THE USE OF WHAT'S MISSING GAME AND CHINESE WHISPER GAME IN TEACHING SPEAKING

A THESIS

Submitted in Partial Fulfillment of the Requirement for Gaining the Degree of Bachelor of Education in English Language Education

By

DIKA AYU ZAKIYAH AGUSTIANTI

Students Number: 1503046053

EDUCATION AND TEACHER TRAINING FACULTY

WALISONGO STATE ISLAMIC UNIVERSITY

SEMARANG

2019

THESIS STATEMENT

I, The student wtih the following identity:

Name of Student : Dika Ayu Zakiyah Agustianti

Students Number : 1503046053

Department : English Education Department

Certify that this thesis :

THE USE OF WHAT'S MISSING GAME AND CHINESE WHISPER GAME IN TEACHING SPEAKING

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The researcher,

Dika Ayu Zakiyah Agustianti

1503046053

KEMENTRIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 Telp. (024) 7601295 Fax. 7615387 Semarang 50185

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Thesis with following identity:

Title :**THE USE OF WHAT'S MISSING GAME AND CHINESE WHISPER GAME IN TEACHING SPEAKING**

Name of Student : Dika Ayu Zakiyah Agustianti

Students Number : 1503046053

Department : English Education Department

had been ratified by the team of final project examiner of Education and Teacher Training Faculty of UIN Walisongo Semarang and can be received as one of any requirement for gaining the Bachelor Degree in English Education Department.

Semarang, 9th July 2019

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Chair person,

Dr. Hj. Siti Mariam, M. Pd
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Nadiah Ma'mun, M. Pd
NIP. 19781103 200701 2 016

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Dr. H. Ikhrom, M. Ag
NIP. 19650329 199403 1 002

Examiner II,

Sayyidatul fadlilah, M. Pd
NIP. 19810908 200710 2 001

Advisor I,

Dr. Hj. Siti Mariam, M.Pd.
NIP. 19650727 199203 2 002

Advisor II,

Nadiah Ma'mun, M.Pd.
NIP. 19781103 200701 2 016

ADVISOR NOTE

Semarang, 10th May 2019

To

The Dean of Education and Teacher Training Faculty

State Islamic University of Walisongo

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Name : Dika Ayu Zakiyah Agustianti

Students Number : 1503046053

Department : English Education Department

Wassalamualaikum Wr.Wb.

Advisor I,

Dr. Hj. Siti Mariam, M.Pd.

NIP.196507271992032002

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Students Number	: 1503046053
Department	: English Education Department

Wassalamualaikum Wr.Wb.

Advisor II,

\

Nadiah Ma'mun, M.Pd.

NIP.197811032007012016

ABSTRACT

Agustianti, Dika Ayu Zakiyah. 1503046053. 2019. *The Use of What's Missing Game and Chinese Whisper Game in Teaching Speaking*. Thesis. Eglish Education Department. Walisongo State Islamic University Semarang. First Advisor: Dr. Hj. Siti Mariam, M.Pd. Second Advisor: Nadiah Ma'mun, M.Pd.

This study discusses the use of *What's Missing Game* and *Chinese Whisper Game* to teach speaking, a comparative study of the tenth grade of MA Salafiyah Kajen Pati in the academic year of 2018/2019. This study aimed at investigating the effectiveness of using *What's Missing Game* and *Chinese Whisper Game* to teach speaking. The method of the research was a quantitative approach and quasi usedexperimental design with the treatments held in 3 meetings for each experimental 1 class and experimental 2 class. The writer took two classes, consisting of the experimental 1 class and the experimental2 class. X IPA F which consisted of 33 students as the experimental 1 class, and X IPA E which consisted of 23 students as the experimental 2 class. From the data analysis, it was found that the result of Independent T-test, the mean of *What's Missing Game* is 79.21 and for *Chinese Whisper Game* is 80.78. It can be concluded that T-observed of *Chinese Whisper Game* is more higher than T-observed of *What's Missing Game*. So, the use of *Chinese Whisper Game* is more effective than *What's Missing Game* to teach students' speaking skill. It means that there is an effectiveness of using *Chinese Whisper Game* and *What's Missing Game* to teach students' speaking skill.

***Keywords**: Chinese Whisper Game, Teaching Speaking, What's Missing Game.*

MOTTO

وَلْيَخْشَ الَّذِينَ لَوْ تَرَكُوا مِنْ خَلْفِهِمْ ذُرِّيَّةً ضِعَافًا خَافُوا عَلَيْهِمْ فَلْيَتَّقُوا اللَّهَ وَلْيَقُولُوا قَوْلًا سَدِيدًا

"*And let those fear (in their behaviour toward orphans) who if they left behind them weak off spring would be affair for them. So let them mind their duty to Allah, and speak justly."*

(Q.S. An-Nisa, 9)

If there is a will, there is a way

-Alan Price-

DEDICATION

In the name of Allah the beneficent and the merciful. This thesis is dedicated to:

All of my teachers who educated and taught me with greatsincerity.

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بسماللهالرحمنالرحيم

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Finally, The researcher realizes that this thesis is still far fromcompleteness, so the researcher expects this thesis be useful,especially for the researcher and generally for the readers.

Semarang, 10th May 2019
The researcher

Dika Ayu Zakiyah Agustianti

NIM. 1503046053

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CHAPTER I
INTRODUCTION

This chapter highlights the introduction of the thesis. To reach this goal, the chapter explores some matters including the background of the research, the reasons why the researcher chooses the topic, research questions, objectives of the research, and significances of the research for certain agents like students, teachers, and researchers. This chapter describes the important subject which is the scope of the research.

A. Background of the Research

Language is an important part of this world for communication. It is stated in Qur'an surah Al-Baqarah ayah 31:

وَعَلَّمَ آدَمَ الأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلاَئِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلاءِ إِنْ كُنْتُمْ صَادِقِينَ

"And he taught Adam all the names, then showed them to the angels, saying: inform me of the names of these, if ye are truthful."

This ayah showed that Allah teaches Adam a language for the first time.[1] It can be concluded that language is the basic one to communicate with each other, and understanding each other. As a global language, English plays an important role in the world. Although English is not a language with the largest number of the native speaker, English has become the bridge between two or more parties with different languages to communicate with one another. Harmer also states that English has become a lingua

[1]Abdullah Yusuf Ali, *The Meaning of the Holy Qur'an,* (Amana Publications, Maryland, 10th edition, 1999), p. 30.

franca that is widely adopted for communication between two speakers whose native language are different from each other.[2]

This condition makes English become important to bemastered. In Surah Ar-Rahman: 1 and 4, it is also stated about communication.

(الرَّحْمَنُ عَلَّمَهُ الْبَيَانَ (**41**

"The most beneficent (Allah). He taught him eloquent speech"

Al-Syaukani in *Tafsir Fath al-Qadir* says*Al-bayan* means the ability to communicate. It means that communication is a human character (Fitrah).[3] So, people need a language to communicate, and nowadays English has become a lingua franca. The speaking skill could be seen as the leading skill during the English learning process. During the learning process, learners need to communicate with others to express their ideas and feelings. Thornbury stated that speaking is so much a part of daily life that people take it for granted. Thus, speaking is important to be learned as early as possible especially in senior high schools.[4] It means speaking is leading in the learning process and a part of daily life. Teaching speaking from senior high school is important. It makes

[2]Jeremy Harmer, *The Practice of English language Teaching (4thEd.)*, (Edinburg:PearsonEducation Limited), p.20.

[3]Muh. SyawirDahlan,EtikaKomunikasidalam Al-quran dan Hadist, *A DakwahTabligh Journal*vol.15, no. 1, Juni 2014: 115-123.

[4]Scott, Thornbury, *How to Teach Speaking*, (London: Longman, 2005), p. 1.

foreign language learners have the ability to speak and communicate using English at an early age.

From the descriptions above we can conclude that English is a communication language in the world to communicate with others. In Indonesia, English learning as a foreign language, and speaking become the main goal of senior high schools' curriculum. Those are why speaking is important to learn as early as possible. To make language learners in Indonesia have the ability in speak English and be able to communicate with other people who have a different language.

Innovation in teaching English should be done by the teacher and the school in order to a get better achievement of the goal. Reiser and Dick (1996) argue that teachers can use different strategies of teaching to achieve teaching-learning goals and objectives. It is correspondingly asserted by Cole (2008) that it is the teacher's role to provide effective plans/strategies in accomplishing students' educational needs, whose general purpose is to communicate using the language being learned. These imply that it is teachers' responsibility to make students speak English by employing suitable teaching strategies of speaking. One of the methods which is not commonly used by most ofthe teachers is*What's Missing Game* and *Chinese Whisper Game.*

In English,four skills should be mastered, they are: listening, speaking, reading, and writing. Speaking among the other foreign language skills (listening, reading and writing) seems intuitively

the most important one. As the process of learning and applying the skills of oral English are so closely related, classroom should be a place where the use of spoken language is sensitively supported since it enables students to make connections between what they know and what they are learning, and it is the one through which they are going to be judged while the first impressions are being formed, that's why according to (Ur, 1984): "Many if not most foreign language learners are interested in learning to speak"(P120).

In fact, based on the preliminary research data that obtained by interviewing the English teacher of the tenth grade of MA Salafiyah Kajen Pati, Mrs. Naila Rajiha, she stated that most of the students have difficulties in speaking. It caused by some factors. Those are; first, most of the students were too shy and afraid to take a part in speaking. Second, the students were not enthusiastic to speak English in class and not brave enough to involve in the speaking learning process.It means thestudents are havingproblem with their confidence. We can see students' speaking score on the appendix 4A.

After interviewing the teacher, the researcher also gave the students questionnaires. The results were the students exactly have felt engage and pleasant in learning process, but they were passive in class. The students still believe that speaking is difficult because of some factors; first, they were afraid to make a mistake when speak English. Second, the students confused when speaking.

Third, they have a rare chance to speak English in the learning process. The fourth, they prefer to use mother tongue (Bahasa Indonesia) than English. From the problems above, most students still got difficulty to speak English well. This happened because the students had taught with monotonous way in speaking, and passive in speaking class. They still have low motivation to speak English.In addition, the teacher only asks the students to memorize and practice the dialog in teaching speaking. It made class atmosphere unpleasant and drab, they became unmotivated to learn it and unable to speak English well.

One way to improve students' speaking ability is to make students more active and confident. Wright said that language is hard work. One must make an effort to understand, torepeat accurately, to adapt and to use newly understood language inconversation and in written composition. Effort is required at every momentand must be maintained over a long period of time. Games help andencourage many learners to sustain their interest and work.[5] It means that the learners should be more active and have a lot practice to improve their skill. Therefore, the teachers could create a more exciting learning environment by introducing games.

[5]Andrew Wright, David Betteridge and Michael Buckby, *Games for Language Learning*, (Cambridge: Cambridge University Press, 1994), p.29

Games help the teacher to create a context in which the language is useful and meaningful, Ersoz (2000) says that games are motivating and challenging because games are amusing and interesting. And for the learners want to take part and to do so much understand what other saying or have written and they must speak or writeto express their point of view or give information (Wright, Betteridge & Buckby,1984). Most children love games, and the game is one aspect of the English class that most children learn with genuine feeling and take home with them. The technique of using games in learning English makes the students to memorize vocabulary and pronounce English easily (Zulianti, 2013).

What's Missing Game and *Chinese Whisper Game* are the game that creates fun and makes the students creativities. Moreover, students can develop their minds to aid and memorize sentence. To memorize English vocabulary is not easy, besides they should apply them in asentence. From the statement above, the writer thinks that teaching English speaking using *What's Missing Game* and *Chinese Whisper Game* can make the students more active and they will be interesting and enjoy in their study when they use games. In this case, the researcher concerns with the most effective way to improve speaking skill for students, by a comparative study on students' speaking ability using *What's Missing Game* and *Chinese Whisper Game* to find out which one is more effective to apply to the tenth grade students of MA Salafiyah Kajen Pati in the academic year of 2018/2019.

B. Reasons for Choosing the Topic

Theresearcher chooses this topic due to the following reasons; Students have less motivation in speaking. They assume that English speaking is a difficult thing, because of the lack of English vocabulary that they know. So the students are shy and afraid to take a part in English speaking.

The students think that English speaking should accordance with grammar, but grammar is one of the reasons why they did not like English. So the students are not enthusiastic to speak English in the class and not brave enough to involve in the English speaking learning process. Students feel that the class atmosphere is not enjoyable and drab. The students still believe that speaking is difficult and they are passive in speaking class.

C. Research Questions

Based on the background of the study above, the problems of the study are as follows:

1. How are students' speaking skill who are taught using *Chinese Whisper Game*at the tenth graders students of MA Salafiyah Kajen Pati in the academic year of 2018/2019?
2. How are students' speaking skill who are taught using *What's Missing Game*at the tenth graders students of MA Salafiyah Kajen Pati in the academic year of 2018/2019?

3. How are the effectiveness of the achievements in students' speaking skill who are taught using *What's Missing Game* and *Chinese Whisper* at the tenth graders students of MA Salafiyah Kajen Pati in the academic year of 2018/2019?

D. Objective of the Research

Based on the research statement, this particular study aimed at:

1. To investigate the students' speaking skill who are taught using *What's Missing Game* at the tenth graders students of MA Salafiyah Kajen Pati in the academic year of 2018/2019.
2. To investigate the students' speaking skill who are taught using *Chinese Whisper Game* at the tenth graders students of MA Salafiyah Kajen Pati in the academic year of2018/2019.
3. To explain the effectiveness media to teach students' speaking skill at the tenth graders students of MA Salafiyah Kajen Pati in the academic year of 2018/2019.

E. Scope of the Research

The scopes of the study are limited to the subject and object investigated.

1. Subject

   The subject of this study at the tenth grade students of MA Salafiyah Kajen Pati in the academic year of 2018/2019

2. Object

   The object of this study is the effect *What's Missing Game* and *Chinese Whisper Game* towards students speaking skill.

F. Significance of the Research

1. For Students

   The result of this research isthe use of *What's Missing Game* and *Chinese Whisper Game* in speaking can make the students are more enjoyable in doing their tasks associated with the speaking materials. The students can use this research as a reference to improve students' speaking skill

2. For English Teacher

   By doing this research, the researcher hopes that the result of the research will be useful to give a contribution to developing teaching English speaking especially in using *What's Missing Game* and *Chinese Whisper Game.* Moreover, the researcher hopes teachers can use media as an alternative way of teaching speaking. Therefore, the students will get a better achievement.

3. For Next Researcher

   The researcherexpects the result of this research can give a valuable contribution to the future researchers who are interested to compare the use of *What's Missing Game* and *Chinese Whisper Game* in the teaching of speaking. The next researchers are suggested to develop this research to get more understanding about the games and how it is applied in life.

4. For General Readers

   The finding of this research is expected to be useful for the readers to enrich their knowledge about *What's Missing Game* and *Chinese Whisper Game* in the teaching of speaking. In addition, they can use one of the games.

CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses some theories related to the research. They are previous research, literature review, theoretical framework and hypothesis.

A. Review of Previous Researches

Considering the topic discussed in this research, there are some studies have been done related to this topic. They are:

a. Putri Utami[6], (1311040176, Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung, 2017), *The Influence of Using Chinese Whisper Game towards Students' Speaking Ability at the First Semester of the Eighth Grade in SMP Negeri 1 Tanjungsari South Lampung in Academic Year 2017/2018.* This previous study was aimed to find out strategies used by the teacher to teach speaking and strategies used by the teacher in high speaking ability. The Advantages of using *Chinese Whisper Game* according to Marsland the advantages of using *Chinese Whisper* are 1. To practice pronunciation. 2. Grammar correction exercise.[7] It means that *Chinese Whisper* not only train the verbal ability but also train nonverbal ability. The Disadvantages of using *Chinese Whisper Game*, they are 1. The time sometimes does not enough for the students. 2. Students

[6]The thesis of Putri Utami, 2017, *The Influence of Using Chinese Whisper Game towards Students' Speaking Ability* at the First Semester of the Eighth Grade in SMP Negeri 1 Tanjungsari South Lampung in Academic Year 2017/2018.

[7]Bruce, Marsland. 2012. *Lesson from Nothing.* New York: Cambridge University Press.p. 59

difficult to pass the longer sentence.[8] The researcher selected two classes consisting of the experimental and control class. The experimental class treated by using *Chinese whisper Game*. Whereas, the control class treated by role play. In this research, the students conducted the pre-test to know their speaking ability before treatment and post-test to know their speaking ability after the treatment using *Chinese whisper Game*. The pre-test and post-test were conducted for control and experimental classes. This previous study has similarities and differences with my current study. The previous study focused on students strategy in speaking class while my current study focuses on the effectiveness of using *Chinese Whisper Game* in speaking. The object of the previous research is eighth-grade in SMPN 1 Tanjungsari Lampung while my current study is the tenth-grade of MA Salafiyah Kajen Pati. Besides, both my current study and the previous study has similarity. The similarity is regarding on the use of *Chinese Whisper Game* program, improve students' speaking skill and also used pre-test and post-testas the data collection technique.

[8]Tarmizi Ramadhan, *Penerapan Tehnik Cerita Berantai Untuk Meningkatkan Kemampuan Berbicara Siswa*, A Research Article, Published on 08 March 2009, Available at Https//Tarmizi.Wordpress.Com/2009/0308penerapan-Tehnik-Cerita-Berantai-UntukMeningkatkanKemampuan-Berbicara-Siswa/, accessed on 13th March 2018, at 11.30 a.m

b. *Irawati Sari*[9](FBS, State University of Padang, 2013), *Using What's Missing Games to Learn English Vocabulary at Elementary School Students*. This previous study was aimed to investigate the implementation of using *What's Missing Game* to improve the students' vocabulary. The advantages of using *What's Missing Game* is the students can be motivated to learn English and be able to master a variety of new vocabulary with ease and fun. The disadvantages of using *What's Missing Game*, they are 1. The time sometimes does not enough for the students. 2. Students have difficulties to pass the longer sentence.[10] The researcher selected two classes consisting of the experimental and control class. The experimental class is treated by using *What's Missing Game*. Whereas, the control class is treated by role play. In this research, the students conducted the pre-test to know their speaking ability before treatment and post-test to know their speaking ability after the treatment using *What's Missing Game*. The pre-test and post-test were conducted for control and experimental classes. This previous study has similarities and differences with my

[9]The thesis of Irawati Sari,2013, *Using What's Missing Games to Learn English Vocabulary at Elementary School Students*,FBS, State University of Padang.

[10]Tarmizi Ramadhan, *Penerapan Tehnik Cerita Berantai Untuk Meningkatkan Kemampuan Berbicara Siswa*, A Research Article, Published on 08 March 2009, Available at Https//Tarmizi.Wordpress.Com/2009/0308penerapan-Tehnik-Cerita-Berantai-UntukMeningkatkanKemampuan-Berbicara-Siswa/, Accessed on 13th March 2018, at 11.30 a.m

previous study. Then this previous study is different from my current study in having the object and focus of the research. The object of the previous research is elementary school students while my current research is the tenth-grade of MA Salafiyah Kajen Pati. This previous study is aimed to investigate how effective is the implementation of using *What's Missing Games* to improve students' vocabulary, while my current study is focused on the effectiveness of using *What's Missing Game* in teaching speaking. Nevertheless, both my current study and previous study have similarity. The similarities are regarding between the *What's Missing Game* as research subject and the method and also used pre-test and post-test as the data collection technique.

c. Ratna Sari Dewi, Ummi Kultsum and Ari Armadi[11], Using Communicative Games in Improving Students' Speaking Skills *(English Language Teaching; Vol. 10, No. 1; 2017 ISSN 1916-4742 E-ISSN 1916-4750 Published by Canadian Center of Science and Education).*The study aims to find out whether communicative games have an impact on teaching speaking skill and describe how communicative games give an influence on the speaking skills of students at junior high schools in Jakarta, Indonesia. The advantages of using game are 1. Make

[11]The research journal of Ratna Sari Dewi, Ummi Kultsum & Ari Armadi, Using Communicative Games in Improving Students' Speaking Skills (*English Language Teaching; Vol. 10, No. 1; 2017 ISSN 1916-4742 E-ISSN 1916-4750 Published by Canadian Center of Science and Education)*

the teaching and learning activity become enjoyable and fun activities with a set of creative rule or term. 2. Games can encourage students' motivations and students' creativities. 3. Games can increase the students' interest in learning process. and the disadvantages of using game are 1. Discipline issues, learners may get excessively noisy. 2. Straying away from the basic purpose of the game-play activity, perhaps, due to inadequate rules instruction, resulting in playing too much and the lack of learning. 3. If games are already familiar or boring, students might not get equally involved. 4. Some learners, especially teenagers, may find games unnecessary and childish. The researcher used Classroom Action Research (CAR) was implemented based on Kurt. L model. The procedures used planning, acting, observing, and reflecting. It was done into two cycles in each cycle consisted of three meetings. The researcher used collaborative action research with some of the English teachers. In collecting the data, the instruments were an interview, observation, questionnaire and test. The test is only given to students. The rest of the instruments administered for both teachers and students. This previous study has similarities and differences with my current study. The object of the previous research is the students of junior high school while my current study is the tenth-grade of MA Salafiyah Kajen Pati.The previous study was CAR (Classroom Action Reseacrh) while my current research was experimental reseacrch. Besides, both

my current study and the previous study has similarity. The similarity is regarding the use of game programme and improve students' speaking skill.

d. Devi Anggreyni[12] (STKIP Tapanuli Selatan Padang Sidempuan Jl. Stn. Mhd. Arif No. 7 Padangsidimpuan, Email: devianggreyni@yahoo.com) *Improving Students' Speaking Skill Through Guessing Game Technique at Grade X Tapanuli Selatan*Volume Xv, Nomor 1, Maret 2014. Available At http://Ejournal.Unp.ac.id/Index.Php/KomposisiISSN 14113732 -I of SMA Negeri 1 Angkola Selatan Tapanuli Selatan

This journal aims at presentingresearch finding on a classroom action research in which researcher applied guessing game technique on improving the effectiveness of teaching speaking skill at grade X SMA Negeri 1 Angkola Selatan conducted in two cycle's involved 30 students. The collecting the data the researcher was helped by collaborator. The instruments used were observation, interview and speaking test. The finding of the research showed that guessing game technique better

[12]The journal of Devi Anggreyni[12] (STKIP Tapanuli Selatan Padang Sidempuan Jl. Stn.Mhd. Arif No. 7 Padangsidimpuan, Email: devianggreyni@yahoo.com) *Improving Students' Speaking Skill Through Guessing Game Technique at Grade X Tapanuli Selatan*Volume Xv, Nomor 1, Maret 2014. Available At http://Ejournal.Unp.ac.id/Index.Php/KomposisiISSN 1411-3732 -I of SMA Negeri 1 Angkola Selatan Tapanuli Selatan

improved the process of teaching speaking skill on descriptive text at grade X-1 Angkola Selatan Tapanuli Selatan. Besides, based on observation and interview the research found out that students' motivation and group discussion in applying guessing game technique were some mayor factors which influenced the improvement.

This previous study has similarities and differences with my current study. The previous study was CAR (Classroom Action Research) while my current research was experimental reseacrch. Besides, both my current study and the previous study has similarity. The similarity is regarding the use of game programme and applied guessing game technique on improving the effectiveness of teaching speaking skill. From the subject, the previous study and my current study conducted the treatment in students of Senior High Shool.

e. Faisol As'ari[13] (Npm : 11.1.01.08.0073 English Education DepartmentFaculty of Teacher Training and EducationUniversity of Nusantara PGRI Kediri2017) *The Effectiveness of Chinese Whisperto the Eighth Grade Students'*

[13]The thesis of Faisol As'ari (Npm: 11.1.01.08.0073 English Education Department Faculty of Teacher Training and Education University of Nusantara PGRI Kediri2017) *The Effectiveness of Chinese Whisperto the Eighth Grade Students' ListeningAbility at Mts YPSM Baran Maesan Mojo Kediriin the Academic Year 2015-2016.*

ListeningAbility at Mts YPSM Baran Maesan Mojo Kediriin the Academic Year 2015-2016.

This research used quantitative research with subject is eighth grade students class of MTS YPSM Baran Maesan Mojo Kediri. It consisted of 26 students. The research conducted on march 2016 until june 2016. Technique of this research is experimental research. This research conducted pre-and post test. The result of this research is students‟ listening ability had improved after they got the treatment using chinese whisper. It shown by the differences between pre-test score and post-test score. In the pre-test, the lowest score exits 55 while in post-test, the lowest score exist 60. There is also an improvement in highest score frequently. Therefore, according to the deferential frequency of pre-test and post-test above , the researcher concludes that there are two research result . They are the students‟ listening ability is increasing and chinese whisper give very significant effective to teachig listening.

This previous study has similarities and differences with my previous study. Then this previous study is different from my current study in having the subject and focus of the research. The subject of the previous research is junior high school students while my current research is the tenth-grade of MA Salafiyah Kajen Pati. This previous study is aimed to investigate how effective is the implementation of using *Chinese Whisper Game* to improve students' listening skill,

while my current study is focused on the effectiveness of using *Chinese Whisper Game* in teaching speaking. Nevertheless, both my current study and previous study have similarity. The similarities are regarding between the *Chinese Whisper Game* as research object and the research design is used experimental design.

B. Literature Review

a. General Concept of Teaching Speaking

Good speaking activities can and should be extremely engaging for the students. If they are participating fully -and if the teacher has set up the activity properly and can then give sympathetic and useful feedback- they will get tremendous satisfaction from it. Scott suggests that teaching of speaking depends on there being a classroom culture of speaking and that classrooms need to become "talking classroom". In other words, students will be much more confident speakers (and their speaking abilities will improve) if this kind of speaking activation is a regular feature of lessons.[14] It means the teacher should make the students feel engage to active in speaking class, so the learners can improve their skill. One of the best ways for you to help learners activate this knowledge is to put them in "safe" situations in the class where they are inspired

[14]Jeremy Harmer, *How to Teach English*, (Edinburg: Pearson Education Limited, 2007), pp. 123 -124

and encouraged to try using language from their "store". These would not mainly be activities that teach "new" language; rather, they would allow learners to try out language that they already understand and have "learned", but not yet made part of their active personal repertoire. Generally speaking, you are likely to want to create activities in which learners feel less worried about speaking, less under pressure, less nervous about trying things out.[15] It is important to make students relax in the teaching and learning process. According to Ur, there are some characteristics of a successful speaking activity:

1. Learners talk a lot. As much as possible of the period of time allotted to the activity is occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.
2. Participation is even. A minority of talkative participants does not dominate classroom discuccion: all get a chance to speak, and contributions are fairly evenly distributed.
3. Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.[16]

[15]Jim Scrivener, *Learning Teaching a Guidebook for English Language Teacher*, (Macmilan: Macmilan Education, 2005), p. 148

[16]Penny, Ur. *A Course in Language Teaching*, New York: Cambridge University Press. 2009.p. 120

Based on the definitions above, we know that the important things in teaching speaking make the students motivate, active, and engage in learning. It is important to make the class situation fun and enjoy in teaching and learning process.

b. General Concept of Chinese Whisper Game

Masland says that *Chinese Whisper Game*was also known as, the broken telephone'.[17] In addition, Chatbum states there is an interesting game called "telephone" or "whispers" in which a message is passed on, in a whisper, down a line of people, and the last person speaks the message out loud.[18] This game has many named in this world, such as "Telephone Game", "Whisper Game", and "Broken Telephone". David states that *Chinese Whispers* 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] It means this game is played in a group, and the massage can be changed from the first person and the last one. Marsland states that *Chinese Whisper Game* is an old party game that is well suited

[17]Bruce Marsland, *Lesson from Nothing,* (New York: Cambridge University Press, 2012),p. 59

[18]Robert L Chatburn, The Whisper Game, *an article* published on November 2013, availableathttp//doi.org/10.4187/respcare.02805, Accessed on 09th August 2018 at 01.30 pm

[19]Davit Thomas, *Chinese Whisper,* (Sanghai: Gray and Company, 2013), p. 33

to lines, rows or circles of students working as teams.[20] It means the students should play this game in a group and make a line, row, or circle and the message on this game have to deliver to all of the members of the group. The whisper is passed around the circle until it reaches the person who made the Sentence up. The child says the sentence aloud and the originator says the first sentence aloud to see how they compare.[21] It means one of the activities of this game is to compare the message from the first one and the last one to know whether the massage is change or not.

Based on the definitions above, we can conclude that *Chinese whisper* is a game that whispers or pass the message from person to person in a group, and the last person will announce the message that he/she got and compare it with the first person to see the similarity. The interested one of this game is sometimes the message will change to another message or information.

1. The Advantages of using Chinese Whisper Game.

[20]Bruce, Marsland. 2012. *Lesson from Nothing.* New York: Cambridge University Press. p. 59

[21]The Basic Skill Agency London, Talking Together a Parent Guide to Speaking, Listening and Learning With Your Child, *AnArticle* Available AtHttps//.Oakgrovestockport.Co.Uk/WpContent/Uploands/2013/03/TalkingTogether.Pdf%Sa=U%Ved=Oahukew605peyazsahuuiwmkhaevbk4qfgggmaa%Usg=Afqjcnhrt97aua3-Qp6h7rkgl9zxz1qwa, accessed on 09th August 2018 at 01.00pm

According to Marsland the advantages of using *Chinese Whisper* are 1. To practice pronunciation. 2. Grammar correction exercise.[22] It means that chinese whisper not only trains the verbal ability but also train nonverbal ability. Nugraheny mentions the advantages of the *Chines Whisper Game* are 1. Give students a fun learning experience. 2. Trained students‟ basic language skills; those are listening, speaking, reading, and writing skills, including the internalization of English language components such as grammar, vocabulary, spelling, and pronunciation.[23] In addition,Wrigh explains how easily words and meanings can be confused and corrupted.[24]It means this game also has a moral value that we have to always check the truth in every information, because sometimes it is not true or hase been changed.

Based on the descriptions above, we know that the advantages of using *Chinese Whisper Game* in teaching and learning is making the students fun and enjoy, this game also can develop students' pronunciation, grammar,

[22]Bruce, Marsland. 2012. *Lesson from Nothing.* New York: Cambridge University Press. p. 59

[23]YennyDwiNugraheni, 2015, Improving Students' Mastery of The Simple Past Tense byUsing Chinese Whispers and Group Grid Technique. *Journal of English Language Teaching*, vol. 4No. 1, pp.13-14. available at http//Journal.Unnes.Ac.Id/Sju/Index.Php/7929/, accessed on 20thJanuary 2018 at 10.45 am

[24]AndrewWright, David Betteridge, and Michael Buckby. 1994. *Games forLanguage Learning.* Cambridge: Cambridge University Press p. 93

listening and speaking ability. Moreover, this game also has a moral value for the students about that they should not believe information instantly before search the true one and spread it to another person.

2. The Disadvantages of using Chinese Whisper Game.

Chinese whisper also has disadvantages, they are 1. The time sometimes does not enough for the students. 2. Students have difficulties to pass the longer sentence.[25]Another opinion here are some of the problems with 'Chinese Whispers': 1. Cannot hear what the person whispered. 2. Cannot remember what the person whispered. 3. Most of the players are childish and are prone to deliberately altering the word into something supposed to be amusing.

From the descriptions above, it means all of the problems in *Chinese Whisper* is caused by the students. Therefore, the researcher has some solutions: 1. The teacher should tell to the students to listen carefully when they are hearing the message. So they will remember it. 2. The students have to be patient and give a clear message when delivering the message. 3. The teacher has to give a

[25]Tarmizi Ramadhan, *Penerapan Tehnik Cerita Berantai Untuk Meningkatkan Kemampuan Berbicara Siswa,A Research Article*, Published on 08 March 2009, Available atHttps//Tarmizi.Wordpress.Com/2009/0308penerapan-Tehnik-Cerita-Berantai-UntukMeningkatkanKemampuan-Berbicara-Siswa/, Accessed on 13th March 2018, at 11.30 Am

simple sentence to the students, so the time will be effective and enough.

3. Procedures for using Chinese Whisper Game

The procedures are 1. Have a leader of a group of 10 students. 2. The leader whispers a sentence to a group member. Who in turn whispers it to another group member, and so on. 3. The final person says it aloud to the group. 4. The group compares the last person and the first person and the written text.[26]

According to Marsland, there is a variation in this game that we can use. At the end of the exercise can be a visual grammar correction exercise. This would produce a grammatically correct, if not identical, version of the original text.[27] According to the procedures above, we know that the original one only provides one section for all the groups. At the eighth grade, there are thirty until thirty five members in one class. It may cause class to become uncontrollable and the teacher will get the difficulties to manage the class. So, the researcher modified the procedures of using *Chinese whisper* in teaching and learning speaking in the classroom. The steps are 1. The teacher tells the students to make a group consisted of 7-

[26]David J Venech, *Warmers and Games*, (Ethiopia: Addis Ababa, 2012), p. 14

[27]Bruce, Marsland. 2012. *Lesson from Nothing.* New York: Cambridge University Press, p. 59

10 students. 2. The game will be played with two groups. So, the other groups have out of the class until the first section finish. 3. For the two groups in the first section, the teacher tells the students to stand up with their team and choose the leader. 4. Then the teacher will give the leader a sentence of the message. 5. The leader reads the sentence for a minute. Then, whispers it to the next player. 6. The next player will do the same to the next player until the last player. 7. Finally, the last player will announce the message together with the other member in a group. 8. The faster group that finish first and the message is true to become the winner in this group. Then turn to the next section with the other two groups. The groups will get the same treatment. 10. In the end, the students with the teacher find the meaning and check the grammar structure together.

c. General Concept of What's Missing Game

What's Missing Games is one of interesting activity in learning English. This activity can be played in a group work and this activity is appropriate with a senior high school student's characteristic. In this activity, the students try to guess a new vocabulary through the games in the classroom. *What's Missing Game* is a game played around the world, in

which one sentence is missing and the player should remember the sentence, what is the sentence is missing.[28]

1. **The advantages of using What's Missing Games**

   The first advantage of applying *What's Missing Games* in teaching learning process was the students could be more interested in learning the material. When the students were interested in learning the material, they would give more attention to the lesson given. That condition gave a good chance for both the teacher and the students. On the occasion, the teacher could deliver the material very well and the students could understand what they had learned on that day. The second advantage of applying some games in teaching learning process was the teacher didn't need to explain too many materials. The teacher just explained the materials needed by the students because they can understand the material on that day by doing *What's Missing Games*. The games could give the students more chance to understand the materials given because through playing they can learn something without realizing that.

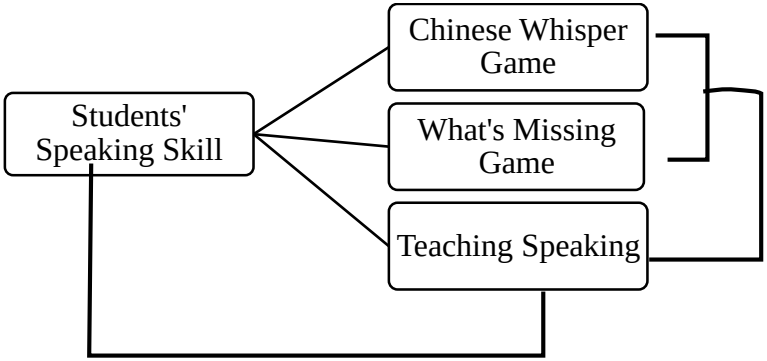
2. **The disadvantages of using What's Missing Games**

   The first disadvantage of applying *What's Missing Games* in teaching learning process was by attracting

[28] http://en.wikipedia.org/wiki/What's_Missing,accessed on 13August 2018 at 01.00 pm.

student's interest in games, all of them were active and made noisy. Sometimes they too much moved and spoke. That condition made the teacher difficult to control them. The second advantage *of* applying *What's Missing Games* in teaching learning process was by doing games the teacher only had a little time to explain the material and gave some new vocabularies. So, there was no longer time for the teacher to explain more and help them to memorize all the new vocabularies. From all the explanation above, it shows that the using of games is a good method for teaching speaking English especially by applying the creative activity one but there were also some disadvantages in using games in teaching English speaking to the senior high learners especially for the tenth-grade students in senior high school.

C. Theoretical Framework



The important things in teaching speaking is make the students motivate, active, and engage in learning. It is important to make the class situation fun and enjoy in teaching and learning process. *What's Missing Game* and *Chinese Whisper Game* are the game that creates fun and make the students creativities. *Chinese whisper* is a game that whispers or pass the message from person to person in a group, and the last person will announce the message that he/she got and compare it with the first person to see the similarity[29]. The interested one of this game is sometimes the message will change to another message or information. And *What's Missing Game* is a game played around the world, in which one sentence is missing and the player should remember the sentence, what is the sentence is missing.[30] From the statement above, the writer thinks that teaching English speaking using *What's Missing Game* and *Chinese Whisper Game* can make the students more active and they will be interesting and enjoy in their study when they use games.

D. Research Hypothesis

According to Creswell (2003), hypotheses are a prediction. The writer makes the expected relationships among

[29]Bruce, Marsland. 2012. *Lesson from Nothing*. New York: Cambridge University Press, p. 65

[30]http://en.wikipedia.org/wiki/What's_Missing,accessed on 13August 2018 at 01.00 pm.

variables. They are numeric estimates of population values based on data collected from the sample.

Based on the definition above, the hypotheses are:

Ha:

There is a significant difference of achievements in students' speaking skill who are taught using *What's Missing Game* and those who are taught using *Chinese Whisper Game* at the tenth graders students of MA Salafiyah Kajen Pati in the academic year of 2018/2019.

Because of statistical computation, the alternative hypothesis needs to be changed into the null hypothesis (Ho) as follow:

There is no a significant difference of achievements in students speaking skill who are taught using *What's Missing Game* and those who are taught using *Chinese Whisper Game*at the tenth graders students of MA Salafiyah Kajen Pati in the academic year of 2018/2019.

CHAPTER III
RESEARCH METHOD

This chapter discusses the source of data, research approach, research setting, population and sample technique of research, variable and indicator of research, data collection technique, research instrument, research procedures, scoring scale for evaluating students'

speaking ability, validity, and reliability of the test and data analysis technique

A. Research Approach

This research is quantitative field research. Quantitative research is a process of research to find the knowledge that used the data in the form of numbers as a tool to find information about what do you want to know. In this research, the writer used an experimental design. The experimental design sets up the conditions required for demonstrating cause-and-effect relationships.[31] It means the experimental design is a research design that use to find the influence of one variable to another variable. The writer used quasi-experimental pre-test and post-test group design to know whether using *Chinese Whisper Game* and *What's Missing Game*can effective to teach students speaking skill or not.

O1 X O2

Table 3.1
Quasi Experimental Design

An experimental design involves an pre test (O1), post test (O2) and treatments in collecting data (X). Best (1981: 68), in his

[31]Donald Ary, *et.al, Introduction to Research in Education*, (Wadsworth: Cengage Learning, 2010), p.271.

book “Research in Education” states that: Experimental design is the blueprint of the procedures that enable the researcher to test hypotheses by reaching valid conclusions about relationships between independent and dependent variables. Selection of particular design is based upon the purposes of the experiment, the type of variables to be manipulated, and the conditions or limiting factors under which it is conducted. The design deals with such practical problems as how subjects are to be selected for experimental 1 class and experimental 2 class, the way variables is to be manipulated, how observations are to be made, and the type of statistical analysis to be employed in interpreting data relationships. The qualities of the subjects elected firstly by pre-testing them (O1). Then the experimental treatment was given to the experimental group. The two groups were taught with the same topic but with different media. The experimental 1 class was taught with *Chinese Whisper Game*. The experimental 2 class was taught with*What’s Missing Game*. Both groups did the same test that is composition essay with what they have done in the pre-test. The results (O2) were counted statistically as the object of the study.

The research was conducted to find out the effect of using *What's Missing Game* and *Chinese Whisper Game* to teach students’ speaking skill. The research design was chosen by one group of students. Furthermore, from the groupIPA E class was treated using*What's Missing Game* and IPA F class using *Chinese Whisper Game*. O1 is the speaking score of students before given

the treatment. O2 is the speaking score of students after getting treatment. The effect of using *What's Missing Game* and *Chinese Whisper Game*to teach student speaking is (O_1) - (O_2).[32]

The writer selected two classes consisting of experimental 1 class and experimental 2 class. The experimental 1 class treated using *Chinese Whisper Game*. Whereas, the experimental 2 class treated by *What's Missing Game*. In this research, the students conducted the pre-test to know their speaking ability before treatment and post-test to know their speaking ability after the treatment using *Chinese Whisper Game* and *What's Missing Game*. The pre-test and post-test were conducted for experiental 1 class and experimental 2 class.

This research used a statistical technique of regression analysis used to predict changes the value of the dependent variable, the value of the independent variable manipulated.[33]The result of the analysis is then interpreted to find out the influence of *What's Missing Game* and *Chinese Whisper Game* in students'speaking skill.

B. Research Setting

This research was undertaken on 29th of November 2018 until 2nd of December 2018 at MA Salafiyah Kajen Pati, which is

[32]Sugiyono. *Metode Penelitian Pendidikan*. Bandung: Anggota Ikatan Penerbit Indonesia (IKAPI) p.115

[33]Sugiyono, *StatistikauntukPenelitian*, (Bandung: Alfabeta, 2010), p. 260

located on Kajen Street, Pati. To find out the solution to the problems posted in the previous chapter, the researcher needs some data.

C. Population and sampling

The population of this research is the tenth graders students of MA Salafiiyah Kajen Pati in the academic year 2018/2019 which consists of twelfth classes, but the researcher just conducted the research on two classesand the number of students is 56.

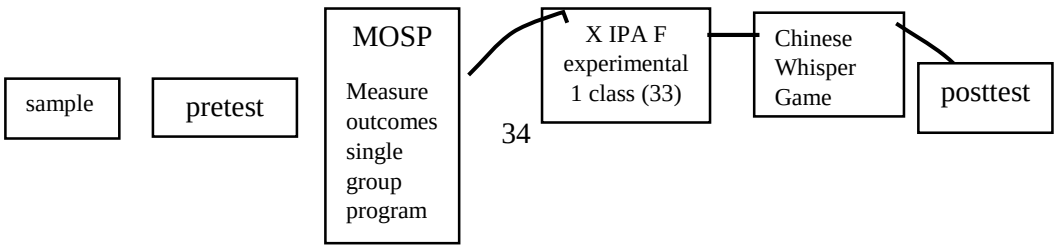
Table 3.2

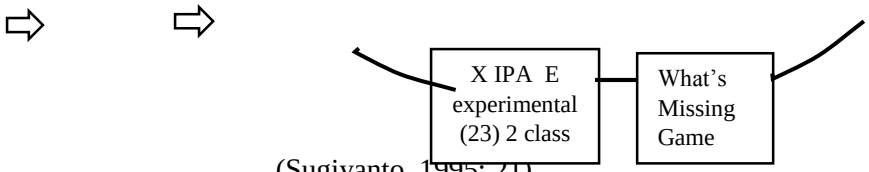
Total research Respondent

No	Class	Total
1	X IPA E	23
2	X IPA F	33
Total		**56**

Table 3.3

One Group Pretest, Posttest Design





(Sugiyanto, 1995: 21)

D. Research Variable

Best (1981:238) states that research variables are the conditions that are manipulated, controlled, or observed by the researcher in research study. In this study there were two kinds of variables namely independent variable 1 (X1) and independent variable 2 (X2).

Independent variable (X) is a stimulate variable which is measured, manipulated, or selected by the experimenter to determine its relationship to an observed phenomenon (Tuckman, 1978: 58). Based on the definition, the independent variable of this research (X1) is the use of media in teaching students' speaking skill for both groups. They are *What's Missing Game* for experimental 1 group and *Chinese Whisper Game* for experimental 2 group.

E. Technique of Data Collection

The researcher selected two classes consisting of the experimental 1 class and experimental 2 class. The experimental 1 class treated by using *Chinese Whisper Game*. Whereas, the experimental 2 class treated by *What's Missing Game*. In this

research, the students obtained the pre-test to find out their speaking ability before treatment and post-test to find out their speaking ability after the treatment using *Chinese Whisper Game* and *What's Missing Game*. The pre-test and post-test were conducted for experimental 1 class and experimental 2 class.

In this research the researcher used the data which come from:

1. The pre-test is necessary to established prior knowledge.[34] It is done to find out the students' speaking ability before treatment. The test was oral monologuetest for experimental 1 class and experimental 2 class, where the students should choose one topic that provided. The topics are about describing a person, animal, place, etc., and they should practice it orally maximally in three minutes. The researcher gave the pre-test to the students in the experimental 1 class and experimental 2 class to measure their speaking ability before treatment.
2. The post-test is done to find out the students' speaking ability after the treatment using *Chinese Whisper Game* and *What's Missing Game*. It was administered after the treatment to measure the influence of using *Chinese Whisper Game* and *What's Missing Game* towards students'

[34]Michael Delucchi, Measuring Students Learning in Social Statistic : A Pretest-PosttestStudy of Knowledge Gain, *A Journal of American Sosiological association*, p. 232, published on july 2, 2011, available at tso.sagepub.com, accessed on 05 November 2017 at 01.00 pm.

speaking ability in describing something. The test was oral monologuetest for experimental 1 class and experimental 2 class, where the students should choose one topic that provided.

3. Questionnaire

   In this research, the result of Questionnaire is used to measure Variable (X) of this research is about students' speaking skill after taught using *What's Missing Game* and *Chinese Whisper Game*. The questions consist of positive question and negative question.

F. Research Instrument

In this research, the instrument was an instruction to having oral monologue test for experimental 1 class and experimental 2 class, about describing people, animal, thing, etc. The students chose one topic that provided. Based on Cambridge university teaching guideline, students should do oral test inminutes maximally to asses speaking ability. According to it, the researcher gave students time to finish their monologue inthree minutes maximally.[35]

[35]Collie Joanne and Stephen Slater. *Cambridge Skill for Fluency Speaking 1*.Cambridge: Cambridge University Press, 1990, p. 56

G. Research Procedures

In conducting the research, the researcher applied to some procedures:

1. Finding the Subject of the Research

The researcher has choosen the students of the tenth-graders of MA Salafiyah Kajen Pati in the academic year of 2018/2019 as the subject of the research. There were two classes as the subject of this research, class F as the experimental 1 class and class E as the experimental 2 class.

2. Administering the Pre-Test

The pre-test was conducted before treatment. The test had been done orally by asking the students to make a monologue about describing person, animal, or thing and perform it in front of the class. the researcher gave the student time to finish their monologue in ten sentences maximally.

3. Conducting Treatments

The treatment was given three times after pre-test. In require 2x40 minutes for each meeting. In the treatment, the writer as the teacher taught the students using *What's Missing Game and Chinese Whisper Game*. The students got the explanation about the goals and instructions of using What's Missing game and *Chinese Whisper Game*. The sentences in the game were related to the topic of describing something. After playing the game, the teacher and the students discussed related

of the sentences that they have used in the game with descriptive text monologue characteristic. And then the researcher asked the students to make monologue about describing something, such as people, animal, and thing.

4. Administering the Post-Test

Post-test was given after the treatments and the difficulty of post-test was same as a pre-test, it was used to measure the students' speaking ability after treatments. The test had been done orally by asking the students to make a monologue about describing person, animal, or thing and perform it in front of the class.

5. Analyzing the Result of Post-Test

In analyzing the result, the writer compared the result of post-test in the experimental class to see whether the post-tests score of experimental class is higher than the other class or not.

H. Scoring Scale for Evaluating Students' Speaking Skill

In this research, the researcher used oral English rating sheet that is proposed by Brown.[36]

Table 3.4

[36]H. Douglas Brown, *Language Assessment Principles and ClassroomPractice.*pp.172-173

No.	Criteria	Rating Score	Comments
1.	Grammar	1	Students' errors in grammar are frequent, but the speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
		2	Students can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
		3	Students' control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical. Social, and professional topics.
		4	Students being to use the language accurately on all levels normally pertinent to

			professional needs. Errors in grammar are quite rare
		5	The accuracy of an educated native speaker.
2.	Vocabulary	1	Stuents' speaking vocabulary in adequate to express anything but the most elementary needs.
		2	Students has speaking vocabulary sufficient to express himself simply with some circumlocutions.
		3	Students being to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
		4	Students can understand and participate in any conversation within the range of his

			experience with a high degree of precision of vocabulary.
		5	Educated native speakers fully accept speech on all levels in all its features including a breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
3.	Comprehension	1	Within the scope of his very limited language experience, students can understand simple questions and statements If delivered with slowed speed repetition, or paraphrase.
		2	Students can get the gist of most conversations of nontechnical subjects (i.e., topics that require no specialized knowledge)
		3	Comprehension is quite complete at a normal rate on speech.

		4	Students can understand any conversation within the range of his experience.
		5	The accuracy of an educated native speaker
4.	Fluency	1	No specific fluency description. Refer to other four language areas for the implied level of fluency.
		2	Students can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autbiographical information
		3	Students can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
		4	Students being to use the language fluently on all levels normally pertinent to professional needs. Students

			can participate in any conversation within the range of this experience with a high degree of fluency.
		5	Students has complete fluency in the language such that his speech is fully accepted by educated native speakers.
5	Pronunciation	1	Students' errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
		2	The students' accent is intelligible though often quite faulty.
		3	Students' errors never interfere with understanding and rarely disturb the native speaker. The accent may be foreign
		4	Students' errors in pronunciation are quite rare

		5	Students accuracy to and fully accepted by educated native speakers.[37]

I. Data Analysis Technique

The data analysis method that used in this research was quantitative analysis. Analysis of the data is used to determine the use of *What's Missing Game* and *Chinese Whisper Game* in the teaching of speaking (an experimental study of the tenth graders of MA Salafiyah Kajen Pati in the academic year of 2018/2019), as for the stepsare as follow;

1. Descriptive Analysis

To analyze the data of this research, the researcher used the statistical analysis techniques in calculating the value and quantity as for the students' speaking skill by using *What's Missing Game* and *Chinese Whisper Game*for the correct answer each column got 1 point. the score as follows.

- For the correct answer is "4" columns get four point
- For the correct answer is "3" columns get three point
- For the correct answer is "2" columns get two point
- For the correct answer is "1" column get one point

[37]H. Douglas Brown, *Language Assessment Principles and Classroom Practice*.pp.172-173

Next this score made in the tablet form, then serve as the basis for calculating statistics in the next step. Research Instrument test includes two things, as follow.

2. Validityand Reliability of Test Instrument

a. Validity of the Test

Ary says that validity is defined as the extent to which scores on a test enable one to make meaningful and appropriate interpretations.[38] To measure wether the test has good validity or not.

Therefore, the researcher used content validity and construct validity.

1. Content Validity

Content validity associated with all the test items contained in a measuring instrument. In getting the content validity, the test was adapted with an English teacher and the student book that is the test suited to the subject that is taught to the students.

2. Construct Validity

To measure construct validity refers to the assumption, showing the measurement used contains the correct operational definition, which is based on the theoretical concept. Construct validity is needed for the measuring instrument that has some indicators to measure one aspect or construct. In other words,

[38]Donald Ary,*Op.Cit,* p.224

construct validity is just like a concept, both of them are abstraction and generalization that need to be defined so clearly that can be measured and examined. Therefore construct validity is focused on kind of the test that used to measure the ability. In this section, the researcher consulted with the English teacher to make sure that instruments are valid.

b. Reliability of Test

The reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring. This quality is essential in any kind of measurement. People who use such measurements mustidentify and use techniques that will help them determine to what extent the measuring instrument are consistent and reliable.[39] Reliability means that scores from an instrument are able and consistent.

To ensure the reliability of the test, the researcher used inter-rater reliability. Interrater reliability of the test is used when the scores on the test are independently estimated by two or judges of rate, in this case,are the teacher and the researcher. In this research, the research got the score from the speaking test and the score had to be consistent with assessment. The researcher asked the student to describe something in front of the class maximally three minutes. The

[39]Donald Ary, *Op.Cit*, p.236

researcher recorded the speaking test and compared with the teachers' assessment. The statistical formula for counting the inter-rater reliability can use Pearson product-moment.

To determine the reliability of the instrument the researcher used the product moment correlation formula is:[40]

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2}}$$

r_{xy} = Coefficient Correlation Between X and Y

N = *Number of Cases*

$\sum XY$ = Total Score X and score Y

$\sum X$ = Total Scorer X

$\sum Y$ = Total score Y[41]

Then the result of rxy consulted to the criteria of reliability as follows:

Reliability coefficient of 0.800 until 1000 is very high

Reliability coefficient of 0.600 until 0.800 is high

Reliability coefficient of 0.400 until 0.600 is fair

Reliability coefficient of 0.200 until 0.400 is low

Reliability coefficient of 0000 until 0,200 is very low.

From the criteria of reliability above, it can be concluded that the result of reliability for the test has high

[40]Eko Putro Widoyoko, *Evaluasi Program Pembelajaran*, (Yogyakarta: PustakaPelajar, 2009), p. 137

[41]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: RinekaCipta, 2013), p. 213.

reliability because the result of the reliability amount to 0.692 it means that reliability of the test in this research are reliable (see appendix 12). The instrument of the test in pre-test and post-test were speaking test, where the students perform their speaking in the class by describing something.

3. Hypothesis Analysis

The hypothesis analysis verification test of this research used regression analysis. The steps in conducting regression analysis are as follow.

a. Normality Test

The normality test used to measure whether the data in the experimental class and control class are normally distributed or not. In this research, the researcherwas used Liliefors test as explained below.

a) Hypothesis formula

Ho: the data has a normal distribution

Ha: the data do not have normal distribution

b) The Formula Calcultes the Average Rates (X) :

$$\bar{x} = \frac{\sum Fxi}{\sum F}$$

Notes:

xi: the score achieved by students

f: the total of students

c) Interval Total (K)

K= 1+3.3 log N[42]

d) Range

R= H - L + 1

R = Range

H = Highest score

L = Lowest score[43]

e) Interval Class (i)

$i = \frac{R}{K}$

i = Interval class

f) Standard Deviation (S)

Standard Deviation (S) calculated by formula:

$S = \frac{\sqrt{\sum F(Xi - \bar{x})2}}{n}$ 44

Notes:

xi: the score achieved by students

$\bar{x}$: mean

n: the total of students

b. Homogeneity Test

[42]Sugiyono, *Statistik untuk Penelitian* (Bandung: Alfabeta,2014), p.35

[43]Shodiq, *Aplikasi Statistika dalam Penelitian Kependidikan*, (Semarang: CV Karya Abadi Jaya, 2016), p. 44

Before administering the data, it is necessary that the data are homogenous or not. The following explanation is to prove the homogeneity of the test.

a) The hypothesis for the homogeneity tests are:

Ho: the variance of the data is homogenous

Ha: the variance of the data is not homogenous

The formula is:

Uji F $= \frac{Vb}{vk}$ [45]

Notes:

F: the homogenous

vb: the biggest variant

vk: the smallest variant

b) The testing criteria are:

Ho is accepted if F-observed is lower than F-critical at a certain level of significance. It uses the level of significant 0.05.

4. **Hypothetical Test**

In this research the researcher used the quantitative analysis to find out whether there is a significant difference of using *Chinese whisper Game* and *What's Missing Game* to teach students' speaking skill or not. The data analysis used Separated Varian t-test - for there were two variables-as

[16]Sugiyono, *Metode Penelitian Pendidikan*, Bandung : Anggota Ikatan Penerbit Indonesia (IKAPI) p. 275

[17]Sugiyono, *Metode Penelitian Pendidikan*, 2015, Bandung : Alfbeta cv, P. 274

explained below to find out the significance of the treatment effect. The significance of the difference in the average pre-test and post-test change for the two groups could be determined by a *t*-test.

a) The formula is:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\frac{\sqrt{(n1-1)S12 + (n2-1)S22}}{n1 + n2 - 2}\left(\frac{1}{n1} + \frac{1}{n2}\right)}$$ [46]

Notes:

X1 : mean of experimental 1 class (*Chinese Whisper Game)*

X2 : mean of experimental 2 class (*What's Missing Game)*

S1 : Standard Deviation 1 (pre-test)

S2 : Standard Deviation 2 (post-test)

n1 : number of student (pre-test)

n2 : number of student (post-test)

b) The hypothesis formula are:

Hypotheisis Alternatif (Ha) :

There is a significant difference of achievements in students' speaking skill who are taught by using *What's Missing Game* and those who are taught by using *Chinese Whisper Game*at the tenth graders of MA Salafiyah Kajen Pati in the academic year of 2018/2019.

[46]Sugiyono, *Metode Penelitian Pendidikan*, 2015, Bandung : Alfbeta cv, P. 275

Hypothesis null (Ho):

There is no a significant difference of achievements in students speaking skill who are taught by using *What's Missing Game* and those who are taught by using *Chinese Whisper Game*at the tenth graders of MA Salafiyah Kajen Pati in the academic year of 2018/2019.

c) The criteria are:

Ho is not accepted if t-observed is higher than t-critical.

Ha is accepted if t-observed is lower than t-critical

5. Advanced analysis

Advanced analysis is further processing from the analysis hypothesis test. Having obtained the regression equation line between the variables X and Y, then the next step is to connect between $F_{arithmetic}$ with F_{table}value, both are a significant level of 5% or 1%. If the value the resulting $F_{arithmetic} \geq F_{table}$ then hypotheses to be submitted is accepted or significant and if $F_{arithmetic}<F_{table}$So, the obtained result is non-significant, It means that the hypothesis is rejected.[47]

[47]Sutrisno Hadi, *Analisis Regresi*, (Jakarta: Andi Offset, 2001),p. 18

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

In this chapter, the data presentation is outlined in several parts. The researcher discussed the finding and discussion of the research.

A. Research Finding

In this chapter the researcher observed and collected some statistical data to find out the effectiveness of *What's Missing Game* and *Chinese Whisper Game* in teaching speaking. Before analyzing some problems, the researcher described the Profile of MA Salafiyah Kajen Pati.

1. Profile of MA Salafiyah Kajen Pati

Madrasah Aliyah Salafiyah was established in 1970, in 1975 received a Letter of Ratification from Islamic Education from the Government number: K/127/III/'75, the institution was under the auspices of the "As-Salafiyah" Foundation which was formed on February 2, 1981, whose position remained centered in Kajen Margoyoso Pati, precisely located in RT.1/ RW.1 Kajen, Margoyoso, Pati-Central Java. Then on Friday, February 2, 2007, the Management of the Foundation turned to notary Sugiyanto, SH. to change the name of the

foundation under the name "Salafiyah Kajen" with the deed of establishment number: 02 dated 02 February 2008.

Vision:

The leading educational institution is strong in IMTAQ and excels in science and technology.

Mission:

1. Instill values of faith in the determination of aqeedah.
2. Guide in the implementation of worship and *muamalah ala ahlus sunnah waljama'ah.*
3. Giving *akhlaqulkarimah.*
4. Providing religious knowledge and scientific charity.
5. Providing skills and skills that are useful for personal, national and state self.

2. **The Pre-Test and Post Test in Experimental 1 Class Using Chinese Whisper Game.**

As Delucchi says, a pre-test is necessary established prior knowledge.[48] It was done to know the students' speaking ability before treatment. The pre-test score of the students' speaking ability in the experimental class could be seen in figure 4.1.

[48]Michael Delucchi, Measuring Students Learning in Social Statistic: A Pretest-PosttestStudy of Knowledge Gain, *a Journal of American Sosiological Association*, p. 232, published on july 2, 2011, available at tso.sagepub.com, accessed on 05 November 2018 at 01.00 pm.

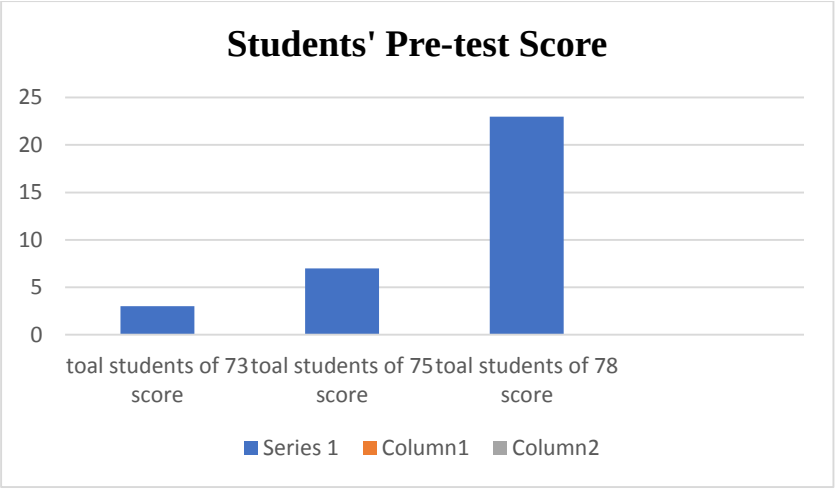


Figure 4.1

Graphs of the Pre-test in Experrimental1 Class

Based on figure 4.1, the mean of pre-test in experimental1 class was 73.87, the standard deviation was 2.42, N was 33, the minimum score was 73, and the maximum score was 78. It showed students' speaking ability before the treatments. It can be seen in appendix 8. After conducted the pre-test, the researcher gave the treatment using *Chinese Whisper Game*. In conducted the treatment, the researcher found some problems. The students could not hear the sentences from their friend well, then, they asked more time. And the students were cheating, they asked for the previous person whispered the sentence again although the time was over. So, the researcher asked the person who whispered the sentence to deliver the

sentence carefully and clearly. The group that cheated will be disqualified.

The researcher also gave post-test in the Experimental1 class to see students' speaking ability after the treatments. It was administered on 2nd of December 2018. The scores of post-test in the control class are presented in figure 4.2.

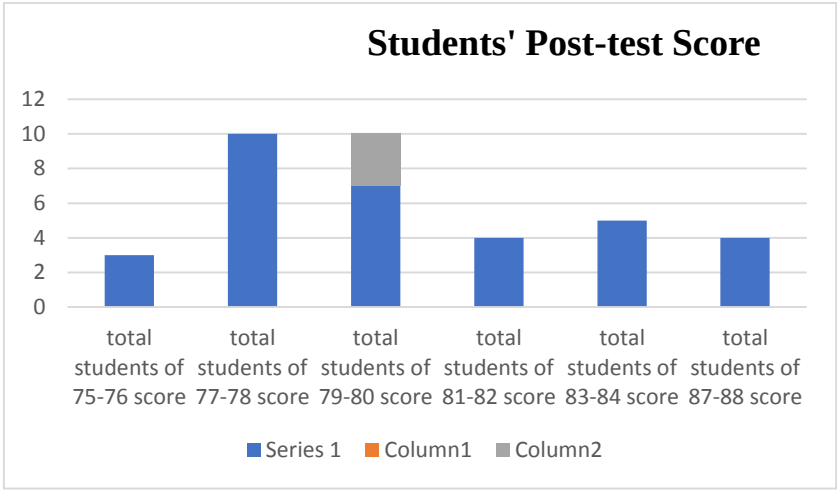


Figure 4.2

Graphs of the Post-Test in Experimental1 Class

Based on figure 4.2 that the mean of the post-test in experimental1 class was 80.78, the standard deviation was 13.67, N = 33, the minimum score = 75, and the maximum score = 88. It showed students' speaking ability after they got the treatments. It can be seen in appendix 8.

Based on the explanations above, we can see a significant difference of improvement score after treatment. From the

mean of both data, for the pre-test, it was 73.87. Meanwhile, the mean of posttest was 80.78. The mean of pre-test score < the mean of post-test score, it means there is an improvement.

3. **The Pre- Test and Post-Test in theexperimental 2 Class Using What's Missing Game**

The researcher also gave pre-test and post-test in experimental 2 class. The pre-test score of the students' speaking ability in control class could be seen in figure 4.3.

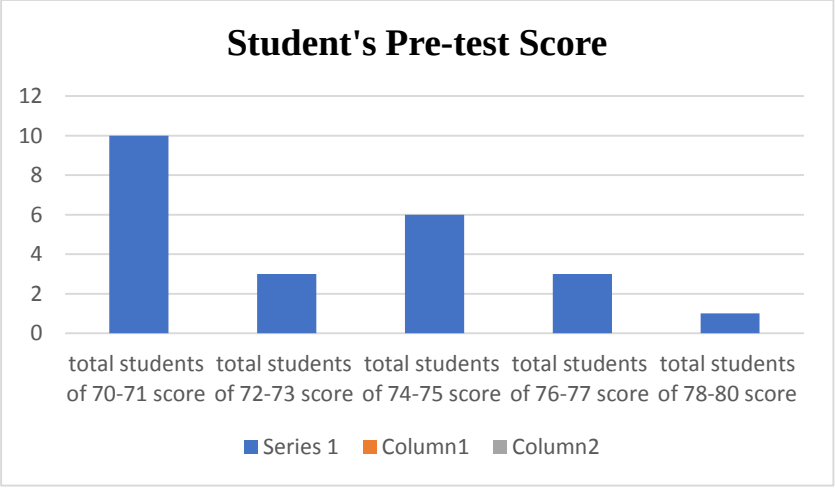


Figure 4.3

Graph of Pre-Test Result in Experimental 2 Class

Based on figure 4.3, the total students who got 70-71 = 10 person, 72-73 = 3 person, 74-75 = 6 person, 76-77 = 3 person, and who got score 78-80 was 1 person. The mean of pre-test in experimental 2 class was 73, the standard deviation was 7.45,

N was 23, the minimum score was 70, and the maximum score was 80. It showed students' speaking ability before the treatment. It can be seen in appendix 8. After conducted the pre-test, the researcher gave the treatment using *What's Missing Game*. In conducted the treatment the researcher found some problems. The students were cheating, they turning around to the whiteboard to see the sentence on the whiteboard. Sometimes, other students disturbed the students who played the game. So, the researcher asked the group that cheated and disturbed another group will be disqualified.

After conducted the treatment, the researcher conducted post-test to see students' speaking ability after the treatments. The post-test was administered on the 2nd of December 2018. The posttest score of students' speaking ability in the experimental 2 class could be seen in figure 4.4.

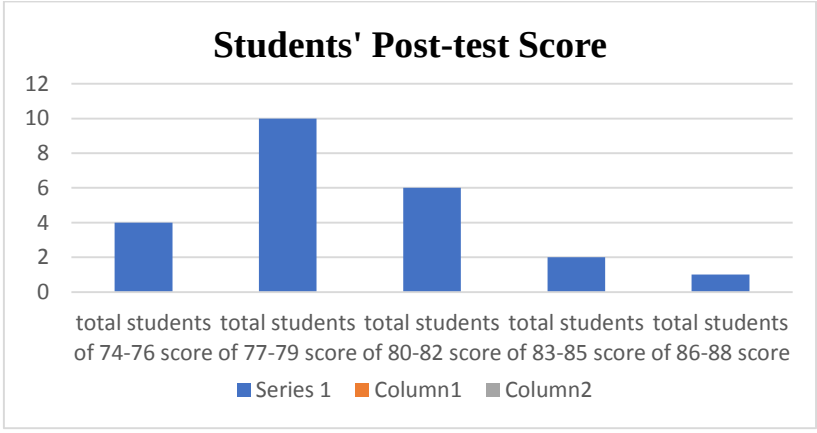


Figure 4.4

Graph of Post-Test Result in Experimental 2 Class

Based on figure 4.2, the mean of post-test in experimental 2 class was 79.21, the standard deviation was 11.63, N was 23, the minimum score was 74 and the maximum score was 88. It showed students' speaking ability after they got the treatments. It can be seen in appendix 8.

Based on the explanations above, we can see a significant difference of improvement score after treatment. From the mean of both data, for the pre-test, it was 73. Meanwhile, the mean of post-test was 79.21. The mean of the pre-test score < the mean of post-test score, it means there is an improvement.
From previous explanations, the researcher treated the experimental 1 class using *Chinese Whisper Game* and *What's Missing Game* for the experimental 2 class. Based on the result before, there was an improvement in both classes. But,the experimental 1 class showed more improvement than in theexperimental 2 class. It can be proved by differencing of mean score. In the experimental 1 class, the score difference was 6.91. Meanwhile, the score difference in the experimental 2 class was just 6.21. The score difference of experimental1 class was higher than the score difference ofexperimental 2 class. Therefore, the treatments using *Chinese Whisper Game* more improve students' speaking skill than using *What's Missing Game*.

B. Data Analysis

1. **Fulfillment of the Assumptions**

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely used by researchers in many disciplines, including, statistics parametric tests to produce accurate results. The assumptions underlying them such as normality and homogeneity test must be satisfied.

a. The Result of Normality Test

The normality test is used to measure wether the data in the experimental 1 class and experimental 2 classare normally distributed or not.

The hypothesis formulas were:

Ho: the data has a normal distribution

Ha: the data do not has a normal distribution

Criteria of acceptance were:

Ho is accepted if L-observed is lower than L-critical, means that the distribution of the data is normally distributed. Ho is rejected if L-observed is higher than L-critical, means that the distribution of the data is not normally distributed.

Based on the data of normality test on appendix 9, it could be seen that the L-observed of post-test and pre-test in the experimental 1 class were0.001 and 0.008 and L-critical= 0.05. It means L-observed was lower than L-critical. Therefore, Ho was accepted. And the data of experimental 1 class was in normal distribution.

Meanwhile, the L-observed of post-test and pre-test in the experimental 2 classwere0.028 and 0.042 and L-critical= 0.05 It means L-observed was lower than L-critical. Therefore, Ho was accepted. And the data of experimental 2 classwas in normal distribution.

b. The Result of Homogeneity Test

The homogeneity test is used to measure wether the data in the experimental 1 class and experimental 2 classare homogenous or not.

The hypothesis formulas were:

Ho: the variance of the data is homogenous

Ha: the variance of the data is not homogenous

Criteria of acceptance were:

Ho is accepted if F-observed is lower than F-critical at a certain level of significance. It uses the level of significant 0.05. Based on the data of homogeneity test on appendix 10**,** it could be seen that the Fobserved of experimental 1 class and experimental 2 classwere 1.04 and Fcritical =1.98. It means F-observed was lower than F-critical. Therefore, Ho was accepted, and the data was homogenous.

c. The Result of Hypothesis Test

Based on the previous explanations, the result of the normality and homogeneity test in experimental 1 class and experimental 2 classwere satisfied. Therefore, in this research, the researcher used independent sample t-test to test the hypothesis.

The hypotheses are:

Ha:

There is a significant difference of achievements in students speaking skill who are taught using *What's Missing Game* and those who are taught using *Chinese Whisper Game* at the tenth graders students of MA Salafiyah Kajen Pati in the academic year of 2018/2019.

Hipotesis null (Ho):

There is no a significant difference of achievements in students speaking skill who are taught using *What's Missing Game* and those who are taught using *Chinese Whisper Game*at the tenth graders students of MA Salafiyah Kajen Pati in the academic year of 2018/2019.

While the criteria acceptance or rejection of the hypothesis was:

Ha is accepted if t-observed is higher than t-critical. Based on the result of calculation using independent sample t-test on appendix 11**,** it could be seen that the t-observed of post-test in experimental 1 class and experimental 2 class was 4.57 and t-critical =2.004. t-observed was higher than t-critical, so, Ha was accepted.

2. Discussion

a. Discussion of the Research

The students were taught by using *Chinese whisper Game*in the experimental 1 class and *What's Missing Game*in the experimental 2 class. The material was three topics of describing people for the first and second meeting and describing animal and thing for the third meeting. Before conducting *What's Missing Game* and *Chinese Whisper Game*, the researcher explained to the students what *What's Missing Game* and *Chinese whisper Game* were and its procedures. The researcher conducted the pre-test on 30th December 2018 and got the data. The students' speaking score were still low. Furthermore,the researcher gave the treatments. It was conducted from 31th December 2018 to 1st January 2019.

According to the teacher, all activities could run well. All students were paying attention to the teacher while presenting the lesson. The students were not worried and nervous anymore and they participated in the class well. The treatments were interesting for the students. Although at the first meeting the students still felt shy and confused when they were trying to speak. But then, the students seemed more enthusiastic and motivated in learning process especially in speaking. The last of the research, the post-test was given to measure the

improvement of speaking ability in both classes after treatments done. Based on the analysis of the data and testing hypothesis, the result of the calculation found thatthe alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. From the analysis above, the researcher knew that *Chinese Whisper Game*got a better score.

Based on the result of research, it showed that *Chinese Whisper Game*more effective to teach speaking than *What's Missing Game*. Besides that, ChineseWhisper *Game* could improve each aspect of students' speaking ability including grammar, vocabulary, comprehension, fluency, and pronunciation.

Ur states that the important things in teaching speaking make the students motivate, active, and engage in learning and game gives all those thing. Boyle and Wright said that the game makes the teaching and learning activityenjoyable and fun. The game also can encourage students' motivations and creativities. Game increased the students' interest in learning process. *Chinese Whisper Game* is one of good technique in motivating students in the learning English, especially in speaking. It had been supported by Zulianti who says this game can improve students' participation in English lesson especially in speaking. It also stated by Nugraheni who says that

Chinese Whispers Game trained students' basic language skills; those are listening, speaking, reading, and writing skills, including the internalization of English language components such as grammar, vocabulary, spelling, and pronunciation whichwere considered as essential components for developing their language skills.

Based on the descriptions above, it can be concluded that *Chinese Whisper Game*is an appropriate game in teaching speaking. It can increase student's motivation in learning activities, makes students feel engaged in the class, and also can increase the students' speaking skill.

CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter, the researcher discussed the conclusion of the research and suggestions.

A. Conclusion

After conducting the research and analyzing the data, the researcher concluded as follows:

1. The mean of pre-test in experimental 1 class who is taught using *Chinese Whisper Game* namely 73.87. And the mean of post-test namely 80.78. So, there is an improvement score who was taught using *Chinese Whisper Game*.
2. The mean of pre-test in experimental 2 class who is taught using *What's Missing Game* namely 73. And the mean of post-test namely 79.21. So, there was an improvement score who was taught using *What's Missing Game*.
3. By comparing the different average scores (means) of both groups and the scores achieved by each group in two tests (pre-test and post-test), the writer make the conclusion that the use of *Chinese Whisper Game* were given an effectiveness in the improvement of the students' speaking skill, and it is effective to be used in teaching speaking.

B. Suggestion

Based on the conclusion above, the researcher gave some suggestions as follow:

1. The Teachers
    a. In this research, the researcher found out that *Chinese Whisper Game* can be used to develop and motivate the students in speaking. English teacher could help students increase their speaking ability in describing something by using *What's Missing Game* or other effective techniques. It can be done among others by providing certainbased on the techniques. It means that the students can increase their speaking skill appropriately.
    b. The English teacher should provide interesting activities and materials, in order to prevent the students from being bored and encourage the students' attention in learning English, especially in speaking.
2. The Students

    The students should study hard and more practice in speaking English to improve their confidence, so they can improve their speaking skill. They also should be active and creative in the learning activity, it would be better if the students arrange and plan the strategy in the learning process.
3. The Further Research

    In this research, the researcher focuses on the significant differences of *Chinese Whisper Game* and *What's Missing Game* to teach speaking in describing

something. Therefore, it is suggested for the next researcher to investigate the influence of other techniques toward other English skill such as listening skill, reading skill, or writing skill.

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Appendix 1

List of the Sample of Research

No.	Students's Name	Code	No.	Student's Name	Code
1.	Anggi Rilly Paramita	A-1	1.	Afifatun Nisa'	B-1
2.	Annisa Zaylina	A-2	2.	Afika Valentina Ahda	B-2
3.	Bintun Tsaniyatuz Z.	A-3	3.	Aini Zahrotus Saadah	B-3
4.	Dina Nadzifah	A-4	4.	Assyifaul Badriyah	B-4
5.	Eni Imroatun W. S.	A-5	5.	Atika Anisatul M.	B-5
6.	Eva Nur Fadhliatun	A-6	6.	Intania Diasysta	B-6
7.	Fahazarul Hafiliani I.	A-7	7.	Ismah Ilfana	B-7
8.	Faiqotul Mufariqoh	A-8	8.	Khimaya Filyani	B-8
9.	Faza Amaliya	A-9	9.	Kholishotul Hidayah	B-9
10.	Fina Ayu Rahma A.	A-10	10.	Laely Durrotun N.	B-10
11.	Firda Nurul Aini	A-11	11.	Maelani Nuril Izzah	B-11
12.	Hullyatin Nusroh	A-12	12.	Nailun Noor Atika	B-12
13.	Ika Aprilia	A-13	13.	Ni'mah Safitri	B-13
14.	Ilmia Agnisa	A-14	14.	Nur Azizatun Nisa'	B-14
15.	Isnani Umairoh	A-15	15.	Nur Fitrotis Sa'diyah	B-15
16.	Khusnul Khotimah	A-16	16.	Rafida Laily Suroyya	B-16
17.	Kikih Riwanti	A-17	17.	Saufa Ulya Fauziyah	B-17
18.	Liana Sari	A-18	18.	Siti Khusniawati	B-18

19.	Lu'luil Maknun	A-19	19.	Siti Ni'matussa'diah	B-19
20.	Lutfi Zainita W.	A-20	20.	Wafa'urrohmawati	B-20
21.	Maulidya Zumrotul I	A-21	21.	Yayuk Wijayanti	B-21
22.	Nela Azzafur R.	A-22	22.	Zakiyyatuz Zahra	B-22
23.	Nihlatul Maula	A-23	23.	Zuyyina Faradina	B-23
24.	Riska Izzatul M.	A-24			
25.	Rizqi Dwi Arsya	A-25			
26.	Selma Putri Isnaini	A-26			
27.	Septi Nailil Izzah	A-27			
28.	Sinta Bella N.	A-28			
29.	Siti Ratna Sari	A-29			
30.	Tasya Aviani N.	A-30			
31.	Umi Fathiyaturrusda	A-31			
32.	Zahra Nurjanah	A-32			
33.	Zaina Maulani F. L.	A-33			

Appendix 2A

Instrument of Pre-Test

Subject : English

Skill **: Speaking**

Class **: X IP E/F**

Time allocation **: 2 x 40 minutes**

Instructions:

1. Please choose one topic below and describe with several sentences, minimal 5 sentences!
   a. People
   b. Animal
   c. Thing

2. Then describe it orally in front of the class, maximal in three minutes!

Appendix 2B

Instrument of Post-Test

Subject **: English**

Skill **: Speaking**

Class **: X IPA E/F**

Time allocation **: 2 x 40 minutes**

Instructions:

1. Please choose one topic below!
   a. People
   b. Animal
   c. thing
2. Then describe it orally in front of the class, maximal in three minutes!

Appendix 3A

Lesson Plan for Experimental 2 Class

School : MA Salafiyah Kajen Pati

Subject : English

Topic : Descriptive text

Subtopic : *Descriptive monologue about people, animal, and thing*

Semester / Class : I / X IPA F

Time Allocation : 2 x 45’ (Three Meetings)

A. Core and Basic Competence

Core Competence	**Core Competence**
1. The competence of the spiritual attitude, the formulation of the Spiritual Attitude Competence is "to live and practice the teachings of the religion it embraces."	2. The Competence of Social Attitudes is "Demonstrating honest, disciplined, responsible, caring (cooperative, cooperative, tolerant, peaceful) behavior, courteous, responsive, and pro-active and showing attitudes as part of the solution to problems in interacting effectively with social and natural environment and put themselves as a reflection of the nation in the association of the world ".

3. Understand the knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, phenomenon and visible incident	4. Try, process, and serve in the concrete realm (using, parsing, assembling, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as learned in school and other similar sources in point of view / theory
Basic Competencies	**Indicators**
3.7 Compares social functions, text structures, and linguistic elements of some oral and written descriptive text by giving and soliciting information related to the description of persons, animals, and objects, very short and simple, according to the context of its use	3.7.1 Presenting the descriptive text completely, simple, accurate, fluently, and expressive in front of the class 3.7.2 Students can create descriptive text based on famous figures, animals, plants, or famous places in the world
4.7 Descriptive text 4.7.1 Captures contextual meaning related to social	4.7.1.1 Students can create descriptive text based on images of famous

function, text structure, and linguistic elements of descriptive oral and written text, very short and simple, related to people, animals, and objects	people, animals, or famous places in the world that match the generic structure and also its language features 4.7.1.2 Students can tell the description text of their own results with clear and simple
4.7.2 Compile descriptive oral and written text, very short and simple, related to people, animals, and things, taking into account the social function, text structure, and linguistic elements, correctly and contextually	4.7.2.1 Students can create text descriptive either in the form of writing or orally 4.7.2.2 Create simple short essays in the form of descriptive text, themes of world famous buildings, famous figures or people around the neighborhood, as well as animals. 4.7.2.3 Make a sentence of simple present tense

B. Learning Aim

At the end of the activities;

1. Students are able to complete the missing words in descriptive text
2. Students are able to describe person, animal and place orally

C. Learning Materials

Describing person, animal and place

1. A task about complete the missing words in descriptive text
2. A task about describe person, nimal and place based on the students like

D. Method

What's Missing Game

E. Media

Media	:The sentence that relate to descriptive monologue text.
Tool	: Whiteboard, Markers.
Learning sources	: Internet, English Books.

F. Learning Activities

Meeting 1

No.	Activity	LearningActivities	Time
1.	**Opening (pre-activity)**	• Greeting and pray	
		• Giving motivation	
		• Explain the purpose of learning or basic competence to be achieved	
		• Delivering the learning scenario that will use *What 's Missing Game*	
2.	**(Main Activities) Observing**	• The teacher guiding the students how to play *What's Missing Game*	
		• The teacher conveys the rules for playing with What's Missing Game, as follow: 1. Each student is given a time limit to see and memorize sentences. The time given is around 45 seconds. 2. Students may not to cheat.	
	Questioning	• With guidance and direction from the teacher, students	

		can ask how to play and the rules of *What's Missing Game* if something is unclear.	
		• The students are divided into groups, each group consisting of 5-6 students.	
	Exploring	Students start playing *What's Missing Game* 1. Students gather with their groups 2. The teacher wrote a number of sentences on the white board relating to descriptive text 3. All groups are given time to see and remember the sentences written on the white board. 4. All students turn around and still gather with their groups.	

		5. The teacher removes a few sentences, then the students turn over again as before. 6. Students discuss the missing sentences with their group and arrange them into descriptive text.	
	Associating	• After the whole group has played, the teacher and the students begin to collect each sentence, and the students arrange the sentence into descriptive monologue paragraph.	
		• Students learn how to read the text according to the example and direction from the teacher.	
		• Teachers and students discuss the characteristics of a monologue text that describes someone according to what they get from the game.	

		• Students get feedback from teachers and their friends about the social functions and language features used in descriptive text.	
	Communicating	• Students are given the task of create a short and simple descriptive monologue text about people, and practice it in front of the class.	
3.	**Closing**	• Teachers and students make summaries/ conclusions of the lesson.	
		• Reflect on activities that have been carried out.	
		• Provide feedback on the learning process and results.	
		• Teacher asks the student to learn the next matery	
		• Greeting and closing	

G. Remedial Learning and Enrichment.

a. Remedial Learning Program, carried out with 2 alternatives:

1. Remedial learning programs are carried out classically by the teacher if more than 50% of students do not reach the minimum criteria of mastery (KKM) score
2. Remedial learning is carried out individually with the use of peer tutors by classmates who have more learning speed, paying attention to academic achievement achieved. Through peer tutoring, it is expected that students who take learning will be more open and familiar.

b. Enrichment Learning Program

   The enrichment learning program is carried out for students who have achieved KKM by independent learning to further explore and develop material.

c. Rating Result

   1. The remedial value obtained is processed into the final value.
   2. The final value after remedial for the knowledge aspect is calculated by replacing the incomplete indicator value with the remedial outcome indicator value, which is then processed based on the mean value of all KD.
   3. The final value after remedial for the skill aspect is taken from the KD optimal value.
   4. Assessment of learning outcomes enrichment activities are not the same as ordinary learning activities, but sufficient in the form of portfolios, and must be valued as added value (more) than normal students.

H. Assessment

No	Attitude Item	Description	Score
1.	Pronunciation	5 = Almost perfect 4 = there is an error but does not interfere with the meaning 3 = there are some errors and disturbing meanings 2 = lots of errors and disturbing meanings 1 = too many mistakes so it's hard to understand	
2.	Intonation	5 = Almost perfect 4 = there is an error but does not interfere with the meaning 3 = there are some errors and disturbing meanings 2 = lots of errors and disturbing meanings 1 = too many mistakes so it's hard to understand	
3.	Accuracy	5 = very thorough 4 = thorough	

		3 = quite thorough 2 = not thorough 1 = not careful	
4.	Understanding	5 = very understanding 4 = understanding 3 = enough understanding 2 = lack of understanding 1 = not understanding	

Skills Aspect

No.	Skill Item	Description	Score
1.	Carry out appropriate communication actions	5 = Always carry out appropriate communication activities 4 = Frequently carry out appropriate communication activities 3 = Some people carry out appropriate communication activities 2 = Have done the right communication activities 1 = never do the right communication activities	

Mengetahui

Pati, 28 Desember 2018

Peneliti

Guru Mata Pelajaran

Dika Ayu Zakiyah A

Naila Rajiha, S.Pd.

Appendix I

(Instructional Materials)

Meeting 1

Sentence for the game *What 's Missing Game*.

1. Joko is a handsome boy and kind person.
2. Joko has a fat, plump and tall body.
3. He has two big brown eyes and pointed nose.
4. He has a chubby cheek and sweet smile.
5. He loves to eat fried chicken very much.

Those sentences become a descriptive text about people:

Joko is a handsome boy and kind person. Joko has a fat, plump and tall body. He has two big brown eyes and pointed nose. He has a chubby cheek and sweet smile. He loves to eat fried chicken very much.

Language feature of descriptive text:

- Using simple present tense. Example: Joko **is** a handsome boy
- Using attribute verb, such as be (am, is, are).
- Only focussed on one object.

- Using adjective such as: handsome, fat, tall, big brown eyes, sweet,etc.

  s

Meeting 2

Sentence for the game *What 's Missing Game*.

1. Sumatran elephant has a big and fat body.
2. It has grey and rough thick skin.
3. It has a long and big grey trunk.
4. It loves to eat grass, leaves and bananas.
5. Sumatran elephants are uniqueness of Indonesia.

Those sentences become a descriptive text about animal:

Sumatran elephant has a big and fat body. It has grey and rough thick skin. It has a long and big grey trunk. It loves to eat grass, leaves and bananas. Sumatran elephants are uniqueness of Indonesia.

Language feature of descriptive text:

- Using simple present tense. Example: Sumatran elephants are uniqueness of Indonesia
- Using attribute verb, such as be (am, is, are).
- Only focussed on one object.
- Using adjective such as: uniqueness, rough, thick, etc

Source : Buku Bahasa Inggris "When English Rings a Bell", KementrianPendidikan dan Kebudayaan Republik Indonesia, page 94.

Meeting 3

Sentence for the game *What 's Missing Game*.

1. I have a bicycle and always ride it.
2. It is red and always clean.
3. It has two little black wheels.
4. It can move quickly on the road.
5. I really love my red bicycle.

Those sentences become a descriptive text about thing:

I have a bicycle and always ride it. It is red and always clean. It has two little black wheels. It can move quickly on the road. I really love my red bicycle.

Language feature of descriptive text:

- Using simple present tense. Example: Papay is an active cat
- Using attribute verb, such as be (am, is, are).
- Only focussed on one object.
- Using adjective such as: cute, fat, soft, black, white, etc.

Source : Http/bahasainggrismudah.com/3-contoh-descriptive-text-tentangbenda kesayangan-dan-artinya/Accessed on 8th Januari 2018, at 11.30 a.m

Appendix II

(Assessment)

1. Instrument of Attitude Assessment

Instrument of Attitude Assessment Name of students :_____ Class :_____						
No.	Students' attitude	Score				explanation
		4	3	2	1	
1.	Serious in accepting lessons					
2.	Responsible and thorough in carrying out their duties					
3.	Be polite to the teacher (respect)					
4.	Respect to the friends					

5.	Active in the learning process					
6.	Cooperate in groups					

Criteria of Value:

4: Very Good 2: Enough

3: Good 1: Not Good

2. Instrument Skill Assessment

1. **Make a description text monologue about someone. Then present it infront of the class!**

No.	Criteria	Rating Score	Comments
1.	Grammar	1	Students' errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
		2	Students usually handle elementary constructions quite accurately but does not

			have thorough or confident control of the grammar.
		3	Students being control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical. Social, and professional topics.
		4	Students being to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare
		5	Sudents' accuracy of an educated native speaker.
		1	Students' speaking vocabulary Inaduquate to express anything but the most elementary needs.
		2	Students has speaking vocabulary sufficient to

2.	Vocabulary		express himself simply with some circumlocutions.
		3	Students being to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics.
		4	Students understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
		5	Students speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
		1	Within the scope of his very limited language experience, students can understand

3.	Comprehension		simple questions and statements If delivered with slowed speed repetition, or paraphrase.
		2	Students get the gist of most conversations of nontechnical subjects (i.e., topics that require no specialized knowledge)
		3	Students comprehension is quite complete at a normal rate on speech.
		4	Students understand any conversation within the range of his experience.
		5	Students accuracy of an educated native speaker
		1	No specific fluency description. Refer to other four language areas for implied level of fluency.
		2	Students handle with confidence but not with facility most social situations, including introductions and

4.	Fluency		casual conversations about current events, as well as work, family, and autobiographical information
		3	Students discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
		4	Students being to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
		5	Students has complete fluency in the language such that his speech is fulIy accepted by educated native speakers.
		1	Students' errors in pronunciation are frequent but can be understood by a native speaker used to dealing with

5	Pronunciation		foreigners attempting to speak his language.
		2	Students accent is intelligible though often quite faulty.
		3	Students' errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign
		4	Students' errors in pronunciation are quite rare
		5	Students accuracy to and fully accepted by educated native speakers.

Brown's Analytic Scale for Rating Composition. (2014:244)

Assessment Guidelines :

Score obtained (NA) = Total Score X 4

Maximum Score = 100

Appendix 3B

Lesson Plan for Experimental1 Class

School : MA Salafiyah Kajen Pati
Subject : English
Topic : Descriptive text
Subtopic : *Descriptive monologue about people, animal, and thing*
Semester / Class : I / X IPA F
Time Allocation : 2 x 45' (Three Meetings)

A. Core and Basic Competence

Core Competence	Core Competence
1. The competence of the spiritual attitude, the formulation of the Spiritual Attitude	2. The Competence of Social Attitudes is "Demonstrating honest, disciplined, responsible,

Competence is "to live and practice the teachings of the religion it embraces."	caring (cooperative, cooperative, tolerant, peaceful) behavior, courteous, responsive, and pro-active and showing attitudes as part of the solution to problems in interacting effectively with social and natural environment and put themselves as a reflection of the nation in the association of the world ".
3. Understand the knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, phenomenon and visible incident	4. Try, process, and serve in the concrete realm (using, parsing, assembling, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as learned in school and other similar

	sources in point of view / theory

Basic Competencies	Indicators
3.7 Compares social functions, text structures, and linguistic elements of some oral and written descriptive text by giving and soliciting information related to the description of persons, animals, and objects, very short and simple, according to the context of its use	3.7.1 Presenting the descriptive text completely, simple, accurate, fluently, and expressive in front of the class 3.7.2 Students can create descriptive text based on famous figures, animals, plants, or famous places in the world
4.7 Descriptive text 4.7.1 Captures contextual meaning related to social function, text structure, and linguistic elements of	4.7.1.1 Students can create descriptive text based on images of famous people, animals, or famous places

descriptive oral and written text, very short and simple, related to people, animals, and objects	in the world that match the generic structure and also its language features 4.7.1.2 Students can tell the description text of their own results with clear and simple
4.7.2 Compile descriptive oral and written text, very short and simple, related to people, animals, and things, taking into account the social function, text structure, and linguistic elements, correctly and contextually	4.7.2.1 Students can create text descriptive either in the form of writing or orally 4.7.2.2 Create simple short essays in the form of descriptive text, themes of world famous buildings, famous figures or people around the neighborhood, as well as animals. 4.7.2.3 Make a sentence of simple present tense

B. Learning Aim

At the end of the activities;

1. Students are able to arrange the jumble sentences to make a good descriptive text

2. Students are able to describe person, animal and place orally

C. Learning Materials

Describing person, animal and place

1. A task about arrange the jumble sentences to make good descriptive text
2. A task about describe person, nimal and place based on the students like

D. Metode

Chinese Whisper Game

E. Media

Media :The sentence that relate to descriptivemonologue text.

Tool : Whiteboard, Markers.

Learning sources : Internet, English Books.

F. Learning Activities

Meeting 1

No.	Activity	LearningActivities	Time
1.	**Opening (pre-activity)**	• Greeting and pray	
		• Giving motivation	

		• Explain the purpose of learning or basic competence to be achieved	
		• Delivering the learning scenario that will use *Chinese Whisper Game*	
2.	**(Main Activities) Observing**	• The teacher guidance the students how to play *Chinese Whisper Game*	
		• The teacher conveys the rules for playing with *Chinese Whisper Game*, as follow: 1. Each student is given a time limit to see and memorize sentences.The time given is around 45 seconds. 2. Students may notcheat.	
	Questioning	• With guidance and direction from the teacher, students can ask how to play and the rules of *Chinese Whisper Game* if something is unclear.	

		• The students are divided into groups, each group consisting of 5-6 students.	
	Exploring	Students start playing *Chinese Whisper Game* 1. The game will be played with the first group, and the other group outside the class. 2. For the first group, the teacher instructs the students to make a line and choose the leader. 3. The teacher asks the leader to take paper containing sentences related to descriptive text 4. The leader reads it silently for a few seconds, remembers it and whispers the sentence that he reads to the second person, and so on until it	

		reaches the last person in the group. 5. The last person expresses the sentence that he heard together with all group members. 6. The fastest and most appropriate group is the winner 7. Then the next group will also do the *Chinese Whisper Game*.	
	Associating	• After the whole group has played, the teacher and the students begin to collect each sentence, and the students arrange the sentence into descriptive monologue paragraph.	
		• Students learn how to read the text according to the example and direction from the teacher.	

		• Teachers and students discuss the characteristics of a monologue text that describes someone according to what they get from the game.	
		• Students get feedback from teachers and their friends about the social functions and language features used in descriptive text.	
	Communicating	• Students are given the task of create a short and simple descriptive monologue text about people, and practice it in front of the class.	
3.	**Closing**	• Teachers and students make summaries/ conclusions of the lesson.	
		• Reflect on activities that have been carried out.	
		• Provide feedback on the learning process and results.	
		• Teacher asks the student to learn the next matery	

		• Greeting and closing	

G. Remedial Learning and Enrichment.

a. Remedial Learning Program, carried out with 2 alternatives:

1. Remedial learning programs are carried out classically by the teacher if more than 50% of students do not reach the KKM score
2. Remedial learning is carried out individually with the use of peer tutors by classmates who have more learning speed, paying attention to academic achievement achieved. Through peer tutoring, it is expected that students who take learning will be more open and familiar.

b. Enrichment Learning Program

The enrichment learning program is carried out for students who have achieved KKM by independent learning to further explore and develop material.

c. Rating Result

1. The remedial value obtained is processed into the final value.
2. The final value after remedial for the knowledge aspect is calculated by replacing the incomplete

indicator value with the remedial outcome indicator value, which is then processed based on the mean value of all basic competencies (KD).

3. The final value after remedial for the skill aspect is taken from the KD optimal value.
4. Assessment of learning outcomes enrichment activities are not the same as ordinary learning activities, but sufficient in the form of portfolios, and must be valued as added value (more) than normal students.

H. Assessment

No.	Attitude Item	Description	Score
1.	Pronunciation	5 = Almost perfect 4 = there is an error but does not interfere with the meaning 3 = there are some errors and disturbing meanings	

		2 = lots of errors and disturbing meanings 1 = too many mistakes so it's hard to understand	
2.	Intonation	5 = Almost perfect 4 = there is an error but does not interfere with the meaning 3 = there are some errors and disturbing meanings 2 = lots of errors and disturbing meanings 1 = too many mistakes so it's hard to understand	
3.	Accuracy	5 = very thorough 4 = thorough 3 = quite thorough 2 = not thorough 1 = not careful	
4.	Understanding	5 = very understanding 4 = understanding 3 = enough understanding 2 = lack of understanding 1 = not understanding	

Skills Aspect

No.	Skill Item	Description	Score

1.	Carry out appropriate communication actions	5 = Always carry out appropriate communication activities 4 = Frequently carry out appropriate communication activities 3 = Some people carry out appropriate communication activities 2 = Have done the right communication activities 1 = never do the right communication activities	

Mengetahui

Pati, 27 Desember 2018

Peneliti

Dika Ayu Zakiyah A

Guru Mata Pelajaran

Sartawi, S.Pd.

Appendix I

(Instructional materials)

Meeting 1

Sentence for the game *Chinese Whisper Game*.

1. Joko is a handsome boy and kind person.
2. Joko has a fat, plump and tall body.
3. He has two big brown eyes and pointed nose.

4. He has a chubby cheek and sweet smile.
5. He loves to eat fried chicken very much.

Those sentences become a descriptive text about people:

Joko is a handsome boy and kind person. Joko has a fat, plump and tall body. He has two big brown eyes and pointed nose. He has a chubby cheek and sweet smile. He loves to eat fried chicken very much.

Language feature of descriptive text:

- Using simple present tense. Example: Joko **is** a handsome boy
- Using attribute verb, such as be (am, is, are).
- Only focuses on one object.
- Using adjective such as: handsome, fat, tall, big brown eyes, sweet, etc.

Meeting 2

Sentence for the game *Chinese Whisper Game*.

1. Sumatran elephant has a big and fat body.
2. It has grey and rough thick skin.
3. It has a long and big grey trunk.
4. It loves to eat grass, leaves and bananas.
5. Sumatran elephants are uniqueness of Indonesia.

Those sentences become a descriptive text about animal:

Sumatran elephant has a big and fat body. It has grey and rough thick skin. It has a long and big grey trunk. It loves to eat grass, leaves and bananas. Sumatran elephants are uniqueness of Indonesia.

Language feature of descriptive text:

- Using simple present tense. Example: Sumatran elephants are uniqueness of Indonesia
- Using attribute verb, such as be (am, is, are).
- Only focuses on one object.
- Using adjective such as: uniqueness, rough, thick, etc

Source : Buku Bahasa Inggris "When English Rings a Bell", KementrianPendidikan dan Kebudayaan Republik Indonesia, Page 94.

Meeting 3

Sentence for the game *Chinese Whisper Game*.

1. I have a bicycle and always ride it.
2. It is red and always clean.
3. It has two little black wheels.
4. It can move quickly on the road.
5. I really love my red bicycle.

Those sentences become a descriptive text about thing:

I have a bicycle and always ride it. It is red and always clean. It has two little black wheels. It can move quickly on the road. I really love my red bicycle.

Language feature of descriptive text:

- Using simple present tense. Example: Papay is an active cat
- Using attribute verb, such as be (am, is, are).
- Only focuses on one object.
- Using adjective such as: cute, fat, soft, black, white, etc.

Source : Http/bahasainggrismudah.com/3-contoh-descriptive-text-tentangbenda kesayangan-dan-artinya/Accessed on 8th Januari 2018, at 11.30 a.m

Appendix II

(Assessment)

1. Instrument of Attitude Assessment

Instrument of Attitude Assessment Name of students :_____ Class :_____						
No.	Students' attitude	Score				explanation
		4	3	2	1	

1.	Serious in accepting lessons					
2.	Responsible and thorough in carrying out their duties					
3.	Be polite to the teacher (respect)					
4.	Respect to the friends					
5.	Active in the learning process					
6.	Cooperate in groups					

Criteria of Value:

4: Very Good 2: Enough

3: Good 1: Not Good

2. Instrument Skill Assessment

1. **Make a description text monologue about someone. Then present it infront of the class!**

No.	Criteria	Rating Score	Comments
		1	Students' errors in grammar are frequent, but speaker can

			be understood by a native speaker used to dealing with foreigners attempting to speak his language.
1.	Grammar	2	Students usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
		3	Students being control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical. Social, and professional topics.
		4	Students being to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare
		5	Sudents' accuracy of an educated native speaker.

2.	Vocabulary	1	Students' speaking vocabulary Inaduquate to express anything but the most elementary needs.
		2	Students has speaking vocabulary sufficient to express himself simply with some circumlocutions.
		3	Students being to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics.
		4	Students understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
		5	Students speech on all levels is fully accepted by educated native speakers in all its features including breadth of

			vocabulary and idioms, colloquialisms, and pertinent cultural references.
3.	Comprehension	1	Within the scope of his very limited language experience, students can understand simple questions and statements If delivered with slowed speed repetition, or paraphrase.
		2	Students get the gist of most conversations of nontechnical subjects (i.e., topics that require no specialized knowledge)
		3	Students comprehension is quite complete at a normal rate on speech.
		4	Students understand any conversation within the range of his experience.
		5	Students accuracy of an educated native speaker
		1	No specific fluency description. Refer to other

			four language areas for implied level of fluency.
4.	Fluency	2	Students handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information
		3	Students discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
		4	Students being to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
		5	Students has complete fluency in the language such that his speech is fulIy

			accepted by educated native speakers.
5	Pronunciation	1	Students' errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
		2	Students accent is intelligible though often quite faulty.
		3	Students' errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign
		4	Students' errors in pronunciation are quite rare
		5	Students accuracy to and fully accepted by educated native speakers.

Brown's Analytic Scale for Rating Composition. (2014:244)

Assessment Guidelines :

Score obtained (NA) = Total Score X 4

Maximum Score = 100

Appendix 4A

Student's Score of Pre-test and Post-test in Experimental 1 Class

Students' score of Experimental 1 Class (Chinese Whisper Game)

No.	Code	Experimental Class	
		Pre-test	Post-test
1.	A-1	73	80
2.	A-2	73	78
3.	A-3	73	78
4.	A-4	73	75
5.	A-5	73	75

6.	A-6	73	80
7.	A-7	73	84
8.	A-8	73	82
9.	A-9	75	80
10.	A-10	75	84
11.	A-11	73	88
12.	A-12	73	88
13.	A-13	73	78
14.	A-14	73	78
15.	A-15	73	88
16.	A-16	75	80
17.	A-17	78	84
18.	A-18	73	76
19.	A-19	73	78
20.	A-20	78	82
21.	A-21	75	82
22.	A-22	75	88
23.	A-23	73	84
24.	A-24	73	84
25.	A-25	73	80
26.	A-26	73	78
27.	A-27	73	78
28.	A-28	75	80
29.	A-29	73	78
30.	A-30	73	78
31.	A-31	75	82
32.	A-32	78	80
33.	A-33	73	78
Total Score		**2438**	**2666**
Mean		**73.87**	**80.78**
S Variance		**1.55**	**3.69**
S^2		**2.42**	**13.67**

Appendix 4B

Student's Score of Pre-test and Post-test in Experimental 2 Class

Student's Score in experimental 2 class (What's Missing Game)

No.	Code	Control Class	
		Pre-test	Post-test
1.	B-1	70	75
2.	B-2	71	78
3.	B-3	76	82
4.	B-4	75	80
5.	B-5	77	80
6.	B-6	70	78
7.	B-7	71	78
8.	B-8	70	78
9.	B-9	80	85
10.	B-10	75	78
11.	B-11	76	80
12.	B-12	70	82
13.	B-13	71	78
14.	B-14	74	78
15.	B-15	71	78
16.	B-16	74	82
17.	B-17	73	78
18.	B-18	70	74
19.	B-19	71	76
20.	B-20	72	74
21.	B-21	73	78
22.	B-22	74	88
23.	B-23	75	84
Total Score		**1679**	**1822**
Mean		**73**	**79.21**
S Variance		**2.73**	**3.41**
S^2		**7.45**	**11.63**

Appendix 5

a. Lilliefors Significance Correction

Normality Test of Pre-Test and Post-Test in Experimental 1 Class and Experimental 2 Class

Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	Pre-Test Experimental 2 Class (What's Missing)	.203	23	.015	.903	23	.028
	Post-Test Experimental 2 Class (What's MIssing)	.248	23	.001	.911	23	.042
	Pre-Test Experimental 1 Class (Chinese Whisper)	.411	33	.000	.606	33	.000
	Post-Test Experimental 1 Class (Chinese Whisper)	.190	33	.004	.906	33	.008

One-Sample Kolmogorov-Smirnov Test

		transform_hasil	transform_class
N		112	112
Normal Parameters[a]	Mean	8.7617	1.5954
	Std. Deviation	.25219	.36671
Most Extreme Differences	Absolute	.138	.235
	Positive	.138	.153
	Negative	-.096	-.235
Kolmogorov-Smirnov Z		1.465	2.483
Asymp. Sig. (2-tailed)		.027	.000

Test distribution is Normal.

Appendix 6

Homogeneity of Post-Test in Experimental 1 class and Experimental 2 Class

The hypothesis for the homogeneity tests are:

Ho : the variance of the data is homogenous

Ha : the variance of the data is not homogenous

The testing criteria are:

Ho is accepted if F-observed is lower than F-critical at certain level of significant. It uses the level of significant 0.05. From data in normality test, we can see the data are follow:

	N	S^2 Varian
Experimental 1 Class	33	20.04
Experimental 2 Class	23	19.21

Formula of comparative study (pre-test and ppost-test)

Uji homogenety test:

Uji F = $\frac{Varian\ terbesar}{varian\ terkecil}$

= $\frac{80.78}{79.21}$ = **1.019**

dk pembilang = 33-1 = 32

dk penyebut = 33-1 = 32

F tabel = 1.98

Jadi : F hitung < F tabel

1.019 < 1.98

varian homogen

So, F-critical = 1.98 Conclusion: F-observed =1.019 is lower than F-critical 1.84. So, Ho is accepted and those data are homogeny.

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	.503	1	54	.481
	Based on Median	.519	1	54	.474
	Based on Median and with adjusted df	.519	1	53.347	.474
	Based on trimmed mean	.538	1	54	.466

Appendix 7

Hypothetical Test

Ha:

There is a significant difference of achievements in students' speaking skill who are taught by using *What's Missing Game* and those who are taught by using *Chinese Whisper Game*at the tenth graders students of MA Salafiyah Kajen Pati in the academic year of 2018/2019.

Hipotesis null (Ho):

There is no a significant difference of achievements in students speaking skill who are taught by using *What's Missing Game* and those who are taught by using *Chinese Whisper Game*at the tenth graders students of MA Salafiyah Kajen Pati in the academic year of 2018/2019.

From normality test, we can see the data are follow:

	Mean	**Varian**	**N**
Experimental1 Class	77.33	20.04	33
Experimental2 Class	76.10	19.21	23

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\frac{\sqrt{(n1-1)S12 + (n2-1)S22}}{n1 + n2 - 2}\left(\frac{1}{n1} + \frac{1}{n2}\right)}$$

$$t = \frac{80.78 - 79.21}{\frac{\sqrt{(33-1)11.63 + (23-1)13.67}}{33 + 23 - 2}\left(\frac{1}{33} + \frac{1}{23}\right)}$$

$$t = \frac{1.57}{\frac{\sqrt{372.16 + 300.74}}{54}\left(\frac{56}{759}\right)}$$

$$t = \frac{1.57}{\frac{\sqrt{37682.4}}{40986}}$$

$t = \frac{1.57}{\sqrt{0.90958}}$

$t = \frac{1.57}{0.30}$ **t= 4.57**

$df = n_1 + n_2 - 2$

$= 33+23 - 2 = 54$

t tabel = 2.0048

t hitung > t tabel

4.57 > 2.0048

Conclusion:

t-observed was higher than t-critical, therefore, Ha was accepted. And based on the mean of post-test in experimental 1 class and experimental 2 class, the researcher concluded that *Chinese Whisper Game* more effective than *What's Missing Game* to teach speaking at the tenth grade of MA Salafiyah Kajen Pati in the academic year of 2018/2019. It means that there were a significant differences between *What's Mising Game* and *Chinese Whispere Game*.

Appendix 8

Reability Test

No	X	Y	X^2	Y^2	XY

1	70	75	4900	5625	5250
2	71	78	5041	6084	5538
3	76	82	5776	6724	6232
4	75	80	5625	6400	6000
5	77	80	5929	6400	6160
6	70	78	4900	6084	5460
7	71	78	5041	6084	5538
8	70	78	4900	6084	5460
9	80	85	6400	7225	6800
10	75	78	5625	6084	5850
11	76	80	5776	6400	6080
12	70	82	4900	6724	5740
13	71	78	5041	6084	5538
14	74	78	5476	6084	5772
15	71	78	5041	6084	5538
16	74	82	5476	6724	6068
17	73	78	5329	6084	5694
18	70	74	4900	5476	5180
19	71	76	5041	5776	5396
20	72	74	5184	5476	5328
21	73	78	5329	6084	5694
22	74	88	5476	7744	6512
23	75	84	5625	7056	6300
24	73	80	5329	6400	5840
25	73	78	5329	6084	5694
26	73	78	5329	6084	5694
27	73	75	5329	5625	5475
28	73	75	5329	5625	5475
29	73	80	5329	6400	5840

30	73	84	5329	7056	6132
31	73	82	5329	6724	5986
32	75	80	5625	6400	6000
33	75	84	5625	7056	6300
34	73	88	5329	7744	6424
35	73	88	5329	7744	6424
36	73	78	5329	6084	5694
37	73	78	5329	6084	5694
38	73	88	5329	7744	6424
39	75	80	5625	6400	6000
40	78	84	6084	7056	6552
41	73	76	5329	5776	5548
42	73	78	5329	6084	5694
43	78	82	6084	6724	6396
44	75	82	5625	6724	6150
45	75	88	5625	7744	6600
46	73	84	5329	7056	6132
47	73	84	5329	7056	6132
48	73	80	5329	6400	5840
49	73	78	5329	6084	5694
50	73	78	5329	6084	5694
51	75	80	5625	6400	6000
52	73	78	5329	6084	5694
53	73	78	5329	6084	5694
54	75	82	5625	6724	6150
55	78	80	6084	6400	6240
56	73	78	5329	6084	5694
jumlah	**4117**	**4488**	**302925**	**360408**	**330128**

Based on the table above, we know that:

r_{xy} = Coefficient Correlation Between X and Y

N = 56

$\sum XY$ = 330128

$\sum X$ = 4117

$\sum Y$ = 4488

$\sum X2$ = 302925

$\sum Y\,2$ = 360408

The statistic formula is

$$r_{xy} = \frac{N\,(\sum XY)-(\sum X)\,(\sum Y)}{\sqrt{[N\sum X^2-(\sum X)^2][N\sum Y^2-(\sum Y)^2}}$$

$$r_{xy} = \frac{56\,(330128)-(4117)(4488)}{\sqrt{[56(302925)-(16949689)(56(360408-(20142144)}}$$

$$r_{xy} = \frac{18487168-18477096}{\sqrt{[(16963800-16949689)(20182848-20142144)}}$$

$$r_{xy} = \frac{10072}{\sqrt{[(14111)(40704)}}$$

$$r_{xy} = \frac{10072}{\sqrt{574374144}}$$

$$r_{xy} = \frac{10072}{23966.1} = \textbf{0.42026Reliabilityis High}$$

Appendix 9A

Students' Transcription on Pre-Test and

Post-Test in Experimental 1 Class

1. **Students' Transcription on pre-test**

Experimental 1 Class

Name : Fina Ayu Rahma Agustin

Class : X IPA F

Assalamualaikum wr. Wb.

Eee.. her name is Dias. Dias, she is beautiful, short body and body thin. Eee… long hair, ee… flat nose, and black skin. Dah.

Wassalamu'alaikum wr.wb.

Score

No.	Aspect	Score	
		R1	R2
1.	Grammar	3	3
2.	Vocabulary	3	3
3.	Comprehension	3	3
4.	Fluency	2	2
5.	Pronunciation	3	4
Total		28 x 2 = 56	

2. **Students' Transcription on Post-Test**

Experimental1 Class

Name : Fina Ayu Rahma Agustin

Class : X IPA F

Assalamualaikum wr. Wb.

My name is Fina Ayu Rahma. I have a friend, her name is Daris wulandari. I would like to describe my friend's body. She is a beautiful girl, and smart. She has a black sweet skin, she has a long hair. She also has a pointed nose. She is tall. Udah. Thank you,

Wassalamu'alaikum wr wb

Score

No.	Aspect	Score	
		R1	R2
1.	Grammar	3	3
2.	Vocabulary	4	4
3.	Comprehension	4	4
4.	Fluency	4	4
5.	Pronunciation	4	4
Total		38 x 2 = 76	

Appendix 9B

Students' Transcription on Pre-Test and Post-Test

in Experimental 2 Class

1. **Students' Transcription on Pre-Test in Control Class**

   Experimental 2 class

   Name : Afika Valentina Ahda

   Class : X IPA E

   Assalamua'laikum wr wb

   My name is Afik Valentina. My friend name is Vanesa Ines. She is beautiful. She is very, she is very tall, and she is hobby is drawing and listening music. She is drawing and listening music.

   Wassalamu'alaikum wr wb

Score

No.	Aspect	Score	
		R1	R2
1.	Grammar	3	3
2.	Vocabulary	3	3
3.	Comprehension	3	3
4.	Fluency	3	3
5.	Pronunciation	3	3
Total		30 x 2 = 60	

2. **Students' Transcription on Post-Test in Control Class**

Exprimental 2 class

Name : Afika Valentina Ahda

Class : X IPA E

Assalamua'laikum wr wb

My name is Afika Valentina Ahda. I would like to describe my friend's body. She's name is maya. She is students of SMP 2 tanjungsari. She's body is slim and tall. She is beautiful. She has a long hair. She likes eat. And her body is slim, she's hobby is reading. Thankyou

Wassalamu'alaikum wr.wb

Score

No.	Aspect	Score	
		R1	R2
1.	Grammar	3	3
2.	Vocabulary	4	4
3.	Comprehension	3	3
4.	Fluency	3	3
5.	Pronunciation	4	4
Total		34 x 2 = 68	

Appendix 10A

Picture of Treatment in Experimental 1 Class

The researcher instruted the students to make a line and choose the leader

The leader has read the sentence silently for a few seconds

The leader whispered the sentence that he reads to the second person

Appendix 10B

Picture of Treatment in Experimental 2 Class

The researcher asked the students to turn around

The researcher asked the first group to see the setences

All the groups were given the time to see and remember the sentences

The researcher removed a few sentences, then the students turn over againt as before

AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG
STATUS : TERAKREDITASI
Keputusan BAN-PT Nomor : 3579/SK/BAN-PT/Akred/PT/X/2017
Jl. Prof DR Hamka (Ngalian km.1) Tambakaji Semarang - Jawa Tengah 50185
Telp. (024) 7608786 Fax (024) 7619177 - *website* : aismuh.ac.id

PENELITI : **Dika Ayu Zakiyah Agustianti**
NIM : **1503046053**
JURUSAN : **Pendidikan Guru Bahasa Inggris**
JUDUL : **THE USE OF WHAT'S MISSING GAME AND CHINESE WHISPER GAME IN TEACHING SPEAKING (A COMPARATIVE STUDY OF THE TENTH GRADE OF MA SALAFIYAH KAJEN PATI IN THE ACADEMIC YEAR OF 2018/2019)**

HIPOTESIS:

a. Hipotesis Uji Homogenitas

H_0: $\sigma_1^2 = \sigma_2^2$

H_1: $\sigma_1^2 \neq \sigma_2^2$

b. Hipotesis Perbedaan Rata-Rata

H_0: $\mu_1 = \mu_2$

H_1: $\mu_1 \neq \mu_2$

HASIL DAN ANALISIS DATA

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Kontrol_Post	33	75	88	80.79	3.698	13.672
Eksperimen_Post	23	74	88	79.22	3.411	11.632
Valid N (listwise)	23					

Uji Homogenitas

F-Test Two-Sample for Variances

	Variable 1	*Variable 2*
Mean	80.78787879	79.2173913
Variance	13.67234848	11.63241107
Observations	33	23
df	32	22
F	1.175366689	
P(F<=f) one-tail	0.351178447	
F Critical one-tail	1.972855242	

Keterangan:

Sig. = 0.35 > 0.05 maka H_0 diterima artinya kedua kelas tersebut **memiliki varians yang sama (Homogen).**

AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG
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Telp. (024) 7608786 Fax (024) 7619177 - *website* : aismuh.ac.id

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Nilai_Post	Equal variances assumed	.503	.481	1.613	54	.112	1.570	.973	-.381	3.522
	Equal variances not assumed			1.637	49.822	.108	1.570	.959	-.356	3.497

Keterangan:

Sig. = 4.57>2.008, maka Ha diterima artinya bahwa ada perbedaan antara rata-rata nilai Kelas Eksperimen dan Kelas Kontrol.

Semarang, 28 Januari 2019
Kepala Laboratorium

Deden Istiawan, S.Si.,M.Kom

YAYASAN SALAFIYAH KAJEN
MADRASAH ALIYAH SALAFIYAH
TERAKREDITASI A
NPSN : 69725504 NSM : 131233180018
Alamat : Kajen. Kec. Margoyoso, Kab. Pati ✉ 59154 Telp/Fax. (0295) 4150750
email. salafiyah.kajen@gmail.com

SURAT KETERANGAN PENELITIAN

Nomor : MA.11.18/TL.00/009/XI/2018

Yang bertanda tangan di bawah ini Kepala Madrasah Aliyah Salafiyah Kajen, Kec. Margoyoso, Kab. Pati menerangkan bahwa :

Nama	: **DIKA AYU ZAKIYAH AGUSTIANTI**
NIM	: 1503046053
Prodi	: Pendidikan Bahasa Inggris
Asal Mahasiswa	: Universitas Islam Negeri Walisongo Semarang

Sesuai surat izin dari Universitas Islam Negeri Walisongo Semarang nomor B-5410/Un.10.3/D.1/TL.00/11/2018 tanggal 28 November 2018, yang bersangkutan telah melakukan penelitian pada tanggal 29 November s/d 2 Desember 2018 di Madrasah Aliyah Salafiyah Kajen, sebagai syarat penyusunan dan pembuatan Skripsi yang berjudul :

"THE USE OF WHAT'S MISSING GAME AND CHINESE WHISPER GAME IN THE TEACHING OF SPEAKING (A COMPARATIVE STUDY OF THE TENTH GRADE OF MA SALAFIYAH KAJEN IN THE ACADEMIC YEAR 2018/2019)"

Demikian surat keterangan ini kami buat dengan sebenarnya agar dapat digunakan sebagaimana mestinya.

Pati, 3 Desember 2018
Kepala,

YAYASAN SALAFIYAH KAJEN MADRASAH ALIYAH SALAFIYAH MARGOYOSO

Drs. H. Abdul Kafi, M. Si

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

Nomor: B -5410/Un.10.3/D.1/TL.00./11/2018 28 November 2018
Lamp : -
Hal : Mohon Izin Riset
a.n. : Dika Ayu Zakiyah Agustianti
NIM : 1503046053

Yth.
Kepala Sekolah MA Salafiyah Kajen
di Pati

Assalamu'alaikum Wr.Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

nama : Dika Ayu Zakiyah Agustianti
NIM : 1503046053
alamat : Ds. Margoyoso 04/01 Kec. Margoyoso Kab. Pati
judul skripsi : THE USE OF WHAT'S MISSING GAME AND CHINESE WHISPER GAME IN THE TEACHING OF SPEAKING (A COMPARATIVE STUDY OF THE TENTH GRADE OF MA SALAFIYAH KAJEN IN THE ACADEMIC YEAR 2018/2019)

Pembimbing :
1. Dr. Hj. Siti Mariam, M.pd
2. Nadiah Ma'mun, M.Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 3 hari, mulai tanggal 29 November 2018 sampai dengan tanggal 2 Desember 2018.
Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.
Wassalamu'alikum Wr.Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik

H. ABDUH SYUKUR

Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

CURRICULUM VITAE

Name	: Dika Ayu Zakiyah Agustianti
Student's Number	: 1503046053
Place and Date of Birth	: Pati, August 15th, 1997
Home Address	: Ds. Margoyoso Rt. 04/ Rw. 01 Kec. Margoyoso Kab. Pati
Phone	: 082137798155
E-mail	: Dikazakiyah97@gmail.com

Education

1. SD Islam Miftahul Falah Margoyoso, Graduated in 2009
2. MTs SALAFIYAH Kajen Pati, Graduated in 2012
3. MA SALAFIYAH Kajen Pati, Graduated in 2015
4. Education and Teacher Training Faculty Walisongo State Islamic University Semarang

Semarang, February 5th, 2019

The Researcher,

Dika Ayu Zakiyah Agustianti

NIM. 1503046053