CHAPTER I
INTRODUCTION

A. The Background of Study

English is the most popular of language used as communication in the world. Many countries in the world use English as a first language or second language. David Chrystal said "The role of an official language is today best illustrated by English, which now has some kind of special status in over seventy countries, such as Ghana, Nigeria, India, Singapore and Vanuatu."[1] That's why the importance of English in the international world and for anyone who wants to go abroad and communicate with others effectively and efficiently; English is the solution and speak up .

In Indonesia, English is the foreign language and also one of the subjects in schools started elementary school level until the level of the university. On the level of basic education (SD) English into the educational curriculum that has become the local content for almost all the students in Indonesia. Even today, English is introduced in early

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[1] David Crystal, English As A Global Language, (NewYork, Cambridge university press, 2003), 4.

childhood education (PAUD) and some schools have used English as the language of instruction.

Madrasah Aliyah (MA) Daarul Falah is one of the schools in Indonesia that makes English as a subject in schools based on K13 (Kurikulum 2013). MA Daarul Falah is an Islamic-based school whose principal by Arifudin, S.Pd.I, MA Daarul Falah is located on Jl. Pusri-kemang Lingk. Ciloang Kelurahan Sumur Pecung Kota Serang Provinsi Banten. MA Daarul Falah was founded in 2009 by the foundation of boarding school Daarul falah and has a land area of 9000 m2.

Speaking is one of the four other skills namely reading, listening, speaking and writing. Speaking is so much a part daily life that we take it for granted.[2] Based on the writer experience when doing teaching practicum (PPLK), many students had difficulties in speaking English because the students are lack vocabulary, hard to understand pronoun and less confident.

In teaching speaking, the teachers usually have variation method, strategy, technique and material, to make student active and communication. It means teacher should introduce other materials as an alternative to give variation to the student in teaching and learning

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[2] Scott Thornbury, *How Teach Speaking,* (Longman), 1

process. These materials can be a form of media that can create a comfortable atmosphere to interest and stimulate the student in the classroom learning process.

Game is an entertaining activity or sport, especially one played by children, or the equipment needed for such an activity.[3] Based on understanding it the game is doing something to the delight of the heart (with certain tools or not).

The researcher will offer the whisper game for students speaking ability as the technique in teaching speaking because whisper game is one of speaking activities which can increase student speaking ability.

Based on the above background receive to do research with the title of **"THE EFFECTIVENESS OF WHISPER GAMES FOR STUDENTS SPEAKING ABILITY"** (An Experimental Research at the First Grade MA Daarul Falah Kota Serang).

B. Statements of The Problem

To make the problem clear, the writer would like to identify the problem that will be investigated as follows:

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[3] IDM, Colin McIntosh, *Cambridge advanced leaner's dictionary 3rd edtion*

1. How is student speaking ability in MA Daarul Falah?

2. How the effect of Whisper Games for student Speaking Ability?

C. The Objectives of The Research

Based on the statement of the problem, the objectives of the research are:

1. To know the student speaking ability in MA Daarul Falah

2. To know the effectiveness of whisper game for student speaking ability

D. Hypothesis

The hypothesis is a tentative answer to the problem will solved through research formulated on the basis of the existing knowledge and logic and then will be tested the truth through research. The hypothesis of the research can be formulated as follow:

1. Ha: it means that there is the effectiveness of whisper game for student speaking ability.

2. Ho: it means that there is no the effectiveness of whisper game for student speaking ability.

E. Previous Study

To prove the originality of this study, the researcher presents some previous study that deal with this title.

First researcher was conducted by Anna Lidya (072300381)," **The Effectiveness Of Whisper Game toward Student listening skills** " (An experimental research at first grade SMP Negeri 6 Cilegon). The writer expected the data from 30 students of experiment class and 30 students of control class. The writer got two data, the first data is the result of the pre-test and the second data is the result of post-test. The result of the pre-test experiment class is 1855 obtained mean score is 61,8 and class control is 1558 obtained mean score is 54,3. The result of post-test experiment class is 2310 obtained mean score is 77 and class control is 1880 obtained mean score is 62,7. The alternative ho (null hypothesis) is if it has and ha (alternative hypothesis is signal. [4]

The second research conducted by Ferry Ferawatih Abdini (102301030), **" The Effectiveness Of Guessing Games in Increasing Students Speaking Skills "** (An experimental research at the second grade of SMPIT Ash-Shibgoh Kabupaten Tangerang). The writer takes the sample from class VIII-1 and class VIII-2 consist 40 students. In the

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[4] Anna Lidya, " The Effectiveness Of Whisper Game toward Student listening skills ", (Skripsi, UIN Sultan Maulana Hasanuddin, Banten, 2007)

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case, class VIII-1 is an experimental group and class VIII-2 is control group. The writer used the scale installation design system that is the instrument in speaking test travelled acres grammar vocabulary and comprehension. Based on the data analysis there was significant difference of students speaking skill, the score of post-test is 1260 (higher) than the score of pre-test (882).[5]

Those are previous studies above are describing the positive effect of games in students English learning process. While my research focuses in students speaking ability and for more details of previous research with current research can be seen in the table below.

Table 1.1

Table of Previous Research Review

Name	Title	Objective of problem	Method of research	Result
Anna Lidya (072300381)	The Effectiveness Of Guessing Games in Increasing Students Speaking	1. to know the applying of using whisper game in teaching listening	This research determines quantitative research that is using experimental research	From the result pre and post between experimental class and control class the

[5] Ferry Ferawatih Abdini, " The Effectiveness Of Guessing Games in Increasing Students Speaking Skills " (Skripsi, UIN Sultan Maulana Hasanuddin, Banten, 2010)

	Skills	2. to find out the influence of teaching listening using whisper game		research can conclude that is experiment class better than control class.
Ferry Ferawatih Abdini (102301030)	The Effectiveness Of Guessing Games in Increasing Students Speaking Skills	1. to know the applying of using guessing games in teaching speaking 2. to increasing students speaking skills	This research determines quantitative research that is using experimental research and used the scale installation design system	Based on the data analysis there was significant difference of students speaking skill, the score of post-test is 1260 (higher) than the score of pre-test (882).

F. Organization of the writing

The organization of this research includes five chapters:

Chapter I is introduction; it contains the background of study, statements of The Problem, the objective of the Research, hypothesis, previous study and organization of the writing.

Chapter II is theoretical framework; it contains the Definition of Game, types of game, the definition of whisper game, the benefit of whisper game, procedures of whisper game, the definition of speaking, the element of speaking, type speaking and teaching speaking for EFL student.

Chapter III is research methodology; it contains methodology of research, place and time of the research, the population and sample, the instrument data and the technique of data analysis.

Chapter IV is research finding; it contains data description, the data analysis, the hypothesis testing and the interpretation of data.

Chapter V is conclusions and suggestions.

CHAPTER II
THEORETICAL REVIEW

A. Speaking

1. The definition of speaking

Language teaching is generally addressed to speaking skills or skills to use spoken language. By virtue of "the aims of language teaching course are very often defined with reference of the four language skill: understanding speech, speaking, reading and writing."[6] The ability to communicate directly in the form of conversation or dialogue is highly expected that student.

Speaking skills are the skills of productive nature after hearing skills do. His goal was to be able to use the language orally.[7] Speaking ability already learned from birth after hearing skills. The second skill is the two-way communication of activity taking place or also called face to face.

Listening and speaking oral language ability is very functional in everyday human life. With the skills of listening and speaking we can obtain and pass on information.

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[6] H.G. Widdowson, *Teaching Language As Communication*, (NewYork, Oxford university press, 1978), 1

[7] A.S.Broto, *Pengajaran bahasa Indonesia*, (Jakarta, Bulan Bintang,1980), 102

2. Speaking Ability

Speaking ability is a combination of two words i.e. 'speaking' and 'ability'. Speaking is the action of conveying information or expressing one's feelings in speech. Ability is a natural or acquired skill or talent. According oxford dictinary ability is possession of the means or skill to do something. speaking ability is a condition where a speaker has a capability in using their own subconscious understanding to utter every single sentence.

In order to speak well, they must pratice their ability in everyday life. Ranie rahayu said that speaking does not come naturally to us, to speak student have to learn some word, to listen and to read.[8] Therefore, the teacher should give students opportunity to pratice their speaking ability by giving activities or example that put them into the real communion. The wriiter has concluded that speaking is skill, only the owner who has pratice.

3. The Element of speaking

In speaking activities there are five elements involved:

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[8] Ranie rahayu, "improving speaking ablity by usig series of pictures", (Skripsi, UIN Sultan Maulana Hasanuddin, Banten, 2007), P9

a) Speaker

The speaker is one of the key elements of the basic speech communication model. A 'good speaker' can describe different ways of speaking, depending on the context.[9]

b) Message

The message is the most important and intrinsic element of all speech communication models.

c) Channel

The channel is the method (auditory and visual) that is used to transmit the message to the receiver.

d) Audience

The audience represents one very important third in the basic model of communication.

e) Feedback: Visual and Verbal Cues

The audience can provide with immediate feedback; pay attention to the visual and verbal cues they give you in the moment.

Therefore, in speaking it can be concluded that understanding refers to the speaker's understanding of what they are saying to the

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[9] Lyn Dawes, *The Essential Speaking and Listening*, (London, Routledge taylor and francis group, ,2008)125

listener not to know misunderstanding; Besides its function makes the listener easy to capture information from the speaker.

4. Types of Speaking

Generally, speaking can be divided 2 parts:

a) Public speaking (the act or process of making speeches in public) that includes four types, namely:

1) Informative speaking

Informative speech (or speech) seeks to provide facts, statistics, or the evidence is common.

2) Fellowship speaking

A speaker to represent and act out in a mood, a State of soul, mind and action that is attractive and appropriate feelings with the group or individual.

3) Persuasive speaking

Persuasive speech designed to convince the audience that a certain point of view is correct. Thus, the speakers can make use of the information.

4) Deliberative speaking

It aims to make a decision or plan

b) Conference speaking (a meeting for discussion) which includes:

1) Group discussion

   A report will be prepared on analyzing the facts at the end of the discussion.

2) Parliamentary procedure

   The body of rules, ethics and customs governing meetings and other operations of clubs, organizations, legislative bodies and other deliberative assemblies.

3) Debate

   Contention in argument; strife, dissension, quarrelling, controversy; especially a formal discussion of subjects.

Based on the above, the writer can the conclusion that there are five bases used in classifying speaking. They are: situation, purpose, method, number of listening, and special events.

5. Teaching English for EFL students

Teaching is training, instructing, conditioning, and indoctrination. The explanation above, a series of integrated activities between training, assignment, provision of conditions and indoctrination with curriculum components, teaching materials, media, methods, environment, teachers and students to achieve certain goals.

Teaching is a very personal activity and it is not surprising that individual teachers bring to teaching very different beliefs and assumptions about what constitutes effective teaching.[10] Its mean teaching is both a science and an art.

According to the Kamus Besar Bahasa Indonesia (KBBI), the meaning of teaching is: (1) process, ways, actions to teach or teach; (2) concerning teaching; everything about teaching; (3) warning (experience, experience experienced or see it) specifically to correct learning difficulties experienced by student. The meaning of teaching is to give lessons to; meanings lessons are things learned or taught; exercise. So, teaching can be defined a process of interaction of learners with educators and learning resources in a learning environment. Teaching is also interpreted as a learning and teaching interaction.

English teaching, like many other professions and disciplines, is almost overwhelmed by acronyms and initials. For example, EFL (English foreign language), ESL (English second Language), ESP (English for Specific Purposes), EAP (English for Academic Purposes).

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[10] Jack C. Richards and Charles Lockhart, *Reflective Teaching In Second Language Classrooms*, 15th printing (United States of America, Cambridge University Press, 2007), 36.

Such different will have a considerable effect on how and what it is teacher teach:

a) EFL tend to be learning so that they can use englissh when traveling or to communicate with other people, from whatever country, who also speak English.

b) ESL students, on the other hand, are usually living in the target-language community.

c) ESP for specialities such as nursing or paper technology or banking to differentiate it from general English.

d) EAP to describe courses and materials designed specifically to help people who want to use their English in academic contexts.

The distinction has become difficult to sustain; however, for two reasons. Firstly, many communities whether in English or non-English speaking countries are now multilingual and English is a language of communication. Secondly, however, many students of EFL use English in a global context, as we have seen. Using English for international communication, especially on the Internet.[11] It is mean that students are in object of a global target-language community.

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[11] Jeremy Harmer, *The Practice of Engiish Language Teaching,* 4th (Pearson Longman), 19.

Skills in teaching a language would appear to be the core competency of a language teacher. Shulman terms instruction, refer to those dimensions of teaching regarded as essential to the re-pertoire of any teacher regardless of subject. No matter what the content of a lesson might teaching typically involves:

a. selecting learning activities

b. preparing students for new learning

c. presenting learning activities

d. asking questions

e. checking students' understanding

f. providing opportunities for practice of new items

g. monitoring students' learning

h. giving feedback on student learning

i. reviewing and re-teaching when necessary [12]

It is mean this is part of the basic competency of all teachers, language teachers presumably need to acquire additional teaching skills that are specific to language teaching.

Language is a means of communication. We communicate with others, to express our ideas, and to know the ideas of others as well.

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[12] Jack C. Richards, *Beyond Training,* (Cambridge University Press ,United States of America,1998), 4

Communication takes place, where there is a speech. Without speaking we cannot communicate with each other. The importance of speaking skills, it is great for any language learner. Without speaking, the language is reduced to a mere text.

For example when the teacher teaches a new word, corrects the sentence or helps someone with the pronunciation, the teacher can immediately see the results. There is no better feeling than seeing a group of students speaking English to each other and having fun in class.

The teacher not only helps people to learn English, but also helps them have fun in the process. Learning a language requires talking. Fun games, activities, team assignments and real situations not only make students talk, but also make learning interesting and fun. As a teacher, it can create games and activities that teachers and students enjoy and have fun at work making a difference.

The teacher will vary depending on the type of teaching that the teacher decides. Teachers can specialize in teaching children and adolescents, teaching adults or even teaching English online or in the classroom through the three key elements of learning English as learning, trying and applying it.

I. S. P. Nation and Jonathan Newton writer in their book said there are four goal teaching speaking:

a. Learning through meaning-focused input; that is, learning through listening and reading where the learner's attention is on the ideas and messages conveyed by the language.

b. Learning through meaning-focused output; that is, learning through speaking and writing where the learner's attention is on conveying ideas and messages to another person.

c. Learning through deliberate attention to language items and language features; that is, learning through direct vocabulary study, through grammar exercises and explanation, through attention to the sounds and spelling of the language, through attention to discourse features, and through the deliberate learning and practice of language learning and language use strategies.

d. Developing fluent use of known language items and features over the four skills of listening, speaking, reading and writing; that is, becoming fluent with what is already known.[13]

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[13] I. S. P. Nation and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking,* (New York: Routledge, Taylor& France 2009), 1

Richards describes the concept of fluency reflects the assumption the speakers set out to produce discourse that is comprehensible, easy to follow, and free from errors and breakdowns in communication, though this goal is often not met due to processing and production demand.[14]

The writer agrees with various opinions above, that the main goal in teaching speaking is use the language for communication fluency and effectiveness. According jeremy Harmer, there are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities. Secondly, speaking tasks in which students try to use any or all of the languages they know provide feedback for both teacher and students. Finally, the more students have opportunities to activate the various elements become.

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[14] Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching an Anthology of Current Practice*, (New York: Cambridge university press, 2002), 75

B. Game

1. The Definition of Game

Games are free-form activities that exist within a highly structured environment, to be enjoyed freely at certain moments in life.[15]

Game is to mean an activity which is entertaining and engaging, often challenging and activity in which the learners play and usually interact with other.[16]

Based on the above the game is something that used to play alone or group by following certain rules in order to achieve the objectives. There are many ways the game can be used during class to support teaching, for example: guess game, a job interview etc.

Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions.[17] Thats why English is different from our language (Indonesian). Therefore it is not easy to learn it. One must make an effort to understand, to repeat

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[15] Christopher Miller, *Games Purpose and Potential*, (New York: Springer Science Business Media, 2008), 19

[16] Andrew wright, david betteridge and Michael buckby, *Games for language learning*, (New York, Cambridge university press, 2008)1

[17] Jack C.Richards and Winy A.Renandya, *Methodology in Language Teaching An Anthology of Current Practice, (*United States of America, *cambridge university press, 2002), 204*

accurately, to manipulate newly understood language and to use the whole range of known language in conversation or written composition. Games help and encourage many learners to sustain their interest work.

2. Types of Game

Based on some game theory then it can be inferred that in every man (child) there is the potential to channel needs through forms of the game. So the importance of the game to children so all children have the same opportunity to attend a variety of games. Users for children contains creative play and individually. The types of game are as follow:

a) Care and share

Caring and sharing games include all those games in which the learner feels comfortable while sharing personal information with other learners.

b) Do: Move, mime, draw, obey

The learner is expected to do something non-verbally in response to a read or a heard text.

c) Identify: Discriminate, guess, speculate

The learner is challenge to identify something which is difficult to identify or to hypothesis about something which is then compared with the fact.

d) Describe

The learner is challenged to describe something to another learner, by speaking and writing so well that the other learner can do something.

e) Connect: compare, match, group

The learner is challenged to connect, compare, match or group various items of information, perhaps picture or text, objectively or subjectively.

f) Order

The learner is challenged to put various bits of information into an order of quality and importance, subjectively or objectively, or to put texts, pictures, object, into development sequence.

g) Remember

The learner tries to remember something and then communicative what he or she has remembered.

h) Create

The learner is challenged or invited to make story, write a poem or produce some kind of material using their imagination.

In this study, the writer used remember; to know students speaking ability. Because remember is a process, the process occurs well, and can also occur the process is interrupted so that less optimal process.

3. The Definition of Whisper Game

The whisper game is familiar to many people, because it can be played by any age and in many situations. Whisper is a way of speaking very quietly, using heading the breath test but not the voice, so that only the person closes to hear.[18]

Whisper game is a game played around the world, in which one person whispers a message to another, which is passed through a line of people until the last player announces the message to the entire group. Whisper game is familiar to many people, as it has been around for years. The game remains popular because it can be played by any age and in many situations.

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[18] IDM, Colin McIntosh, Cambridge advanced leaner's dictionary 3rd edtion

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Whisper game is called chinese whisper, in various countries it goes by different names, which are often variations on the idea of a broken telephone. Chinese whisper is a party game in which a whispered message is passed around a circle in the expectation that, in the telling, it will become comically distorted or exaggerated by the time it completes the circuit.[19]

4. **The advantages and disadavantages of whisper game**

There are some advantages for that playing whisper game:

a. To help clearly show how small misconceptions can end up making a huge difference.

b. A different atmosphere is created.

c. To help young children or those learning English develop their active listening and speaking ability.

d. Serves as a springboard for discussing the importance of active listening.

e. To use for classroom counseling lessons to help children understand the impact of gossip and rumors.

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[19] David thomas, *Chinese Whisper The Making Of Pere Ubu's Lady From Shanghai*, (Ubu Projex Production, 2013) ,33.

However, using whisper game has diadvantages, there are:

a. Wasted Time

b. Whispering can disturb other listeners

c. Frustrated for the others

5. **Procedures of whisper game**

The writer leader the game to applied it in the classroom. Before the writer starts the game, then the students are divided into several groups consisting of seven students. The following steps are procedure in whisper game:

a. Getting Started

Players must sit in a circle or stand in a straight line. They need to be close enough that whispering is possible, but not so close that players can hear each other whisper.

b. Begin the Game

The first person in the line or circle whispers a word or phrase into the ear of the person sitting or standing to their right.

c. The Game Continues

Players whisper the phrase to their neighbors until it reaches the last player in line.

d. The Conclusion

The last player says the word or phrase out loud so everyone can hear how much it has changed from the first whisper at the beginning of the circle or line.

CHAPTER III
METHODOLOGY OF RESEARCH

A. Research Method

In this research, the writer determined the quantitative research. This study used experimental research. Experimental research is a study intended to determine the presence or absence of the effects of treatment imposed on the subject of research.[20] In meaning, that the researcher attempted to investigate the presence or absence of a causal relationship by comparing one or more groups treated in the experimental class with one or more comparison groups not treated in the control class.

Here the researcher used two classes, the first class is as experimental, and the last is the control class. The correct trial consisted of a control group and an experiment whose subjects had been assigned randomly, and where all subjects were tested before and after the intervention or treatment under investigation had been given to the experimental group for the research to see the point there. Or no

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[20] Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta, PT Renerka Cipta, 1998), 272

influence using whisper game. To obtain the data, the researcher will use pre-test and post-test on the subject of research

B. Population and Sample

a. Population

The population is the totality of all the value that acquired, both in quality and quantity on certain characteristics. [21] Then the writer will take the population in class X consists of two classes, namely class X A consist of students 31and X B consist of 32 students

b. Sample

The sample is part of the population that has certain characteristics or circumstances to be studied.[22] It means a finite part of a statistical population whose properties are studied to gain information about the whole .In this research writer chooses the first grade students as a subject of research.

c. Research site

This research will be carried out in the MA Daarul Falah located at Jl. Pusri-kemang KM 10 Ling. Ciloang Kec. Sumur Pecung

[21] Abdul Halim Hanafi, *Research Methodology Language For Research, The Thesis And Dissertation,* Check. to 1(Jakarta: Djadit media press, 2011), 99.
[22]Nanang Martono, *Metode Penelitian Kuantitatif*, (Jakarta, PT. Raja grafindo Persada, 2016), 76.

Kota Serang. The research allocates time this research since the complete council skripsi until the study is complete.

C. Technique of Data Collection

To get the data that the writer needs in this research, the writer uses several techniques of data collecting in this research as follows:

a. Observation

Observation is the activity of attention to an object by using all the senses. It means observation can be done through vision, hearing, touch, taste and smell.

The writer observed the location and population where the study is carried out. To know the objective condition of MA Daarul Falah and to study the literature to get the data related to the problem.

b. Test

Test is some questions or exercises as well as other tools used to measure skills or knowledge possessed by individuals or groups.

D. The Instrumentation of Research

Based on the explanation above, the instruments used in research followed:

1. Observation

   Firstly, the writer observed the location where the research carried out before doing the research. It was done to get data needed, such as to know the number of students and teachers, to know the curriculum and method which is used by English teacher.

2. Test

   The test used to measure speaking skills is a performance test that assigns students to speaking ability. This test is used to know the level of ability of students of class X MA Daarul Falah. In this test is divided into 2 (two) tests namely pre-test and post-test. the pre-test will be tested before the students given treatment and the post-test will be tested after students given treatment.

   The students' test was scored by using the rating scores of oral test by

   Marianne Lehr Adams and James R. Frith.[23]

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[23] Marianne Lehr Adams and James R. Frith, Testing Kit, (Washington, Department of state), 38

Table 3.1

The Rating Scores of Oral Test

No	1	2	3	4	5	6	Ex.
			WEIGHTING TABLE				
Accent	0	1	2	2	3	4	
Grammar	6	12	18	24	30	36	
Vocabularies	4	8	12	16	20	24	
Fluency	2	4	6	8	10	12	
Comprehension	4	8	12	15	19	23	
Total							

Procedure:

Place in Column (Ex) of the Weighting Table the credits to be given for each scale on the Check List. For example, a check mark in position 3 on the "Accent" scale is given a credit of 2. Add the credits to find the total score. The final S-rating is to be equated with the total score by the Conversion Table.

Table 3.2

Conversational English proficiency conversion table	
Total Score	Level
16-25	0+
26-32	1
33-42	1+
43-52	2
53-62	2+

63-72	3
73-82	3+
93-99	4

E. Technique of Data Analysis

Data analysis is the last step in the produce of research. The research will get two data. The first data is the result of pre-test and the seconddata is the result of post-test. The technique of analyzing data, the writer used step as follow:

1. The result of post-test in experiment class is named variable (x_2)

2. The result of post-test in control class is named variable (y_2)

After getting the data from pre-test and post-test, the writer analyzes it by using statistic calculation of t-test formula with the degree of significance 5% the formula as follow:

a. Determine mean of score experiment class (MX), with formula:

$$MX = \frac{\Sigma X}{N}$$

b. Determine mean of control class (MX), with formula:

$$MY = \frac{\Sigma Y}{N}$$

c. Determine the total square of error in experiment class (X), with formula:

$$\Sigma X^2 = \Sigma X^2 - \frac{\Sigma X 2}{N}$$

d. Determine the total square of error in control class (Y), with formula:

$$\Sigma Y^2 = \Sigma Y^2 - \frac{\Sigma Y 2}{N}$$

e. Determine the degree of freedom, with formula:

$$Df = Nx + Ny - 2$$

f. Calculation T-Test

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\Sigma x^2 + Y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Notes:

Mx = Mean of experiment class

My = Mean of control class

ΣX^2 = the total square of error in experiment class

ΣY^2 = the total square of error in control class

N = the number of subject

Df = Degree of freedom

CHAPTER IV

THE RESULT AND DISCUSSION

A. Description of Data

In this chapter, the writer will attempt to submit the data as outcomes of research that has hold in first grade of MA Daarul Falah Kota Serang. In this research, writer divided students into two classes, 31 students as experimental class, it is from class X A, and 32 students as control class, it is from class X B. The goal of this research was to find out the accurate with the reseacher title.

To find out it, the writer identified some result, they are: the score of students before treatment (pre-test), the scores of students after treatment (post-test), the differences between pre-test and post-test scores of students and from the differences of students' condition between the students who are taught by using whisper game in teaching english.

The result of post-test in experimental class named variable (X_1) and the result of post-test in control class named variable (X_2). Pre-test contains fill in the blank so pratice it and post-test contains complete the sentence and perform it.

On the test, students focused on five components of speaking skill. They are accent, grammar, vocabulary, fluency and comprehension. Thus, the writer scored the students based on five components by using the rating scores of conversation English proficiency test The highest total score of all criteria was 99 and the lowest score was 16. The writer describes the data at experimental and control class as bellow:

1. **Experimental Class**

The writer described the result of a pre-test at the experimental class by the table bellows:

Table 4.1
The students' score of pre-test at the experimental class

No	Name	Criteria					Score
		A	G	V	F	C	
1	AM	2	18	16	4	15	55
2	AG	3	12	16	6	12	49
3	AF	3	12	16	8	12	51
4	AHAS	3	18	16	8	12	57
5	ASA	2	18	12	6	15	53
6	AT	2	12	16	6	15	51
7	END	2	18	20	8	15	63
8	IM	2	18	16	6	15	57
9	JU	4	12	16	4	12	48
10	JY	3	18	20	6	12	59
11	LN	2	18	16	4	15	55
12	MK	3	18	16	6	12	55
13	MIM	2	18	16	6	15	57
14	MM	2	18	12	6	12	50
15	NDD	2	18	16	4	15	55

16	NP	2	18	16	6	15	57
17	NRM	2	18	16	6	15	57
18	ND	3	12	20	6	15	56
19	NU	2	18	16	6	12	54
20	NA	2	18	16	6	15	57
21	PA	2	12	12	4	12	42
22	RL	2	18	16	6	15	57
23	RO	2	18	16	6	15	57
24	SA	3	12	20	4	12	51
25	SN	2	18	16	6	15	57
26	SS	2	18	16	4	15	55
27	SAS	2	18	16	6	15	57
28	SHZ	2	18	16	6	12	54
29	SLS	2	12	16	4	12	46
30	TA	2	18	16	6	15	57
31	WQ	3	18	16	6	12	55
Total Score		1684					
Average		54,32					

The above table l Showed that the results of the students' pre-test scores on the criteria in speaking ability at the experimental class. That the Data Showed the maximum score was 63, and the minimum score was 42. The first student who got the maximum and one students who got the minimum score.

It means, almost all of students who are very hard to understand because of pronunciation problems, most frequently be asked to repeat and have a mistake in grammar and word order error make comprehension difficult pronunciation problem necessities concentrated listening and so occasionally lead to misunderstanding.

The average score of the pre-test was 54,32 While the result of a post-test at the experimental class got better score. It can be Described as follow:

Table 4.2
The students' score of post-test at the experimental class

No	Name	Criteria					Score
		A	G	V	F	C	
1	AM	4	24	24	10	23	85
2	AG	3	18	20	12	23	76
3	AF	3	18	24	10	23	78
4	AHAS	3	18	24	10	23	78
5	ASA	3	24	20	12	19	78
6	AT	3	24	20	10	23	80
7	END	3	24	24	10	23	84
8	IM	3	18	24	12	23	80
9	JU	4	24	24	10	23	85
10	JY	3	18	24	12	23	80
11	LN	3	24	20	10	23	80
12	MK	3	24	20	12	19	78
13	MIM	4	24	24	10	23	85
14	MM	3	24	20	10	23	80
15	NDD	3	24	24	12	23	86
16	NP	3	24	24	10	23	84
17	NRM	3	18	24	10	19	74
18	ND	3	18	24	10	23	78
19	NU	3	18	20	10	23	74
20	NA	4	24	24	12	23	87
21	PA	3	18	20	10	19	70
22	RL	3	24	20	12	23	82
23	RO	4	24	24	10	23	85
24	SA	3	18	24	10	23	78
25	SN	3	18	20	12	19	72
26	SS	4	24	24	12	23	87
27	SAS	3	24	20	10	19	76
28	SHZ	3	18	20	10	19	70
29	SLS	3	24	24	10	23	84
30	TA	4	24	24	12	23	87

31	WQ	3	24	24	12	23	86
Total Score		2487					
Average		80,22					

The table 2 above Showed that the results of the students' post-test scores on the criteria in speaking ability at the experimental class. That the Data Showed the maximum score was 87, and the minimum score was 70. There are two students who got the maximum score and there is a student who got the minimum score.

It means, many students who are no conspicuous mispronunciations because of pronunciation problems, no more than two grammar errors during speaking, understanding everything in both formal and colloquial speech. The average score of post-test was 80,22.

Based on the explanation above, it showed the result of post-test at the experimental class got the significant improvement after giving treatment, it is seen from the average of the post-test was better than the average of the pre-test, that 54,32 < 80,22.

2. Control Class

The writer describes the result of a pre-test at the control class by the table bellow:

Table 4.3
Students' score of pre-test as the control class

No	Name	Criteria					Score
		A	G	V	F	C	
1	AHSA	2	6	12	6	15	41
2	ALG	2	6	16	6	15	45
3	AMBS	2	12	12	6	12	44
4	AA	2	18	12	6	12	50
5	DR	2	12	12	4	12	42
6	DIA	2	12	16	6	15	51
7	EKS	2	18	12	4	15	51
8	ENLQ	2	18	16	6	15	57
9	FACN	2	12	16	4	12	46
10	HAH	3	12	16	4	12	47
11	HAL	2	18	16	6	15	57
12	HA	2	18	16	6	15	57
13	KA	2	18	16	6	15	57
14	LNH	2	12	12	4	12	42
15	MOA	2	12	16	4	15	49
16	MAA	2	18	16	6	15	57
17	MAR	2	18	16	6	15	57
18	MTF	2	12	12	4	12	42
19	MIA	2	12	16	6	12	48
20	MUB	2	18	16	6	15	57
21	RS	2	18	12	6	12	50
22	SAIB	2	18	16	6	15	57
23	SAH	2	18	16	6	15	57
24	SIMA	2	6	12	4	12	36
25	SISA	2	18	16	6	15	57
26	SIS	2	18	16	4	15	55
27	SIMA	2	18	16	6	15	57
28	UFN	2	18	16	6	12	54
29	USH	2	12	16	6	15	51
30	SOP	2	18	16	6	15	57
31	SRISU	2	12	12	4	12	42

32	SUL	2	12	16	6	12	48
	Total Score	1618					
	Averange	50,56					

The table 3 above Showed that the results of the students' pre-test scores on the criteria in speaking ability at the control class. That the data showed the maximum score was 57 and the minimum score was 36. The twelve student who got the maximum score and one student who got the minimum score. It means, their accent and fluency are very slow and affected by language problem. The average score of the pre-test was 50,56. While the result of a post-test at the control class got better score. It can be Described as follow:

Table 4.4
The students' score of post-test at the control class

No	Name	Criteria					Score
		A	G	V	F	C	
1	AHSA	2	12	16	6	19	55
2	ALG	2	12	16	6	19	55
3	AMBS	2	18	16	6	15	57
4	AA	2	18	16	6	12	54
5	DR	2	18	16	6	15	57
6	DIA	2	18	20	8	15	63
7	EKS	2	24	16	6	15	63
8	ENLQ	2	24	20	8	19	73
9	FACN	2	12	16	6	12	48
10	HAH	2	12	16	6	15	51
11	HAL	2	18	16	6	20	62
12	HA	2	24	20	6	15	67
13	KA	2	24	20	6	23	75
14	LNH	2	18	16	6	15	57

15	MOA	2	18	16	8	15	59
16	MAA	2	24	12	8	19	65
17	MAR	2	18	16	6	15	57
18	MTF	2	18	16	6	12	54
19	MIA	2	18	16	8	12	56
20	MUB	2	18	16	6	19	61
21	RS	2	24	16	6	15	63
22	SAIB	2	18	20	6	15	61
23	SAH	2	18	20	6	15	61
24	SIMA	2	18	16	6	12	54
25	SISA	2	24	20	8	15	69
26	SIS	2	24	20	8	15	69
27	SIMA	2	18	16	8	12	56
28	UFN	2	24	16	8	15	65
29	USH	2	18	16	8	12	56
30	SOP	2	18	20	8	15	63
31	SRISU	2	12	16	6	12	48
32	SUL	2	12	16	8	15	53
Total Score		1907					
Averange		59,59					

The table 4 above Showed that the results of the students' post-test scores on the criteria in speaking ability at the control class. That the Data Showed the maximum score was 75, and the minimum score was 48. the one students who got the maximum score is and a student who got the minimum score.

It means, their speeches and fluency are effortless and smooth, understanding quite well normal speech and colloquial when engaged in a dialogue, but requires occasional repetition or rephrasing. The average score of the pre-test was 59,59. Based on the explanation above, it showed the result of post-test at the control class got the

significant improvement after giving treatment, it is seen from the average of the post-test better than the average of the pre-test, that 50,56 < 59,59.

B. Data Analysis

Based on the data collected from post test of experiment and control class, the writer got the average scores of test in experimental class was 80,22. While of the average scores of control class was 59,59.

1. Experimental Class

The writer analysis the data by comparing students' score in pre-test and post-test in experimental class, explaining by the table below:

Table 4.5

The difference score between pre-test and post-test experiment class

No	Name	Pre-test X1	Post-test X2	Deviation (X=X2-X1)	Squarred Deviation (X2)
1	AM	55	85	30	900
2	AG	49	76	27	729
3	AF	51	78	27	729
4	AHAS	57	78	21	441
5	ASA	53	78	25	625
6	AT	51	80	29	841
7	END	63	84	21	441
8	IM	57	80	23	529
9	JU	48	85	37	1369
10	JY	59	80	21	441

11	LN	55	80	25	625
12	MK	55	78	23	529
13	MIM	57	85	28	784
14	MM	50	80	30	900
15	NDD	55	86	31	961
16	NP	57	84	27	729
17	NRM	57	74	17	289
18	ND	56	78	22	484
19	NU	54	74	20	400
20	NA	57	87	30	900
21	PA	42	70	28	784
22	RL	57	82	25	625
23	RO	57	85	28	784
24	SA	51	78	27	729
25	SN	57	72	15	225
26	SS	55	87	32	1024
27	SAS	57	76	19	361
28	SHZ	54	70	16	256
29	SLS	46	84	38	1444
30	TA	57	87	30	900
31	WQ	55	86	31	961
Total		$\Sigma Y_1 = 1684$	$\Sigma Y_2 = 2487$	$\Sigma Y = 803$	$\Sigma(Y)^2 = 21739$

Table 5 above Showed that the score difference between pre-test and post-test at the experimental class. The difference score was the results from the post-test scores subtract pre-test score. There was significant difference score between pre-test and post-test at the experimental class, the biggest difference score was 38 and the cancel difference was 15.

1. **Control Class**

The writer analysis the data by comparing students' score in pre-test and post-test at control class, explaining by the table below:

Table 4.6
The difference score between pre-test and post-test of control class

No	Name	Pre-test X1	Post-test X2	Deviation (X=X2-X1)	Squarred Deviation (X2)
1	AHSA	41	55	14	196
2	ALG	45	55	10	100
3	AMBS	44	57	13	169
4	AA	50	54	4	16
5	DR	42	57	15	225
6	DIA	51	63	12	144
7	EKS	51	63	12	144
8	ENLQ	57	73	16	256
9	FACN	46	48	2	4
10	HAH	47	51	4	16
11	HAL	57	62	5	25
12	HA	57	67	10	100
13	KA	57	75	18	324
14	LNH	42	57	15	225
15	MOA	49	59	10	100
16	MAA	57	65	8	64
17	MAR	57	57	0	0
18	MTF	42	54	12	144
19	MIA	48	56	8	64
20	MUB	57	61	4	16
21	RS	50	63	13	169
22	SAIB	57	61	4	16
23	SAH	57	61	4	16
24	SIMA	36	54	18	324
25	SISA	57	69	12	144
26	SIS	55	69	14	196
27	SIMA	57	56	-1	1
28	UFN	54	65	11	121
29	USH	51	56	5	25
30	SOP	57	63	6	36

31	SRISU	42	48	6	36
32	SUL	48	53	5	25
Total		ΣY_1 = 1618	ΣY_2 = 1907	ΣY = 289	$\Sigma(Y)^2$= 3441

Table 6 above showed that the score difference between pre-test and post-test at the control class. The difference score was the results from the post-test scores subtract pre-test score. There was significant difference score between pre-test and post-test at the control class, the biggest difference score was 18 and the worst difference was -1. One of students not increased in their scores.

From the above data is gotten, the writer t-test calculated using the steps as follow:

1. Determine mean of score experiment class (MX), with formula:

$$MX = \frac{\Sigma X}{N}$$

$$= \frac{803}{31}$$

$$= 25.90$$

The result above showed about the average score (mean) at the experimental class. The writer got the data from ΣX_1, ΣX_2, and ΣX. Afterword the researcher calculated the data based on the formula above.

2. Determine mean of control class (MX), with formula:

$$MY = \frac{\Sigma Y}{N}$$

$$= \frac{289}{32}$$

$$= 9.03$$

The result above showed about the average score (mean) at the control class. The writer got the data from ΣY_1, ΣY_2, and ΣY. Afterword the researcher calculated the data based on the formula above.

3. Determine the total square of error in experiment class (X), with formula:

$$\Sigma X^2 = \Sigma X^2 - \frac{(\Sigma X)^2}{N}$$

$$= 21739 - \frac{(803)^2}{31}$$

$$= 21739 - \frac{644809}{31}$$

$$= 21739 - 20800.29$$

$$= 938.31$$

The result above showed about the score quadrates at the experimental class. The writer got the data from ΣX_1, ΣX_2, and ΣX. Afterword the researcher calculated the data based on the formula above.

4. Determine the total square of error in control class (Y), with formula:

$$\Sigma Y^2 = \Sigma Y^2 - \frac{\Sigma Y2}{N}$$

$$= 3441 - \frac{(289)^2}{32}$$

$$= 3441 - \frac{83521}{32}$$

$$= 3441 - 2610.03$$

$$= 830.97$$

The result above showed about the score quadrates at the experimental class. The writer got the data from ΣY_1, ΣY_2, and ΣY. Afterword the researcher calculated the data based on the formula above.

5. Determine the degree of freedom, with formula:

$$Df = Nx + Ny - 2$$

$$= 31 + 32 - 2$$

$$= 61$$

The result above showed about the calculating t-test after the writer got the data from MX, MY, ΣX^2, and ΣY^2. Afterword the researcher calculated the data based on the formula above.

6. Calculation t-test

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\Sigma x^2 + Y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

$$t = \frac{25.90 - 9.03}{\sqrt{\left(\frac{938.31 + 830.97}{31 + 32 - 2}\right)\left(\frac{1}{32} + \frac{1}{31}\right)}}$$

$$t = \frac{16.6}{\sqrt{\left(\frac{1769.28}{61}\right)(0.06)}}$$

$$t = \frac{16.6}{\sqrt{(29.004)(0.06)}}$$

$$t = \frac{16}{\sqrt{1.74}}$$

$$t = \frac{16}{1.31}$$

$$t = 12.21$$

The t-test value of 12.21 is called the t_{hitung} value. To determine the significant level of difference it should be used the t_{table} value contained in the table t_{table} values must be found first degrees of freedom (db) on the overall distribution in detail

The formula db   = N – 2

               = 63 – 2

               = 61

Based on db = 61 between 60 - 79 in table t, with 5% significance level found t_{table} 2,00 and with 1% significance level found t_{table} 2,66.

## C. Interpretation of Data

Based on the explanation before, It can be seen the result that the students who are taught by using whisper game get higher score than the students who are taught by using not whisper game, the average scores of the post-test in experimental class was 80.22 while the average score of post-test in control class was 59.59.

Based on the result of the tests, the writer found the difference learning outcomes in speaking ability before and after treaments on experiment class. The experimental class has the averange of pre-test 54,32 before using whisper game. It means the averange score is low. After giving 6 times treatments for experimental class using whisper game, the writer got the averange of post-test 80,22. The smallest score in the pre-test was 42 and the highest score was 63. The data showed the post-test that the smallest score was 70 and the highest score was 87. It can be result that the averange in post-test were higher than pre-test.

Meanwhile, from the description of score in controlled class which was the writer got the averange of pre-test 50,56. It means the

averange score is low. After giving 6 times treatment without whisper game, the writer got the averange of post-test 59,59. It is low because the averange score is still lower than the standard minimum.The smallest score in the pre-test was 36 and the highest score was 57. The data showed in post-test that smallest score was 48 and the highest score was 75, it can be summarized that the lowest and the highest were also higher than pre-test. From the description it, the writer made two graphic for more details of the averange of pre-test and post-test can be seen below:

Grafic 4.1
The averange pre-test and post-test
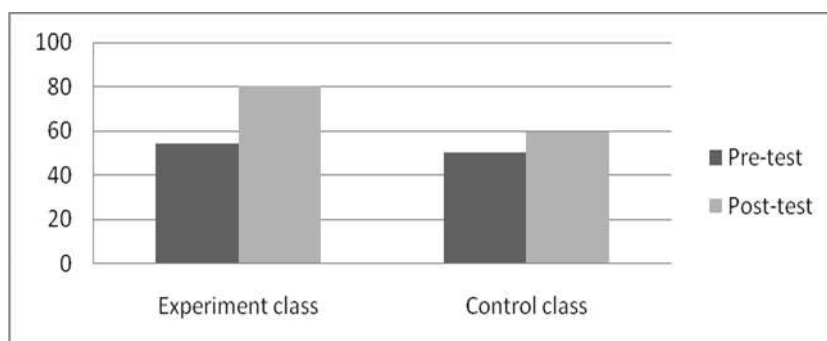
In the process of teaching learning in experimental class, the writer divided the students into several groups, it consists of seven students, The first person in the line or circle whispers a word or phrase into the ear of the person sitting or standing to their right, Players

whisper the phrase to their neighbors until it reaches the last player in line, The last player says the word or phrase out loud so everyone can hear In the end of the learning, the teacher repeated and reflected the material that had been learnt.

Meanwhile, teaching learning process in the control class was ordinary learning. In the process of teaching learning, the writer explained the material Complimenting and Showing Care/Sympathy to the students, then the students do the exercises. In the end of learning, the teacher gave homework to the students based on the materials.

Before deciding the result of hypothesis, the writer proposes interpretation towards with procedure as follow:

a. Ha (Alternative Hypothesis) : $t_{observation} > t_{table}$ = It means there is significant difference between the effectiveness of whisper game for students speaking ability at the First Grade MA Daarul Falah Kota Serang

b. Ho (Null Hypothesis) : $t_{observation} < t_{table}$ = It means there is no significant difference between the effectiveness of whisper game for students speaking ability at the First Grade MA Daarul Falah Kota Serang

So the writer concludes the score of t_o is bigger than the score of t_t; that is: 2,00 < 12.21 > 2,66. So Ho is rejected and Ha is accepted.

More detail, it is explained by the calculation of the result of t-test, which the value of the to is 12.21 and the value of the degree of significance 5 % is 2.00 and 1 % is 2.66. Because t_o is bigger than t_t, so the writer's hypothesis (Ha), there is significance difference between student speaking ability for whisper game to the first grade of MA Daarul Falah Kota Serang, is accepted.

Based on the result of the hypothesis, it can be interpreted that whisper game for students speaking ability was better and it was effective to the students and they more interesting to learn speaking in the communicative way and can solve their problem each other in their group, such as their accent and fluency are very slow and affected by language problem. They also can be more braver and fun to speak English, because whisper game gives students an opportunity to pratice their speaking ability in group one another students, it gave them more chance to practice english in the class. therefore, students can improve the score in speaking criterias; accent, grammar, vocabulary, fluency and comprehension.

Whisper game is one of cooperative learning method. it is on group dynamics and social interactions. Based on book cooperative Learning: theory and pratice, Cooperative Learning is children learning together in groups, which are structured so that group members have to cooperate to succeed. It is meant, all of students work together to learn and are responsible for their team work learning as well as their own.

From interpretation above, the writer said that using whisper game for students speaking ability would be better and more effective than teaching english speaking ability without using whisper game.

CHAPTER V
CLOSING

A. Conclusions

Based on the data analysis and the interpretation previously, the writer would like to make a conclusion, that is:

1. The student speaking ability in MA Daarul Falah still low performance before given treament because many affected by language problem. It can be seen from the result of the pre-test at the experimental class, the lowest score was 42 and the highest score was 63 so the average score was 54,32. The result of the pre-test at the control class, the lowest score was 36 and the highest score was 57 so the average score was 50,56.

2. To know the effectiveness of whisper game for students speaking ability, the writer gives the result of the reseach firstly. The result of the post-test is higher than pre-test students. The students lowest score of post-test at the experimental class was 70 and the highest score was 87 so the average score was 74.76. The result of the post-test at the control class, the lowest score was 48 and the highest score was 75 so the average score was 59.59. The result of $t_{observation}$ is 12,21 and t_{table} is 5% 2,00 and t_{table} is 1% 2,66. The

degree of freedom was 61, with level significance 5% and 1% are significant 2,00 < 12.21   2,66. It means Ha (Alternative Hypothesis) of research is accepted and Ho (Null Hypothesis) is rejected.

So, there is effectiveness of whisper game for students speaking ability. It means whisper game is a one way to improve and solve the problem of students speaking ability at first grade of MA Daarul Falah Kota Serang.

B. Suggestions

Based on conclusion above, the writer would like to give suggestions as follow:

1. The teachers should be more creative and innovative in teaching the students so they can get more motivate and interest to study English subject and can improve their ability in English such as, language game, picture strip story and role play.

2. The student more felt fun when English learning process by using some techniques that can make them enjoy the subject.

3. With a significant increase, the result of this study is expected to be further developed by other researchers.