rules a goal and element of fun.[24] Game help to create a context in which children's attention is focused on the completion of a task without necessarily realizing that language items are being practiced.

In addition, game is one of media that can be applied in language teaching and learning. All people are like games either young up to adult. But different age are group requires various topic material, competence, and model of game. For example, children like fun game, then adult more like challenging game. So, as teacher has to choose the appropriate game for all students in order to be fun learning and active class.Games also help

[23]Andrew Wright, David Betteridge, Michael Buckby, Games for Language Learning, 3nd edition (Cambridge: Cambridge University Press, 2006). 1

[24] Jill Hadfield,*Intermediate Communication Games, a Collection of Games and Activities for low to Mid Intermediate Students of English*,(Honking: Thomas Nelson and sons Ltd, 1990), 5

the teacher to create contexts in which the language isuseful and meaningful. The learners want to take part, and in order to do somust understand what others are saying or have written, and they mustspeak or write in order to express their own point of view or giveinformation. Games provide one way of helping the learners to *experience*language rather than merely *study* it.[25]This type of games aims to help the students learn specific language in an enjoyable way.

b. Bits and Pieces game

A game is an activity with rules, a goal and an element of fun. According to Andrew Wright that, the game for language learning for narrating events to tell or relate is called Bits and pieces game is kind of game with picture strip story. It is suitable for narrating events and describing person, place or something, principally in the present tense. This game is appropriate to listening, speaking and writing skill.[26] It's means bits and pieces game is picture-strip-story.

This game for narrating events and describing person, place or something and this game principally in the present tense. All students can play this game.To play this game we spend 15-40 minutes only, the

[25]Andrew Wright, David Betteridge, Michael Buckby, *Games for Language Learning, 2.*
[26]Andrew Wright, David Betteridge, Michael Buckby, *Games for Language Learning,*

material that we need are picture-strip stories, or texts.[27] Bits and pieces game very puny for playing.

c. The Procedure of Teaching Speaking UsingBits and Pieces Game

Teaching is one of the procedures to change students' ability or students' attitude into better life, because students will face life in the future, so that the students' have provision science and knowledge to walk on.

Harmer said that "teaching is the transmission of knowledge from teacher to students".[28]Its means teaching writing predominantly involves developing learner skill in producing fixed patterns, and responding to writing means identifying and correcting problems in the students' control of the language system.

These are the following steps in teaching descriptive texts using bitsand pieces games are:

1. Teacher divides students in 5 groups.
2. The teacher distributes to every group, one stripping pictures and many paper to stick the picture and writing about the picture.
3. Next, it group should arrange the striping pictures in order to be good picture in ٥ minutes.
4. After the striping picture have been arranged, the teacher gives 10 minutes for every group to describe it and write it in a pieces of paper.

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[27]Jill Hadfield,*elementary grammar Game*,(Honking: Thomas Nelson and sons Ltd, 1990),101.

[28] Harmer, *The Practice of English Language Teaching*,56.

5. Then he or she asks every group to stick the arranging picture on the board and tell in front of class.
6. Then the teacher tells them the winner of this game based on arranging picture and detailed describing.

d. The Advantages andThe Weaknessof Using Bits and Pieces (Pictures) Game in Teaching Speaking

1. The advantagesof usingBits and Pieces (Pictures) game

   - Pictures are inexpensive and widely available.

     The teacher can find picture easily, for example in the books, magazine, and newspaper, etc.
   - Pictures provide common experiences for an entire group of students.

     It means by using picture, teacher can involve all of students in his or her class.
   - Pictures can help prevent misunderstanding.

     It means by using pictures, teacher can explain the newvocabularies to his or her students easily, so it preventsmisunderstanding between students perception and teachers perception.
   - Pictures help the students to focus attention to the subject andmake students active.

2. The weakness of using Bits and Pieces (Pictures) game

- Teacher needs an extra time to prepare pictures
- Teacher should give handout the photocopied pictures to thestudents.

CHAPTER III

METHOD OF THE RESEARCH

A. The Research of Method

The researcher selects quantitative research due to the nature of this research and the research question. Beside, the appropriate design for this study is experimental. Experiment research is carried out in order to explore the strength relationship between variables.[29]A variable, as the term itself suggest, is anything which does not remain constant.[30] In this study at least two variables, the dependent variable and independent variables which will be search how much significant.

In this experiment there are four type researches they are pre-experiment, quasi experiment, true experiment and single subject design. With pre-experiment does not have a control group to compare with the experimental groups. In quasi experiment has both experimental and control group but does not randomly assign of subject. In thru-experiment the investigator randomly assign the participants to treatment group. A single-subject design involves observing the behavior of a single individual over time.

In this research the writer uses quasi-experimental research, because the aim of the method is to find effectiveness of a method. As Ary stated that quasi experimental designs are similar to randomized experimental designs in

[29]David Nunan, *Research Method in Language Learning* (USA: Cambridge University Press, 1992), 24

[30]Nunan, *Research Method in Language Learning*, 25

that they involve manipulation of an independent variable but differ in that subject are not randomly assigned to treatment group. [31]The treatment conducted only in experimental group design.

Table 3.1 Quasi Experimental Design Illustration

Group	**Pretest**	**Treatment**	**Posttest**
R	O_1	X	O_2
R	O_3	…	O_4

Notes:

O_1 : Pre-test for the experimental class (before given treatment)

X : Teaching speaking descriptive text using bits and pieces game

O_2 : Post-test for the experimental class (after given treatment)

O_3 : Pre-test for the control class (before given the discussion)

O_4 : Post-test for control class (without given treatment)

… : Teaching speaking descriptive text without giventreatment

In this design, experimental groups that consist of three steps are pre-test, treatment and post-test. There are two of class that must be done by the writer such as the experimental group and the control group. So in this method the writer give certain treatment to the experimental class to find whether or

[31]Ary, Donald, *Introduction to Research in Education* (8th Ed). (Boston: Cengange Learning, 2010),220.

not there are significant changes in teaching speaking descriptive text using bits and pieces game or without using it.

1) Place

The research will be conduct at MTs Al-Hidayah Ciomas on second grade, in academic years of 2017/2018.

2) Population and Sample

a. Population

The population isthe group of people we want to generaliseto. According to Nunan that population is all case situations, or individuals who share one or more characteristic.[32]It means population is the group of people to generalize for collection of people.

The population in this research is the eighth Grade of students' junior high school MTs Al-Hidayah Ciomas. There are 132 students' and divided into 4 classes.

b. Sample

Sample is a representative of the population. It is also strengthened.[33] He assumed that sample is a part of quantity and characteristic of population. It seems difficult for the researcher to observe all of subject in population. So, it is better to take a representative of population to be the subject of research called sample.

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[32] David Nunan, *Research Methods In Language Learning*, (New York: Cambridge university press, 1992), 230

[33]Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D. (*Bandung: Alfabeta, 2013)

In this research, the researcher used cluster sampling technique to take samples from population. Cluster sampling as a sampling technique that chooses the sample from group on the cluster. This sampling did not take the individuals in population but take the sample base on the group. It means that all of the population has an equal and independent chance of being included in the sample. Therefore, the writer used quasi experiment; in otherword taking sampling it is no randomly and chooses class VIII A as experiment class and students' from class VIII B as control class, it is amount of each class are 30 Students.

B. The Research Instrument

Instrument is the tool at the time of research which using a method"[34] its means instrument is an important for us from the certain kinds of test.

In this research, the writer will be able to collect the data that is uses the research insrtumentthat used by the writer appropriate with the material that given in the school.

The form of this instrument is pre-test and post-test by model of the test is making story test.The writer will use for teaching speaking with using Bits and Pieces Game to scoring students.

The writer will give the test before and after the student given treatment.

1) Pre-test: this test will be tested before students given treatment.
2) Post-test: this test will be tested after student given a treatment.

[34]Donald ary, Lucy cheser jacobs, Chris sorensen, , *Introduction to Research in Education*(8nd.ed.) (Wadsworth: cengage learning),212

To obtain the data for this research, the writer takes the data by using test as an instrument. It is used for measuring someone achievement after learning something.

C. Technique of Data Collecting

Data is important in the field research, the data will give the writer to get information about the respondent to collect the data, and the writer will use the technique of data collecting as follows:

a. Test

Test is a set of questions and exercises used to measure the achievement or capability of the individual or group.Its mean test is a method of measuring a person's ability, knowladge, or performance in a given domain.In this research, test is most important instrument.

According to Jack C. Richard and Willy A. Renandya states that " interrater realibility was demonstrated both in the scores of the course work assigned by the researcher and the scores of the pre-test and post-test assigned by the two independent raters. In both cases, the scores of the two raters were close to the extent that they did not exceed a difference of one intermediate level of proficiency."[35]

Concerning with the validity of the test, David proposed criteria of how to measure oral test, the description likely mention in the following table.[36]

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[35]Jack C. Richard and Willy A. Renandya,*Methodology in Language Teaching, An Anthology of Current Practice*,215.

[36]David P. Haris, *Testing English as a Second Language*, (Washington DC: Georgetown University, 1969),84.

Table 3.1: Scores Criteria

Weighting Table						
Proficiency Description	1	2	3	4	5	6
Accent	0	1	2	2	3	4
Grammar	6	12	18	24	30	36
Vocabulary	4	8	12	16	20	24
Fluency	2	4	6	8	10	12
Comprehension	4	8	12	15	19	23
Total	**16**	**33**	**50**	**65**	**82**	**99**

Level	1. Accent	
	Score	Criteria
1	0	Pronunciation frequently unintelligible
2	1	Frequent gross errors and very heavy accent can make understanding difficult, require frequent repetition.
3	2	Foreign accent requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
4	3	Marked foreign accent and occasional mispronunciation which do not interfere in grammar or vocabulary.
5	4	No conspicuous mispronunciation, but would not be taken for native speaker.
6	5	Native pronunciation, with no trace of foreign accent.

Level	2. Grammar

	Score	Criteria
1	6	Grammar almost entirely in appropriate or inaccurate phrases.
2	12	Constant errors showing control of very few major patterns and frequently preventing communication.
3	18	Frequent errors showing major patterns uncontrolled and causing occasional irritation and misunderstanding.
4	24	Occasional erros showing imperfect control of some patterns, but no weakness that causes misunderstanding.
5	30	Few errors, with no patterns of failure.
6	36	No more than two errors during the interview.

Level	3. Vocabulary	
	Score	Criteria
1	4	Vocabulary inadequate for even
2	8	Vocabulary limited to basic personal and survival areas.
3	12	Choice of words sometimes inaccurate, limitation of vocabulary prevent discussion of some common professional and social topics.
4	16	Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions.
5	20	Professional vocabulary board and precise; general vocabulary adequate to cope with complex practical problems and varied social situation.
6	24	Vocabulary apparently as accurate and extensive as that an educated native speaker.

Level	4. Fluency	
	Score	Criteria
1	2	Speech is so halting and fragmentary
2	4	Speech is very slow an uneven except for short and routine sentence,
3	6	Speech is frequently hesitant and jerky; sentences may be left uncompleted.
4	8	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
5	10	Speech is effortless and smooth, but perceptibly nonnative in speech and evenness.
6	12	Speech on all professional and general topics as effortless and smooth as native speakers.

Level	5. Comprehension	
	Score	Criteria
1	4	Understands too little for the simplest.
2	8	Understand only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.
3	12	Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
4	15	Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.
5	19	Understands everything in normal educated conversation, except for very colloquial or low-frequency items or exceptyionally rapid or slurred speech.

6	23	Understands everything in both formal and colloquial speech to be expected of an educated native speaker

D. Technique of Data Analysis

After all of data collected and then data will be processed and analyzed. Quantitative is analyzed by statistic calculation of t-test with the formula are follow .[37]

a. M1 $=\frac{\sum X1}{N1}$

b. M2 $= \frac{\sum X2}{N2}$

c. t_0 $= \frac{M1-M2}{\frac{\sqrt{(\sum X_1^2+\sum X_2^2)(N1+N2)}}{(N1+N2-2)(N1.N2)}}$

d. df $= N_1 + N_2 - 2$

Note :

t_0

$M_{1=}$ The average score (mean) experiment class

M_2 =The average score (mean) of control class

$\sum X_{1=}$The score of post test experiment class

$\sum X_{2=}$The score of post test of control class

$\sum X_1^2$=The score quadrates of post test of experiment class

$\sum X_2^2$=The score quadrates of post test of control class

Df =The score of sample both experiment and control class

N_1 =The number students of experiment class

[37]DarwyanSyah and Supardi, *PengantarStatistikPendidikan*, HAJA Mandiri, Jakarta 2006. P 105-106

N_2 = The number students of experiment class

2 = Consonant number.