

**TEACHING SPEAKING USING GAMES IN
ENGLISH INTENSIVE CLASS: A STUDY AT
PESANTREN DARUL FALAH BESONGO
SEMARANG**

THESIS

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



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ABSTRACT

Title : **Teaching Speaking Using Games in an English Intensive Class: A Study at Pesantren Darul Falah Besongo Semarang**
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Speaking is meant as one's skill to communicate vocally in a given speech. Every day, students work hard to be able to speak English fluently by practice a lot. This research aims to explain the process of English teaching using games and also to explain the students' response toward the use of games in teaching speaking at the third grade of English Intensive Class in *Pesantren Darul Falah Besongo Semarang*. This research used descriptive qualitative research design. Data collection techniques used observation, interview, and documentation. The result of this research shows the English teaching speaking skill in the third grade has applied some games. Those are guessing game and role-play game. The guessing game is used to explore the students' tense mastery and pronunciation, then the role-play game is used to make them be confident and creative training. However the using of games in teaching speaking needs good preparation. It includes the teacher's creativity, controlling class, the way to deliver the instruction and managing time. Absolutely, games have very beneficial and good influence toward the students' speaking ability by its activities in the classroom.

Keywords: *games, Indonesian pesantren, speaking skill.*

MOTTO

مَا يَلْفِظُ مِنْ قَوْلٍ إِلَّا لَدَيْهِ رَقِيبٌ عَتِيدٌ

Not a word does he utter but there is a vigilant Guardian
(QS. Qaaf : 18)

Silent is Gold, but Speaking good is Best.

DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. H. Zaenuddin and Mrs. Hj. Nur Asiyah.
2. My lovely sibling sisters and brothers, Mahfudhiyah, Abdur Rokhim, Mahsunah, Muslihatul Aufa, Akhmad Irfan, Ahmad Muzakki, and Muhammad Alfi Hasan.
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The Writer,

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CHAPTER I

INTRODUCTION

This chapter would explore the sub chapter. It begins with the background of the research, the limitation of the research. The next part presents questions of the research, objectives of the research, and the significances of the research.

A. Background of the Research

English learning is a process of teaching English to students using the principle of education, and theoretical learning is the main determinant education.¹ It is an activity to gain knowledge or skill around the English language. There are four skills in English, speaking, writing, reading, and listening. In the teaching process, the teacher has to create a conducive atmosphere because it is something that is needed by students to mastery every English skills. They opine that the success of learning English is when they can speak English fluently.² Some of them face some difficulties such as fear of making mistakes, fear of being laughed by their friends because they have no idea about pronunciation and grammar they use.

Besides, students have the different abilities in acquiring language. For example, some of them are good at writing, but they

¹ Muhammad Nafi Annury, “Students’ Language Learning Styles: An Ethnographic Case Study at UIN Walisongo Semarang”, *Vision: Journal for Language and Foreign Language Learning* 5, no. 1 (2016): page 135.

² Ma’rifatul Fadhilah, “The Effectiveness of Written ‘Peer Review’ Towards English 3 Students’ Writing Skill”, *Vision: Journal for Language and Foreign Language Learning* 6, no. 1 (2017): page 61.

are weak in speaking or vice versa. In the other hand, some of them are good at reading, but they are not well prepared in listening or vice versa. They have different skills in learning English. The fact states that students' basic competence does not influence their ability in the learning of English. They can improve it to produce and comprehend spoken language well.

One of the ways to improve speaking skills, students should have great strategies such as practice to talk about every day.³ To make them speak up, usually a teacher command students to communicate by English in the class. Not only in the class but also they have to demonstrate it everywhere. The English language is called as an international language, so the teacher has a position as a facilitator that should be able to invite students to enjoy their lesson.

There are some ways in English teaching, especially in education speaking skills, such as drama, movie, song, speech, discussion and games. Games can help teachers invite students to be more attractive and active in learning, including in learning English. It is fun and makes students can get an enjoyable way of learning. Learning by games makes students feel excited in the learning process.

³ Farid Noor Romadlon, "Communication Strategies in the Conversation between Indonesian University Studies and a Native Speaker", *Vision: Journal for Language and Foreign Language Learning* 5, no. 1 (2016): page 21.

Pesantren (Boarding School) is a unique educational institution.⁴ In *pesantren*, students study about religion by learning *Kitab Kuning* as its characteristic. There is modern *pesantren* that have new compulsory which students have to speak a foreign language, such as English and Arabic on a particular day. Learning of English at a *pesantren* can make students have a chance to develop more meaningful knowledge compared to individual learning at a public school.⁵ As we know that it is a nonformal education institution, so both teacher and students may arrange their English lesson based on their need.

English regarded as a foreign language, so as a teacher, they have to create a pleasing feeling for students. It can go through games, which could be an alternative way in English learning. Some researchers have researched the use of games in English learning, but most of them conduct it in a school, which is a formal educational institution that has English as their lesson based on the system. This research gives different view to the readers because it was conducted in a *pesantren*, a nonformal institution which is the education is outside of the system. So teaching English will be a new challenge for some teachers.

⁴ Saidna Zulfiqar Bin Tahir, "English Teaching Methods at *Pesantren* IMMIM of Makassar", *Journal Jupiter Universitas Hasanuddin Makassar* 9, no. 6 (2011): page 34.

⁵ Ismail Suardi Wekke and Sanusi Hamid, "Technology on Language Teaching and Learning: A research on Indonesian *Pesantren*", *Procedia-Social and Behavioral Science* 83 (2013): page 585.

B. Questions of the Research

1. How is the implementation of the teaching speaking using games in English Intensive Class in third grade of *Pesantren Darul Falah Besongo Semarang*?
2. How is the students' response toward the teaching speaking using games in English Intensive Class at third grade of *Pesantren Darul Falah Besongo Semarang*?

C. Objectives of the Research

1. To explain the process of English teaching using games at the third grade of English Intensive Class in *Pesantren Darul Falah Besongo Semarang*.
2. To explain the students' response toward the use of games in teaching speaking at third grade of English Intensive Class in *Pesantren Darul Falah Besongo Semarang*.

D. Significances of the Research

The result of this study is expected to be able to give the following benefits for educational practitioners, such as teachers, students and the writer. Here, the researcher divided these benefits into three types below:

1. Theoretically

The researcher hoped that the result of this study would give additional information to the readers.

2. Pedagogically

The result of this study could be used as an additional reference for the next study in the future.

3. Practically

a. The English teachers

The researcher expected that the result of this study might be useful for additional information.

b. The students

The researcher expected that it could be useful to make students improve their speaking skills in the English language.

c. The researcher

The researcher expected can get many useful experiences as an English teacher. Besides, the result can be used to improve the writer's knowledge and skill in English learning in the future.

d. The further researchers

By doing this study, the researcher expects that it can be a reference to further researchers to do the next research. Then she hopes it can be used to improve the ELT process in *Pesantren Darul Falah Besongo* Semarang. Because this is a nonformal institution which is education and training are placed outside the system, so the researcher hopes the result of this study can be the example of the English learning model for other *pesantren* commonly and for *Pesantren Darul Falah Besongo* Semarang especially.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of some basic theories related to the study and comprises previous research related to this study. It provides some previous research which has almost the same topic with the present study and some theories which bring about the present study.

A. Literature Review

1. Theories of Speaking

a. The Definition of Speaking

On this occasion, the researcher showed several definitions of speaking to make clear what the meaning of speaking is. Firstly, the meaning of speaking refers to dictionaries.⁶ Based on the *Concise Oxford Dictionary*, it is defined as one's ability to communicate vocally in a given language, or the trial of uttering oneself in a speech. While, *Cambridge Advance Learner Dictionary* defines that it is as to say words, to use the voice, or to have a conversation with someone.

Speaking is a human's aptitude that is expressed naturally to make an expression for some reasons.⁷ It is

⁶ Muhammad Agung Buono, "Improving Speaking Skill through Using Structured Role Play of Grader VIII at State Junior High School of 1 Piyungan in the Academic Year of 2014/2015" (*Thesis*, State University of Yogyakarta, 2016).

⁷ Ratna Sari Dewi, "Using Communicative Games in Improving Students' Speaking Skill," *Canadian Center of Science and Education* 10, no. 1 (2017): page 65.

one of the primary language skills that have to be had by students of a foreign language. It is essential due to its significance and its use for communication to be able to speak of a foreign language. It is the presence of communication goal that has to be realized; for instance, the speakers want to express wish and desire to do something, do the negotiation and solve a particular problem, or establish and maintain social relationships with others.

In the English curriculum, students' speaking skill is one of the aspects of foreign language learning, including English, because it is a compulsory subject that must be learned and known for all students. Four skills should be increased by them, reading, writing, listening, and speaking. The research of learning shows those students are less active in using English. Some factors can be caused of this problem, such as lack of practice, both outside the classroom and in the English classroom itself. Despite the fact that English language is the most commonly accepted language in the world, it also will very useful, such as improving students' knowledge, skill, and getting a job. So as an English teacher, a facilitator in English classes, they have to create an opportunity for students to be active in using the English language, to speak more and more.

b. The Types of Spoken Language

According to Brown (2001), types of spoken language are monologue and dialogue.⁸

Monologue occurs when a speaker uses spoken language for any length of time with continuous stream of information to the listener. It usually goes on without considering whether the listener understands or not. The listener is unable to neither propose negotiation language nor interrupt it. Some examples of this kind of spoken language are: speech, lecture, tell a story, sermon, and news broadcasting. According to their discourse structure, monologue is divided further into two categories. They are planned and unplanned. Planned monologue, such as speech and other prewritten material usually manifest little redundancy and is therefore relatively difficult to comprehend. Unplanned monologue, such as lectures and long stories in conversation, is usually easier to comprehend because it has more redundancy to make the content clearer.

Different from the monologue, dialogue involves two or more speakers. They can use negotiation language to solve any possibility or misunderstanding. It is divided into two categories. They are interpersonal dialogue,

⁸ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy Second Edition* (New York: Pearson Education Company, 2001), page 251.

which the purpose is to maintain a social relationship, and transactional dialogue, which is intended to convey propositional or factual information. Remember that those dichotomies are not special because everyday conversations usually contain both elements, interpersonal and transactional dialogue.

2. The Importance of Speaking Skill for Students

Speaking skill is always related to communication. It could be stated as the skill to use the language accurately to express meaning to transfer or to get knowledge and information from other people. In this globalization era, the development of knowledge and technology runs well. During the lesson in the classroom, the teacher needs to use the English language to contain useful English words and phrases to state their instruction.⁹ The use of speaking English skill perhaps do not only in the English lesson but also in others opportunities, even it is used as primary communication tool.

Some students opine that speaking a foreign language in front of the class is something fear, anxiety, even painful because it implies that someone is knowing about the subject, being understood by others, or also being prepared for

⁹ Lulut Widyaningrum, *Instructional English (English for the Practical Day to Day Classes Management)*, (Semarang: CV. Karya Abadi Jaya, 2015), page 3.

criticism.¹⁰ It needs confidence, self-esteem and motivation. In developing speaking skill, there are two keys to reach success communication, fluency and accuracy.

In this setting, students will have a chance to practice speaking in English during the lesson. Some factors may be the reason for the lack of students' success in speaking skill.¹¹

- a. English is used neither outside of the classroom nor in the society; because they consider that it is a foreign language.
- b. Lack or almost no exposure to English language in the society and its environment.
- c. The learning is not emphasized in speaking skills, but it more focused on the structure and vocabulary.
- d. Students feel a lack of confidence using the English language because they feel shy and afraid of wrong word.
- e. There is no feel of need in using of English language, except on certain occasions such as for education or make tourist visits in English speaking country.

These factors above shows that the students' speaking success still can be reached by doing the best strategy. It needs help and cooperation, both of teacher, students, and

¹⁰ Luisa Alejandra Toro Estrada and Deisy Velasquez Ortega, "Teaching Speaking Skill through Language Games in a Fifth Grade of a Public School from Pereira" (*Thesis*, Pereira, University of Technology Pereira, 2016), page 11.

¹¹ Kasihani K. E. Suyanto, *English for Young Learners* (Jakarta: Bumi Aksara, 2010), page 57.

strategic learning. A good speaker is not enough just having the ability to produce some utterances because speaking is a complex skill that needs the use of several different skills at once, which have to be mastered by learners.¹² Therefore, to wage success speaking fluently, the learner should possess knowledge of the language and skill to use it properly and precisely.

In designing speaking activities in a class, a teacher needs to recognize the different functions speaking performs in daily communication and the various purposes for which our students need speaking skills.¹³ Speaking skill is one of the abilities that need to be developed in the classroom for avoiding some affective factors such as fear of making mistakes, anxiety, jitters and lack of confidence that affect the learning process. Teachers have to help students to solve this kind of problems by motivating them to speak. They have to ensure that students remain in school to strengthen their capacity because the interactive speaking activities increase more confidence and motivation for students.

¹² Dewi, "Using Communicative Games in Improving Students' Speaking Skills," *Canadian Center of Science and Education* 10, no. 1 (2017): page 64.

¹³ Jack C Richards, *Teaching Listening and Speaking: From Theory to Practice*, (Cambridge: Cambridge University Press, 2008), page 20.

3. Games for Learning Language

a. The Definition of Games

Games are an activity carried out based on certain rules and methods. It is a natural means for children to understand the world around them. Hadfield (1996) states that games mean activity with rules, a goal and an element of fun. Also, Wright et al (2006) emphasize that it is an activity in which the learners play and usually interact with others.¹⁴ They add that by games, students can express their arguments or give some information.

Every good game contains moral values and gives education to the player. There are some rules in every game that cannot be denied. Besides, the right timing for the implementation of games in the learning is considered. In specific interaction, it can build language skills, especially listening and speaking skills. It can give them way how to do social interaction by an exciting and rewarding methods of social education. In other words, the implementation of games can build on students' energy of informal communication rather than repress them in the ways more of learning requires.

We can say that games are a children's world. They will enjoy their games although they do it in their

¹⁴ Dewi, "Using Communicative Games in Improving Students' Speaking Skills," *Canadian Center of Science and Education* 10, no. 1 (2017): page 64.

learning every day. By games, students can learn how to interact with each other. In other words, games are advantageous and useful in the learning activity.¹⁵ It gives motivation because of the involvement of competition and cooperation in its implementation. Students have the opportunity to work together. They must speak as in getting understanding or respond to what their friends are saying or writing to them. In conclusion, it can be an improvement tool in their speaking skill, including in learning of foreign language, especially English.

b. The Kinds of Games

Based on some specialist, games of language that can improve students' speaking ability at least have some features below.¹⁶

First, the players or students must do interaction or communication with each other. To improve their speaking skill, they should practice their English skill more. Beside it, the teacher also should apply the

¹⁵ Ali Derakhshan and Elham Davoodi Khatir, "The Effect of Using Games on English Vocabulary Learning," *Journal of Applied Linguistics and Language Research* 2, No 3 (2015): page 40.

¹⁶ Suyanto, *English for Young Learners*, (Jakarta: Bumi Aksara, 2010), page 118.

appropriate game in which the students and learning are inserted into the topic.¹⁷

Secondly, the players or students should understand every rule in the game. It is a crucial thing because their comprehension of the rule of the game will bring them to the aim of the games. Also, the teacher must make sure to explain the laws of the game in detail and clear before starting the game.¹⁸

Thirdly, the games have a clear goal and clear of games context activity. They can help and encourage students to reach the target learning of language more easily. They also help teachers to create contexts in which the target language learning is useful and meaningful. They also bring fun for students, thus help them learn and retain new words more quickly.¹⁹ Fourthly, each player or students must be actively involved in the game. Keeping their active is important because the teacher will never be able to teach them

¹⁷ Romadlon, "Communicbetation Strategies in the Conversation between Indonesian University Students and a Native Speaker," page 6.

¹⁸ Sigridur Dogg Sigurdardottir, "The Use of Games in the Language Classroom" (*Thesis*, Iceland, University of Iceland, 2010), page 10.

¹⁹ Derakhshan and Khatir, "The Effect of Using Games on English Vocabulary Learning," page 40.

anything unless they can get them to participate in their learning process.²⁰

In the last one, there are special rules for each game. Fluency is an important skill to practice speaking skill because it is needed in the real world.²¹ Each game has its characteristic and unique. Most of them have special rules that emphasize fluency instead of accuracy, which should encourage them to communicate. The teacher as the facilitator should choose the appropriate kind of games. The following are some examples of games that can be applied to students.

Some activities can help a teacher to enhance students' speaking ability. But in each activity, students need to get clear direction from the teacher about the rule of the game, so that they can understand what they should do.²²

1) Simon Says

This kind of activity fits into a teaching method called Total Physical Response (TPR) in which language is taught by allowing students to observe and take their time to understand the language before having to speak it. TPR is taught to be a good teaching method

²⁰ Sigurdardottir, "The Use of Games in the Language Classroom," (*Thesis*, Iceland, University of Iceland, 2010), page 7.

²¹ Sigurdardottir, page 16.

²² Suyanto, *English for Young learners*, (Jakarta: Bumi Aksara, 2010), page 118.

for learning a foreign language for two reasons. The first one is that it is taught to reduce the stress level of learning a language and therefore making learning more.²³ For example, the teacher asks the students to perform actions.

Teacher: “Simon says sit down!”

(Students sit)

“Simon says put your hands on your head”

Simon says clap your hands

(Students give applause)

“Simon says.....”

(Students do what the teacher says)

2) Question and Answer

This kind of game can help students to train their ability to arrange a sentence using a good pattern.²⁴ For example, the sentence “What is it?” and “It’s a” or “It’s a + adjective”.

Teacher : Guess what fruit! It’s yellow. It’s long.
It’s sweet. What is it?

Students : It is a..... (A banana)

Teacher : It is red. It is round. It’s sweet. What is it?

Students : It is.....

²³ Sigurdardottir, “The Use of Games in the Language Classroom,” (*Thesis*, Iceland, University of Iceland, 2010), page 12.

²⁴ Suyanto, *English for Young Learners*, (Jakarta: Bumi Aksara, 2010), page 119.

After that, if students can do it by themselves, they can do in the teacher's position. They also can give some questions to the opponent group. They should use sentence and vocabulary based on their materials.

3) Guessing Games

The teacher shows a small box and asks the students to guess what inside is. These games can train their question ability, especially in yes / no questions. For example,

Students (S) : Is it a toy?

Teacher (T) : No, it isn't

(S) : Is it a food?

(T) : No, it isn't

4) Find Differences

This kind of game can help us to train students' accuracy. Usually, it can be done in pairs or groups. The rule is the teacher gives two almost same pictures, and then they have to find its difference and deliver it using the English language. They are also allowed to ask a question to the teacher related to these pictures using the English language.²⁵

5) Whisper Games

The rules of this game are as follows.

²⁵ Suyanto, *English for Younger Learners*, (Jakarta: Bumi Aksara, 2010), page 120

- a) Students sit in a circle or in a row.
- b) The teacher whispers one sentence to one student in the front (for example: “Are you hungry?”).
- c) The student continues the whispered sentence to a friend beside her and so on. They should whisper it only once and cannot be repeated.
- d) The last student and the first student will be asked to come forward then they have to deliver the sentence together in a loud voice. So we will know whether the sentence from both of them is same or not.
- e) The situation will be tight and exciting if the sentence is different.

In improving students’ speaking skill, teachers should do planning thoroughly. They should give conducive learning situation so that students can provide response, utterance, and undoubted to make a mistake in using the English language. Below are some tricks to invite students in active learning and speaking.²⁶

- 1) Simple dialogue between teacher and students, such as teacher invites students to have short conversations. For example,

²⁶ Suyanto, *English for Younger Learners*, (Jakarta: Bumi Aksara, 2010), page 59.

Teacher: “Do you like.....?” Then some of students answer “Yes, I do” or “No, I don’t”.

Teacher can increase the difficulty in the next question, such as “What do you like” or “Why do you like.....?”

- 2) Self-introduction, every student introduces themselves factually in the front of class.
- 3) Classroom language, speaking English is something difficult. When students accustomed to using it, they will consider it as something natural. One of the ways to demonstrate it is doing classroom language so that they will have chance to speak up English. Paul (2003) state that classroom language is one of the best ways for students to improve their speaking skill. They can get understand and put their feeling into their English speaking.
- 4) Role-play. For example, teacher asks students to act as the buyer and one student as the iced cream seller. Then they have to describe what happened there by making conversation. Teacher as the guide also must reward them by saying “Good!”, “Excellent!”, “Great!”, “Try again!” and other.

Structured role-play provides students with language surround and time to prepare. It gives chances for

students to speak in real language use.²⁷ This activity will give them a rich experience of speaking, such as connected speech, expressive tools, and be better for grammar.

- 5) Talk about food, hobby, and family. As a creative teacher, she/he should create many chances for student to speak more. She/he can use simple rules that can motivate students to speak by giving their answers.

c. The Benefits of Learning Language through Games

One of the ways to increase students' enthusiasm in learning is using an attractive method. The use of process creating not only comfort learning but also it should appropriate to they need. It has many advantages to make students attractive in education. There are some reasons why games can make students attractive in learning.²⁸

- 1) Games are fun, which are extremely important. It can make and change inactive students become active due to more interest. Keeping their enthusiasm is vital because actually, the teacher will never be able to teach them anything unless the participation in their learning process.

²⁷ Buono, "Improving Speaking Skills through Using Structured Role Play of Grader VIII at State Junior High School of 1 Piyungan in the Academic Year of 2014/2015," page 6.

²⁸ Sigurdardottir, "The Use of Games in the Language Classroom," (*Thesis*, Iceland, University of Iceland, 2010), page 7.

- 2) Games play a big part in increasing students' relationship. It can also help create a friendly and positive atmosphere where seat arrangement can differ from games to games and which can help in keeping an exciting learning environment.
- 3) Games can be a very perfect practice language skills, especially speaking skill. The people's reason for learning a language is to be able to use it in real situations, for example, traveling. By using games in the classroom, the teacher can give a significant role and positive thing because it lets them take on more responsibility.
- 4) Games can fulfill the need for language learning. Students in the language learning may get experience, keeping their mind open, and being willing participants. Games may make it possible.
- 5) Learning language through games brings students to a positive learning feeling. In their language learning, they involve their emotions. Strong emotions, such as happiness, excitement, amusement, and suspense, allow them to feel positive to their learning situation and to have a positive effect on language learning.
- 6) Games are a suitable method for shy and low confidence students. It applies when playing happens in small groups because they get a chance to speak in

front of their friends, instead of having to show themselves in front of the whole class. It is also easier to open up and forget the shyness when playing games because of the comfortable atmosphere.

- 7) Games can be a good strategy in teaching various subjects because it is very likely to spark interest among students. Students of all ages can use it. When they used other methods, they can create diversity which is ideal for school work. Many students complain about the lack of diversity, because they want more fun and have progressive for their learning.

Furthermore, games can help the student to learn comfortably and productively, using their creativity and enjoying at the same time. The use of games may give more advantages to develop through interactive speaking activities.²⁹ The use of games may provide more benefits to develop through interactive speaking activities.

4. *Pesantren* in Indonesia

a. The Definition of *Pesantren*

One of the educational institutions that have unique and different from another is *pesantren*.³⁰ This word comes from Sanskrit. It means a gathering location

²⁹ Toro Estrada and Ortega, "Teaching Speaking Skill through Language Games in a Fifth Grade of a Public School from Pereira," page 17.

³⁰ Bashori, "Modernisasi Lembaga Pendidikan Pesantren Perspektif Azyumardi Azra," *Nadwa: Jurnal Pendidikan Islam* 11, no. 2 (2017): page 270.

for people who want and love science and wisdom. Terminologically, it is a traditional Islamic educational institution to study, understand, explore, appreciate, and practice Islamic teachings by emphasizing the importance of religious morality as a guideline for daily behavior.³¹ It is a traditional Islamic education hostel, where the *santri* stay and study together under the guidance and direction of a *kyai*. We can say that it is an educational institution that has basic elements, namely *kyai* and *santri* who gather in one assembly to learn about religion and life.

Santri is a student who studies or tries to get knowledge in a *pesantren*. A teacher who teaches and gives insight here is called teachers or *ustadz*. The number of *santri* gives influence toward *pesantren's* development.³² Both of these words indicate that it is the center of science and the evolution of life. Besides, it is the oldest educational institutions in Indonesia and has long history in implementing learning of language, both Arabic and English in its curriculum.

Pesantren has great experience and try experiments when the new orde government happened. It was directed at the functional of the *pesantren* as one of

³¹ Muljono Damopoli, *Pesantren Modern IMMIM (Pencetak Muslim Modern)* (Jakarta: PT Raja Grafindo Persada, 2011), page 57.

³² Abd Halim Soebahar, *Modernisasi Pesantren (Study Transformasi Kepemimpinan Kyai dan Sistem Pendidikan Pesantren)* (Yogyakarta: LkiS Printing Cemerlang, 2013), page 39.

the important centers for the community development. It is the first Islamic educational institution and unique indigenous in Indonesia. As we know, it is nonformal education that emphasized on character building, foreign language skills, recitations, and memorizing the Holy Quran.

b. The Existence of *Pesantren* in Indonesia

Pesantren has good growth and progress in our country, Indonesia. The existence of *pesantren* is an ideal partner for Indonesian government institutions to do cooperate in improving the quality of education and the foundation of national character.³³ As an educational institution, it has different characteristics if it is compared to other educational institutions. It is viewed from the history of its development, components, patterns, and others.³⁴ It is as the nonformal institution that has got admission from everyone. We can say that it is the main source of Islamic education.³⁵ From the fact that it is one of the real potentials of Indonesian society, its

³³ Imam Syafe'i, "Pondok Pesantren: Lembaga Pendidikan Pembentukan Karakter," *Al Tadzkriyyah: Jurnal Pendidikan Islam* 8, no. 1 (2017): page 61.

³⁴ Soebahar, *Modernisasi Pesantren (Study Transformasi Kepemimpinan Kyai dan Sistem Pendidikan Pesantren)*, page 33.

³⁵ Yasmadi, *Modernisasi Pesantren (Kritikan Nurcholis Majid terhadap Pendidikan Islam Tradisional)*, (Jakarta: Ciputat Press, 2002), page 71.

development process also has different growth and development.

Educational institution bases modern *pesantren* and the school have the similarity on the curriculum that is the transfer of knowledge to students. Beside it, the difference is on the media and method in the learning process and activity.³⁶ When we see from its environment and background of life, which are in their social status, regional, personality, and others, a *pesantren* community is a real picture of social life in Islam.³⁷ There are many learning activities, which contain advice, the study of many books and *Kitab Kuning*, and reciting the Holy of *Alquran*. In a meeting, it is the opportunity of the *santri* to obtain blessings from their *kyai* through learning, both mentally and knowledge.

The movement of *pesantren* should run appropriately with the current development. After the independence of Indonesia, there is a mandate that must be carried out. It is to educate the nation life. It is based on what was stated in the 1945 constitution. One way to make it happen is to build educational institutions and produce graduates who can make hard work and well in

³⁶ Muhammad Rizal, Muhammad Iqbal, and M. A. Najmuddin, "Model Pendidikan Akhlaq Santri di Pesantren dalam Meningkatkan Akhlaq Siswa di Kabupaten Bireuen." *Nadwa* 12, no. 1 (2018): page 92.

³⁷ Yasmadi, *Modernisasi Pesantren (Kritikan Nurcholis Majid terhadap Pendidikan Islam Tradisional)*, page 71.

society. To be able to reach it, a *pesantren* is required to follow the current progress of the age.³⁸

Pesantren does teach not only religious sciences but also general sciences. It is proved by the number of *pesantren* that present a school education in addition to madrasah education.³⁹ Even more, it is expected to take part in creating social support for ongoing development.⁴⁰ It cannot be denied that it is the largest and most deeply institution of the original Indonesian teaching education system. Even though *pesantren* has switched functions, many still maintain their education system, so that it will feel more traditionally.

Pesantren grows and lives in a community. This is very different from the school, especially the state institution. For example, if there is something fault inside, people in a community will not take part in solving the fault, because they consider that it is a country's problem. It is different when we face life in *pesantren* because it comes and lives in a community when there are some problems inside, people around will

³⁸ Haidar Putra Daulay, *Pembelajaran Pendidikan Islam di Indonesia* (Jakarta: Rineka Cipta, 2009), page 127.

³⁹ Damopoli, *Pesantren Modern IMMIM (Pencetak Muslim Modern)*, page 66.

⁴⁰ Nurcholish Madjid, *Bilik-bilik Pesantren (Sebuah Potret Perjalanan)* (Jakarta: Paramadina, 1997), page 87.

support and take part to help them find the problem-solving.

The development of knowledge and technology has forced a *pesantren* to include not only religious learning, but also general lessons into the curriculum. Not only that, but a *pesantren* also has to teach education of skill for *santri*, so that they can still be existed and recognized. The followings are the important thing for a *pesantren* to confront some issues in the future:⁴¹

- 1) Curriculum structuring, to improve learning skills, *pesantren* needs to make curriculum development that can be adapted to the development of current and future science.
- 2) Learning processing, it includes the educators' quality and learning facilities.
- 3) Character Building, in education it is not only transfer knowledge, but also motivates and builds competent students, honest, and disciplined.
- 4) The building of religious and moral students, because morale is the main subject of a student. Morals will be the responsibility of the *santri* not only in society but also in his God.
- 5) The building of humans as social beings, it is to produce *santri* who can survive in society, *pesantren*

⁴¹ Daulay, *Pemberdayaan Pendidikan Islam di Indonesia*, page 130.

must provide multicultural education so that they can stay in some differences.

- 6) The building of working character. They should direct students' work orientation. It is not only intended to fulfill life needs but also to show its existence).

Pesantren's culture consists of a set of beliefs, behaviors, and habits of a particular society. Then it takes root so that they become a reality of life. The society also admits this truth and it is continued to the next generation. They see that the culture of *pesantren* has a high quality of life and morality.⁴² Its existence is expected to be able to carry out traditional culture, social roles, and become a center for the socio-economic empowerment of the community. But no matter how big its influence is on people's lives, its existence constant as an Islamic educational institution, not a social development institution. In this case, for parents who shock or critical in social and religious, *pesantren* is an alternative to save education for their children.

The feature of education is not only about teaching or transfer of knowledge but also about educating students to have morals and humanistic values, for

⁴² Syamsul Ma'arif, *Pesantren Inklusif Berbasis Kearifan Lokal* (Yogyakarta: Kaukaba Dipantara, 2015), page 30.

example, the program of religious culture. This program should be built immediately in every educational institution.⁴³ *Santri* during studying in a *pesantren* is taught classical *Kitab Kuning*. It is an absolute element of the learning process in *pesantren*. It is essential in shaping intellectual intelligence and morality or religious quality in the *santri*.⁴⁴

The questions of how and where they may improve students' learning capabilities still become parents' curiosity. Implementing multiple intelligences is one of the methods to solve educational problems in the future.⁴⁵ As parents, they expect they can develop their children in the classroom. They always give attention to their children, especially for their academic improvement.

B. Previous Research

Here will be described some studies which are relevant to this study in order to make this study arrangement easier, whether a final project or journal.

1. Teaching English Speaking through Information Gap Technique written by Yanti Rosalinah and Nurul Khilda

⁴³ Muhammad Luthfi Abdullah and Akhmad Syahri, "Model of Religious Culture Education and Humanity," *Nadwa* 12, no. 2 (2019): page 333.

⁴⁴ Yasmadi, *Modernisasi Pesantren (Kritikan Nurcholis Majid terhadap Pendidikan Islam Tradisional)*, page 68.

⁴⁵ Annury, "Students' Language Learning Style," page 144.

(2019) from *Bina Sarana Informatika* University, Depok West Java.⁴⁶ In this study, the researcher used pretest and post-test to collect the significant data during the process through interview, observation, literature review and the internet.

The similarity between these studies is both of them are focused on the teaching speaking ability, which is this skill is an important skill in learning English. The researcher above used information gap technique and this research used games as the technique to teach speaking skill. The teacher still need an appropriate technique to teach speaking.

The differences between these studies are on the object of the study and the method used. The object of the research above was the eighth grader of MTs Alhusna Depok and used a Classroom Action Research method. In other hand, the object of this research was the third grader of *Pesantren Darul Falah Besongo* with the descriptive qualitative research method in collecting data.

The strength of this study is on the object of the study. The researcher have made sure that the selected games is very appropriate in English learning. The object of this study was the students and they can understand well how the games is

⁴⁶ Yanti Rosalinah and Nurul Khilda, "Teaching English Speaking through Information GAP Technique," *Wanastra* 11, no. 2 (2019), 159-166.

implemented in their class. This research also gave the clear and in-depth information.

2. *English Teaching Implementation in Indonesian Pesantrens: Teachers' Demotivation Factors* written by Akhmad Habibi (2016) from Jambi University.⁴⁷ This study was aimed at analyzing the demotivation factors of teachers in Indonesian *Pesantren* in implementing English Foreign Language teaching. The result of this study found that some factors in the implementing English learning in Indonesia *pesantren*. The first factors is working condition includes financial matter and working overload, then factor of rapid change of Indonesian curriculum and lack of teaching and supporting materials. The third factors is facilities includes classroom atmosphere and over-crowded classroom. The last factors is student's factors such as lack of basic knowledge and motivation.

The similarity between these studies is both of the researchers undertook qualitative research with a case study approach. Then both of them are focused on the English learning implementation in a *pesantren*, a nonformal education institution. The difference between these studies is that the study above located at two *pesantren* in Jambi,

⁴⁷ Akhmad Habibi, Muhammad Sofwan, and Amirul Mukminin, "English Teaching Implementation in Indonesian Pesantrens: Teachers' Demotivation Factors," *Indonesian Journal of English Teaching* 5, no. 2 (2016): 199-213.

Indonesia. The researcher above involved eight English teachers as the participants, but in this study, the researcher focused on one class. It consists of the teacher and 65 students in the third grade of English Intensive Class.

The study above is more about the theory in the form of demotivation factors in English learning. This study provided a clear explanation of what actually happened in English learning in the class. There are four levels of English language learning which are undoubtedly different, and the researcher chose one course. The researcher explained maximal and easily understood by the reader. People will feel more interested in reading one clear case than to understand the theory first.

3. *Current Challenges in Teaching/Learning English for EFL Learners: The Case of Junior High School and High School* written by Zahra Akbariscience (2015) from Isfahan University of Medical Sciences, Isfahan, Iran.⁴⁸ It resulted that one of the main problems of English learning in Iran is that most of the students did not have a capacity to express themselves in English language. In other words, they could not communicate in English fluently. The writer above tried to examine some reasons behind the failures of the Iranian students to acquire the expected level of proficiency in

⁴⁸ Zahra Akbari, "Current Challenges in Teaching/Learning English for EFL Learners: The Case of Junior High School and High School," *Procedia Social and Behavioral Sciences* 199 (2015): 394-401.

English in spite of learning English for seven successive years (from the first year of junior to last year of secondary school).

The similarity between these studies is both of them discuss the implementation of English learning. This is a challenge for some teachers because they have known that some students are not interested in English learning, both informal and nonformal class. The teaching of English as a foreign language is a challenging task in developing countries in general and in our country in particular. The teacher must persuade students to be active in learning.

The difference between these studies is on the objects. The study above examines some of the challenges faced by teachers in learning English in a formal institution, namely schools, with the object of high school students. While the writer here will observe and explain the process of English learning that occurs in non-formal institutions. The writer will conduct it in a *pesantren* because it is still rare for Islamic boarding schools to include English as one of its curricula.

The strength of this study is that this study was conducted in a boarding school, to inform readers that anyone can and be able to learn English well. This study needs to be done to increase the learning spirit of Indonesian students.

C. Conceptual Framework

Speaking skill is one of the four language skill, which is essential to be improved by students. It is the essence of foreign language learning as a communication tool. Students should be understood that it is crucial for communication media. There are some reasons why students should learn and improve their speaking skills. The first, learn speaking is essential in a meaningful context. Secondly, their speaking ability was relatively low on pronunciation and intonation, grammar, vocabulary, fluency, and interactive communication aspects. Thirdly, their way of generating idea on speaking activities have difficulty. Lastly, it is because students' chance of practicing speaking was limited.

As a facilitator, the teacher helps students to improve their speaking skills, because, for many students, the improvement of their speaking skill is one of their purposes in learning English. In the English learning process, some methods can be used by the teacher to improve students' speaking skills, such as drama, movie, song, speech, discussion, and games.

Games are activities that are entertaining and engaging, often challenging. It is an activity in which the students play and usually interact with others.⁴⁹ Although competition is not an

⁴⁹ Luisa Alejandra Toro Estrada and Deisy Velasquez Ortega, "Teaching Speaking Skill through Language Games in a Fifth Grade of a Public School from Pereira" (*Thesis*, University of Technology Pereira, 2016), page 15.

ingredient of game, challenging often is. It may be stimulating for some, but it can also be destructive, making anxious; the loser will be categorized as “Not Good” and the winners as “Very Good.” Games help a teacher to invite students to be more attractive and active in learning. It offers a fun and lively way to learn English. It also allows students to develop their speaking skills.

Based on the students’ problem in speaking and the benefit of the using games in English learning, the teacher expects that the use of games gives an improvement for their speaking skill, especially in pronunciation, intonation, grammar, vocabulary, fluency, and interactive communication aspect toward the third grader of *Pesantren Darul Falah Besongo Semarang*. The researcher gets stimulus and wants to know more about the implementation of games in improving their speaking skill and all of the learning activity there.

CHAPTER III

RESEARCH METHOD

This chapter presents the research method of the present study. It consists of a research design, focus of the research, data collecting technique, and data analysis technique.

A. Research Method

1. Research Design

Research design is the researcher's plan of how to proceed to gain an understanding of some group or some phenomenon in its context.⁵⁰ In addition, it is a plan and the procedure for research that reaches a conclusion from broad assumptions to detail methods of data collection and analysis. To conduct this research, the researcher needed to employ a method. There are three types of research method. They are quantitative, qualitative, and mixed research method.⁵¹

According to the aim and data needed of this study, the researcher used qualitative research with a descriptive approach to conduct this study. According to Creswell, Qualitative research focuses on how people make sense of or interpret their experience.⁵² This study is an exploratory, so

⁵⁰ Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Education Research Eighth Edition* (Canada: Wadsworth, Cengage Learning, 2009), page 431.

⁵¹ John W. Creswell, *Research Design (Pendekatan Kualitatif, Kuantitatif, dan Mixed)* (Yogyakarta: Pustaka Pelajar, 2010), Page 3.

⁵² Ary, Jacobs, and Sorensen, *Introduction to Education Research Eighth Edition*, page 424.

the researcher conducted it with a qualitative study as the main reasons. It meant exploring and understanding the meaning of individuals or groups ascribe to a social or human problem.⁵³ This study discussed the use of games in teaching speaking. The process of research involved emerging questions and procedures, data types were collected in the participants' setting. It usually means that the researcher is ready to listen to participants and build an understanding based on what is heard.

2. Setting and Time

a. Setting

Beside of human as the data collector and analyzing the data is natural environment as the source of data. Selecting the appropriate place was important because it gave influence on the result of the study. So, the researcher selected *Pesantren Darul Falah Besongo* as setting for this study.

Pesantren Darul Falah Besongo was built in 2008. Also, it has developed from time to time by the renovation of the building and the education system. It is hold by *Abah* Prof. Dr. KH. Imam Taufiq, M.Ag. and *Umi* Dr. Hj. Arikhah, M.Ag. Both of them are also lecturers in Walisongo State Islamic University of Semarang.

⁵³ John W. Creswell, *Research Design (Qualitative, Quantitative, and Mixed Methods Approaches) Third Edition* (Thousand Oaks: Sage Publications, 2009), page 1.

This pesantren is categorized as life skill *pesantren*. It has curriculum and many activities support that. One of the important skills is language. There are three languages that the student here should be used; they are *Kromo Inggil*, Arabic, and English. In order to develop the students' skill, *Pesantren Darul Falah Besongo* gives Arabic and English Intensive Class every week as the compulsory to increase their ability.

This study was conducted at the third grade of English Intensive Class. This class located in the hall of B17 dormitory. The students consisted of 65 students with the different major in Walisongo State Islamic University.

b. Time

The learning of the third grade of English Intensive Class conducted every Tuesday night. It was around one until one and a half hour every meeting. This research was conducted in the beginning of February until the end of this month. It used to observe the classroom activities and situation. The researcher also did interview with some informants. They were the teacher and some students. She did it in the next day to find out their response in the previous learning activity.

3. Source of Data

In a qualitative study, the source of primary data are the actions and the words and the source of additional data is the

written data, documents such as written data, pictures, or statistical data.⁵⁴ The object of this study is the teacher and students of the third grade at English Intensive Class in *Pesantren Darul Falah Besongo* Semarang. Actually there are four classes of English Intensive Class. The researcher chose the third grade for conducting this study. This class is the most suitable condition with this study. She got the data from the teacher and the students, and also the classroom learning situation.

4. Focus of the Research

The researcher focused on English teaching-learning activity in the third class of English Intensive Class. She showed the learning implementation when using games in the classroom. There are a teacher and some students. The students consisted of 47 female and 18 male students. The researcher also focused on the students' response toward the English learning. She used observation and interview guideline to collect the data need (look at the appendix 1, 4 and 6).

5. Instrument

In a research, there must be an instrument. It gives influence to the data which are obtained. Instrument means some equipment for collecting the data using a method. Based on the statement, an instrument has an important role in

⁵⁴ Lexy J. Meleong, *Metode Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2005), page 216.

conducting a research that is to get data accurately. The instruments in this research were observation and interview guideline. It is used to know the teacher's and students' opinion toward the using of games in the process of teaching speaking skill. Also, the researcher used documentation related to the research.

B. Technique of Data Collection

Many techniques can be used to collect data either primary or supporting data. According to Donald Ary, the most common data collection methods used in qualitative research is observation, interviewing, and document or artefact analysis.⁵⁵ However, in this study, the researcher used all of these data collection methods which are explained below.

1. Observation

It is a method used to conduct the data by doing observation toward language use.⁵⁶ It is a basic method to collect data in qualitative research and is more than just "Hanging Out". Observation is a way to investigate the sequence of activities in the teaching-learning process. During the action, the researcher conducted it almost two months to get and seek some data or valuable information based on the natural situation about what happened in the teaching-learning process. In the observation

⁵⁵ Ary, Jacobs, and Sorensen, *Introduction to Education Research Eighth Edition*, page 431.

⁵⁶ Muhammad, *Metode Penelitian Bahasa* (Yogyakarta: Arruz Media, 2016), page 194.

process, she found some games applied in the classroom. She used observation guideline (look at the appendix 1) which observed how the process of teaching speaking with games, include preparation, learning process and its way in evaluating the students.

2. Interview

Stewart and Cash said that it is interactional because there is an exchanging or sharing of roles, responsibility, feelings, motives, and information.⁵⁷ In the interview session, a researcher usually could use three ways to gather the data; there is face to face with the informant, then by phone, and by doing a focus group interview. In this research, the researcher chose the first way to gather the data, both the teacher and students. She used interview guideline (look at the appendix 4 and 6) to get data needed. The participants of this research were the teacher and the students. The researcher asked the teacher about the learning process, the problem faced in the learning implementation, and the implementation of the games in the classroom. Then she interviewed the students about the learning process, their knowledge about games, and their problem in the learning. The she got support information both of data and their opinion or comments needed.

3. Documentation or Document Analysis

⁵⁷ Haris herdiansyah, *Wawancara, Observasi, dan Focus Groups: Sebagai Instrumen Penggalan Data Kualitatif* (Jakarta: PT Raja Grafindo Persada, 2013), page 30.

It was taken to strengthen the truth of the data submitted and needed. It was done to obtain the data in the form of photographs that occur naturally in the class. The researcher used this method to gather the related document to the study which is pictures of the learning process. It represents a good source to understand the data for qualitative study.

C. Technique of Data Analysis

The analysis of qualitative data was done through some stages. The researcher began with collecting and comparing the data, coding the data that begins to organize ideas which emerge from the data. For the next stage, the researcher moved from the description of what the case to an explanation of why is the case, is the case. Miles and Huberman (1989) suggest that the process of data analysis involve three activities.⁵⁸ They are data reduction, data display, and conclusion drawing or verification.

1. Data Reduction

The researcher collected many data so it is important to record in careful and detail way. The longer writer in the field the more data were obtained. It was necessary to analyze data through data reduction.

Data reduction is a form of analysis that classifying, directing, and organizing data in such a way, so that it can be reduced data verification. Collecting the data obtained from interviews,

⁵⁸ Mohammad Ali, *Memahami Riset Perilaku dan Sosial* (Jakarta: Bumi Aksara, 2014), page 440.

observations, and documentations. From the result of the data obtained, the data was simplified into important and concise data. It was referred to the points of the activity. Then the data was interpreted and was given meaning. It is based on the rule of the collecting data way.⁵⁹

2. Data Display

After the data have been reduced and then make the presentation of data. The presentation of data was done in the form of a brief description and explanation with the relation between categories, and so on. The most frequent form of data display for qualitative research data in the past has been narrative text. By data display, the data is organized, arranged in a pattern of relationships that would be easily understood.⁶⁰

3. Conclusion Drawing or Verification

The conclusion is verified during the process analysis by rechecking the data, discussing with the information and another informant.⁶¹ The data was analyzed, then was written as a report of the research. After the data be reduced and display the data, the next step was conclusion drawing or verification. This step gave a sure of the truth of data. The data was valid and be responsible. In the technique of data analysis, there were several steps:

⁵⁹ Ali, page 440.

⁶⁰ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2008), page 249.

⁶¹ Ali, *Memahami Riset Perilaku dan Sosial*, page 441.

First, all of the data was collected through observation, interview, and documentation, and then it was categorized to be as follows: teaching method and games implementation. Then the researcher conducted the triangulation process, which the researcher selected the significant data. If the interview did not match to the observation, the data was chosen from observation or the stronger data.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

In this chapter, the researcher presents the data result from the classroom observation, interview, and be proved by documentation. More precisely, the data are gathered from the English learning in *Pesantren Darul Falah Besongo*. It is a life skill *pesantren* whose curriculum and many activities that support the students in their education life. One of the important skills is language and communication.

A. Finding and Discussion

Some programs of every educational institution give to help students to enhance their skills. In this *pesantren*, they are an English and Arabic Intensive Class. To support these programs, there are three official language that should be used by students or *santri*. Those are *Kromo Inggil*, Arabic, and English. Despite it, the students are given some vocabularies and it is given every night to them. Then they should compile it to tutor every Sunday morning. Its program named *muhadatsah* or conversation club. The researcher described the teaching and learning process of English that conducted in *Pesantren Darul Falah Besongo* Semarang in terms of teaching materials and games used in the teaching-learning.

1. English Learning Process at Third Grade of English Intensive Class in *Pesantren Darul Falah Besongo Semarang*

English learning in *Pesantren Darul Falah Besongo* has changed year to year. Based on the first observation on 4 February 2020, she found that the teacher was giving English learning material about tense, then give them a challenge. They should tell their past experience. All of them came forward one by one, then started to tell their story and their friends listened to it carefully. The teacher, as the facilitator invited the students to express their feeling in the story.

The researcher found that there is a significant development of English learning here because she was a student here. It could be known from the system of class, curriculum, and teacher's innovation. Actually, the syllabus in *Pesantren Darul Falah Besongo* is unorganized, but every class has their different learning goal. For detail material could be seen from the table below.

Table 4.1. Observation result

No	Date of observation	Teaching material	Allocation time
1	4 February 2020	Telling Story / Simple Past Tense	60 minutes
2	11 February 2020	Describing something/someone	60 minutes

3	18 February 2020	I want to be....	60 minutes
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Based on the observation at the third grade in February, the researcher found that the teacher was giving material about tenses and the students' practice by making some sentence. The teacher gave some rules of tense to help students easy in arranging a sentence, then continued by a game. It was a good way to create learning appropriately to the goal of the learning and acceptable by the students.

The researcher had interviewed the teacher on March 5th 2020. She gave the teacher about 17 questions to get some information about the class condition. In this case, the researcher divided the questions into three criteria, the learning process, the problem faced, and the teacher's way of implementing games in the class. The objective of the interview was to know more about the teacher's opinion about the teaching-learning with games here. Based on the teacher's response within the interview, it was found that the students' condition was better than before in their fluency, enthusiasm, confidence, and participation. There are some information that the researcher got here.⁶² To know deeper the classroom and students' situation, below is the transcript of the interview between the researcher and the teacher.

⁶² Interview with Miss Masroha, as the teacher, on March, 5th 2020

Table 4.2. Interview result with the teacher

Learning Process	
1	<p>What kind of approach that teacher applies in the English learning activities in the class?</p> <p><i>(Saya melakukan pendekatan dengan menarik perhatian siswa. Misalnya dengan memberikan teks atau permasalahan, kemudian menyambungkannya dengan materi yang akan dipelajari pada pertemuan tersebut).</i></p> <p>I always do by asking for students' attention. For example: I give them some texts or cases, then relate it to the learning that will be learned at that time.</p>
2	<p>What are the materials of English learning that have been done by teacher in the class?</p> <p><i>(Konsep saya sebelum masuk pembelajaran adalah memberikan penawaran apa saja yang mereka ingin pelajari. dan mereka condong untuk meningkatkan skill speaking.</i></p> <p><i>Misalnya telling daily activities, MC skill, describing someone/friend, kemudian diselingi grammar.)</i></p> <p>I applied a concept. So, at the first meeting, I gave them an offer what focus that they want to learn at that</p>

	<p>semester and they refer to grammar and improve their speaking skill. Some special materials for this semester, such as telling daily activities, MC skill, describing someone, then I give them grammar how to solve their work and assignment.</p>
3	<p>What are the techniques and activities that teacher applies in the English learning in the class?</p>
	<p><i>(Teknik yang saya gunakan pokoknya siswanya active speaking sama learning.</i></p> <p><i>Aktivitas yang biasa saya lakukan adalah memberikan materi grammar, tenses, dan ekspresi yang digunakan sebelum memberikan tugas. Selama satu jam pembelajaran tersebut saya gunakan maksimal antara materi dan mengajak mereka speak up. Sedangkan penugasan (seperti describing someone using 10 sentences) saya minta sebagai PR.)</i></p> <p>The technique that I used is <i>Students Active Learning</i>.</p> <p>The activities are give students about grammar, tense, and some expressions before give them work. In the learning process, I use the maximal time to material and invite them to speak up. The assignment such as describing someone using 10 sentences as the homework.</p>
4	<p>What are the media that teacher uses in the English learning, especially speaking?</p>
	<p>- Module (<i>Buku pendamping belajar</i>)</p>

	<ul style="list-style-type: none"> - White board (<i>Papan tulis</i>) - Marker (<i>Spidol</i>) - Some related pictures (<i>Beberapa gambar pendukung</i>) - Paper notes (<i>Kertas catatan</i>)
5	<p>What is the difficulty that teacher finds in the English speaking learning in the third grader of English Intensive Class?</p>
	<ul style="list-style-type: none"> - <i>Jumlah siswa yang terlalu banyak membuat saya tidak bisa menjangkau siswa lebih dalam. Beberapa siswa sengaja mencari tempat duduk yang jauh dari jangkauan guru karena mereka sudah seharian aktivitas, sehingga merasa lelah dan penat serta yang lainnya.</i> - <i>Skill siswa yang tidak merata. Beberapa siswa memiliki kemampuan yang mungkin bisa dikatakan diatas rata-rata, seperti pelafalan, penguasaan grammar, juga vocabnya dan itu sangat jomplang dengan temannya yang skillnya Bahasa Inggris kurang bagus.</i> - <i>Siswa yang kurang percaya diri. Saya menyadari betul bahwa siswa memiliki perbedaan kemampuan terutama speaking, tetapi diantara mereka sangat pemalu untuk bertanya, bahkan untuk maju dan berbicara didepan kelas. Secara keseluruhan, padahal</i>

	<p><i>aslinya bisa, tapi karena ngomong dihadapan teman-temannya, apalagi kelasnya dicampur, jadi malunya minta ampun</i></p> <ul style="list-style-type: none"> - The over of the student's quantity is the main of my problem in the class. It makes me cannot reach the students more. Some of them expressly sit far from teacher because of they feel so tired and anymore. - The other difficulties are students' different skill. Some of them have good speaking, and it was so unbalanced each other. - Students' less confidence. I realize that every student has different speaking ability, but some of them felt so shy even when they asked to come forward and say something in the front of their friends. Absolutely, they can speak well, but because these factors they felt so shy to speak anyway.
6	How does a teacher solve the problem in the class?
	<p><i>(Dalam mengatasi jumlah siswa yang banyak, sambil mereka mencatat, saya selalu usahakan mendekati siswa satu persatu secara menyeluruh, kemudian bertanya sekiranya mana yang belum paham. Saya sadar bahwa tingkat keberanian siswa untuk bertanya itu berbeda-beda, terutama santri putri yang sangat pemalu karena kelasnya campur antara santri putri dan putra. Maka dari itu saya usahakan untuk mendekatinya, agar setiap siswa</i></p>

bisa bertanya tanpa malu, bahkan terkesan seperti ngobrol biasa.

Kemudian untuk mengatasi skill siswa yang jomplang, saya sering sampaikan kalau memang ada yang terlewat dari penyampaian saya, silakan boleh bertanya atau boleh bertanya ke teman sampingnya. Saya juga kasihan karena pembelajaran kan berlangsung malam, banyak yang sudah merasa lapar, lelah dan tidak bersemangat, saya berusaha untuk menciptakan pembelajaran dimana siswa dapat bekerja sama dengan temannya, saya biasa menggunakan teknik peer teaching atau kadang juga grouping.)

In resolving the over of the student's sum, when they were writing notes, I always walk and close the whole of them one by one, then offer them which one they have not understood well. I realized that they have different bravery in asking something toward the teacher, especially *santri putri* who are very shyness. I think this way can make them speaking without shyness and such as a talking or general discussion.

And then to solve the different skill among the students, I have told them, if they passed some materials from my explanation, they can ask everything, even I let them to ask with their friends. I realized that this is evening time, an ineffective learning. Most of them felt tired and weary,

	even have no enthusiasm, so I tried to create a learning which is the students could cooperate with their friends, so I use peer teaching, sometimes grouping techniques.
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Based on the interview result above, the researcher found that the teacher has good preparation to make successful in English learning especially in third grade. The teacher invited the students to speak English fluently and more confidently. Also, there are big intentions from the students to speak a foreign language; especially English language is a great and useful skill. But, there are some students could not know what appropriate way to create their skill self.

2. The Implementation of Games in Teaching Speaking Skill in English Intensive Class

According to the observation, the researcher found some games that applied in English learning here. There were guessing and role-play game.

A. Guessing Game

The teacher applied this game to invite the students to think then speak up. In this activity, the teacher created some groups to make easy handling and learning. The teacher used some pictures as the teaching media to support the game and make it clearer for the students.⁶³

⁶³ Classroom observation on February, 11th 2020.

The rules of this game were:

- 1) The teacher divided them into 10 groups consisted of 4 - 5 students.

Table 4.3. Grouping in Guessing Game

Team A	Team B	Team C	Team D	Team E
Faqih	Iqbal	Fauziya	Alfi	Nabila
Syamsul	Arie	Fatikha	Amrina	Nila
Rizal	Andi	Kholif	Intan	Ambar
Alfian	Harish	Vivit	Nurika	Shofi
Nashrul	Didin			

Team F	Team G	Team H	Team I	Team J
Gayuh	Itsna	Azizah	Tam	Ishmah
Nafisa	Naila	Inaya	Ibriza	Zaskia
Lail	Icha	Ina Ade	Novi	Arinie
Dian	Hanum	Ainina	Fika	Widya
	Dewi	Ulya		

- 2) Every group got 2 pictures randomly. The picture consisted of some public places, professions, and electronic tools.
- 3) The teacher asked every group to choose one to be the leader. The leader has to lead her/his group in discussing the clues based on the pictures they get.

- 4) The teacher gave limitation time for 10 minutes to them in making some clues. The clues consisted of 4 sentences every picture.
- 5) Then the teacher invited one by one group to come forward and deliver the clues, then let other groups guess the picture.
- 6) The picture that success answered be put on the white-board as the sign that this picture has done guessed.
- 7) The winner was seen by the best deliver the clues based on the right pronunciation and intonation.

At the end of this game, the teacher and the researcher gave some evaluation of the students' pronunciation. It was important because the teacher does not want to let them do something wrong again. According to the activity, this game was very effective to increase their interest in speaking. They were challenged to describe something correctly then deliver it to their friends. They may describe something objectively or subjectively communicating with their own feelings and words. Also, they have to listen carefully to what their friend said then they could guess what their friend inform. Additionally, this activity could make them think fast and answer correctly.

B. Role-play Game

The other game that applied was role-play game. In this class, it was a kind of group and short dialogue game. The teacher used specific pictures about some professions to direct the students as the teaching media.⁶⁴ Role-play or situational dialogue was a game that gives students a chance to act whatever they want by making conversation. The teacher as the guide also must give them reward by saying “Good!”, “Excellent”, and others. The steps of this game were:

- 1) The teacher listed kind of professions and what related with.
- 2) The teacher divided the students into some groups consist of 4-5 students.

Table 4.4. Grouping in Role-play Game

Stewardess	Doctor	Seller	Singer
Ishmah	Farikha	Novi	Farisa
Zaskia	Aisyah	Ibriza	Miski
Aghnia	Arini	Tamh	Widia
Radha	Mairo	Nabila	Fila

Doctor	Teacher	Singer	Lecturer
Azizah	Nazzal	Naila	Gayuh
Inaya	Novia	Itsna	Nafisa
Ainina	Fika	Wiwik	Sania

⁶⁴ Classroom observation on February, 18th 2020.

Ulya	Izzul	Hanum	Dian
Ina Ade		Icha	Laila

Teacher	Actor	Steward	Teacher
Alfi	Imron	Hikam	Rizal
Amrina	Faqih	Nashrul	Yudha
Nuri	Didin	Arie	Haris
Intan	Afif	Tyas	Luthfi

- 3) The teacher gave a chance to them to discuss what professions they want to be.
- 4) Every group discussed their work, such as they would play and act what character they are.
- 5) The teacher gave 10 minutes to practice before they perform.
- 6) The teacher invited them to come forward and perform a short conversation randomly.

Based on the activity above, the students were challenged to speak loudly. Also, the activities in this game were very effective to make the students focus on making a short conversation. Most of them said that they faced some difficulties because they were afraid toward the tense they used and they felt shy if their friends laughed them. Therefore, they made sure they have finished their short conversation correctly. Additionally,

it gave them a chance to increase their thinking and creativity in learning, especially in English learning activity.

The implementation of games in this class was a good way. It could make students do not get sleepy. Below is the transcript of the interview between the researcher and the teacher to find about how games are implemented in teaching speaking skill in the third grade of English Intensive Class at *Pesantren Darul Falah Besongo Semarang*.

Table 4.5. Interview result with the teacher

The implementation of games in improving students' speaking skill.	
1	How is the teacher's opinion about the implementation of games in English learning?
	<p><i>Menurut saya, penggunaan games sangat berpengaruh untuk menarik perhatian dan menghilangkan rasa lelah mereka.</i></p> <p>In my opinion, the use of games have big influence to ask the students' attention. I am sure it can remove their tired and weary.</p>
2	Do students feel more attractive in English leaning by using games?
	<p><i>Tentu saja, siswa sangat suka dan memberikan perhatian lebih.</i></p>

	Ofcourse, the students are so happy and pay attention surely.
3	Does the teacher use it in daily learning activities?
	<p><i>Tidak selalu, tetapi sering. Tapi saya selalu menerapkan games, minimal satu kali setiap bulan atau berdasarkan kebutuhan. Karena kelas 3 ini kan dipersiapkan untuk menghadapi ujian TOEFL. Jadi sebisa mungkin siswa tetap mendapatkan materi, terutama grammar.</i></p> <p>No. It does not. But, I always give learning with games, no less once in a month or based on their needs. Actually, this class is focused on the preparation for TOEFL, so as I can give them as learning, especially about grammar.</p>
4	Can games be applied to improve students' speaking skill?
	<p><i>Ya. Menurut saya, pembelajaran melalui games memberikan siswa kesempatan untuk meningkatkan kemampuannya, terutama kemampuan speaking.</i></p> <p>Yes, I think it can be. I think, teaching through games give them a chance to improve their skill, espeacially speaking ability.</p>
5	Based on teacher's opinion, how is the effective way of learning by using games to improve students' speaking skill?
	<i>Menurut saya harus disesuaikan dengan materi, misal</i>

describing someone or something, dengan tema bebas atau terbatas. Kemudian teman yang lain disuruh menebak. Atau finding new vocab, kemudian teman yang lain spelling vocab tersebut.

In my opinion, it should be compared with the material, for example, describing something or someone, with free or limited title. Then others have to guess, or other activity such as finding new vocab then spell it.

After drawing the interview above, the students were very interested to the games used. Moreover, the students were accustomed talking in front of their friends. It happened when they do a presentation for their work or give some explanation, opinions or argumentations. But in English learning, they have to think twice for the language that they used is English, which it is a foreign language. So, a teacher here has to direct students to speak more using the English language in the classroom. The different is on language use. They have a simple mindset that English is a foreign language

3. Students' Responses toward English Learning Activity in Third Grade of English Intensive Class in *Pesantren Darul Falah Besongo Semarang*

Based on the interview result the use of games in English learning activity make students felt more attractive. It also gave them more attention toward the English learning because they can learn English with enjoy and fun feeling.

They also said that they felt should not to think harder. Here the researcher presented the interview result about the students' response toward the implementation of games in teaching speaking skill in English Intensive Class.

Table 4.6. The questions result

No	Question	Yes	No
1	Students like English as the lesson	83%	17%
2	Students pay attention to the English teacher	62%	38%
3	Students do their English assignment well	85%	15%
4	Teacher's explanation can be understood well	66%	34%
5	Students know games well	100%	0%
6	Students have practiced games in the learning	100%	0%
7	Games help students in the speaking practice	100%	0%
8	Students do not know how to speak correctly	34%	66%
9	The teacher gives students chance to practice their speaking ability	66%	34%
10	Anxiety toward teacher make students do not speak in class	35%	65%

a) Students' Response toward the Teacher's Technique

According to the interview with the students, it shows that almost all of students said that the learning activity have used good way and method.⁶⁵ Most of them felt so interested and enjoyed the lesson because of the use of games in the activity. Even one of them do not like English so much; they will stay to give their best attention as can as they do to the lesson. They said that sometimes the teacher asked to the students about the learning, so there were an interaction between them. One of the ways to help them reducing nervousness and anxiety is when the teacher gave some questions, for example, she asked them what activities in the previous lesson, so they could speak without anxiety by remembering the previous activities. Therefore, they who got an unreachable seat from the teacher could not hear well what the teacher explained, but through games, it could not be serious problem because learning with games made the learning more active and acceptable. They felt more confident and secure when they developed learning activities. They so appreciated the teacher's way in using games as the learning activity. They hoped there would some tricks or simple way to speak up

⁶⁵ Interview with some students on February, 26th – 28th 2020.

English in the general forum without anxiety and shy to laugh.

b) Students' Response toward the Learning Media Used

Every student has their own arguments, especially in learning media used. Some of them felt the used of those media have enough to make them understand the learning materials, but they also felt those media could not help them understand well.⁶⁶ They said that it could not succeed in making them focus to the learning. Also, it still could not make them understand the teacher's explanation. They opined that the media used could be improved as the period. They hoped there would add and use other media, for example, LCD projector. Additionally, students with high interest will keep their appreciation toward the learning activities with media anyway.

c) Students' Think about Games in the Learning

Based on the resulting interview, the researcher found some students' think about games.⁶⁷

The first student said that games in the learning is like a play then having practice at the same time. Additionally, students do the learning by action. Then based on the second student's view, games like a play that be acted by a person or more. Therefore, games in learning is like a play

⁶⁶ Interview with some students on February, 26th – 28th 2020.

⁶⁷ Interview with some students on February, 26th – 28th 2020.

that be students' motivation to be more attractive in the learning activity. The third student argument that games is a teacher's way of inviting students to be more enjoy the lesson. The fourth student told that games is a learning way that fun and enjoy, then make students understand well. The fifth student said that games were like the previous meeting. She had to describe something, then came forward and told the description then all of the friends guess it, and also such as she should act as like the certain profession in a small drama. The last student said that games in the learning have so many variations, especially if it is implemented in an English lesson, there will be many activities can be conducted.

d) Students' Opinion toward the Use of Games

The use of games in the English lesson is one of the teacher's ways to make students attracted and interested to the learning. In the interview session, the researcher found that the students interested to English learning because they could enjoy the activities, also make them speak up.⁶⁸ They opined that the best of using games when they got something fun and did not make them feel bored. A student also said that it will be more fun if there were a balance communication, especially in the learning material and the games activities. The other student told that a games will

⁶⁸ Interview with some students on February, 26th – 28th 2020.

be more interest if it has many challenges, such as fast guess, or finding clues and many more. In the end, they were very comforted with the learning activity, although they just speak up English when they were in the class, but it was not a big problem because maybe it will be one of the ways they improve their speaking skill.

e) Students' Difficulties in English Learning

In the end of the students' interview session, the researcher found some serious problems that be collected in some terms.⁶⁹ The first problem was the amount of students. Some students chose to sit in the far position from the teacher. Some of them also crowded and busy with their business without giving tolerance to others. Of course, this condition disturbed other students. They could not be a focus and learn seriously. The second problem, there was a different skill between one student and others. A student with high interest will give attention to the learning, but the student with low interest will choose to ignore the learning even teacher. The researcher found in the interview session, some students have tried to invite their friends to be calmer and do not make noise in the class. The third problem was the students' limited vocabulary. Some of them had tried to solve their problem self by reading some English texts then memorizing new vocabulary. The last

⁶⁹ Interview with some students on February, 26th – 28th 2020.

problem was the difficulty of pronunciation. Based on the problem above, every students have their way to solve their own problem.

Based on the students' answer above, the researcher found that every activity in a game may be good built-in circumstances and give their attention which they may learn while playing the games. It makes them feel comfortable and enjoy. It also may decrease their boredom, exhaustion and also their stress. As described in the previous chapter, there are some reasons why students were very attractive in learning when using games.

- 1) Games are fun. In this class, it makes and changes students to be more active and interest. It keeps their enthusiasm in the learning process.
- 2) Games have a big role in increasing students' relationships. The learning process here it helps them to have a positive vibe and be friendly to each other. It also keeps an exciting learning surrounding.
- 3) Games bring students to practice language skills, in particular, listening and speaking skills. The use of games gives a big part and positive things by allowing them to take more responsibility.
- 4) Games fulfil the essence of language learning. In this class, the students get experience, then they keep their minds open and be more active.

- 5) Learning of language through games bring students to have positive learning feeling and thinking. Also, they involve their emotions, because they get happiness, excitement, amusement and suspense to feel positive in a learning situation.
- 6) Games give students a chance to speak in the front of their friends, instead of showing themselves in the class. Especially when the role of games is a small group. It is good for shy and low confidence students because they get comfort atmosphere, so they open and forget their shyness.
- 7) Games are a good strategy in teaching various subjects, especially in English learning. Some students complain about the lack of difference because they want more fun and increase in their learning.

B. Limitation of the Research

The limitation of this study is in the process of teaching speaking with games in an English learning class. It is conducted in a course class, English Intensive Class at *Pesantren Darul Falah Besongo* Semarang. Actually it has four classes, but in this study, the researcher chose the third grade. There are about 65 that consist of male and female students. The researcher observed this class several times to get the valid data based on the natural happen. Also, she invited the teacher and some of the students as the participants in the interview session. The scope was in terms

of the use of the game in teaching speaking. The researcher found the used of some games, e.i. guessing and role-play games. Then this research conducted some obstacle faced by teacher and students, also the students' response in learning activities.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the significant point of the whole discussion in this research. The conclusion and suggestion are presented here.

A. Conclusion

The researcher has several things to conclude things related to the result of this research. Those things are the English teaching-learning process and the students respond in the process of English learning in the third grade. The conclusion is summarized as follow.

There are 4 classes for English teaching-learning in *Pesantren Darul Falah Besongo* Semarang named English Intensive Class. Based on the observation at the third grade, the syllabus was unorganized by the *pesantren*. Every class has different learning goal, which is the first class focused on the grammar and game, then the second grade focused on the grammar and listening skill, the third grade focused on the grammar and speaking skill, and the last one focused on the preparation of TOEFL. The teacher, as the facilitator gave some instructions mostly in English than Indonesia. The games applied in this class were guessing game and role-play game. Guessing game used to explore their tense and pronunciation skill, then role-play game used to make them be confident and creative.

Based on the students' respond toward English learning in the third grade, they felt more attractive and gave more attention to the other English learning. However the way in using games needs good preparation. If the teacher is more prepared, it will lead to being more success. It included the teacher's creativity, controlling class, the way of delivering the instruction and managing time. At last, she implied that English learning with games has to be continued and maintained. Additionally, games have very beneficial and good influence on English speaking activities in the classroom.

B. Suggestion

After drawing all the discussions, then the researcher has several great points and will be presented as follow:

1. For English teachers, this thesis showed that games could influence students to be more attractive in learning, so as the English teachers, using games in teaching and learning is not a bad thing. Therefore, it improved students' interest that could be seen by their better achievement in every cycle.
2. For the students, in teaching and learning English, it is not only students who have to develop and improve their competence, but also they have the bravery to be more active in teaching and learning activity. Beside it, they have to practice to speak English and be never afraid of taking a risk or do something wrong.

3. For the next researcher, I recommend you to do some related research in other object and deeper, further, and better techniques.
4. For the readers and others, by reading this final project, the reader could get larger knowledge and information about English teaching-learning through games. It could be used as one of the references to conduct other research in the same field.

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APPENDICES

Appendix 1. Observation Guideline

No	Aspects to be Observed	Descriptive of the Result
A	The Students	
	1. The students' number	
	2. The characteristic	
B	The Learning Process	
	1. The teacher's name	
	2. The language used	
	3. The teaching material	
	4. The learning activity	
	5. The type of the game	
	6. The allocation time	
	7. The class management	
C	The Teacher Evaluation	
	1. The evaluation way	
	2. The closing way	
D	The Additional Notes	

Appendix 2. Observation Result on February, 11st 2020

No	Aspects to be Observed	Descriptive of the Result
A	The Students	
	1. The students' number	58 students
	2. The characteristic	Smart, active, creative, crowded.
B	The Learning Process	
	1. The teacher's name	Ms. Masrohatun, M. Si.
	2. The language used	Mixed English – Indonesia
	3. The teaching material	Describing Something
	4. The learning activity	The teacher gave an example of how to describe something by some clues using simple present tense. Then she asked the students to make group consisted of 4-5 students. She shared 2 pictures in every group. She allowed them to discuss some clues. She invited one by one group to deliver the clues, then let other groups guess it.
	5. The type of the game	Guessing Game
	6. The allocation time	60 minutes
	7. The class management	Grouping
C	The Teacher Evaluation	
	1. The evaluation way	Before closing pray, the teacher gave some corrections about wrong pronunciation and grammar.
	2. The closing way	Giving some advices to increase students' learning attention, then pray together.
D	The Additional Notes	Some students could not join the class because there is a student was opname in Tugu hospital.

Appendix 3. Observation Result on February, 18th 2020

No	Aspects to be Observed	Descriptive of the Result
A	The Students	
	1. The students' number	60 students
	2. The characteristic	Smart, active, creative, crowded.
B	The Learning Process	
	1. The teacher's name	Ms. Masrohatun, M. Si.
	2. The language used	Mixed English – Indonesia
	3. The teaching material	I Want to be....
	4. The learning activity	The teacher listed kind of the professions. She divided the class into some groups then let them chose one the professions that they want to be. Every group discussed their work. Then they come forward and started to play the small drama.
	5. The type of the game	Role-play Game
	6. The allocation time	60 minutes
	7. The class management	Grouping
C	The Teacher Evaluation	
	1. The way of evaluation	Before closing pray, the teacher gave some corrections about wrong pronunciation and grammar.
	2. The way of closing class	Giving some advices to increase students' learning attention, then pray together.
D	The Additional Notes	Some students were absent because there were sick and take a rest.

Appendix 4. Interview Guidelines (For the Teacher)

A. Learning process.

1. What kind of approach that teacher applies in the English learning activities in the class?
2. What are the materials of English learning that have been done by teacher in the class?
3. What are the techniques and activities that teacher applies in the English learning in the class?
4. What are the media that teacher uses in the English learning, especially speaking?
5. What is the difficulty that the teacher found in the English speaking learning in the second grader of English Intensive Class?
6. How does a teacher solve the problem in the class?

B. The problem that faced by students in English speaking skill.

1. How is the students' speaking skill performance?
2. What does a teacher think of the students' difficulties in English speaking skill?
3. What does a teacher think of the reason of students' difficulties in English speaking skill?
4. How does a teacher solve the students' difficulties in English speaking skill?

C. The implementation of games in teaching of students' speaking skill.

1. How is the teacher's opinion about the implementation of games in English learning?
2. Do students feel more attractive in English leaning by using games?
3. Does the teacher use it in daily learning activities?
4. Can games be applied to teach students' speaking skill?
5. Based on teacher's opinion, how is the effective way of learning by using games to improve students' speaking skill?

Appendix 5. Transcript of Interview with the Teacher

Interviewee : Ms. Masrohatun, M.Si.

Date and time : Thursday, March 5th 2020 at 2 pm.

Place : FISIP Faculty Office, UIN Walisongo Semarang

A. Learning Process	
1	<p>What kind of approach that teacher applies in the English learning activities in the class?</p> <p><i>Saya melakukan pendekatan dengan menarik perhatian siswa. Misalnya dengan memberikan teks atau permasalahan, kemudian menyambungkannya dengan materi yang akan dipelajari pada pertemuan tersebut.</i></p>
2	<p>What are the materials of English learning that have been done by teacher in the class?</p> <p><i>Konsep saya sebelum masuk pembelajaran adalah memberikan penawaran apa saja yang mereka ingin pelajari. dan mereka condong untuk meningkatkan skill speaking. Misalnya telling daily activities, MC skill, describing someone/friend, kemudian diselingi grammar.</i></p>
3	<p>What are the techniques and activities that teacher applies in the English learning in the class?</p> <p><i>Teknik yang saya gunakan pokoknya siswanya active speaking sama learning. Aktivitas yang biasa saya lakukan adalah memberikan materi grammar, tenses, dan ekspresi yang digunakan sebelum memberikan tugas. Selama satu jam pembelajaran tersebut saya gunakan maksimal antara materi dan mengajak mereka speak up. Sedangkan penugasan (seperti describing someone using 10 sentences) saya minta sebagai PR.</i></p>
4	<p>What are the media that teacher uses in the English learning, especially speaking?</p>

	<ul style="list-style-type: none"> - Module (Buku pendamping belajar) - White board (Papan tulis) - Marker (Spidol) - Some related pictures (Beberapa gambar pendukung) - Paper notes (Kertas catatan)
5	<p>What is the difficulty that teacher finds in the English speaking learning in the third grader of English Intensive Class?</p> <ul style="list-style-type: none"> - <i>Jumlah siswa yang terlalu banyak membuat saya tidak bisa menjangkau siswa lebih dalam. Beberapa siswa sengaja mencari tempat duduk yang jauh dari jangkauan guru karena mereka sudah seharian aktivitas, sehingga merasa lelah dan penat serta yang lainnya.</i> - <i>Skill siswa yang tidak merata. Beberapa siswa memiliki kemampuan yang mungkin bisa dikatakan diatas rata-rata, seperti pelafalan, penguasaan grammar, juga vocabnya dan itu sangat jomplang dengan temannya yang skillnya Bahasa Inggris kurang bagus.</i> - <i>Siswa yang kurang percaya diri. Saya menyadari betul bahwa siswa memiliki perbedaan kemampuan terutama speaking, tetapi diantara mereka sangat pemalu untuk bertanya, bahkan untuk maju dan berbicara didepan kelas. Secara keseluruhan, padahal aslinya bisa, tapi karena ngomong dihadapan teman-temannya, apalagi kelasnya dicampur, jadi malunya minta ampun.</i>
6	<p>How does a teacher solve the problem in the class?</p> <p><i>Dalam mengatasi jumlah siswa yang banyak, sambil mereka mencatat, saya selalu usahakan mendekati siswa satu persatu secara menyeluruh, kemudian bertanya sekiranya mana yang belum paham. Saya sadar bahwa tingkat keberanian siswa untuk bertanya itu berbeda-beda, terutama siswa perempuan yang sangat pemalu karena kelasnya campur cowo dan cewe. Maka dari itu saya usahakan untuk mendekatinya, agar setiap siswa bisa bertanya tanpa malu, bahkan terkesan seperti ngobrol biasa.</i></p> <p><i>Kemudian untuk mengatasi skill siswa yang jomplang, saya</i></p>

	<i>sering sampaikan kalau memang ada yang terlewat dari penyampaian saya, silakan boleh bertanya atau boleh bertanya ke teman sampingnya. Saya juga kasihan karena pembelajaran kan berlangsung malam, banyak yang sudah merasa lapar, lelah dan tidak bersemangat, saya berusaha untuk menciptakan pembelajaran dimana siswa dapat bekerja sama dengan temannya, saya biasa menggunakan teknik peer teaching atau kadang juga grouping.)</i>
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The problem that faced by students in English speaking skill	
1	How is the students' speaking skill performance?
	<i>Beberapa siswa sudah memiliki skill speaking yang bagus. Saya yakin speaking skill mereka akan meningkat jika terus diasah. Di kelas tersebut 30 – 40 % siswa sudah bagus speaking skillnya. Sedangkan siswa yang speaking skillnya jelek hanya sedikit, mungkin 5% dari total siswa tersebut.</i>
2	What does a teacher think of the students' difficulties in English speaking skill?
	<i>Sebenarnya mereka antusias dalam pembelajaran speaking, tetapi ada diantara mereka yang merasa lelah seharian di kampus, sehingga teman sampingnya terpengaruh mood temannya itu.</i>
3	What does a teacher think of the reason of students' difficulties in English speaking skill?
	<i>Menurut saya mungkin penyebab utamanya adalah mereka lelah, dan banyak tugas kampus. Beberapa diantara mereka mungkin juga kurang suka Bahasa Inggris, sehingga mereka lebih passive dari yang lain.</i>
4	How does a teacher solve the students' difficulties in English speaking skill?
	<i>Saya selalu mengganti teknik pembelajaran. Saya mencari situasi dimana siswa bisa enjoy menikmati pembelajaran.</i>

	<i>Bahkan ketika menggunakan games, saya tidak sepenuhnya games pada pertemuan tersebut, tetapi saya selingi materi agar siswa mendapatkan materi pada pertemuan tersebut.</i>
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C. The implementation of games in improving students' speaking skill.	
1	How is the teacher's opinion about the implementation of games in English learning?
	<i>Menurut saya, penggunaan games sangat berpengaruh untuk menarik perhatian dan menghilangkan rasa lelah mereka.</i>
2	Do students feel more attractive in English leaning by using games?
	<i>Tentu saja, siswa sangat suka dan memberikan perhatian lebih.</i>
3	Does the teacher use it in daily learning activities?
	<i>Tidak selalu, tetapi sering. Tapi saya selalu menerapkan games, minimal satu kali setiap bulan atau berdasarkan kebutuhan. Karena kelas 3 ini kan dipersiapkan untuk menghadapi ujian TOEFL. Jadi sebisa mungkin siswa tetap mendapatkan materi, terutama grammar.</i>
4	Can games be applied to improve students' speaking skill?
	<i>Ya. Menurut saya, pembelajaran melalui games memberikan siswa kesempatan untuk meningkatkan kemampuannya, terutama kemampuan speaking.</i>
5	Based on teacher's opinion, how is the effective way of learning by using games to improve students' speaking skill?
	<i>Menurut saya harus disesuaikan dengan materi, misal describing someone or something, dengan tema bebas atau terbatas. Kemudian teman yang lain disuruh menebak. Atau finding new vocab, kemudian teman yang lain spelling vocab tersebut.</i>

Appendix 6. Interview Guidelines (For students)

A. Learning process.

1. Do students like English as the lesson?
2. Do students pay attention to the English teacher?
3. Do students do their English assignment well?
4. Can teachers' explanation be understood well?
5. What is students' opinion about teacher's technique in the English speaking learning?
6. How is students' opinion about learning media of speaking skill that have been done?

B. Students' knowledge about games

1. Do students know games well?
2. What do students think about *games*?
3. Have students practiced games?
4. Based on students' opinion, does games help them in speaking learning?
5. How do you make learning by games more attractive?

C. Students' problem in Speaking

1. Do students know how to speak correctly?
2. Do the teacher give students chance to practice their speaking ability?
3. Does anxiety toward teacher make students do not speak in class?
4. What difficulties that students face when they learn speaking?
5. Why do students feel difficult?
6. What did students do to solve your problem?

Appendix 7. Transcript of Interview with the students

No	Statements	Yes	No
1	Students like English as the lesson	83%	17%
2	Students pay attention to the English teacher	62%	38%
3	Students do their English assignment well	85%	15%
4	Teacher's explanation can be understood well	66%	34%
5	Students know games well	100%	0%
6	Students have practiced games in the learning	100%	0%
7	Games help students in the speaking practice	100%	0%
8	Students do not know how to speak correctly	34%	66%
9	The teacher gives students chance to practice their speaking ability	66%	34%
10	Anxiety toward teacher makes students do not speak in class	35%	65%

a) Teacher's technique

Sania	Sebenarnya saya tidak begitu suka sama pelajaran Bahasa Inggris, tapi saya tetap memperhatikan apa yang disampaikan oleh guru meskipun sebenarnya saya tidak begitu suka dengan Bahasa Inggris. Tapi menurut saya dengan cara games ini dilanjutkan, kemudian focus pada peningkatan skill speaking dan praktiknya.
Rizal	Pembelajaran speaking di kelasku sudah bagus, guru sudah sangat berinteraksi dengan kami, sehingga ada kesempatan lebih untuk kita merespond guru.

Ziya	Materi yang bagus, namun penyampaiannya yang masih monoton, hanya itu itu saja yang disampaikan.
Ibriza	Saya sering mendapatkan tempat yang jauh dari jangkauan guru, maka yang sering terjadi adalah saya tidak dapat mendengarkan penjelasan dari guru dengan baik.
Aisyah	Sudah bagus, tapi mungkin guru bisa memberikan trik and tips supaya berani berbicara tanpa rasa takut salah atau tanpa takut diketawain.
Nuri	Pembelajaran Bahasa Inggris dikelas sudah baik penjelasannya, tapi terkadang guru terkesan hanya fokus pada siswa yang duduk di depan. Kemudian parahnya teman-teman yang tidak terjangkau oleh guru justru hanya ngobrol sendiri.

b) Learning media

Sania	Media yg digunakan sudah lumayan menyenangkan, namun media tersebut masih belum bisa membantu maksimal untuk membantu siswa memahami materi yang disampaikan. Kemudian guru juga kurang berhasil untuk membuat siswa fokus ke pelajaran.
Rizal	Medianya belum mendukung, terkesan kurang mengikuti zaman, mungkin kedepannya bisa dibantu dengan LCD proyektor.
Ziya	Media yang digunakan kurang maksimal, kurang kreatif, mungkin next time bisa lebih dimaksimalkan lagi.
Ibriza	Media yang digunakan menurut saya masih kurang maksimal.

Aisyah	Media yang digunakan sudah agak efektif, tapi masih belum memberikan kepuasan sama siswanya.
Nuri	Medianya sudah baik, saya sangat bersemangat tapi mungiiin bisa dimaksimalkan lebih baik lagi.

c) **Students' think about games**

Sania	Games dalam learning menurutku kita praktik langsung, aplikasi langsung materi yang disampaikan.
Rizal	Games itu kan semacam permainan yang dimainkan oleh seorang atau lebih. Kalau games dalam learning itu suatu permainan untuk memotivasi siswa agar tertarik mengikuit pelajaran.
Ziya	Cara guru dalam mengajak siswa untuk lebih mengikuti pelajaran.
Ibriza	Suatu cara belajar yang menyenangkan tapi juga bisa membuat siswa memahaminya secara lebih dekat. Intinya belajar enjoy tapi saya paham.
Aisyah	Games itu kaya yang kemarin itu, ada describing something, terus maju drama.
Nuri	Games dalam learning lebih banyak variasinya, apalagi ketika diaplikasikan ke pembelajaran Bahasa Inggris.

d) **How games more attractive**

Sania	Game yang menyenangkan tentu games yang bisa saya nikmati dan memahamkan saya pada materi
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	yang ada
Rizal	Lebih adanya ketertarikan antara siswa dan guru itu balance terhadap materi yang akan disampaikan nantinya.
Ziya	Gak bikin siswanya bosan, yang menarik, dan bisa saya nikmati aktifitasnya
Ibriza	Tentunya yang tidak bikin bosan, terus ada hal seru dan ada pelajaran yang bisa ditangkap
Aisyah	Games yang baik adalah games yang memberikan banyak tantangan, pokoknya yang membuat siswa itu interest ke pelajaran. Semisal mencari petunjuk, terus siswanya cepet cepetan nebak atau nemuin jawaban.
Nuri	Sebenarnya saya terbantu oleh games, tapi hanya pada saat games dan aktivitas pembelajaran berlangsung, selebihnya memang saya yang kurang praktik. Games yang menyenangkan tentunya yang menghibur, kemudian tidak monoton dan dapat memahami saya pada materi yang ada.

e) **Difficulties, why, and how they solve it**

Sania	Kesulitan yang saya hadapi adalah kondisi kelas yang rame, terutama teman-teman yang berada di teras, mungkin karena mereka tidak mendengarkan suara dari dalam, sehingga mereka ngobrol sendiri. Itu karena kelasnya yang terlalu banyak siswa. Sejauh ini saya belum melakukan apa apa karena yang rame itu juga mungkin karena ga paham.
Rizal	Kesulitan yang saya hadapi di kelas Bahasa Inggris, saya melihat jumlah siswa yang terlalu banyak, mungkin bisa disistem kelas A dan kelas B. Kemudian yang lainnya adalah perbedaan kemauan dari masing-masing siswa. Siswa yang kurang minat pada Bahasa Inggris akan terlihat lebih acuh, sehingga hal itu bisa saja mempengaruhi bahkan

	membuat tidak nyaman temannya yang hendak mendengarkan dengan seksama. Jadi ada kejomplangan skill siswa. Hal itu mungkin karena lingkungan yang kurang mendukung, kemudian kondisi kelas yang terlalu banyak siswanya. Sejauh ini saya sebisa mungkin mengajak teman yang mungkin kurang suka dg Bahasa Inggris untuk lebih terbuka dan mau menerima pelajaran Bahasa Inggris di pomdok.
Ziya	Kesulitan yang hadapi adalah ketika saya tidak mengetahui arti dari <i>vocab</i> tertentu dari suatu bacaan. Saya sadar itu karena saya tidak belajar dengan maksimal, kemudian akhirnya sampai sejauh ini saya mencoba untuk belajar <i>vocab</i> , lalu menghapuskannya
Ibriza	Pronunciation, lebih banyak lagi membaca text Bahasa Inggris
Aisyah	Teman teman yang rame, tidak mau diajak kompromi untuk lebih mendengarkan yang didepan. Terus temen temen itu selalu menyuruh temen yang bisa bisa saja untuk maju ke depan. Saya selalu sstt sstt tapi tetap saja teman teman selalu asyik ngobrol sendiri.
Nuri	Kesulitan saya adalah keterbatasan <i>vocab</i> saya, dan kondisi kelas yang rame. Hal itu karena dari saya sendiri yang tidak konsisten. Saya sudah membuat <i>planning</i> , menghapal sebanyak tiga <i>vocab</i> perhari gitu, namun itu hanya berjalan diawal <i>planning</i> , kemudian setelah itu saya tidak konsisten melakukannya.

Appendix 8. Research Documentation

Pictures A. Documentation of the classroom observation



Picture of the implementation of guessing game in the class.



Picture of students' result in Guessing game in the class.



Picture of the implementation of role-play game in the class.



Picture of question-answer session in the end of the lesson.

Pictures B. Documentation of the interview session



Picture of the researcher and the teacher.



Picture of the researcher interviewed the first student.



Picture of the researcher interviewed the second student.



Picture of the researcher interviewed the third student.



Picture of the researcher interviewed the fourth student.



Picture of the researcher interviewed the fifth student



Picture of the researcher interviewed the sixth student.

Pictures C. Documentation of the boarding house of *Pesantren Darul Falah Besongo Semarang*



Picture of the dormitory of B9



Picture of the dormitory of C9



Picture of the dormitory of B5



Picture of the dormitory of B17



Picture of the dormitory of A7

Appendix 9. Letter of Research Permission



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

Nomor: B.1006 /Un.10.3/D.1/TL.00/02/2020

10 Februari 2020

Lamp : -

Hal : Mohon Izin Riset

a.n. : Nur Chanifah

NIM : 1503046106

Yth.

Pengasuh Pondok Pesantren Darul Falah Besongo Semarang
di tempat

Assalamu'alaikum Wr. Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Nur Chanifah

NIM : 1503046106

Alamat : Kumpulrejo RT 03 RW 04, Patebon Kendal

Judul Skripsi : **Teaching Speaking with Games in English Intensive Class: A Study at
Pesantren Darul Falah Besongo Semarang**

Pembimbing :

1. Dr. Hj. Siti Mariam, M.Pd.

2. Dra. Nuna Mustikawati Dewi, 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 satu bulan, mulai tanggal 11 Februari 2020 sampai dengan tanggal 11 Maret 2020.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb

a.n. Dekan

Wakil Dekan Bidang Akademik



Tembusan :

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

Appendix 10. Letter of Research



PONDOK PESANTREN DARUL FALAH *Be-Songo* SEMARANG

Perum. Bank Niaga B.13 Telp./Fax. 024-7615246 Ngaliyan Semarang
Website: www.be-songo.or.id Email: be.songo@yahoo.co.id

SURAT KETERANGAN Nomor : 02/A/DAFA-B9/1/2020

Yang bertanda tangan di bawah ini :

Nama : Prof. Dr. KH. Imam Taufiq, M.Ag
Pekerjaan : Pengasuh Pondok Pesantren Darul Falah Be-Songo Semarang
Alamat : Perumahan Bank Niaga Blok B 13 Ngaliyan Semarang

Dengan ini menerangkan bahwa :

Nama : Nur Chanifah
Tempat/Tanggal Lahir : Kendal, 27 Maret 1997
NIM : 1503046106
Fakultas / Jurusan : Ilmu Tarbiyah dan Keguruan / Pendidikan Bahasa Inggris

Telah melaksanakan penelitian di Pondok Pesantren Darul Falah Be-Songo Semarang sejak tanggal 11 Februari-11 Maret 2020 dalam rangka penyusunan skripsi yang berjudul:

**"Teaching Speaking with Games in English Intensive Class: A Study at Pesantren
Darul Falah Besongo Semarang"**

Demikian surat keterangan ini dibuat, untuk dapat digunakan sebagaimana mestinya.

Semarang, 16 Februari 2020



Pengasuh
Prof. Dr. KH. Imam Taufiq, M.Ag

**Appendix 11. List of the third grader of English Intensive Class
period 2019/2020**

No	Nama	Prodi
1	Didin Kusuma	FPK/Psikologi
2	M. Harish U.	FEBI/ES
3	M. Imron	FST/Pend. Matematika
4	Afif Mustaqim	FUHUM/IAT
5	Arie Setiawan W.	FUHUM/IAT
6	Syamsul Hidayat	FEBI/ES
7	M. Fathul Faqih	FPK/Psikologi
8	Iqbal Alan Abd.	FST/ Pend. Matematika
9	Andi Nasrudin	FST/ Pend. Matematika
10	Nasrullah	FUHUM/IAT
11	M. Aulia Rizal F.	FITK/PBI
12	Shobibur Rizki	FUHUM/IAT
13	M. Luthfi	FST/Pend. Fisika
14	Maulana Imtiyaz	FSH/ Muamalah
15	Alwan Muammar	FSH/ Ilmu Falak
16	Mubdiel Hikam	FSH/ Ilmu Hukum
17	M. Nabih Rizal A.	FSH/ Muamalah
18	Yudha Arta M.	FDK/KPI
19	Amrina Rosyada	FPK/Gizi
20	Fauziyyatul H.	FITK/PBA
21	Dewi Uswatun C	FITK/ PG Paud
22	Siti Filla Maghfiroh	FST/Pend. Biologi
23	Minhatus Saniyah	FDK/MD
24	Fatihatur Nurul	FDK/MD
25	Naila Ulfatul F.	FITK/PBA
26	Farida Hanum	FUHUM/IAT
27	Alfi Mazida H.	FITK/PBA

28	Dian Nurussa'adah	FITK/PAI
29	Aghnia Firdausi	FUHUM/TP
30	Tamhidatul Jannah	FST/Matematika
31	Aisyah Septiasari	FEBI/PBS
32	Nazzalna A. Z.	FITK/PBA
33	Ibrizatul M.	FITK/PAI
34	Analisa Fikariana	FPK/Psikologi
35	Gayuh Rijki F.	FPK/ Gizi
36	Intan Diana F.	FUHUM/IAT
37	Radha Aliyya A.	FITK/ PG Paud
38	Izul Fitriyani N	FDK/ PMI
39	Nila Munana	FITK/ PBA
40	Dwi Ummu Kholifah	FITK/ PGMI
41	Khumairoh	FDK/MD
42	Nuri Karrahmah	FITK/ PBA
43	Itsna Tifani B. R.	FEBI/ES
44	Saskia Afiatul Ilmi	FUHUM/ IAT
45	Siti Nur Ismah	FUHUM/ IAT
46	Vivit Kumalasari	FST/ Pend. Biologi
47	Jauharotun Nafisah	FDK/BPI
48	Yuliani Farikha	FST/ P. Biologi
49	Inayatul Ulya	FITK/ PBA
50	Ulfa Anisah Novia F.	FUHUM/ SAA
51	Lailiyatu Zuhriyah	FISIP/ Ilmu Politik
52	Arinie Meuthia MA.	FPK/ Psikologi
53	Siti Nur Azizah	FUHUM/AFI
54	Ainina Kurnia R	FITK/ PBA
55	Ina Ade Irma S.	FITK/ PAI
56	Alfarisa Na'imatu Sh.	FUHUM/IAT
57	Hayu Nabila M.	FEBI/ES
58	Wahyu Ambar	FEBI/ES

59	Siti Aisyatun N.	FST/ Pend. Kimia
60	Shofiana	FUHUM/IAT
61	Ulya Ainur R.	FITK/ PBA
62	Nayla Arifatun Nabila	FPK/ Psikologi
63	Novi Yunaningtyas	FST/ Pend. Kimia
64	Dwi Widyaningrum	FUHUM/IAT
65	Misky Nurinayah	FITK/ PGMI

CURRICULUM VITAE

A. Personal Details:

1. Name : Nur Chanifah
2. Place&date of birth : Kendal, March 27th, 1997
3. Address : Kumpulrejo, 03/04 Patebon Kendal
4. Phone : 085640024182
5. E-mail : n.chanifah27@gmail.com

B. Formal Education:

1. SDN 03 Jambearum Patebon Kendal graduated in 2009.
2. MTs N 02 Kendal graduated in 2012.
3. MA NU Assalam Jati Kudus graduated in 2015.
4. UIN Walisongo Semarang graduated in 2020.

C. Non-Formal Education

1. MDA Miftahusshibyan Kumpulrejo Patebon Kendal.
2. Ponpes Assalam Jati Kudus.
3. Ponpes Darul Falah Besongo Ngaliyan Semarang.

Semarang, April 2020

Nur Chanifah
SN. 1503046106