THE EFFECTIVENESS OF ZIP ZAP GAME ON STUDENTS' SPEAKING ABILITY AT 8TH GRADE STUDENTS IN MTS TAHFIZ AL- QUR'AN AR-RAUDLAH AJIBARANG BANYUMAS

AN UNDERGRADUATE THESIS

**Submitted to the Faculty of Tarbiya and Teacher Training
of State Islamic University Prof. K. H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of requirements for *Sarjana Pendidikan* (S. Pd.) Degree**

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This thesis, entitled

THE EFFECTIVENESS OF ZIP ZAP GAME ON STUDENTS' SPEAKING ABILITY AT 8ᵀᴴ GRADE STUDENTS IN MTS TAHFIZ AL-QUR'AN AR-RAUDLAH AJIBARANG, BANYUMAS

written by Miska Sabrina (Student Number. 1917404025) English Education Study Program, Education Department, Faculty Tarbiya and Teacher Training, State Islamic University Prof. K. H. Saifuddin Zuhri Purwokerto, was examined on 11ᵗʰ October 2023 and declared qualified for achieving Sarjana Pendidikan (S.Pd.) Degree.

Purwokerto, October, 24ᵗʰ 2023

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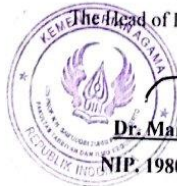**Agus Husein As-Sabiq, M.Pd.**
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Wassalamu'alaikum Wr. Wb.

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MOTTO

Life is Choice and we must dare to choose

DEDICATION

I dedicate this thesis to:

My beloved mom Emi Kholiyati

My beloved dad Sobirin

My Lovely Family

Precious self, Miska Sabrina

ACKNOWLEDGEMENT

In the name of Allah, the most graceful, the most praise be to Allah for blessing me with his mercy and guidance to finish this thesis entitled "The effectiveness of Zip Zap Game on Students' Speaking Ability at 8th Grade Students in MTs Tahfiz Al-Qur'an Ar-Raudlah Ajibarang" could be completed. Sholawat and salam are given upon our prophet Muhammad SAW, who has guided us the way of truth and brought us to the real light of life.
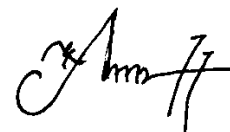
This thesis is presented as partial fulfillment of the requirement for obtaining the undergraduate degree of the Faculty of Tarbiya and Teacher Training of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto. This study would like to express deep gratitude and appreciation to:

1. Prof. Dr. H. Suwito, M. Ag., the Dean of Faculty of Tarbiya and Teacher Training of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto.

2. Dr. Suparjo, S. Ag., the 1 Deputy of Faculty of Tarbiya and Teacher Training of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto.

3. Prof. Dr. Subur, S. Ag., M. A., the II Deputy of Faculty of Tarbiya and Teacher Training of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto.

4. Dr. Sumiarti, M. Ag., the III Deputy of Faculty of Tarbiya and Teacher Training of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto.

5. Dr. Maria Ulpah, M. Si., the Head of Education Department in Faculty of Tarbiya and Teacher Training of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto.

6. Muflihah, M. Pd., the Secretary of Education Department in Faculty of Tarbiya and Teacher Training of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto. Desi Wijayanti Ma'rufah, M. Pd., the English Education Study Program Coordinator in in Faculty of Tarbiya and Teacher Training of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto.

7. Irra Wahidiyati, M.Pd., the Supervisor who always give me support, knowledge, motivation, guidance, and suggestions for finishing this thesis.

8. Lecture and Administration Staff on State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.

9. My beloved parents, who have struggled for my educational career so far and provide motivation so that this thesis can be completed.

10. My big family who always support, praying for me and motivate me to complete this thesis.

11. TBI A'mbyar, my lovely classmates who gave many colors in my college life.

12. All of my friend that I cannot write the name one by one, who always give me support, motivation and contribution when I am having difficulties organizing this thesis.

13. Precious self, who have endured and fought this far.

The researcher just wanted to thank you so much for assistance in completely organizing this thesis for all parties that cannot named on this page, I hope that this research will board our knowledge so that we can learn new things every day and become better developers and academics.

Purwokerto, 4 Oktober 2023
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ABSTRACT

THE EFFECTIVENESS OF ZIP ZAP GAME ON STUDENTS' SPEAKING ABLILITY AT 8TH GRADE STUDENTS IN MTS TAHFIZ AL-QUR'AN AR-RAUDLAH AJIBARANG BANYUMAS

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Zip Zap is one of the games which can stimulate the students more focus on learning. This game provides more opportunities for students to express their opinions and feelings. It could be used to attract students' motivation in the teaching and learning process, they can memorize many vocabularies and the students enjoy learning their material. The formulation of the research problem was: Is Zip Zap game effective for 8th grade students' speaking ability at MTs Tahfiz Al-Quran Ar-Raudlah Ajibarang. The objective of this study were to analyze whether Zip Zap game is effective for 8th grade students' speaking ability at MTs Tahfiz Al-Qur'an Ar-Raudlah Ajibarang. The research design in this study was an experimental design with quantitative approach. The population of this study was all students of eight grade at MTs Tahfiz Al-Qur'an Ar-Raudlah Ajibarang. The sample was eight grade students as the experimental, the class consist of 22 students. The research instrument was test and the data analysis was using T test and N-gain. The result showed that the students' score before taught by using Zip Zap game got the mean score of pre-test was 47.64 and post-test was 69.32. The T_{count} was 22.098, whereas T_{table} with significant level 5%, with df=21 was 2.08. So, T_{count} is higher than T_{table} (Tcount 22.098 > T_{table} 2.08). It means that H1 (alternative hypotheses) was accepted and H0 (null hypotheses) was rejected. Then the n-gain score was 76%, which can be concluded that the Zip Zap game was effective for students' speaking ability. Based on the data, it can be concluded that the use of Zip Zap Game in speaking ability is effective and significant.

Keyword: *Zip Zap game, Speaking Ability, Experimental Research*

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language has a crucial function in human society, and it is utilized as a medium to communicate with one another and meet their everyday requirements. In worldwide communication, English has traditionally been the most significant language. When people from all over the world assemble for an international meeting, workshop, or conference, they all speak the same language. All nations have made language one of the required topics in school. It has been taught and given substantial consideration at all levels of study: elementary, junior high, and senior high. One of the languages studied in Indonesian schools is English. The purpose of teaching English in Indonesia, and in other schools across the world, is for students to be able to communicate in English using four language skills listening, speaking, reading, and writing, the students and the foreign/second language learners should master the fourth skill above (Nunan D. , 2003). They should be able to listen, speak, read, and write in English. Each skill has a different difficulty, many people argue that speaking is the most difficult part of learning a foreign language.

English speaking is a crucial skill to learn because it reveals something fundamental about the mind and how it works with perception, feeling, and purpose. It means to express one's thoughts or opinions. According to Ytreberg (2010), speaking allows individuals to express their emotions, communicate intents and reactions, and explore and make fun of the language, so they anticipate being able to do the same in English. However, according to Richards J. C (2008), between speaking and listening, we tend to be getting something done, exploring ideas, talking out some element of the world, or simply being together. Speaking is important since it allows you to express your thoughts, opinions, arguments, and justifications to another individual furthermore, students can communicate

with their friends through speaking. They can improve their understanding by obtaining information from the class's learning materials.

The education of speaking skills is especially crucial because of the huge number of students who wish to study English to be able to communicate in English. Brown (2004) agrees, that identifying speaking is a productive skill that can be directly and empirically observed; those observations are invariably colored by the accuracy and effectiveness of a test-listening taker's skill, which necessarily compromises the reliability and validity of an oral production test. Furthermore, speaking is a multi-sensory activity because it includes paralinguistic elements such as eye contact, facial emotions, body language, pace, pauses, voice quality variations, and pitch modulation, all of which influence conversational flow (Thornbury, 2005). Students must work hard to master it, and the teacher must establish a positive attitude in class. However, this is not the case in the classroom. The reality is that Speaking English activities do not always work effectively in class since several barriers inhibit students from speaking in English. According to Ur P (1996), there are certain issues that learners confront when participating in speaking activities. Among the issues are student inhibition, a lack of words, low involvement, and mother tongue usage.

Based on the statement above, the researcher concludes that speaking is a useful skill for students, for example, students can do many things such as getting a good job, creating jobs by themselves such as being a guide an interpreter, or teaching in the course. Subangun (2011) states that speaking is a daily communication habit and an important element in all success. Most junior high school students have a low social economy, especially in English, they appear indifferent, believe it is difficult, and become bored. Furthermore, their social settings do not support them, so they are more interested in parochial school. As a result, the outcome of the English teaching learning process is poor. Furthermore, in speaking class, students are constantly hesitant and timid about sharing their views; they are

insecure in expressing their suggestions or feelings. Harmer (1993) states that motivation is a kind of drive that encourages somebody to pursue a course of action. Then, the teacher can use media in teaching of English language, the method is used to help the students speak to make interaction between the teacher and students.

The following practical difficulties must be tackled through entertaining teaching and learning, such as through the use of a game. A game is an educational medium advised by psychology and extremely useful for cognitive growth and creative students. According to Ulviana (2011), games provide more opportunities for students to express their opinions and feelings. Games can provoke student interaction between students and student interaction with the teacher because communication is primarily derived from the interaction. According to Boyle (2011), games make learning ideas more comfortable for students and provide a platform for learners' creativity. As a result, it may be utilized as an alternative to drive speaking learning, providing various benefits to instructors and students. One of the methods used for teaching speaking is using games because, as explained above, one of the games that can be used in teaching speaking is Zip Zap, because this game can make students concentrate and focus during the learning process.

The researcher proposes the Zip Zap Game, which may be defined as anything or an instrument used to motivate students to participate in the teaching and learning process. Zip Zap is one of the games that may motivate students to be more focused on learning, it encourages students to connect and communicate and makes students like speaking English. Furthermore, Katerina investigates in Bahri F (2014) that Zip denotes left, Zap means right, and everyone adjusts their settings. Zip Zap game can be applied to students such as middle school and even high school because this game helps students to be able to express their way of speaking in front of their friends, this game can also make them focus when studying, and not make them feel bored in learning

From interviewing an English teacher of MTs Tahfiz Al-Qur'an Ar-Raudlah Ajibarang, it was found that the students of the eighth grade at MTs Tahfiz Al-Qur'an Ar-Raudlah Ajibarang have some difficulties of speaking. The problems were: (1) the students felt so shy to speak English. (2) The students were not active in speaking class to speak English. (3) They lacked confidence and motivation. After that, the researcher conducted observation in the class. Based on the result of observation of the activities of learning English in the classroom, it was found that many students often used the Indonesian language, the language was used when they asked and answered and also question ask permission, they use Indonesian language and also they lacked focus in learning English.

According to the findings of the preliminary observation, the students were confused about how to speak English fluently, they found it difficult to create the habit of speaking English in class, they lacked self-confidence in speaking English, and they needed vocabulary knowledge. The researcher learned that after interviewing certain students at MTs Tahfiz Al-Qur'an Ar-Raudlah Ajibarang had difficulty to communicate. They were shy to speak English because they thought it was difficult. As a result, they were uninspired, bored, and uninterested in studying it.

Based on the problem above, the researcher used Zip Zap Game to solve the problem of eight grade students of the MTs Tahfiz Al-Quran Ar-Raudlah Ajibarang. Therefore, the study entitles ''The Effectiveness of Zip Zap Game on Students' Speaking Ability at 8th Grade Students in MTs Tahfiz Al-Qur'an Ar-Raudlah Ajibarang''

B. **Operational Definition**

The following definition is provided to make readers have a similar understanding between the researcher and readers. It is also aimed to avoid ambiguity or misunderstanding. There is one term, that is:

1. Zip Zap Game

Zip Zap is one of the games that might help students become more focused on learning. This game gives students more opportunity

to share their thoughts and ideas it could be used to entice students. They inspire the teaching and learning process since they can memorize much of vocabulary words and the students enjoy learning their material. According to Gordon Lewis (2013) Zip denotes left, Zap means right, and everyone switches sets. The Zip Zap Game assisted students in getting to know one another, breaking the ice among strangers, encouraging youngsters to talk, and improving imagination, creativity, and group cooperation.

2. Speaking Skills

Speaking English is an important ability to learn. People expect to be able to express their emotions, communicate intents and reactions, and explore and mock the language through speaking, therefore they expect to be able to do the same in English (Ytreberg, 2010). Furthermore, according to Jones in Richards J. C. (2008), "When we speak and listen, we tend to be getting something done, exploring ideas, figuring out some element of the world, or simply being together." So, it might be speaking proficiency since there is a method utilized to be able to talk effectively and correctly, and speaking is one of the language abilities that have a critical purpose in orally communicating any thoughts, ideas, opinions, and feelings.

C. Research Question

Based on the background of the study mentioned above, the main problem of the present study is formulated as follows: Is Zip Zap game effective for 8th-grade students' speaking ability at MTs Tahfiz Al-Qur'an Ar-Raudlah Ajibarang, Banyumas?

D. Objective of The Research

Regarding the statement of the problem, the purpose of the study is to analyze whether Zip Zap Game is effective for 8th-grade students' speaking ability at MTs Tahfiz Al-Qur'an Ar-Raudlah Ajibarang, Banyumas or not.

E. Significances of the Research

This study investigated increasing students' speaking ability through Zip Zap Game of the VIII grade students at MTs Tahfiz Al-Qur'an Ar-Raudlah Ajibarang, Banyumas. The result of this study can be useful for students, teachers, institutions, and readers to increase in speaking ability by applying Zip Zap Game.

1. For students

   Applying Zip Zap Game in teaching-learning activities, can dig into the student's interests and provide more opportunities for the student to express their opinions and feelings in English because this game is more enjoyable.

2. For the teacher

   Zip Zap Game can help the teacher to create good activities and the teacher can feel the flexible, meaningful, and communicative way in the teaching and learning process

3. For the Institution

   For the institution, Zip Zap Game can help students, in general, to develop their English capabilities so the school (the institution) gets the achievements and prestige among the education institution.

4. For the Future Research

   The implementation of Zip Zap Game for improving students' ability in speaking, hoped, it can be followed by another researcher in teaching learning English.

F. Structure of the Research

In order to conduct systematic research, it is necessary to classify the research structure. The structure of this research will be explained as follows:

Chapter I contains an introduction, which consists of the background of the study, operational definitions, research question, objectives and significance of the research, and structure of the research.

Chapter II contains theories about using Zip Zap game for students speaking ability at 8th students of MTs TQR Ajibarang, which consists of two sub-sections, namely Zip Zap game and speaking skills.

Chapter III contains research methods. The chapter consists of the type of the research, time and location of research, research indicators, data collection techniques, and data analysis techniques.

Chapter IV contains data presentation, data analysis, and discussion. This chapter describes and answers the questions of the research question

Chapter V presents conclusion and suggestions for the research. In this chapter, the researcher concludes and gives some suggestions related to the research.
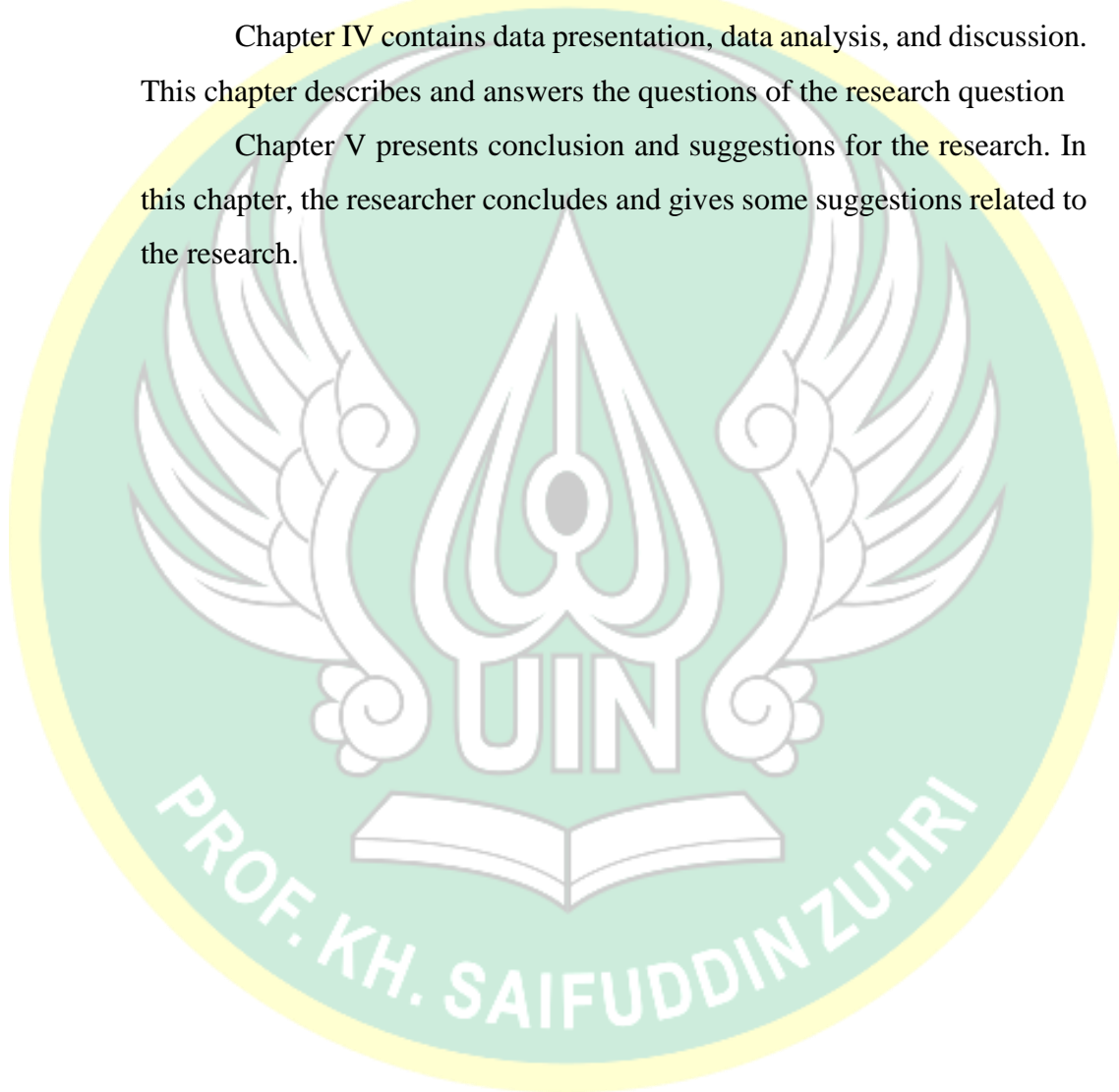
CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

Theoretical Review In this chapter the writer presents the results of reviewing some theories that are relevant to the topic of this thesis. Some points discussed are; speaking, the components of speaking, teaching speaking, the problem in speaking activities, solving the problems in speaking activities, characteristics of successful speaking activities, advantages of using games activities in teaching speaking, Zip Zap Game, the concept of Zip Zap Game, procedure of Zip Zap Game, advantages and disadvantages of using Zip Zap Game in the classroom and previous study.

1. Speaking

The nature of speaking refers to communication and conversation between two people to express orally any message of information. Speaking is the process of revealing something fundamental about the mind and how it deals with perception, feeling, and intention. It means to deliver thought or opinion. Through speaking, people can express their emotions communicate intentions and reactions, explore the language, and make fun of it, so they expect to be able to do the same in English (Ytreberg, 2010). In addition, Jones in Richards J. C (2008) states ''in speaking and listening we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together''. Speaking is important to show ideas, opinions, arguments, and reasons to another person. By speaking, students can communicate with their friends. They can add their knowledge by getting information from learning materials studied in the class, knowing how to use and respond to the different types of speech acts such as requests, apologies, thanks, and invitations, and how to use language appropriately.

According to Cark and Clark in Zulfiqar (2013) explain that speaking is fundamentally an instrument of the act. Speakers talk to have some effect on their listeners. They ask them to get them to provide information. In addition Breen and Candlin Bahri (2004) state that ''the nature of speaking is also the

nature of communication.'' They further elaborate on the nature of communication as follows:

a. Communication (speaking) is a form of social interaction.
b. Communication needs high creativity in the form of a message.
c. Communication happens based on psychological conditions. Communication happens in the discourse contexts and social culture in the actual use of language.
d. Communication always contains intention and purpose.
e. Communication involves authentic language.
f. Communication (speaking) can happen successfully as the real result.

Speaking ability is the ability of the student to speak verbally in English to convey their ideas by using the right vocabulary and correct pronunciation. According to Wallace (1978), speaking ability is oral practice that is meaningful to students when they have to pay attention on what they are saying. While According to William O'Grady, et al (1997), speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of speaking. This theory explains that speaking ability is the students' ability to make scores in speaking by doing a presentation, where the students will make a good presentation with a good speech. Bailey in Nunan (2003) stated, mastering English speaking need a huge effort and it very challenging for those who learn English. When you are involved in a conversation, you cannot plan the exact sentences that you want to say. Speaking is different than reading or writing, it happens in an obvious time; mostly the person we are talking to is waiting for us to speak at that time. We cannot change or repair what we are saying. Thus, the students can learn better on how to require the ability to converse or to express their ideas fluently with precise vocabularies and good or acceptable pronunciation.

2. Teaching Speaking

a. Definition of Teaching Speaking

Teaching speaking is an important skill that needs to be thought in a language class and one of four skills most important in learning English. It is also the process of revealing something fundamental about the mind and how it deals with perception, feeling, and intention. The ability to speak a second or foreign language well is a very complex task if we try to understand the nature of what appears to be involved. To begin with, speaking is used for many different purposes, and each purpose involves different skills. By speaking, people can express their think and feelings to others. When we use it in discussion with someone, on the other hand, the purpose may be to express opinions, ideas, arguments, and reasons, persuade someone about something, or clarify information.

Richards and Renandya (2002) explain that in some situations in speaking, it uses speaking to give instructions or to get thighs done. It may use speaking to describe things, complain about people's behavior, make polite requests, or entertain people with jokes and anecdotes. Each of these different purposes for speaking implies knowledge of the rules that account for how to speak language reflects the context or situation in which speech occurs, the participants involved and their specific roles and relationships, and the kind of activity the speakers are involved in. linguists have provided a great deal of information on how speakers use language appropriately in different situations and clarified the complex nature of what is involved in developing speak fluency in a second or foreign language.

In addition, Westwood, Peter, and Oliver in Zulfiqar (2013) state the principle of teaching speaking should be based on:

1) Create an enjoyable, entertaining social learning situation that gives pleasure to the students.

2) Keep the small group, not more than five or six students.

3) Arrange for fragment, intensive sessions in two or three short sessions daily.

4) Ensure active participation remembering that is what a students practice saying, not what he hears, that improves communication ability.

5) Have clearly defined, short-term goals for each session: teaching a certain adjective, adverb, or conjunction.

6) Use material such as practice and games to hold attention as the basis for language stimulation.

7) Observe the slow learner and give some degree of repetition in teaching if necessary.

b. How to Teach Speaking

Many linguists and EFL teachers now believe that "interacting" helps pupils learn to communicate in a foreign language. This goal is best served through communicative language education and collaborative learning. Communicative language education is focused on real-life scenarios that need communication. Students will be able to communicate with one another in the target language if this strategy is used in EFL sessions. In summary, EFL teachers should establish a classroom atmosphere in which students may engage in realistic activities and meaningful assignments that develop spoken language. This can happen when students work together in groups to accomplish a goal or finish a task. Later, we will go over the exercises that may be done in the speaking classroom.

Students need to do four things with "new language": get exposed to it, comprehend its meaning, understand its structure (how it is built), and practice it (Harmer, 1998:52). English is still a foreign language in Indonesia, which is why EFL (English as Foreign Language) students require a lot of exposure because they are considerably less exposed to the target language, culture, and people than ESL (English as Second Language) learners. A large part of the teacher's responsibility in the

classroom is to introduce kids to language so that they can utilize it afterwards.

Foreign language learners need opportunities to develop the skills especially speaking skill, by being exposed to situations where the emphasis is on using the language for communicating meanings as efficiently and economically as possible. The use of English is limited only in the classroom. The lack of exposure to real English speaking setting can limits the quantity and quality of the input. Therefore, in EFL classroom, teachers need to set the situations like ESL situation. When EFL teachers use only English, the EFL students can get the exposure. However, many learners are studying English simply just because it is stated, on the syllabus. In addition to the teacher's words, students can also hear cassettes, study books, and view computer printouts to get more familiar with the language. Before asking students to generate the language on their own, every time, they are allowed to see or hear it beforehand. Language exposure is the context of learning, while instruction is the setting of teaching. The context of learning provides learners with natural input from community interaction, whereas the context of teaching offers learners with input from instruction. Exposure appears to be the most important factor in foreign language learning success (Huda, 1999:158).

The goal of the classroom is not to substitute for the outside world, but to bring students to the point where they can use the outside world for further acquisition (Krashen, 1982). Although bringing the outside world into the classroom is not possible in the EFL setting, teachers can prepare EFL learners for further learning as independent learners in an English-speaking environment. The objective is to create learners, not native English speakers, who can utilize their own language skills and language information from the outside world to satisfy their own needs to operate in English. Only natural processes, which take place when a person uses the language for conversation, can result in language learning. As a result,

communicating competence (in and out of the classroom) is a crucial component of the whole learning process.

c. **The Problem in Teaching Speaking**

Since speaking is considered a difficult skill, it is caused by some problems. According to Ur P (1996) and in addition Zulfiqar (2013) explain that:

1) Inhabitation

Speaking is regarded as a difficult skill because it needs the confidence to convey what the speaker wants to say. Unlike reading, writing, and listening activities. Speaking requires some degree of real time exposure to an audience. In this point, learners are often inhibited from trying to say things in a foreign language whether in the classroom or outside the classroom. Students are worried to make mistakes and this makes them speechless.

2) Nothing to say

Some of the students are difficult to practice their English speaking and even give their idea, which causes them by having no motivation to express their opinion. In other words, the students cannot say anything.

3) Low or no participation

In classroom interaction, some students are dominating the conversation. This situation makes other students feel upset and down to speak out. As a result, students do not participate or speak very little or not at all.

4) Mother tongue

This problem always appears in every student's interaction because they are often using their mother tongue in sharing ideas. They tend to use it because it is easier to be uttered. In classroom activities, students talk using their mother tongue both to other students and the teacher. Hence this habit must be minimized by English language learners through cooperative learning including team interview techniques.

d. Characteristics of A Successful Speaking Activity

According to Ur (1996) defines there are some characteristics:

1) Learners talk a lot

Here, it can be better if there is more time allocation for the students to elaborate their idea freely and the teacher gives much time for them to talk a lot.

2) Participation is even

Here participants or students will have the same chance to speak. It means that, by using the team interview technique. It will give similar participation to each student.

3) Motivation is high

It means that high motivation will encourage student's interest to speak up to convey something related to the topic given. So, the students can explore their opinion during classroom interaction.

4) Language is of an acceptable level

It is aimed to obtain the massage of the conversation uttered by the speaker and others will easily respond to the topic provided. In this characteristic, students will express their idea in relevant utterances, easily comprehensible to each other, and of an acceptable level of language accuracy.

e. Assessment of Speaking

Assessing speaking performance requires teachers be linguistically competent. Nunan (1999) viewed that speakers need to have sufficient structural vocabulary and control and grammatical components. Additionally, speaking requires good sense of functional competence, that is, answers should be complete, logical, and contextually appropriate. Considering the features mentioned above, speaking assessment could vary.

1) Grammar: Assessing grammar in oral production helps speakers to escape further grammatical inaccurate speech production.

2) Vocabulary: Checking vocabulary range and precision indicates how proficient test taker is.

3) Fluency: Evaluating fluency gives a picture how confident speaker is. Whether he/she hesitates and makes pauses in each word production. In addition, it indicates how speaker can deliver the message.

4) Comprehension: Understanding the context of the conversation and able to give appropriate response according to the question.

5) Pronunciation: This criterion of speaking assessment check the amount of errors occur while pronouncing words and how they influence of communication.

f. **Teaching Speaking Using Games**

Speaking According to Hadfield (1990) explains that, a game is an activity with rules, a goal, and an element of fun. There are two kinds of games, such as; competitive games, in which players or teams race to be first to reach the goal, and cooperative games, in which players or teams work together towards a common goal. In addition, Harmer and other experts such as Rivalcury and Richards in Ulviana (2011)define teaching English by using games have several advantages, they are:

1) Games make a variety of techniques. Variety is important in language teaching. (Hadfield, 1990).

2) Games give a positive effect on the student's interest and motivation in studying English as well as increase their speaking ability.

3) Games can provoke students' interaction between students to other students and also students to the teacher because communication derives essentially from interaction (Richards J. C., 2002).

4) Games give students valuable practice where students are involved.

5) Games promote students to interact and in interacting they develop their English Language skills.

6) Games provide more opportunities for the student to express their opinions and feelings (Ulviana, 2011).

3. Zip Zap Game

Zip Zap is one of the games which can stimulate the students more focus on learning. This game provides more opportunities for students to express their opinions and feelings. It could be used to attract students' motivation in the teaching and learning process, they can memorize many vocabularies and the students enjoy learning their material (Frank in Bahri 2004). According to explains that Zip Zap game is an exercise to develop an ability to pay close attention, use body movements, and react quickly, while the environment builds and uses body movements, hand gestures, and facial expressions to create an imagination. In addition, Richard and Renandya (2002) explain that this game moreover can provoke students' interaction between students to another student and students to teachers.

According to Askew (2008) states, Zip Zap is a traditional warm-up game that forms the basis of mathematical variation. It is best introduced in its traditional form and then played with a mathematical slant-suggestions for this follow.'' The goal of the game is to pass the words Zip Zap and energy around the circle as quickly and smoothly as possible, this is harder than it seems. You may find it takes several tries to get into the rhythm of the game. The role of Zip Zap starts with everyone standing in a circle. One person makes eye contact with someone across the circle.

In addition, Europe (2013) explains that ZIP means LEFT-pointed students must tell the name of a neighbor on the left, ZAP means RIGHT-pointed students must tell the name of the neighbor on the right ZIP-ZAP-means that everybody changes their seat. At the beginning of the exercise as the teacher provides an opportunity for the students to acquaint themselves with the others. With these games, the students are expected to memorize the character of other participants with a time allocation of four or thirty minutes in the classroom.

a. Concept of Zip Zap Game

This sort of exercise is exciting. Rousing a class up is a movement game and game in which there is an element of competitiveness, and this

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activity involves moving from one seat to another. Furthermore, they must compete to locate a free seat, or else they will remain in the center of the circle and assume the job of a teacher. This form of action can drain surplus energy from one group while also calming them down. This activity focuses on the practice of various structures with a gaming aspect. The objective of Zip Zap is defined by Sohcut (2012). A game is a series of active activities designed to highlight specific acting methods (mental, physical, and verbal) while encouraging students/actors to collaborate.

b. The procedure of the Zip Zap Game

Bahri (2014) explains that applying games as one of the ways to teach English is considered as a step to drive instructional material to run smoothly. Game in this matter corresponds to Zip Zap Game in which the application can be elaborated below:

1) Tool, Place, and Time

The first tasks describe the purpose of the zip zap and engage students' interest in this game. Europe (2013) describes this as follows: ZIP stands for LEFT, and students must give the name of their neighbor on the left. ZAP stands for RIGHT, and students must tell the name of their neighbor on the right. ZIP - ZAP - signifies that everyone switches seats. The researcher, as an instructor, gives a chance for students to get to know one another at the start of the activity. In the classroom, you have four or thirty minutes.

2) Step Activity

Students are encouraged to sit in a circle, then all students introduce themselves, and say Zip by pointing student, and the students who are pointing to say the name of the students are sitting to his or their left, if Zap, the students say the name of the students are sitting to his or her right, if students are familiar with these conditions, the teacher call Zip-Zap, and now all student stands up and run to a different chair. For better results, the rounds will repeat up to three times or until the student no longer makes mistakes, either in speaking English or calling

his name. According to Europe (2013) defines that, the group stands in a circle.

One person is in the middle, he/she says Zip or Zap or Zip/Zap to another chosen participant (pointing at him/her), who should follow the rule: Zip, it says the name of your left neighbor, (my friends who are sitting in my left. Her/His full name is... and the nickname is...) Zap, says the name of your right neighbor, (my friends who are sitting on my right. Her/His full name is... and the nickname is...) and Zip-Zap, it says to change your place. Zip Zap Game can be used as media in speaking activities in the class. It is expected that students will come into comfortable and enjoyable situations in which they can actively interact with their friends using the target language without worrying about making mistakes.

Zip Zap Game as a method in the teaching of speaking in English is very effective because the students can memorize a lot of vocabulary and the students enjoying their material. So, using Zip Zap Game in teaching speaking will give achievement. The purpose of this game, the speaking learning process by Zip Zap Game can make student courage and have a little bit of force to speak.

c. **Advantages and Disadvantages of Using Zip Zap Game in The Classroom**

According to David in Bahri (2004) explains that there are some advantages and disadvantages of using Zip Zap Game:

1) Advantages of using Zip Zap Game:

   a) Zip Zap makes learning fun, motivating, and challenging.

   b) Zip Zap usually involves friendly competition and they keep students interested in learning the language.

   c) It can make the class atmosphere exist.

   d) It can encourage students to interact and communicate.

   e) It can encourage mental agility and memory.

f) It can bring real-world context into the classroom, and increase students' use of English in a flexible, meaningful, and communicative way.

g) It can help them (children) learn and hang on to new words more easily.

2) Disadvantages of using Zip Zap Game:

a) There is a time limit, it needs to be played very fast and therefore requires everybody's attention. The appropriate posture is also necessary for successful results.

b) It is difficult to enforce, if students do not have material (vocabulary) that is understandable. Therefore, student knowledge, vocabulary, and material are very important to be understood and must be clear for students.

c) Player passive, if a player is passive in one group, they will influence the success of this activity. So, the appropriate placement is also necessary to attract successful students.

B. Review of Relevant Study

Based on several sources related to this research, the researcher presents several previous studies that correlate with this research. Here is the comparison of the results between this research and the previous studies:

The first study by Siti Nur Khaliza in 2021. The Effect of Speaking Skill by Using Snowball Games (A pre-Experimental research Design at the 8th Grade of SMPN 1 Balocci). A thesis from department of English Education, Faculty of Teacher Training and Education, University of Muhammadiyah Makassar. The main problem of this research is how is the improvement of the students" accuracy structure and accuracy vocabulary after applying snowball games in VIII D at SMPN1 Balocci. The research used a pre-experimental research with quantitative design using snowball games to improve students' speaking skill''. The research procedure includes pre-test, treatment and post-test. The population of this research was the 8th grade of SMPN 1 Balocci. Researcher used purposive sampling

technique. The research instrument was a speaking test. Based on the research result, the pre-test score in accuracy structure is (43) and the post-test score is (73), the result of the T-test value (24.149) is higher than T-table (1.761). And the pre-test score in accuracy vocabulary is (44) and the post-test score is (73), the result of T-test value (18.265) is higher than T-table (1.761). From the result of the research data analysis concluded that using snowball games can improve speaking skill of students at SMPN 1 Balocci. The similarity of this study with the researcher is that both are the population is eight grade students in junior high school, in addition, both are using pre experimental research. The distinction between the studies with the researcher is the game, the studies use snowball game and the research use Zip Zap game.

The second study by Nursan Nadrun Irawan in 2019 entitled ''Developing Students' Speaking Skill through Zip Zap Game. The objective of this research is to investigate the effectiveness of Zip Zap Game in developing speaking skill of the seventh grade students at SMP Negeri 3 Palu. This research applied quasi-experimental research design by involving an experimental group and a control group. The population of the research is the seventh grade students of SMP Negeri 3 Palu. The sample is taken by applying purposive sampling technique. The sample is 30 students of VII A as the experimental group and 29 students of VII D as the control group. The technique in collecting data is test, pretest and posttest. Pretest is applied before treatment while posttest is applied after treatment. The treatment is given for eight meetings. The data were analyzed statistically in order to know the significant difference of students' speaking skill in pretest and posttest. By applying 0.05 level of significance and 57 degree of freedom (30+29-2= 57), it is found that t-counted value (6,52) is greater than t-table value (2.003). It means that the hypothesis is accepted. In conclusion, Zip Zap Game can develop the speaking skill of the seventh grade students. The similarity of this study with the researcher is that both are the using quantitative experiment research. The distinction between the studies with

the researcher is the population, this study in seventh grade, and the researcher in eighth grade.

The third study by Dwi Fitrya Ningsih in 2020 entitled ''The Implementation Of Zip – Zap Game Method on Students' Speaking Ability At Eight Grade Students in MTs N 1 Jepara''. The object of study (1) is to describe the implementation of Zip Zap Game method on students' speaking skills at MTs N 1 Jepara. (2) To know the implementation Zip Zap Game method on students' speaking skills at MTs N 1 Jepara. The research design of this research was classroom action research with a quantitative approach. The population was all the students in eighth grade Students. The instruments used in this research were a questionnaire and a test. The result of the questionnaire improved from cycle 1 to cycle 2, most of the students were motivated and interested in using Zip – Zap Game technique because it made it easier to speak. 3) The students' achievement also increased, the result of the test showed that in cycle 1, 69.19% of students reached the KKM, and it increased to 83.15% who reached the KKM in cycle 2. Then, it can be concluded that the improvement in students' speaking skills by using Zip – Zap Game Method at eighth-grade students of MTs N 1 Jepara. The similarity between the researcher and the study is the population is eight grade students of junior high school. The distinction between that study and the researcher is, this study uses Classroom Action Research (CAR) and the researcher uses experimental research.

C. Conceptual Framework

Problem in English Speaking of 8th grade students in MTs Tahfiz Al-Qur'an ArRaudlah Ajibarang

Zip Zap Game

Effect
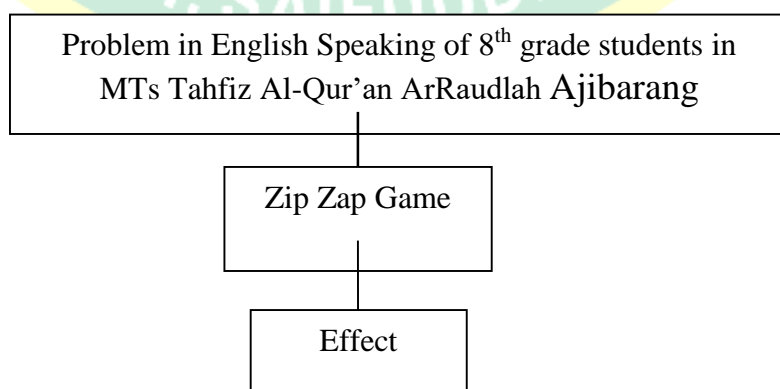
Speaking is considered to be the most sought skill for an individual to be accepted as competent in a foreign language. Speaking is an important skill it allows you to express your thoughts, opinions, and arguments to another individual furthermore, students can communicate with their friends through speaking. The problem in speaking English of 8th students in MTs Tahfiz Al-Qur'an Ar-Raudlah Ajibarang is the students were confused about how to speak English fluently, they found it difficult to create the habit of speaking English in class, they lacked self confidence in speaking English, and they needed vocabulary knowledge.

Zip Zap game is a method that can be used for strategy in teaching speaking, Zip Zap game is one of the games that may motivate students to be more focused on learning, it promotes students to connect and communicate, and it makes students like speaking English. By using the Zip Zap game the students can be more active and more confident when speaking English in speaking class.

D. Research Hypotheses

There were two kinds of hypotheses

H_a: Zip Zap is effective in students speaking ability of eight grade students at MTs TQR Ajibarang.

H_0: Zip Zap Game is not effective in students speaking ability of eight grade students at MTs TQR Ajibarang.

CHAPTER III
RESEARCH METHODOLOGY

In this chapter, the researcher explained about research methodology which consists of research design, research site, participant, population, and sample, variables and indicators of the research, technique of collecting data, and technique of data analysis.

A. Research Design

This study was undertaken on the 8th grade MTs Tahfiz Al-Qur'an Ar-Raudlah Ajibarang students during the 2023-2024 school year. In this Research, the researcher uses a quantitative research approach, meaning that it fulfills all the requirements for a testing relationship, cause, and effect. Sugiyono (2013) states that the experimental research method is defined as a research method used to find the effect of certain treatments on others in controlled conditions. Sugiyono (2017) states that there is no control variable in experimental research, and the sample was not chosen randomly. Furthermore, the researcher also used a pre-experimental design because it is not a true experiment. There are still external variables that influence the formation of the dependent variable. The reason why the researchers used a pre-experimental design is that this research is used to find out the effect of a change in the presence of treatment. One form of pre-experimental design that the researcher chooses was One Group Pre-test – Post-test Design. In this One Group Pre-test - Post-test design, the researcher previously gave a pre-test to the group to be given the treatment, then the researcher conducted the treatment. After finishing the treatment, the researcher gave a post-test. The magnitude of the treatment effect can be known accurately by comparing the pre-test and post-test results. To make it easier to understand this research paradigm, it can be seen in the image below: According to Ary (2006) the design of One Group Pretest-Posttest is as follows:

Table 3.1 One Group Pretest-Posttest Design

Pre-test	Independent	Post-test
Y_1	X	Y_2

B. Research Site and Participant

The research site was the students of MTs Tahfiz Al-Qur'an Ar-Raudlah Ajibarang, which is located on Jl. Raya Ajibarang - Wangon Tipar Kidul Rt 03 / Rw 04 Ajibarang Banyumas 53163, Ajibarang, Banyumas, Central Java. The school had three classrooms. There was one class for the seventh-grade class, one class for the eighth-grade class, and one class for nine grade class. This study was conducted for 8th grade, consisting of 22 students. This researcher chose the subject and setting of the study because in this class the students had score problems in speaking and they were difficulty speaking English and most of them were unmotivated to learn.

C. Population and Research Sample

1. Population

   The population defines the group of people we are generally interested in however, it does not necessarily mean all people (as in 'all people living in Britain' or even 'this universe'). More specifically, the population refers to a group of people who share certain characteristics.

   The population of this research is the eighth grade of MTs Tahfiz Al-Quran Ar-Raudlah Ajibarang. The reason why the researcher chose this sampling is that before doing the research, the researcher used a preliminary study to know the issues.

2. Sample

   The sampling in this research uses nonprobability sampling because it is used in one class of eight grade students. According to Sukmadinata (2013), non-probability sampling is also called saturated sampling because the population is less than 30. Therefore, it allows all members

to be sampled. The sampling used contains 22 students that consist of 10 male students and 12 female students.

D. Variable and Indicator of Research

Variables are measurable or observable qualities or attributes of individuals or organizations that vary among those being investigated. Gender, age, socioeconomic level (SES), and attitudes or behaviors such as racism, social control, political power, or leadership are frequently measured in the study.

1) Independent variable

An independent variable is a variable that affects a dependent variable or a variable that causes changes in the dependent variable Sugiyono (2017). Therefore, the independent variable (X) in this research is Zip Zap Game.

2) Dependent variable

A dependent variable is a variable that is affected by an independent variable (Sugiyono, 2017). The dependent variable (Y) in this research is students speaking ability

E. Data Collection Technique

The researcher used several techniques to collect the data there are: pre-test, treatment, post-test. The writer used test to collect the data. The data were collected from the pre-test and post-test. The pre-test was administered before the treatments and post-test was administered after the treatments. In the pretest and posttest the student chose one of the pictures then they described the picture for + 2 minutes. The explanation of each technique was elaborated below

1. Test

A test is an instrument or procedure designed to measure the student's ability. As stated in the research design, the researcher would give two kinds tests: pre-test and post-test. The result of those tests would be compared to know whether the use of Zip Zap game interaction is more effective in teaching speaking. In collecting data,

the researcher used the test for collecting data, the researcher used an oral test to measure the student's ability in speaking skills. The writer gave the student two tests. Those were the pre-test and post-test:

a. Pre-test

A pre-test was aimed at measuring the student's ability in speaking and their achievement before they entered the experimental circle. In the pre-test, the researcher did the following steps:

1) The researcher provide three animal pictures and asked the student to choose one of the pictures.

2) The researcher asked the student to describe 5 sentences about the picture with their word.

3) The researcher recorded them.

4) The researcher scored them.

b. Post-test

Post-test was used to measure the effect of certain treatments in this case was teaching speaking using Zip Zap Game. The activities of this test were as follows:

1) The researcher provide three pictures about person and asked the student to choose one of them.

2) The researcher used Zip Zap Game to ask the student to express the picture based on what they have seen, they should describe based on the picture for + 2 minutes.

3) Then the researcher recorded the students' voices while they are performing.

4) The researcher also took note of each student's performance

5) The researcher scored them.

In giving the score, the researcher used oral proficiency scoring categories from Brown (2004). The scoring consists of five items: Grammar, Vocabulary, Comprehension, Fluency, and Pronunciation. Scores are reported in the range from 1-5. It is shown as follows:

Table 3.2 The Criterion of Scoring Speaking

Grammar:

Score	Criteria
5	The grammar is clear and correct.
4	A few unclear error grammar but still can be understood easily.
3	Some grammar error but still can be understood.
2	Grammar is frequently unintelligible.
1	Grammar errors are frequent.

Vocabulary:

Score	Criteria
5	Used varied vocabularies which are appropriate to the context.
4	A few vocabularies used are inappropriate with the context.
3	Able to speak the language with sufficient vocabulary.
2	Has speaking vocabulary sufficient to express himself simply.
1	Speaking vocabulary inadequate

Comprehension:

Score	Criteria
5	Can describe a picture without any mistakes.
4	Can describe a picture but still little mistakes.
3	Can describe a picture but still there are some mistakes.
2	Can describe a picture but there are many mistakes.
1	Can describe a picture.

Fluency:

Score	Criteria
5	Speak fluently with only slight hesitations that do not interfere with communication.
4	Speak fluently with occasional hesitation.
3	Speak hesitantly because of recalling and searching for words.
2	Speak in single words utterances, very slow and short pattern.
1	No specific fluency description.

Pronunciation:

Score	Criteria
5	Pronunciation is clear and correct.
4	A few unclear or error pronunciations but still can be understood easily.

3	Some Pronunciation is unclear or errors but still can be understood.
2	Pronunciation is frequently unintelligible.
1	Errors in pronunciation are frequent

2. Treatment

The researcher gave treatment to the students using games as the treatment of teaching speaking. The purpose of using the game was to give new inspiration that can be applied in teaching speaking.

Table 1.3 Treatment

Meeting	Topic	Learning	Activity
1st Meeting	Descriptive Text	Descriptive Text using Zip Zap game	In the first meeting the researcher explain about the definition, structure, language feature and social function of descriptive text. And then the researcher gave the example descriptive text), and the next activity the researcher asking the students by using Zip Zap game to explain the definition, structure, language feature, and social function of descriptive text.
2nd Meeting	Descriptive Text	Descriptive Text about Animal and Person	In the second meeting the researcher explain descriptive text about animal (cat) and person (Rafi Ahmad), and then the researcher gave

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			the example descriptive text about animal (cat) and person (Rafi Ahmad). And the next activity the researcher gave the students several time to choose animal or person (their friends) and then describe it, then the researcher asking the students by using Zip Zap game to describe the descriptive text about animal and person (their friends) with their own word
3rd Meeting	Descriptive text	Descriptive text about things by using zip zap game	In the third meeting the researcher explain descriptive text about thing (Tedy Bear), and then the researcher gave the example descriptive text about person (Tedy Bear). And the next activity the researcher gave the students several time to describe things (in the class), and then the researcher asking the students by using Zip Zap game to describe things

			(in the class) with their own word

F. Validity and Reliability Testing

1. Validity

According to Sukardi (2013) , the instrument can be called valid that the instrument can be used to measure what will be measured. The validity in the instrument of research is no other the degree that indicates where a test to measure what will be measured. To know the validity of the instrument, the researcher used content validity and construct validity. The explanation of the content validity and construct validity, as follows;

a. Content Validity

Lodico et al., (2006), the content validity is composed of two items of validity: sampling validity and item validity. Both sampling validity and item validity involve having experts examine items that make up the instrument.

The test was said to have content validity if the content is a representative sample of the language skills, structure, etc. being tested. In addition, the contents of the instrument must be relevant to the objective test. In this case content validity must refer to "2013 Curriculum". Based on the competency standards in the 2013 curriculum it is stated that eight grade students of junior high school are expected to understand meaning in a meaningful way. Contextual related functions social, text structure, and elements language of descriptive text spoken and written, very short and simple, related to people, animals and objects. Based on the competency standards above, students are expected to be able to describe pictures in the form of descriptive text.

Table 3.4 Content Validity

Standard Competence	**Speaking** 4. Expressing the meaning of functional spoken text and simple short monologues in form descriptive and recount to interact with the environment.
Basic Competence	4.1 Express meaning in the form of simple short functional spoken text using a variety of spoken language accurately, fluently, and acceptable to interact with the surrounding environment.
Indicator	a. Identifying the communicative purpose of the text (correctly). b. Identifying the generic structure of the text (correctly). c. Identifying the tenses used in descriptive text (correctly). d. Describing picture given (confidently and creatively).
Material	Descriptive Text
Technique	Speaking Test
Instrument Test	Pre-test Post-test

In this research, the content of items in testing used descriptive text. It was suitable for eight grade students in MTs Tahfiz Al-Qur'an Ar-Raudlah Ajibarang.

b. Construct Validity

A test said to have construct validity if it can be demonstrated that it measures just the ability which is supposed to measure. The word construct refers to any underlying ability which is hypothesized in a theory of language learning. Brown (2004) mentioned that a construct is any theory, hypothesis or model that

attempts to explain observed phenomena in our universe or perception.

According to Brown (2004), the aspects of speaking consist of five items: Grammar, Vocabulary, Comprehension, Fluency, and Pronunciation. Those 5 aspects should be used as the criteria of good speaking. In this research, the speaking test also used the 5 criteria above as the aspects of good speaking. The researcher asked the students to speak for 2 minutes based on the picture. Therefore, the test used in this research to fulfill the construct validity of speaking.

2. Reliability

Lodico et al. (2006), reliability refers to the consistency of score, that is, an instrument's ability to produce "approximately" the same score for individual over repeated testing or across different raters.

The computation of this reliability used IBM SPSS Statistics 16 with reliability analysis. The criteria of reliability's degree can be seen on Table 3.5.

According to Triton in Sujianto (2009) the value of cronbach's alpha can be interpreted as follow:

Table 3.5 Cronbach's Alpha Interpretation Based on Triton

Cronbach's Alpha	Interpretation
0,00-0,20	Less reliable
0,21-0,40	Rather reliable
0,41-0,60	Quite reliable
0,61-0,80	Reliable
0,81-1.00	Very reliable

In this research, the researcher tried to check the empirical reliability by using SPSS 16.0. It showed that the Cronbach's Alpha score in pretest was 0.749 with df = 22. It can be seen on table 3.6 and table 3.7.

Table 3.6 Case Processing Summary

		N	%
Cases	Valid	22	100.0
	Excluded[a]	0	.0
	Total	22	100.0

Table 3.7 Reliability Statistics

Cronbach's Alpha	N of Items
.749	5

Related with the categories of reliability testing stated by Sujianto, the result of computation was categorized into reliable test. It can be concluded that the instrument of this test was reliable.

G. Data Analysis

1. Descriptive Analysis

The researcher analyzed the result of the test after collecting the data by using an oral test. The result of the test was processed by comparing the data before and after treatment.

After the researcher got the result of pre-test and post-test, the researcher used t-test to analyze the data. According to Cohen, Louis, (2000), the t-test assumes that one variable is categorical (e.g., males and females) and one is a continuous variable (e.g., marks on a test). To analyze the data, the researcher did some steps. They are as follows:

a. The researcher scored the students' performance the scoring consists of five elements items: as the researcher explained in treatment.

Table 3.8 Scoring in Speaking

No	Aspect	Score
1	Grammar	1-5
2	Vocabulary	1-5
3	Comprehension	1-5
4	Fluency	1-5
5	Pronunciation	1-5

The score of the scale and the response of the option were credited 5, 4, 3, 2, and 1 of the favorable to the unfavorable statements. Conversely the responses of the option were credited 1, 2, 3, 4, and 5 from unfavorable statements. Researcher calculated the mean of pretest and posttest.

$$M_1 : \frac{\Sigma Y_1}{N}$$

Where:

M_1 : Mean of pre-test

$\Sigma Y1$: the sum of pre-test

N : Number of cases

$$M_2 : \frac{\Sigma Y_2}{N}$$

Where:

M_2 : Mean of pretest

ΣY_2 : the sum of post-test

N : Number of cases

b. The researcher calculated deviation and squared deviation.

c. The last step, the researcher found t-value by using t-test (Ary, Introduction to Research in Education, 2010)

$$t_{count} = \frac{\overline{D}}{\sqrt{\dfrac{\sum_D 2 - \dfrac{(\sum_D) 2}{n}}{N(N-1)}}}$$

Where:

t_{count}	= the value of t-test
$\overline{D}$	= mean of differences pre-test and post-test
$\sum D^2$	= total of quadrate deviation
$\sum D$	= the sum of deviation N = number of cases

Then, the result of T_{count} must be compared with calculation of T_{table} of 5% alpha level. If T_{count} higher than T_{table}, it means that the difference students' speaking skill before and after taught by using small group interaction was significant. So H_1 is accepted and H_0 is rejected. On the other hand, if T_{count} lower than T_{table}, so H_1 is rejected and H_0 is accepted. (Sudiyono, 2008)

2. **Inferential Analysis**

   a. Normality test

   This test used the Kolmogorov-Smirnov test because the researchers wanted to compare the data distribution to the normality test with the standard normal distribution. This test uses SPSS version 23 for windows. The distribution can be said to be normal or not. It can be seen from the value of the pre-test and post-test with the provisions of the level of significant $\alpha = 0.05$. The interpretation of the test of normality can be concluded as follows:

   1) If the value of Sig. (2-tailed) is greater than the rate of 5% alpha (sig. (2-tailed) > 0,05), it can be concluded that the data is derived from the populations that are normally distributed.

   2) If the value of Sig. (2-tailed) is smaller than the rate of 5% alpha (sig. (2-tailed) < 0,05), it can be concluded that the data derived from the population distribution is not normal

b. Hypothesis test

To analyze the data of pre-test and the data of post-test scores, the researcher used the T test with paired sample t test by using SPSS version 21 for windows. The procedure inferential analysis in this research is:

Determine the hypothesis

Ha: Zip Zap game is effective in students' speaking ability for eight grade students of MTs TQR Ajibarang, Banyumas.

H0: Zip Zap game is not effective in students' speaking ability for eight grade students of MTs TQR Ajibarang, Banyumas.

1) Determine the significant level (α)

A significant level of this research is $\alpha < 0,05$

2) Determine the criteria of the research:

t0 < tt: The alternative hypothesis (Ha) is accepted and the Null hypothesis (H0) is rejected. Zip Zap game is effective in students speaking ability for eight grade students at MTs TQR Ajibarang.

t0 > tt: The alternative hypothesis (Ha) is rejected and the null hypothesis (H0) is accepted. It means that Zip Zap game is not effective in students speaking ability for eight grade students at MTs TQR Ajibarang.

c. N-Gain Score Test

The N-Gain Score Test used to determine the scale of effectiveness of using Zip Zap game in speaking ability. So the formula on N-Gain Score could be seen as follow:

$$N \; Gain = \frac{Posttest \; score - pretest \; score}{Ideal \; Score - pretest \; score}$$

With the effectiveness scale decision making (Hake R, 1999) as follow:

Table 3.9 N-Gain Category Acquisition

N-Gain Acquisition Category	
Percentage (%)	Criteria
<40	Ineffective
40-55	Less Effective
56-75	Effective enough
>76	Effective
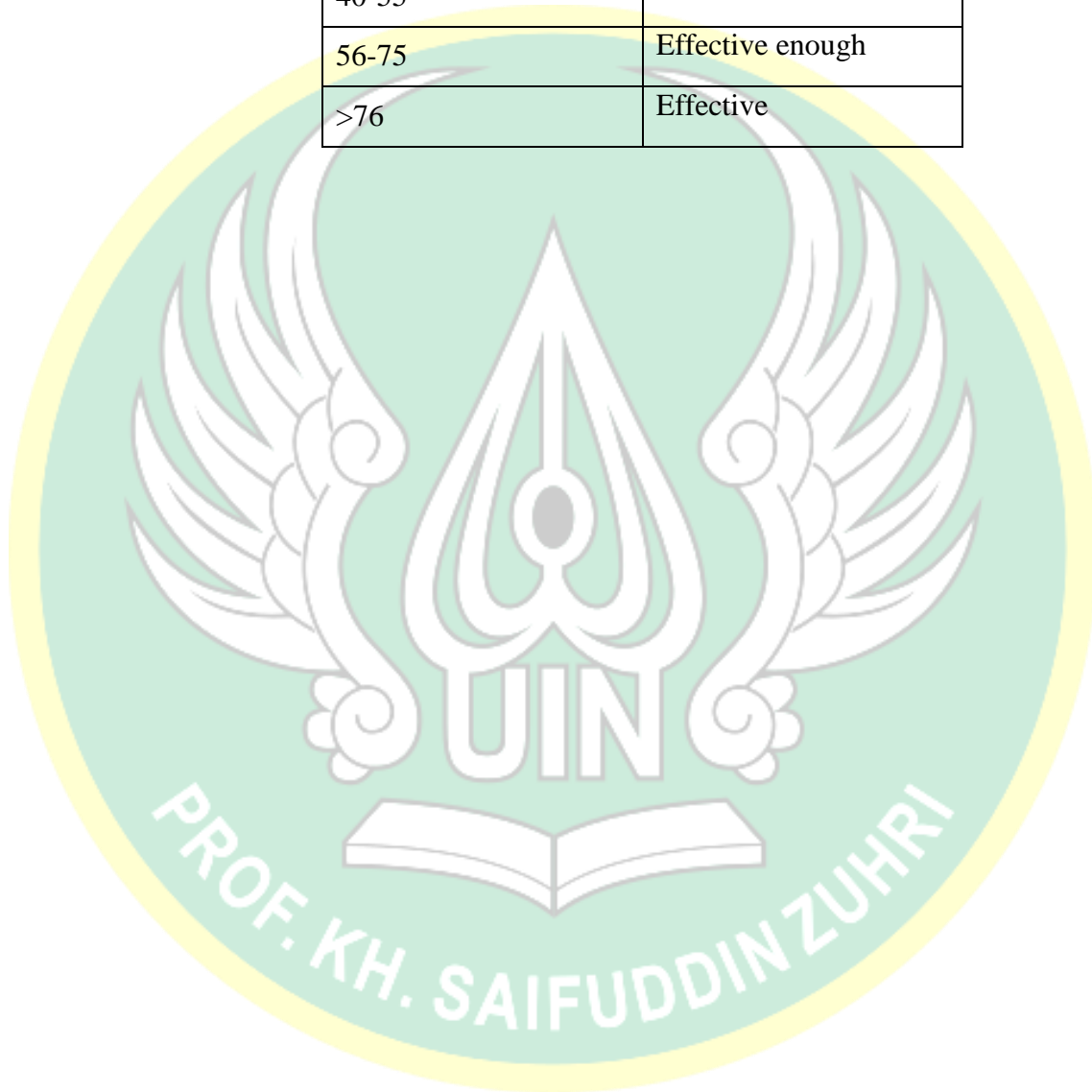
CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

      The researcher started to analyze the data after getting the students' oral test. The researcher gave scores to five speaking elements (grammar, vocabulary, comprehension, fluency, and pronunciation). The data were obtained from the results of students' oral tests. A class consisted of 22 students of MTs Tahfiz Al-Qur'an Ar-Raudlah Ajibarang.

1. Students' Speaking Skill before treatment

      Class VII A as experimental group was given pre-test, treatment, and post-_test. The pre-test was conducted on September 14th 2023. The result of pre-test is shown on table 4.1.

Table 4.1 Scores of Pre-Test

No	Students	Pre Test
1	Student 1	48
2	Student 2	47
3	Student 3	51
4	Student 4	48
5	Student 5	50
6	Student 6	46
7	Student 7	57
8	Student 8	49
9	Student 9	45
10	Student 10	49
11	Student 11	44
12	Student 12	51
13	Student 13	44
14	Student 14	47
15	Student 15	45
16	Student 16	44
17	Student 17	48
18	Student 18	44
19	Student 19	41
20	Student 20	50
21	Student 21	43

22	Student 22	57
	N=22	Σ=1048

After giving a pre-test, the researcher gave a treatment. It was conducted on September 18th, 21nd 2023. The class consisted of 22 students. The students were taught descriptive text by using Zip Zap game.

2. Treatment Description

This research was conducted at MTs Tahfiz Al-Qur'an Ar-Raudlah Ajibarang using a sample of one experimental class (VIII). The experimental class consists of 22 students in the academic year 2023/2024. This research used a pre-experimental design, giving four treatments for the experimental class using Zip Zap Game. The treatment directly applied to the experimental class were divided into four meetings with material about descriptive text. The implementation of treatment as follows:

a. First meeting

The first meeting was held on Thursday, 14 September 2023. At the first meeting, students were given a pretest to know the students' knowledge about the material before the treatment. Because the pre-test is an oral test so that in the first meeting the researcher just give a pre-test but the researcher also thought little about descriptive text.

b. Second meeting

The second meeting was held on Monday, 18th September 2023. In the second meeting, the researcher explain about descriptive text, there were definition, structure and also language feature. And then after explain about descriptive text the teacher give the example of descriptive text about animal (cat) and person (Rafi Ahmad), the students try to describe the about animals and person. After the students describe the animals and person with their own words the students make a circle, and the researcher given the treatment by using Zip Zap game, the researcher says Zip by pointing the student and the student who are stand up in the left of the pointing student is

to describe the animal. The students try to speak with their own word about the animal, and then the researcher says Zap by pointing the student and the student who are stand up in the right of the pointing student is to describe the person.

c.   Third meeting

The third meeting was held on Wednesday, 20 September 2023. The material at this meeting is descriptive text about thing, the researcher give the descriptive text about thing (Tedy Bear) and the students try to describe the things. To know about speaking skill and to make the students confidents to speak in front of their friends the researcher use Zip Zap game for the students to describe about things. The researcher says Zip by pointing the student and the student who are stand up in the left of the pointing student is to describe the things. The students try to speak with their own word about the things, and then the researcher says Zap by pointing the student and the student who are stand up in the right of the pointing student is to mention adjective of the things.

d.   The fourth meeting

The fourth meeting was held on Thursday, 21 September 2023. In this meeting the students try to look for the adjective from the descriptive text that has been made before, and the students make a circle for the treatments by using Zip Zap game, and then the researcher use Zip Zap game to know what are the adjective that fond by the students, and the researcher says zip by pointing the students, and the student who are stand up in the left of the pointing student is to mention 7 adjective that has fond, and then when the researcher says zap by pointing the student, and then the student who are stand up in the right of the pointing student is to mention 10 adjective that has fond.

e. The last meeting

The last meeting was held on Friday, 22 September 2023 after giving the treatment, the researcher gave post-test to the students. The post-test was done after pre-test and treatments. The post-test of experimental group. The purpose of the test was to know the students' speaking skill in descriptive text after being taught using Zip Zap game. The result of post-test is shown on table 4.2

3. Students Speaking Skills after Treatments

Table 4.2 Scores of Post-Test

No	Students	Post-Test
1.	Students 1	64
2.	Students 2	68
3.	Students 3	72
4.	Students 4	70
5.	Students 5	71
6.	Students 6	66
7.	Students 7	73
8.	Students 8	67
9.	Students 9	67
10.	Students 10	68
11.	Students 11	68
12.	Students 12	73
13.	Students 13	72
14.	Students 14	70
15.	Students 15	69
16.	Students 16	67
17.	Students 17	62
18.	Students 18	70
19.	Students 19	73
20.	Students 20	70
21.	Students 21	73
22.	Students 22	72
	N=22	Σ=1525

Table 4.3 Scores of Pre-Test and Post-Test

No	Students	Pre Test	Post Test
1	Student 1	48	64
2	Student 2	47	68
3	Student 3	51	72

4	Student 4	48	70
5	Student 5	50	71
6	Student 6	46	66
7	Student 7	57	73
8	Student 8	49	67
9	Student 9	45	67
10	Student 10	49	68
11	Student 11	44	68
12	Student 12	51	73
13	Student 13	44	72
14	Student 14	47	70
15	Student 15	45	69
16	Student 16	44	67
17	Student 17	48	62
18	Student 18	44	70
19	Student 19	41	73
20	Student 20	50	70
21	Student 21	43	73
22	Student 22	57	72
	N=22	Σ=1048	Σ=1525

4. The Analysis of T- test

Data analysis was done to know the different score before test and after test by searching the gain "D" (score after test - score before test) and the total of the gain score (Σ D). Here also shown the number of subject (N), the total of pre-test and post-test and mean.

Table 4.4 Scores of Pre-Test and Post-Test to get "D"

No	Students	Pre Test	Post Test	D
1	Student 1	48	64	+16
2	Student 2	47	68	+21
3	Student 3	51	72	+21
4	Student 4	48	70	+22
5	Student 5	50	71	+21
6	Student 6	46	66	+20

7	Student 7	57	73	+16
8	Student 8	49	67	+18
9	Student 9	45	67	+22
10	Student 10	49	68	+19
11	Student 11	44	68	+24
12	Student 12	51	73	+22
13	Student 13	44	72	+28
14	Student 14	47	70	+23
15	Student 15	45	69	+24
16	Student 16	44	67	+23
17	Student 17	48	62	+14
18	Student 18	44	70	+26
19	Student 19	41	73	+32
20	Student 20	50	70	+20
21	Student 21	43	73	+30
22	Student 22	57	72	+15
	N=22	Σ=1048	Σ=1525	Σ=477

After getting ΣD, the researcher search mean difference "D" with formulated below:

$$D\frac{\Sigma D}{N}$$

$$\frac{477}{22} = 21.682$$

Here also the step to get mean pre-test and post-test as formulated below:

$M_1: \Sigma \underline{Y_1}$

      N

$M_1 \frac{1048}{22} = 47.64$

$M_2: \Sigma \underline{Y_2}$

      N

$$M_2 \frac{1525}{22} = 69.32$$

The total score before treatment (pre-test) is 1048 and mean was 47.64

The total score after treatment (post-test) is 1525 and mean was 69.32

After different score of pre-test and post-test known, the researcher calculated the score of deviation (Σ D) then the squaring the score deviation (Σ D^2). See the table 4.4.

Table 2.5 Scores of Pre-Test and Post-Test to get "D^2"

No	Students	Pre Test	Post Test	D	D^2
1	Student 1	48	64	+16	256
2	Student 2	47	68	+21	441
3	Student 3	51	72	+21	441
4	Student 4	48	70	+22	484
5	Student 5	50	71	+21	441
6	Student 6	46	66	+20	256
7	Student 7	57	73	+16	441
8	Student 8	49	67	+18	441
9	Student 9	45	67	+22	484
10	Student 10	49	68	+19	441
11	Student 11	44	68	+24	400
12	Student 12	51	73	+22	256
13	Student 13	44	72	+28	324
14	Student 14	47	70	+23	484
15	Student 15	45	69	+24	361
16	Student 16	44	67	+23	576
17	Student 17	48	62	+14	484
18	Student 18	44	70	+26	784
19	Student 19	41	73	+32	529

20	Student 20	50	70	+20	576
21	Student 21	43	73	+30	529
22	Student 22	57	72	+15	196
	N=22	Σ=1048	Σ=1525	Σ=477	Σ=9625

To know the degree of freedom (df) or (db), the researcher can find the result as follows:

df/db :N-1

: 22-1: 21

So the degree of freedom with df/db 21 at level 0.05 is 2.08.

After getting the result of the mean and deviation, the researcher computed the t-test. The value of t-test was to know whether there is any significance difference of the students' speaking skill before taught using Zip Zap game and after taught using Zip Zap game. The null hypothesis (H0) is Zip Zap game not effective in students speaking ability of eight grade students at MTs TQR Ajibarang. The alternative hypothesis (H1) is Zip Zap game effective in students speaking ability of eight grade students of MTs TQR ajibarang. If the sigma (2-tailed) > 0.05, it means that the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted.

The t-test can be calculated as follows:

$$t\ count = \dfrac{\bar{D}}{\sqrt{\dfrac{\sum d\,2 - \dfrac{(\sum d)^2}{N}}{N\,(N-1)}}}$$

$$t\ count = \dfrac{21}{\sqrt{\dfrac{9625 - \dfrac{(477)^2}{22}}{22\,(22-1)}}}$$

$$t\ count = \dfrac{21}{\sqrt{9625 - 277.529}}$$

45

$$\frac{\overline{22}}{22\,(22\text{-}1)}$$

$$t\ count = \frac{21}{\sqrt{\dfrac{9625 - 12.614}{22\,(22\text{-}1)}}}$$

$$t\ count = \frac{21}{\sqrt{\dfrac{2989}{22\,(21)}}}$$

$$t\ count = \frac{21}{\sqrt{\dfrac{-2989}{462}}}$$

$$t\ count = \frac{21}{\sqrt{-6469}}$$

$$t\ count = \frac{21}{-6469}$$

$$= -3.246$$

After finding t-test, the researcher used t_{table} to compare the t-test. From the data above, the value of t_{count} is 3.246 with df = 21 and the value of t_{table} is 2.08 at the level 0.05. If the sigma (2 tailed) > 0.05, it means that the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted. The value of t_{count} is higher than the value of t_{table} (3.246 t_{count} > t_{table} 2.08). It means that Zip Zap game have positive effect for speaking ability. Besides that, the result of the mean of post-test was higher than the mean of pre-test (M2 = 69.32 > M1 = 47.64). It can be concluded that there is significance improvement difference between the students' speaking ability before they were taught by using Zip Zap game in descriptive text and after they were taught by using Zip Zap game. The difference is 21.168 (69.32 – 47.64).

Paired Sample T-test

Table 4.6 Paired Sample T test

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	47.64	22	4.077	.869
	Posttest	69.32	22	3.045	.649

The result of the Paired Sample Statistic was displayed in Table 4.5. They displayed the descriptive value of each variable included in the paired sample. In the experimental class, the mean score on the pretest was 47.64, whereas the mean score on the post-test was 69.32. The value of N might be as high as 22. It indicated the amount of data. The amount of risk was determined by comparing the pretest, which had a standard deviation of 4.077, to the post-test, which had a standard deviation of 3.045. it was determined with the aid of standard error mean how accurately the average values derived from the sample data could estimate the values of the population means for each variable. The mean of the standard error for the pretest was 869, but the mean for the post-test was 649. The standard error mean can be ignored because the data have a normal distribution. Given the difference in mean scores between the pretest and post-test in the experimental class, it was safe to assume that the post-test on the data was more accurate than the pretest.

5. Normality test

The normality test was conducted to determine whether the class data was normally distributed. IBM SPSS V.23 was used to analyze the data. According to Sugiono (2013), the hypothesis for the normality test formulated as follows:

H0: the data are normally distributed.

Ha: the data are not normally distributed.

Normality test criteria are as follow:

Ha is accepted if $sig. \, \alpha > 0,05$

Ha is rejected if $sig. \, \alpha < 0,05$

Table 4.7 Normality test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		22
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	4.00290221
Most Extreme Differences	Absolute	.161
	Positive	.161
	Negative	-.119
Test Statistic		.161
Asymp. Sig. (2-tailed)		.145[c]

In Table 4.5, the result of the experimental class showed that the data was normally distributed. $p \geq \alpha$ (0,145 ≥ 0,05). Checking the scores of p can be done by looking at the sig. in the Kolmogorov- Smirnov.

6. **Hypothesis test**

To analyze the data of pre-test and post-test scores, the researcher used the T test with paired sample t test by using SPSS version 23

Table 4.8 Result of Paired Sample T-test

		Paired Samples Test							
		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	pretesst – posttest	-21.682	4.602	.981	-23.722	-19.641	-22.098	21	.000

Based on Table 4.7 above, the average matched difference was -21.682. This number represented the change in the class's average score from the pretest to the post-test. It can be represented as (47.64 – 69.32 = -21.682), and the difference can range from -23.722 to -19.641 (the

95% confidence interval of the difference's lower and upper). Because the mean value of the post-test findings was higher than the mean value of the pretest result, the t_{count} value was known to be negative, specifically -22.098, and this negative value of t_{count} was the outcome of the output table that was shown before. In a scenario such as this one, a negative t_{count} can be considered beneficial. The result of this was that the value of the t_{count} was 22.098. the next step was to use the found of the t_{table} operation, which searched the t_{table} using the df and significance values (α). To locate the t_{table} inside the distribution of the t statistical table, the value of df 21 and the significance value of 0.05 was used. The next step was to check the value of the t_{table} based on the df 21 and the value of 0.05; the t_{table} should be 2080.

7. **N-Gain Score**

Test The n-Gain Score test was carried out to determine the effectiveness of the Zip Zap game applied to the treatment in the experimental class. The data of the N-gain Score Test was calculated through IBM SPSS V.23 for Windows and displayed in Table 4.9 bellow.

Table 4.9 Descriptive Statistics N-Gain

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_Score	22	.27	.54	.7620	.06469
Ngain_persen	22	26.92	54.24	76.2032	6.46890
Valid N (listwise)	22				

Based on the result table of the N-Gain score above, it was shown that the average/mean score was 7620, while the average/mean score in Ngain percent was 76.20. Then, the minimum score was 27, and the maximum score was 54.

B. Treatment

This study has a limitations most of which derive from the constrained time frame in which it was conducted. The study was constrained by the need to adhere to the allotted time, which imposed certain restrictions on the investigation. In particular, the research involved only five meetings that were not solely devoted to the materials because the researcher was only given one week from the school to carry out treatment and tests. finally, the researcher was given suggestions by the teacher to use the other time of lesson in the class to carry out the treatment. Therefore, the treatment was not completely optimized and a longer period of time would have been advantageous.

The treatment directly applied to the experimental class were divided into third meetings with material about descriptive text, and for the test pre-test and post test is two meetings. The implementation of treatment as follows:

a. First meeting

The first meeting was held on Thursday, 14 September 2023. At the first meeting, students were given a pretest to know the students' knowledge about the material before the treatment. Because the pre-test is an oral test so that in the first meeting the researcher just give a pre-test but the researcher also thought little about descriptive text.

b. Second meeting

The second meeting was held on Monday, 18th September 2023. In the second meeting, the researcher explain about descriptive text, there were definition, structure and also language feature. And then after explain about descriptive text the teacher give the example of descriptive text about animal (cat) and person (Rafi Ahmad), the students try to describe the about animals and person. After the students describe the animals and person with their own words the students make a circle, and the researcher given the treatment by

using Zip Zap game, the researcher says Zip by pointing the student and the student who are stand up in the left of the pointing student is to describe the animal. The students try to speak with their own word about the animal, and then the researcher says Zap by pointing the student and the student who are stand up in the right of the pointing student is to describe the person.

Figure 3 Demonstrating Zip Zap game

c. Third meeting

The third meeting was held on Wednesday, 20 September 2023. The material at this meeting is descriptive text about thing, the researcher give the descriptive text about thing (Tedy Bear) and the students try to describe the things. To know about speaking skill and to make the students confidents to speak in front of their friends the researcher use Zip Zap game for the students to describe about things. The researcher says Zip by pointing the student and the student who are stand up in the left of the pointing student is to describe the things. The students try to speak with their own word about the things, and then the researcher says Zap by pointing the

student and the student who are stand up in the right of the pointing student is to mention adjective of the things.

d. The fourth meeting

The fourth meeting was held on Thursday, 21 September 2023. In this meeting the students try to look for the adjective from the descriptive text that has been made before, and the students make a circle for the treatments by using Zip Zap game, and then the researcher use Zip Zap game to know what are the adjective that fond by the students, and the researcher says zip by pointing the students, and the student who are stand up in the left of the pointing student is to mention 7 adjective that has fond, and then when the researcher says zap by pointing the student, and then the student who are stand up in the right of the pointing student is to mention 10 adjective that has fond.

e. The last meeting

The last meeting was held on Friday, 22 September 2023 after giving the treatment, the researcher gave post-test to the students. The post-test was done after pre-test and treatments. The post-test of experimental group. The purpose of the test was to know the students' speaking skill in descriptive text after being taught using Zip Zap game.

C. Discussion

The research aimed at knowing whether Zip Zap game small is effective for students speaking skill and also to know whether there is any significant difference between the students' speaking ability before they are taught by using Zip Zap game in descriptive text and after they are taught by Zip Zap game in descriptive text. After getting the result of the data collection, the researcher discussed the implication of the research. The discussion in this case, deals with the research problems which discussed details as the following: First activities in experimental group was doing pre-test was conducted on September 14th 2023. The pre-test was conducted

before treatment. As experimental group, the treatment was taught speaking Zip Zap game. From the result of pre-test; it showed that students faced many difficulties in oral test in describing animal pictures. They can speak clearly and they also afraid if they made mistakes in their pronunciation when they described a picture. Then the researcher did the first treatment of experimental in eight class and it was conducted on September 18th 2023. The students were given the picture about animal and person. The researcher divided the students into a circle. The researcher explained about the definition of descriptive text, the generic structure of descriptive text, the use of language feature in descriptive text and example of descriptive text. The second treatment was conducted on September 20 September 2023. The students were accustomed to share their feelings, ideas, and opinions in their own word based on the picture given. They learned to share the information about the picture, and they also help each other when they have difficulties in understanding the picture or finding the meaning of difficult words. Thus, the students felt easier in describing a picture. Zip Zap is one of the games which can stimulate the students more focus on learning. This game provides more opportunities for students to express their opinions and feelings. It could be used to attract students' motivation in the teaching and learning process, they can memorize many vocabularies and the students enjoy learning their material (Frank in Bahri 2004). After the students finished the treatment. They were motivated to do their best. Then, they did the post-test. Post-test was conducted on September 22nd 2023. The researcher asked the student to describe one of the pictures given. It showed that the students felt easy to describe than pre-test. Although, there were some students still face difficulty.

The result of post-test was higher than pre-test although there were some students got unsatisfactory scores or same scores. It was caused that taught by using Zip Zap game helped the students' speaking skill. Zip Zap is one of the games which can stimulate the students more focus on learning. This game provides more opportunities for students to express their opinions

and feelings. It could be used to attract students' motivation in the teaching and learning process, they can memorize many vocabularies and the students enjoy learning their material (Frank in Bahri 2004). In addition, Richard and Renandya (2002) explain that this game can provoke students' interaction between students to another students and students to teacher. It is clear that Zip Zap game is the effective technique that a teacher can apply in the classroom. In every activity in the treatments, they learned together and if they had some difficulties to understand a picture and a text or found the meaning of difficult words, the other students helped and gave information about the picture in detail so that they did not feel difficult to learn and practice it in front of their friend.

The students' speaking skill before being taught by using Zip Zap game was different with the students' speaking skill after being taught by using Zip Zap game. It can be seen from the post-test score. According to Cohen, Louis (2000) the t-test assumes that one variable is categorical and one is a continuous variable. The result of t-test from the pre-test and post-test, the value of t_{count} is 3.246 with df = 21 and the value of t_{table} is 2.08 at the level 0.05. If the sigma (2-tailed) > 0.05, it means that the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted. So there is any significant difference between students' speaking ability before they are taught and after taught by using Zip Zap game in descriptive text. The value of t_{count} was higher than the t-value of t_{table} (t_{count} 3.246 > t_{table} 2.08). It showed that teaching speaking using small group interaction have positive effect to improve students' speaking skill. Besides that, the result of the mean of post-test was higher than the mean of pre-test (M2 = 69.32 > M1 = 47.636). It means that there is significant improvement difference between students' speaking ability before they are taught and after taught by using Zip Zap game in descriptive text. In other word, teaching speaking with Zip Zap game was more effective than teaching speaking without using Zip Zap game. In addition, Zip Zap game improved speaking skill in the eight-grade

of student of MTs Tahfiz Al-Qur'an Ar-Raudlah Ajibarang. Based on the result above, the use of Zip Zap game in speaking ability was effective.

Additionally, the N-Gain Score Test criteria listed table 3.8 with the effectiveness scale decision making (Hake R, 1999), can be used as a guide to identify the type od N-gain acquisition. According to Table 4.8 analysis of the n-Gain results, the mean of class using Zip Zap game was 76.20, or 76%, indicating that the class's N-Gain score was effective. According to the statistics, the speaking ability using Zip Zap game was sufficient to help students.
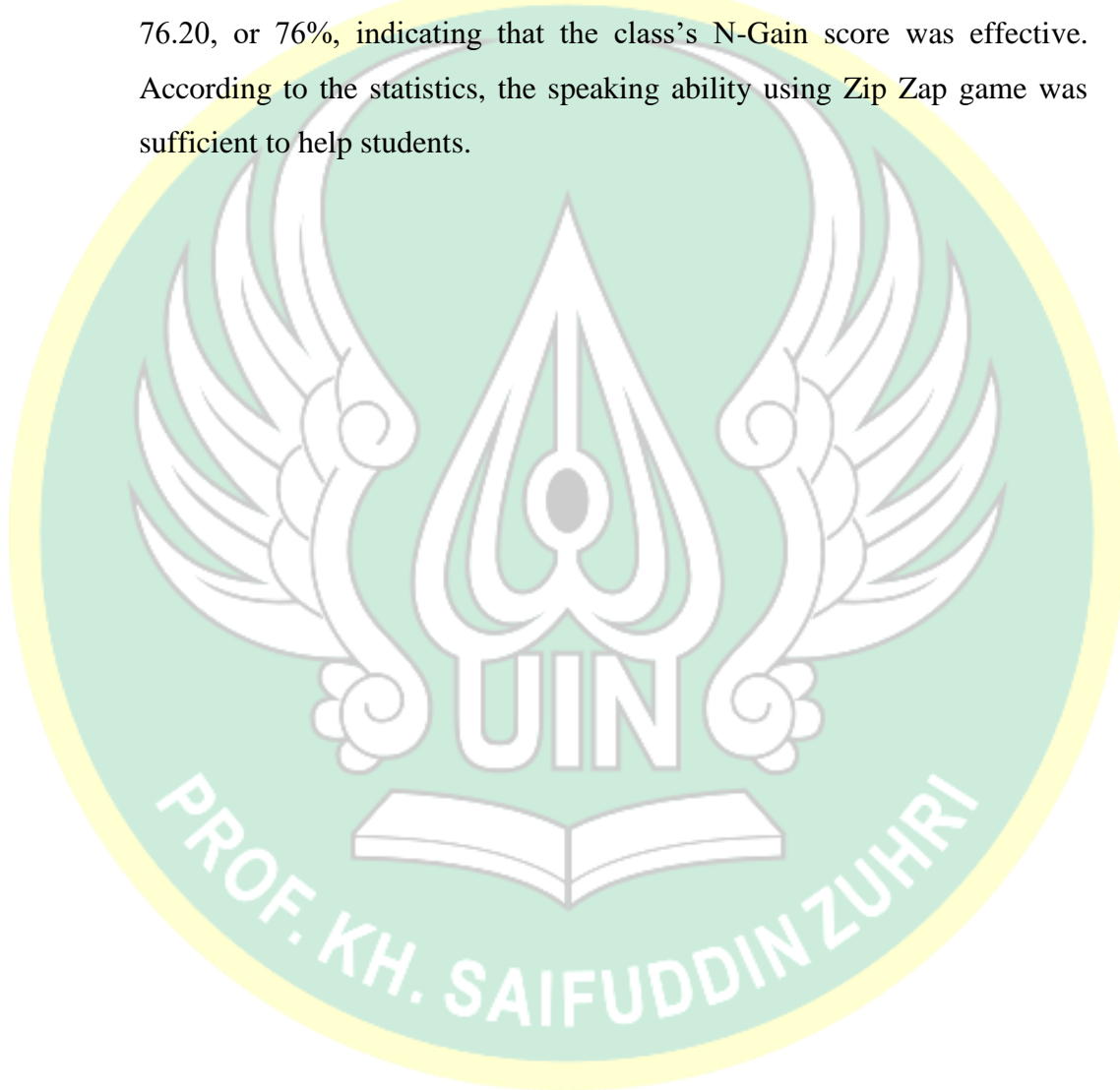
CHAPTER V
CONCLUSION AND SUGESTION

A. Conclusions

From computation data on the chapter IV, the researcher can conclude the result of the study as follows: The students of MTs Tahfiz Al-Qur'an Ar-Raudlah Ajibarang who were taught before using Zip Zap game got the mean score of pre-test was 47.636. On the other hand, the mean score of post-test was 73.681. It means that the students of experimental after taught by using small group interaction had an improvement of 4.072. It can be calculated from 26.045 (69.32 – 47.636).

There is any significant difference between students' speaking ability before they are taught by using Zip Zap game in descriptive text and after taught by using Zip Zap game in descriptive text. It was proved by the obtained score of t-test. The t_{count} showed that t_{count} is higher than t_{table} (t_{count} 3.246 > t_{table} 2.08). It means that H1 (alternative hypotheses) was accepted and H0 (null hypotheses) was rejected. Since t_{count} was higher than t_{table}, there was a significance difference between students' speaking ability before they were taught by using Zip Zap game in descriptive text and after they are taught by using Zip Zap game in descriptive text. In addition, it can be seen in data analysis. The data analysis had shown that the result of the mean of post-test was higher than the mean of pre-test (M2 = 69.32 > M1 = 47.636). Based on the data, it can be concluded that the use of Zip Zap game in speaking ability was quite success/effective. Therefore, the students' speaking ability after they were taught by using Zip Zap game was better than students' speaking ability before they were taught using Zip Zap game. In other words, the use of Zip Zap game in teaching speaking has a significant effect in the students speaking skill on even semester of the eight grade of MTs Tahfiz Al-Qur'an Ar-Raudlah Ajibarang. The result means

that based on the criteria of N-gain aquisition table, the score of class that used Zip zap game was 76%, that means effective on speaking ability.

After coducting the Zip zap game for speaking ability, posttest score were considerably different from the pretest score. This was demonstrated by the fact that this outcome, Zip Zap game is effective for students speaking ability.

B. Suggestions

Based on the conclusion above, the writer would like to offer some suggestions as below:

1. For the students

The students have to practice their English by using Zip Zap game because it will help their fluency and also their ability to speak English. It may motivate students to be more focused on learning, it promotes students to connect and communicate, and it makes students like speaking English.

2. For the teacher

The teachers have to choose Zip Zap game in learning and teaching because it is suitable method for suitable materials in the classroom. In teaching, the teacher needs to improve the way of teaching. Zip Zap game also can become one way to make the students more active, may motivate students to be more focused on learning, it promotes students to connect and communicate, and it makes students like speaking English. Practicing is important, so the teachers have to make the students practice especially in speaking.

3. For school

A Zip Zap game method could be implemented into English classes and then expanded to other academic areas. A method known as Zip Zap game can be used to raise students' interest and help students to be more focused on learning, and motivate students to be more confident when speaking English.

4. For the future researcher

As this research is not perfect yet, it is suggested to conduct further research on similar area by improving the methodology or to use it as a reference to conduct a further research related to use Zip Zap game for speaking ability in difference area of teaching.

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APPENDICES

Appendix 1Instrument's Validity Sheet

Expert 1

SURAT KETERANGAN VALIDASI INSTRUMENT PENELITIAN

Yang bertanda tangan dibawah ini:

Nama   : Windhariyati Dyah Kusumawanti, M. A., M. Pd

Jabatan   : Dosen

Instansi   : UIN Prof K.H Saifuddin Zuhri Purwokerto

Setelah membaca, menelaah, dan mencermati instrumen penelitian berupa soal tes yang akan digunakan untuk penelitian berjudul " **The Effectiveness of Zip Zap Game Toward Students' Speaking Ability At 8th Grade Students in MTs Tahfiz Al-Qur'an Ar-Raudlah Ajibarang**" yang dibuat oleh:

Nama   : Miska Sabrina

NIM   : 1917404025

Prodi   : Tadris Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan instrumen tersebut,
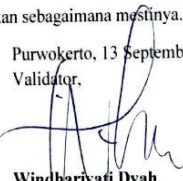
☐ Layak digunakan

☑ Layak digunakan dengan revisi

☐ Tidak layak digunakan

Catatan (bila perlu)

Revisi sudah di-follow-up dengan baik.

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 13 September 2023
Validator,

Windhariyati Dyah
Kusumawanti, M.A., M. Pd

Appendix 2 Instrument Test of Pretest and Post-Test

Instrument of Pretest

<div align="center">

Pre-Test

</div>

Name :

Class :

Petunjuk

1. **Tuliskan nama lengkap dan kelas anda dalam kolom yang disediakan di atas.**
2. **Bacalah petunjuk soal dengan seksama sebelum menjawab.**
3. **Kegiatan ini akan diukur berdasarkan rubric penilaian speaking di halaman 2.**
4. **Nilai yang diambil dari kegiatan ini tidak akan berpengearuh pada data nilai kelas.**

Choose one of the animal pictures below, and then, please describe it in your own words in at least 5 sentences orally!

The Criterion of Scoring Speaking

Grammar:

Score	Criteria
5	The grammar is clear and correct.
4	A few unclear error grammar but still can be understood easily.
3	Some grammar error but still can be understood.
2	Grammar is frequently unintelligible.
1	Grammar errors are frequent.

Vocabulary:

Score	Criteria
5	Used varied vocabularies which are appropriate to the context.
4	A few vocabularies used are inappropriate with the context.
3	Able to speak the language with sufficient vocabulary.
2	Has speaking vocabulary sufficient to express himself simply.
1	Speaking vocabulary inadequate

Comprehension:

Score	Criteria
5	Can describe a picture without any mistakes.
4	Can describe a picture but still little mistakes.
3	Can describe a picture but still there are some mistakes.
2	Can describe a picture but there are many mistakes.
1	Can describe a picture.

Fluency:

Score	Criteria
5	Speak fluently with only slight hesitations that do not interfere with communication.
4	Speak fluently with occasional hesitation.
3	Speak hesitantly because of recalling and searching for words.
2	Speak in single words utterances, very slow and short pattern.
1	No specific fluency description.

Pronunciation:

Score	Criteria
5	Pronunciation is clear and correct.
4	A few unclear or error pronunciations but still can be understood easily.
3	Some Pronunciation is unclear or errors but still can be understood.
2	Pronunciation is frequently unintelligible.
1	Errors in pronunciation are frequent

Instrument of Post-test

Post-Test

Name :

Class   :

Score

Petunjuk

5. **Tuliskan nama lengkap dan kelas anda dalam kolom yang disediakan di atas.**
6. **Bacalah petunjuk soal dengan seksama sebelum menjawab.**
7. **Kegiatan ini akan diukur berdasarkan rubric penilaian speaking di halaman 2.**
8. **Nilai yang diambil dari kegiatan ini tidak akan berpengearuh pada data nilai kelas.**

Choose one picture of the Activity below, and then, please describe it in your own words in at least 5 sentences orally!

The Criterion of Scoring Speaking

Grammar:

Score	Criteria
5	The grammar is clear and correct.
4	A few unclear error grammar but still can be understood easily.
3	Some grammar error but still can be understood.
2	Grammar is frequently unintelligible.
1	Grammar errors are frequent.

Vocabulary:

Score	Criteria
5	Used varied vocabularies which are appropriate to the context.
4	A few vocabularies used are inappropriate with the context.
3	Able to speak the language with sufficient vocabulary.
2	Has speaking vocabulary sufficient to express himself simply.
1	Speaking vocabulary inadequate

Comprehension:

Score	Criteria
5	Can describe a picture without any mistakes.
4	Can describe a picture but still little mistakes.
3	Can describe a picture but still there are some mistakes.
2	Can describe a picture but there are many mistakes.
1	Can describe a picture.

Fluency:

Score	Criteria
5	Speak fluently with only slight hesitations that do not interfere with communication.
4	Speak fluently with occasional hesitation.
3	Speak hesitantly because of recalling and searching for words.
2	Speak in single words utterances, very slow and short pattern.
1	No specific fluency description.

Pronunciation:

Score	Criteria
5	Pronunciation is clear and correct.
4	A few unclear or error pronunciations but still can be understood easily.
3	Some Pronunciation is unclear or errors but still can be understood.
2	Pronunciation is frequently unintelligible.
1	Errors in pronunciation are frequent

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MTs Tahfiz Al-Qur'an Ar-Raudlah Ajibarang

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/1

Materi Pokok : Descriptive Text

Alokasi Waktu : 6x40 Menit (3x Pertemuan)

A. KOMPETENSI INTI

KI 1 Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

KI 3 Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. KOMPETENSI DASAR DAN INDIKATOR

KOMPETENSI DASAR	INDIKATOR
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya	3.7.1 Mengidentifikasi (C4) ciri-ciri binatang yang ada di video dalam beberapa kalimat singkat. 3.7.2 Menganalisis (C4) unsur kebahasaan teks deskriptif binatang, pendek dan sederhana, sesuai konteks

X

4.7. Teks Deskripsi 4.7.1. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang binatang, dan benda. 4.7.2. Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.7.2.1 Menyusun (P5) teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait binatang dengan memperhatikan struktur teks dan unsur kebahasaan dengan benar

C. TUJUAN PEMBELAJARAN

Melalui pendekatan saintifik dengan menggunakan model pembelajaran Problem Based Learning,, peserta didik dapat :

1. Mengidentifikasi (C4) ciri-ciri binatang yang ada di video dalam beberapa kalimat singkat dengan tepat
2. Menganalisis (C4) unsur kebahasaan teks deskriptif binatang, pendek dan sederhana, sesuai konteks dengan tepat
3. Menyusun (P5) teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait binatang dengan memperhatikan struktur teks dan unsur kebahasaan dengan benar

D. MATERI PEMBELAJARAN

1. Descriptive Text
   Descriptive Text is a text which say what person, animal, place, or thing is like. It presents about something specially.
2. The Purpose of Descriptive Text
   The Purpose of Descriptive Text is to describe and reveal a particular person, animal, place, or thing specially.
3. Generic Structure of Descriptive Text
   a. Identification : this part identifies or introduces a particular person,animal, place,or thing being described.
   b. Description : this part describes the parts (Physical appearance), qualities, bevavior, or and characteristics.
4. Language Features of Descriptive Text

XI

a. Using simple present tense

b. Using Adjective and Classifiers in nominal group

c. Using has or have.

E. Pendekatan dan Metode Pembelajaran

Pendekatan : Saintifik

Metode : Ceramah, tanya jawab

F. Sumber dan Media Pembelajaran

1. Sumber

    a. Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi .

    b. Buku Ringkasan Materi dan Latihan BRILIAN Kelas VII, Grafindo Media Pratama, Revisi. ¬ "Menurut Ichwan (2017), Permainan Guessing game sangat cocok dengan pembelajaran deskriptif teks dikarenakan tujuan dari deskriptif teks itu sendiri adalah untuk menjelaskan seseorang, tempat, atau sesuatu dengan rinci."
    Referensi: Ichwan, R. (2017). The Use of Guessing Games in Teaching Descriptive Text to Enrich the Vocabulary of Seventh Grade Students (Doctoral dissertation, Universitas Negeri Padang).

    c. Wulandari (2019) mengatakan bahwa Guessing game dikenal sebagai game terbaik untuk memotivasi pembelajaran peserta didik di kelas. Game ini membantu para peserta didik untuk memiliki pembelajaran yang menyenangkan dan memiliki lebih banyak keberanian untuk berbicara.
    Referensi: WULANDARI, D. (2019). The Implementation of Guessing Games Speaking Learning Descriptive to Seventh Grader SMP AL Azhar Menganti. RETAIN, 7(3).

2. Media dan Alat

    a. Power Point

    b. Laptop, Proyektor, Speaker

    c. Gambar binatang, Video binatang, Replika binatang

G. KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi	Alokasi Waktu
Pertemuan Pertama		
Orientasi	1. Guru membuka pertemuan dengan salam 2. Ketua kelas memimpin siswa untuk berdoa terlebih dahulu 3. Guru menanyakan kabar mengecek presensi siswa	15 Menit

XII

Apersepsi dan Motivasi	1. Guru memberikan gambaran terkait materi yang akan dipelajari 2. Guru memberikan beberapa Gambar binatang dan memberi pertanyaan pemantik misalnya ● What is the difference of these animals? (Critical Thinking, communication4C) 3. Guru mengenalkan materi tantang descriptive text 4. Guru menyampaikan tujuan pembelajaran	
Kegiatan Inti	1. Guru meminta siswa menyebutkan hewan peliharaan yang mereka miliki 2. Guru memberikan materi mengenai Descriptive text definition, structure, language feature 3. Guru meminta siswa untuk menyebutkan pengertian mengenai descriptive text dengan menggunakan Zip Zap game	60 menit
Penutup	1. Guru bersama peserta didik melakukan refleksi pembelajaran hari ini 2. Guru menyampaikan materi yang akan dipelajari di pertemuan yang akan datang. 3. Guru menutup pembelajaran dengan salam	15 menit
Pertemuan Kedua		
Orientasi	1. Guru membuka pertemuan dengan salam 2. Ketua kelas memimpin siswa untuk berdoa terlebih dahulu 3. Guru menanyakan kabar mengecek presensi siswa	15 Menit

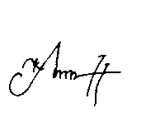|		
	4. guru mengecek ingatan siswa tentang materi descriptive text 5. guru menyampaikan tujuan pembelajaran	
Kegiatan Inti	1. guru memmberikan contoh descriptive text kepada siswa tentang hewan dan orang 2. guru meminta siswa mengidentifikasi tentang contoh descriptive text yang telah diberikan 3. guru meminta siswa untuk membuat descriptive text tentang hewan/orang 4. guru meminta siswa untuk membuat sebuah lingkaran, agar guru bisa mengecek pekerjaan siswa dengan menggunakan Zip Zap game	60 Menit
Penutup	1. guru memberikan apresisasi kepada siswa 2. guru memberikan kesimpulan materi yang telah dipelajari 3. guru memberikan gambaran pertemuan selanjutnya 4. guru menutup pembelajaran dengan salam	15 Menit
Pertemuan Terakhir		
Orientasi	1. Guru membuka pertemuan dengan salam 2. Ketua kelas memimpin siswa untuk berdoa terlebih dahulu 3. Guru menanyakan kabar mengecek presensi siswa	15 Menit
Apersepsi	4. Guru me riview materi yang sebelumya telah dipelajari 5. Guru menyampaikan tujuan pembelajaran	

XIV

Kegiatan Inti	1. Guru memberikan tugas di pertemuan sebelumnya untuk membuat Descriptive text tentang benda 2. Siswa diminta untuk membuat lingkarang untuk mengecek tugas yang telah guru berikan dengan menggunakan Zip Zap game	60 Menit
Penutup	1. Guru bersama siswa melakukan refleksi pembelajaran 2. Guru memberikan kesimpulan terkait materi yang telah dipelajari 3. Guru menutup pertemuan dengan salam	15 Menit

H. Penilaian

Teknik penilaian

- Kompetensi pengetahuan;
  a. pretest (jawaban singkat)
  b. posttest (jawaban singkat)
- kompetensi keterampilan: praktik melalui game 'Zip Zap'
-

Guru Mata Pelajaran		Mahasiswa Peneliti
Anis Azizah, S. Pd		Miska Sabrina
	Mengetahui Kepala Madrasah H. HARTOYO, S.Pd., M.Pd NIP.197006052005011002	

XV

Appendix 4 Certificate of The Research

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Yang bertanda tangan dibawah ini:

Nama   : H. Hartoyo, S. Pd., M.Pd

Jabatan   : Kepala Madrasah MTs Tahfiz Al-Qur'an Ar-Raudlah Ajibarang

Dengan ini menyatakan bahwa mahasiswa yang beridentitas:

Nama   : Miska Sabrina

NIM   :1917404025

Program Studi   : Tadris Bahasa Inggris

Telah selesai melakukan penelitian dan pengambilan data penelitian di MTs Tahfiz Al-Qur'an Ar-raudlah Ajibarang pada kelas 8 terhitung mulai 30 Agustus 2023 s/d 22 September 2023 untuk memperoleh data penelitian dalam rangka penyusunan skripsi yang berjudul '' **The effectiveness of Zip Zap Game Toward Students' Speaking Ability At 8th Grade Students In MTs Tahfiz Al-Qur'an Ar-Raudlah Ajibarang Banyumas"**

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Kepala Madrasah,

H. HARTOYO, S.Pd., M.Pd

NIP.197006052005011002

XVI

Appendix 5Documentation of Speaking Ability Using Zip Zap Game

Figure. 1 Pre Test

Figure.2 Learning Descriptive text

Figure. 3 Demonstrating Zip Zap game

Figure. 3 Demonstrating Zip Zap game

Figure. 4 Speaking Ability Using Zip Zap game

Student 1

Pre-Test

Name : Gita Sahirotu Sita

Class : VIII

48
Score

Petunjuk:

1. Tuliskan nama lengkap dan kelas anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab.
3. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
4. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.

Choose one of the animal pictures below, and then, please describe it in your own words in at least 5 sentences orally!

1

XX

Pre-Test

Name : Afra Zaini Zahra

Class : Viii

Petunjuk:

1. Tuliskan nama lengkap dan kelas anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab.
3. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
4. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.

Choose one of the animal pictures below, and then, please describe it in your own words in at least 5 sentences orally!

1

Students 2

XXI

Pre-Test

Name : Nur Mu'adin

Class : vlll

45

Score

Petunjuk:

1. Tuliskan nama lengkap dan kelas anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab.
3. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
4. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.

Choose one of the animal pictures below, and then, please describe it in your own words in at least 5 sentences orally!

1

Student 3

XXII

Pre-Test

Name : Rahma Sri A.

Class : VIII

Petunjuk:

1. Tuliskan nama lengkap dan kelas anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab.
3. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
4. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.

Choose one of the animal pictures below, and then, please describe it in your own words in at least 5 sentences orally!

1

Student 4

XXIII

Pre-Test

Name : Sireban m

Class : VIII

Score

46

Petunjuk:

1. Tuliskan nama lengkap dan kelas anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab.
3. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
4. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.

Choose one of the animal pictures below, and then, please describe it in your own words in at least 5 sentences orally!

1

Students 5

XXIV

Pre-Test

Name : Azka Mufidah Rahma

Class :

57

Score

Petunjuk:

1. Tuliskan nama lengkap dan kelas anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab.
3. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
4. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.

Choose one of the animal pictures below, and then, please describe it in your own words in at least 5 sentences orally!

1

Student 6

XXV

Name : Shofa davma

Class : VIi

Petunjuk:

1. Tuliskan nama lengkap dan kelas anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab.
3. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
4. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.

Choose one of the animal pictures below, and then, please describe it in your own words in at least 5 sentences orally!

1

Student7

XXVI

Pre-Test

Name : IIF

Class :

Petunjuk:

1. Tuliskan nama lengkap dan kelas anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab.
3. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
4. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.

Choose one of the animal pictures below, and then, please describe it in your own words in at least 5 sentences orally!

1

Student 8

XXVII

Pre-Test

Name : Condro Wwan Sari

Class :

Petunjuk:

1. Tuliskan nama lengkap dan kelas anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab.
3. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
4. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.

Choose one of the animal pictures below, and then, please describe it in your own words in at least 5 sentences orally!

1

Student 9

XXVIII

Pre-Test

Name : *Lipan dan Provia*

Class :

Petunjuk:

1. Tuliskan nama lengkap dan kelas anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab.
3. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
4. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.

Choose one of the animal pictures below, and then, please describe it in your own words in at least 5 sentences orally!

1

Student 10

XXIX

Appendix 7 Pre-Test Scoring

No	Gita	Aspect					Total
		G	V	C	F	P	
1	1st Sentence	4	4	2	2	2	14
2	2nd Sentence	3	3	2	2	2	12
3	3th Sentence	2	3	2	2	1	10
4	4th Sentence	1	2	1	1	1	6
5	5th Sentence	1	2	1	1	1	6
Total				48			

No	Afra	Aspect					Total
		G	V	C	F	P	
1	1st Sentence	3	5	2	2	3	15
2	2nd Sentence	3	4	2	2	3	14
3	3th Sentence	2	3	1	1	2	9
4	4th Sentence	1	2	1	1	1	6
5	5th Sentence	1	1	1	1	1	5
Total				49			

No	Muad	Aspect					Total
		G	V	C	F	P	
1	1st Sentence	2	4	3	2	2	13
2	2nd Sentence	2	2	1	1	2	8
3	3th Sentence	2	3	1	1	2	9
4	4th Sentence	2	2	1	1	1	7
5	5th Sentence	2	3	1	1	1	8
Total				45			

XXX

No	Rahma	Aspect					Total
		G	V	C	F	P	
1	1st Sentence	3	3	2	2	3	13
2	2nd Sentence	3	3	1	1	3	11
3	3th Sentence	2	1	1	1	1	6
4	4th Sentence	2	2	2	1	2	9
5	5th Sentence	3	3	2	1	2	11
Total				50			

No	Siroh	Aspect					Total
		G	V	C	F	P	
1	1st Sentence	3	4	3	2	3	15
2	2nd Sentence	3	3	2	1	2	11
3	3th Sentence	2	2	2	1	1	8
4	4th Sentence	1	2	1	1	1	6
5	5th Sentence	1	2	1	1	1	6
Total				46			

No	Azka	Aspect					Total
		G	V	C	F	P	
1	1st Sentence	2	3	2	2	3	12
2	2nd Sentence	3	3	2	2	2	12
3	3th Sentence	3	2	2	3	2	12
4	4th Sentence	2	2	2	1	2	9
5	5th Sentence	2	3	2	2	3	12
Total				57			

No	Shafa	Aspect					Total
		G	V	C	F	P	
1	1st Sentence	3	4	2	2	3	14
2	2nd Sentence	3	3	1	2	3	12
3	3th Sentence	2	4	1	2	2	11
4	4th Sentence	1	3	1	1	1	7
5	5th Sentence	1	2	1	1	1	6
Total				50			

No	Iif	Aspect					Total
		G	V	C	F	P	
1	1st Sentence	4	3	3	3	3	16
2	2nd Sentence	3	3	2	2	2	12
3	3th Sentence	3	3	2	2	2	12
4	4th Sentence	2	3	2	1	1	9
5	5th Sentence	2	2	2	1	1	8
Total				57			

No	Wulan	Aspect					Total
		G	V	C	F	P	
1	1st Sentence	3	4	3	2	3	15
2	2nd Sentence	2	3	2	2	3	12
3	3th Sentence	2	3	1	1	2	9
4	4th Sentence	1	2	1	1	1	6
5	5th Sentence	1	2	1	1	1	6
Total				48			

No	Rehan	Aspect					Total
		G	V	C	F	P	
1	1st Sentence	3	3	2	1	2	11
2	2nd Sentence	1	2	2	2	2	9
3	3th Sentence	2	2	1	2	2	9
4	4th Sentence	2	3	2	1	2	10
5	5th Sentence	2	3	2	2	1	10
Total				49			
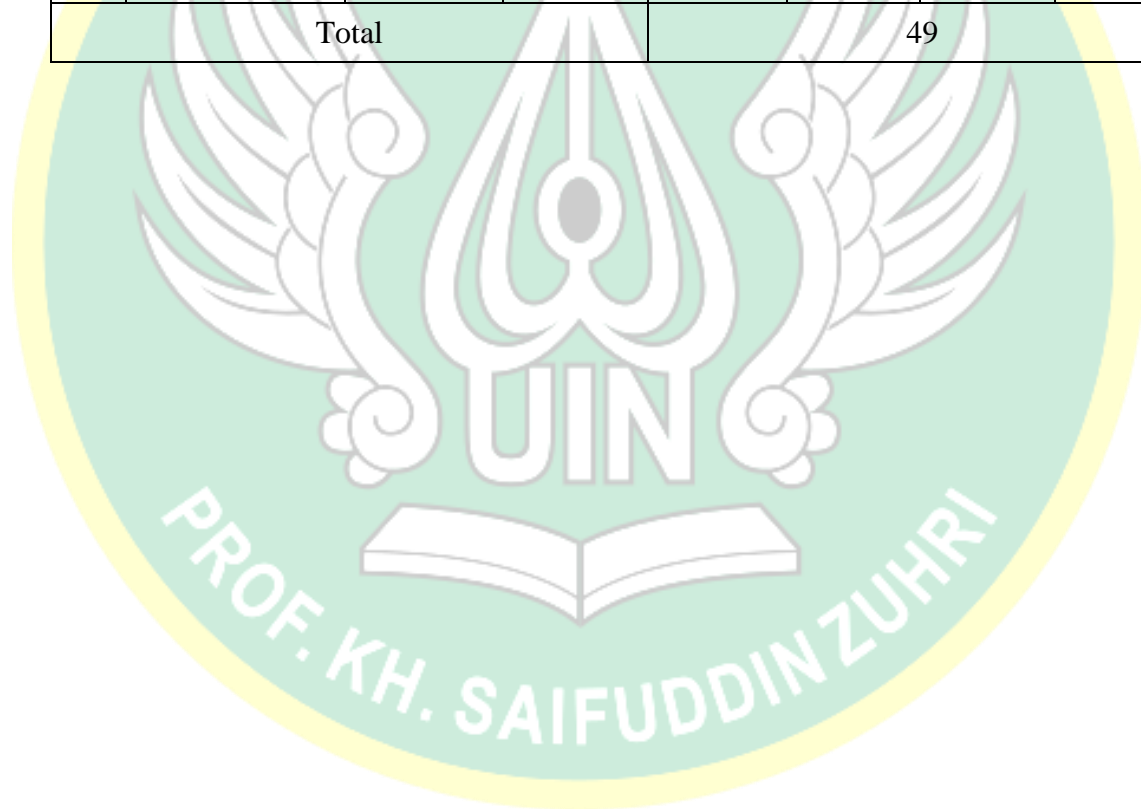
Appendix 8 Post Test Sheet of Experimental Class

Post-Test

Name : Gita Sahirotu Sita

Class : VIII

Score: 70

Petunjuk

1. Tuliskan nama lengkap dan kelas anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab.
3. Kegiatan ini akan diukur berdasarkan rubric penilaian speaking di halaman 2.
4. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.

Choose one picture of the activity below, and then, please describe it in your own words in at least 5 sentences orally!

Student 1

Post-Test

Name : Afra Zaini Zahwa

Class : VIII

Petunjuk

1. Tuliskan nama lengkap dan kelas anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab.
3. Kegiatan ini akan diukur berdasarkan rubric penilaian speaking di halaman 2.
4. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.

Choose one picture of the activity below, and then, please describe it in your own words in at least 5 sentences orally!

1

Student 2

XXXV

Post-Test

Name : Nur Muadin

Class : VIII

Score

67

Petunjuk

1. Tuliskan nama lengkap dan kelas anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab.
3. Kegiatan ini akan diukur berdasarkan rubric penilaian speaking di halaman 2.
4. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.

Choose one picture of the activity below, and then, please describe it in your own words in at least 5 sentences orally!

1

Student 3

XXXVI

Post-Test

Name : Rahma Suci A.

Class : VIII

71

Score

Petunjuk

1. Tuliskan nama lengkap dan kelas anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab.
3. Kegiatan ini akan diukur berdasarkan rubric penilaian speaking di halaman 2.
4. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.

Choose one picture of the activity below, and then, please describe it in your own words in at least 5 sentences orally!

1

Student 4

XXXVII

Post-Test

Name : Siroeu M

Class : VIII

Petunjuk

1. Tuliskan nama lengkap dan kelas anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab.
3. Kegiatan ini akan diukur berdasarkan rubric penilaian speaking di halaman 2.
4. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.

Choose one picture of the activity below, and then, please describe it in your own words in at least 5 sentences orally!

1

Student 5

XXXVIII

Post-Test

Name : Azba Mufidah Kalma

Class :

Petunjuk

1. Tuliskan nama lengkap dan kelas anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab.
3. Kegiatan ini akan diukur berdasarkan rubric penilaian speaking di halaman 2.
4. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.

Choose one picture of the activity below, and then, please describe it in your own words in at least 5 sentences orally!

1

Student 6

XXXIX

Post-Test

Name : Shafa

Class :

Score 71

Petunjuk

1. Tuliskan nama lengkap dan kelas anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab.
3. Kegiatan ini akan diukur berdasarkan rubric penilaian speaking di halaman 2.
4. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.

Choose one picture of the activity below, and then, please describe it in your own words in at least 5 sentences orally!

1

Student 7

XL

Name : W

Class :

73

Score

Petunjuk

1. Tuliskan nama lengkap dan kelas anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab.
3. Kegiatan ini akan diukur berdasarkan rubric penilaian speaking di halaman 2.
4. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.

Choose one picture of the activity below, and then, please describe it in your own words in at least 5 sentences orally!

Student 8

XLI

Post-Test

Name : Condro Wulan Sari

Class :

Petunjuk

1. Tuliskan nama lengkap dan kelas anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab.
3. Kegiatan ini akan diukur berdasarkan rubric penilaian speaking di halaman 2.
4. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.

Choose one picture of the activity below, and then, please describe it in your own words in at least 5 sentences orally!

1

Student 9

XLII

Post-Test

Name : Rehan Danu Prasetyo

Class :

Score

67

Petunjuk

1. Tuliskan nama lengkap dan kelas anda dalam kolom yang disediakan di atas.
2. Bacalah petunjuk soal dengan seksama sebelum menjawab.
3. Kegiatan ini akan diukur berdasarkan rubric penilaian speaking di halaman 2.
4. Nilai yang diambil dari kegiatan ini tidak akan berpengaruh pada data nilai kelas.

Choose one picture of the activity below, and then, please describe it in your own words in at least 5 sentences orally!

1

Student 10

XLIII

Appendix 9 Post-Test Scoring

No	Gita	Aspect					Total
		G	V	C	F	P	
1	1st Sentence	4	4	3	3	4	18
2	2nd Sentence	3	4	3	3	4	17
3	3th Sentence	3	3	2	2	2	12
4	4th Sentence	3	3	2	2	2	12
5	5th Sentence	3	2	2	2	2	11
Total				70			

No	Afra	Aspect					Total
		G	V	C	F	P	
1	1st Sentence	4	4	2	2	4	16
2	2nd Sentence	3	4	2	2	3	14
3	3th Sentence	3	3	3	2	3	14
4	4th Sentence	3	3	2	2	2	12
5	5th Sentence	2	3	2	2	2	11
Total				67			

No	Muad	Aspect					Total
		G	V	C	F	P	
1	1st Sentence	4	4	3	3	4	18
2	2nd Sentence	3	3	2	2	3	13
3	3th Sentence	3	3	2	2	3	13
4	4th Sentence	3	3	2	2	2	12
5	5th Sentence	2	3	2	2	2	11
Total				67			

No	Rahma	Aspect					Total
		G	V	C	F	P	
1	1st Sentence	4	4	3	3	4	18
2	2nd Sentence	4	4	3	3	4	18
3	3th Sentence	3	3	2	2	3	13
4	4th Sentence	2	3	2	2	2	11
5	5th Sentence	2	3	2	2	2	11
Total				71			

No	Siroh	Aspect					Total
		G	V	C	F	P	
1	1st Sentence	3	4	3	3	3	16
2	2nd Sentence	3	3	2	2	3	13
3	3th Sentence	3	3	2	2	3	13
4	4th Sentence	2	3	2	2	3	12
5	5th Sentence	2	3	2	2	3	12
Total				66			

No	Azka	Aspect					Total
		G	V	C	F	P	
1	1st Sentence	4	5	4	3	4	20
2	2nd Sentence	3	4	3	3	4	17
3	3th Sentence	2	4	3	2	3	14
4	4th Sentence	2	3	2	2	2	11
5	5th Sentence	2	3	2	2	2	11
Total				73			

No	Shafa	Aspect					Total
		G	V	C	F	P	
1	1st Sentence	3	4	3	2	4	16
2	2nd Sentence	3	4	3	3	3	16
3	3th Sentence	3	3	2	3	3	14
4	4th Sentence	3	2	2	3	3	13
5	5th Sentence	2	3	2	2	3	12
Total				71			

No	Iif	Aspect					Total
		G	V	C	F	P	
1	1st Sentence	4	4	3	3	4	18
2	2nd Sentence	4	4	3	3	4	18
3	3th Sentence	3	4	2	3	3	15
4	4th Sentence	2	3	2	2	3	12
5	5th Sentence	2	2	2	2	2	10
Total				73			

No	Wulan	Aspect					Total
		G	V	C	F	P	
1	1stSentence	3	4	3	3	4	17
2	2nd Sentence	3	4	3	2	3	15
3	3th Sentence	3	3	2	2	2	12
4	4th Sentence	3	3	1	1	2	10
5	5th Sentence	3	3	1	1	2	10
Total				64			

No	Rehan	Aspect					Total
		G	V	C	F	P	
1	1stSentence	4	4	3	3	4	18
2	2nd Sentence	3	4	3	2	4	16
3	3th Sentence	2	4	2	2	3	13
4	4th Sentence	2	2	2	2	2	10
5	5th Sentence	2	2	2	2	2	10
Total				67			
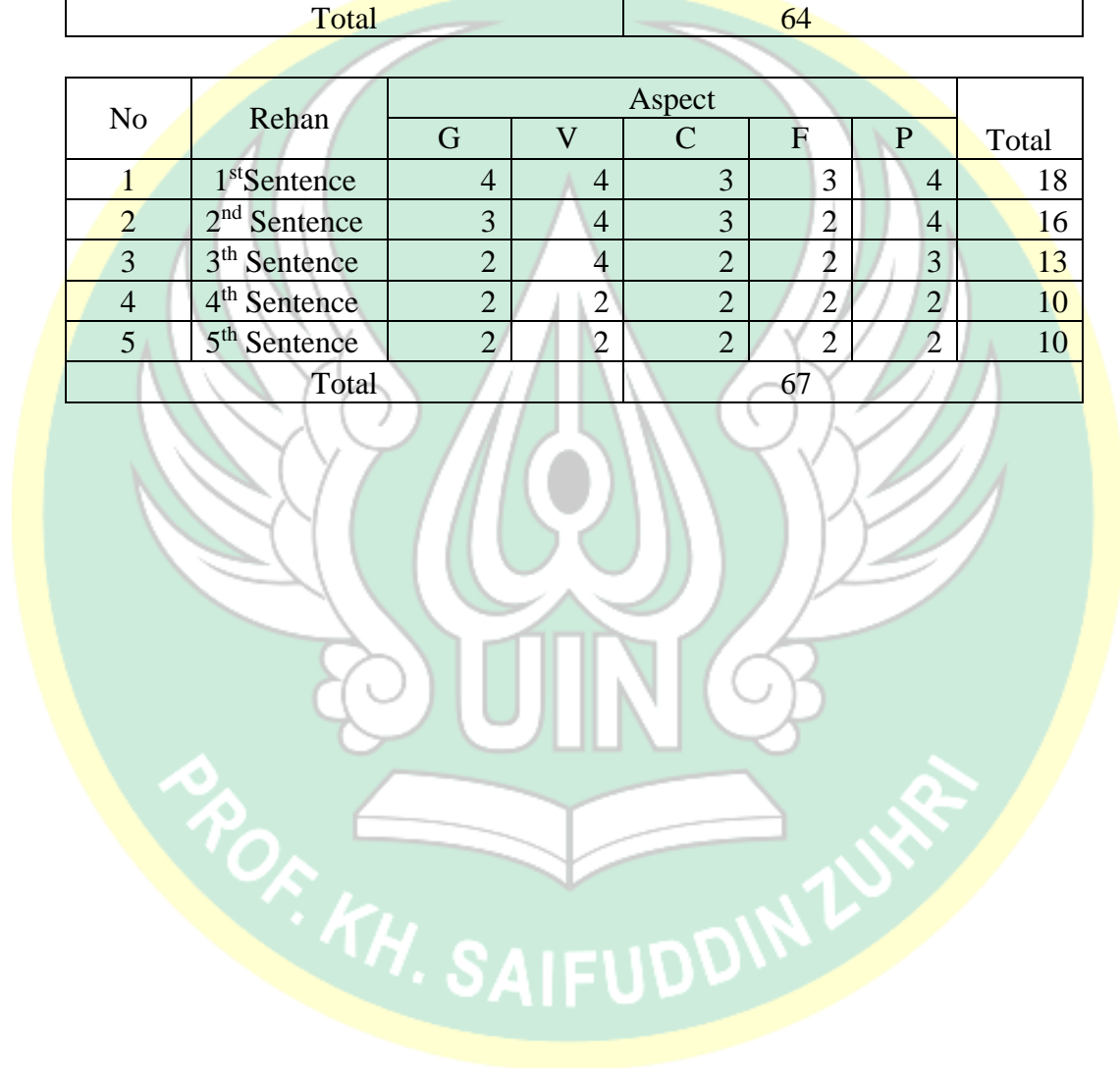
BIOGRAFY

A. Profile
   1. Name   : Miska Sabrina
   2. Students' Number : 1917404025
   3. Place/Date Birth   : Banyumas, 22 Maret 2000
   4. Address   : Tipar Kidul Rt 02/01, Kec. Ajibarang, Kab. Banyumas
   5. Name of father   : Sobirin
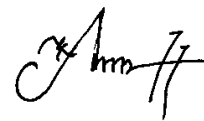   6. Name of Mother   : Emi Kholiyati
B. Formal Education
   1. MI Ma'arif Nu 1 Ajibarang
   2. MTs Darunnajat Bumiayu
   3. MA Darunnajat Bumiayu
   4. S1 UIN Prof. K.H. Saifuddin Zuhri Purwokerto, year of entry: 2019
C. Organization Experience
   1. PERSADA Darunnajat

Purwokerto, 4 Oktober 2023

Miska Sabrina